

**PSY374: Seminar on Performance Management**  
**Dr. Jason Dahling**

Phone: x2582

Email: dahling@tcnj.edu

Office: Social Sciences 121

Office Hours: 10-12 Tuesday, 9-10 Thursday, and by appointment

**Required Text:**

Fletcher, C. (2008). *Appraisal, feedback, and development: Making performance review work (4<sup>th</sup> edition)*. New York, NY: Routledge.

Additional required readings are posted on SOCS for download.

**Course Purpose:**

Every employee will eventually have the experience of sitting through a performance appraisal with a supervisor, an event which is unfortunately often filled with surprises, discomfort, and sometimes strong emotions. This course focuses on how I/O Psychologists can improve this process through better performance management systems. Performance management is the longitudinal process of planning and improving individual performance, which involves setting motivating objectives for subordinates, providing supportive feedback and development opportunities, and more accurately appraising performance.

This course serves as a Specialized Course for students in the Industrial/Organizational Psychology focus. It is also a valuable course for business majors, especially those interested in Management or Human Resources. Furthermore, this course is a valuable learning experience for students in any major because of the applicability of the material to working in organizations.

**Course Prerequisites:**

Because success in this course depends on having a good grasp of the basics of organizational behavior, students must have already completed PSY267 (Organizational Psychology) or MGT201 prior to enrolling.

**Learning Objectives:**

- Develop an understanding of the challenges in defining and measuring job performance
- Become familiar with the components of performance management
- Expand on previous knowledge of goal-setting theory and management-by-objectives (MBO)
- Learn about giving and receiving feedback in organizational settings, including multisource feedback, coaching, and mentoring systems in organizations
- Become proficient in describing different performance appraisal methods
- Develop experience in reading, understanding, and critiquing scholarly articles pertaining to performance management
- Gain experience in evaluating and improving performance management systems

**Assignments and Communication:**

Readings will be posted on SOCS for you to download. It is your responsibility to print these articles, read them, and bring them to class. I will also use SOCS for all course communication. If you do not use your TCNJ e-mail account, please forward e-mail from that account to the account that you check regularly.

**Course Assignments & Assessment:**

1. Discussion Facilitation. Each student will lead the discussion on a selected day of class. Discussion leaders are responsible for providing a very short overview (1-2 minutes) of their reading(s), followed by a series of questions designed to generate 20-30 minutes of discussion. You are to ask, not answer, your questions, so focus on developing questions that will encourage discussion. Discussion questions should not be exam-type questions that test recall (e.g., "what are the five good characteristics of an appraisal system in Table 2?"), but rather questions designed to elicit conversation or elaboration on an issue or point. You are responsible for sending me a copy of your discussion questions *by the class meeting prior to your assigned discussion day*.
  
2. Exams. Two exams will be given during the course, one as a midterm and one during finals week. *Exams are not cumulative*; the final will only cover material discussed after the midterm. Each exam includes both an in-class and a take-home component. The in-class component (70 points) will consist of short answer questions. The take-home component (30 points) will consist of an essay question. For both exams, the take-home essay question will be provided on the last class meeting before the exam and will be due on the scheduled exam day. Responses to the essay are not to exceed four double-spaced, single-sided pages. The take-home essay is open book, although you are expected to complete it individually. Plagiarism will be handled in accordance with the College policy – see the selection below on Academic Integrity for clarification.
  
3. Class Participation. Discussion and engagement are critical to your success in this course. It is your responsibility to read -- and *think* about the readings -- so that you can contribute to our discussion of the points that they raise. Simply being present and awake does not constitute participation. For full credit, I expect that you will make several substantive comments on the discussion during each class meeting.
  
4. Analysis of a Performance Management System. In response to a performance management system provided to you by me or acquired through an employer, you will be responsible for expanding on our class discussion to write a paper about how this system could be improved. Further details will be provided in class at a later date.

Discussion Facilitation	25 points
Exams: 2 at 100 points each	200 points
Class Participation	75 points
Analysis of an Appraisal System	100 points
<b>TOTAL:</b>	<b>400 points</b>

EARNED PERCENTAGE TOTAL	COURSE GRADE	EARNED PERCENTAGE TOTAL	COURSE GRADE
93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	60-66%	D
80-82%	B-	<60%	F
77-79%	C+		

**Late Policy:**

The syllabus notes the dates of tests and due dates of projects. I set these deadlines well in advance so that you should have no problems meeting them. Accordingly, make-up exams will not be provided except in extreme extenuating circumstances, defined at my discretion, and in all cases supported with documentation. Because analysis papers are due at the end of the semester, late papers will not be accepted under any circumstances.

**Attendance and Participation:**

Attendance is expected in accordance with College policies. If you do miss class, it is your responsibility to contact a class member to find out what you missed. Every class period is important and it is not possible for me to summarize in an e-mail what I will cover in an entire class period. If, after contacting a classmate and getting the notes from him/her, you still have questions or need any information, then please see me. The success of this class depends on your active participation, and I expect each student to regularly participate in class discussions and to raise any questions when necessary.

**Academic Integrity**

Cheating and Plagiarism are serious violations of the college's Academic Integrity Policy and will be dealt with accordingly. Any student found cheating or plagiarizing will receive a zero for that assignment, quiz, or exam, and further action may be taken in accordance with the college's policy. It is your responsibility to familiarize yourself with the College's policy on Academic Integrity, available in full here:

<http://www.tcnj.edu/~academic/policy/integrity.html>

### Tentative Schedule

Date	Topics & Reading for Class	Items Due, Notes
Jan 21	<i>Overview of Performance Management</i> Reading: Fletcher, Chapter 1 & 2	
25	<i>What is Performance?</i> Reading: Motowidlo, S.J. (2003). Job performance. In W.C. Borman, D.R. Ilgen, & R.J. Klimoski (Eds.), <i>Handbook of psychology: Industrial and organizational psychology, vol. 12</i> (pp. 39-53). Hoboken, NJ: John Wiley & Sons.	Motowidlo outline due
28	<i>Aligning Performance Goals with Strategic Objectives</i> Reading: Schiemann, W.A. (2009). Aligning performance management with organizational strategy, values, and goals. In J.W. Smither & M. London (Eds.), <i>Performance management: Putting research into action</i> (pp. 45-87). San Francisco, CA: John Wiley & Sons.	
Feb 1	<i>Fundamentals of Goal-Setting Theory</i> Readings: (1) Locke, E.A., & Latham, G.P. (2002). Building a practically useful theory of goal setting and task motivation. <i>American Psychologist, 57</i> , 705-717.  (2) Seijts, G.H., & Latham, G.P. (2006). Learning goals or performance goals: Is it the journey or the destination? <i>Ivey Business Journal, 70</i> , 1-6.  (3) Case: Gift Cards at Shenanigans	
4	<i>Challenges to Goal Setting</i> Readings: (1) Dalglish, S. (September, 2005) Goal setting: A potentially dangerous exercise. <i>Quality, 44</i> (9), 20.  (2) Ordoñez, L.D., Schweitzer, M.E., Galinsky, A.D., & Bazerman, M.H. (2009). Goals gone wild: The systematic side effects of overprescribing goal setting. <i>Academy of Management Perspectives, 23</i> , 6-16.	
8	<i>Giving and Seeking Feedback</i> Reading: Ashford, S.J., Blatt, R., & VandeWalle, D. (2003). Research on the looking glass: A review of research on feedback-seeking behavior in organizations. <i>Journal of Management, 29</i> , 773-799.	
11	<i>Receptivity and Challenges to Negative Feedback</i> Readings: (1) Audia, P.G., & Locke, E.A. (2003). Benefitting from negative feedback. <i>Human Resource Management Review, 13</i> , 631-646.  (2) Case: The Micromanager	

15	<i>Multisource Feedback</i> Readings: (1) Fletcher, Chapters 6-7  (2) Case: Rowe v. General Motors Corp.	
18	<i>Executive Coaching</i> Reading: Hall, D.T., Otazo, K.L., & Hollenbeck, G.P. (1999). Behind closed doors: What really happens in executive coaching. <i>Organizational Dynamics</i> , 27, 39-53.	
22	<i>Mentoring &amp; Career Paths</i> Reading: Hegstad, C.D. (1999). Formal mentoring as a strategy for human resource development: A review of research. <i>Human Resource Development Quarterly</i> , 10, 383-390.	
25	<i>Performance Appraisal Overview: Aims &amp; Content</i> Readings: (1) Fletcher, Chapters 3-4  (2) Case: World-Class Bull	
Mar 1	<i>Performance Appraisal Overview: Aims &amp; Content, Continued</i> Readings: (1) Fletcher, Chapters 3-4  (2) Case: Elise Smart	
4	<i>Aligning Ratings and Rewards</i> Readings: (1) Kerr, S. (1995). On the folly of rewarding A, while hoping for B. <i>Academy of Management Executive</i> , 9, 7-14.  (2) Case: The Best-Laid Incentive Plans	<i>Note: Content covered on midterm exam ends here</i>
8	<b>Spring Break</b>	
11		
15	<i>Legal Perspectives on Performance Appraisal</i> Readings: (1) Marin, D.C., Bartol, K.M., & Kehoe, P.E. (2000). The legal ramifications of performance appraisal: The growing significance. <i>Public Personnel Management</i> , 29, 379-405.  (2) Case: Gordy & Julio	<i>Note: Content covered on final exam starts here</i>
18	<b>Midterm Exam</b>	
22	<i>Broader Context of Performance Appraisal</i> Reading: Ferris, G.R., Munyon, T.P., Basik, K. & Buckley, M.R. (2008). The performance evaluation context: Social, emotional, cognitive, political, and relationship components. <i>Human Resource Management Review</i> , 18, 146-183.	

25	<p><i>Training Raters</i>          Reading:          Fletcher, Chapter 8</p>	<p>Project          Status          Update due</p>
29	<p><i>Calibration and Forced Rankings</i>          Readings:          (1) Sammer, J. (2008, January). Calibrating consistency. <i>HR Magazine</i>, 53(1), 73-75.           (2) Gary, L. (2001, June). The controversial practice of forced ranking. <i>Harvard Management Update</i>, 6(10), 3-4.           (3) Grote, D. (2002, November/December). Forced ranking: Behind the scenes. <i>Across the Board</i>, 39(6), 40-45.</p>	
Apr 1	<p><i>Perspectives on Underperformers</i>          Readings:          (1) Axelrod, B., Handfield-Jones, H., &amp; Michaels, E. (2002). A new game plan for C players. <i>Harvard Business Review</i>, 80, 80-88.           (2) Grote, D. (September/October 2001). Discipline without punishment. <i>Across the Board</i>, 38(5), 52-57.</p>	
5	<p><i>Perspectives on High Achievers</i>          Readings:          (1) Berglas, S. (September 2006). How to keep A players productive. <i>Harvard Business Review</i>, 84(9), 104-112.           (2) Bunker, K.A., Kram, K.E., &amp; Ting, S. (December 2002). The young and the clueless. <i>Harvard Business Review</i>, 80(12), 80-87.           (3) Case: What a Star, What a Jerk</p>	
8	<p><b>No class meeting (SIOP) – Open day to work on papers</b></p>	
12	<p><i>Appraisal and Treatment of “High Potential” Employees</i>          Readings:          (1) Fletcher, Chapter 10           (2) Gladwell, M. (2008). <i>Outliers: The Story of Success</i> (Chapter 1)</p>	
15	<p><i>Appraisal of Professional Employees</i>          Reading:          Fletcher, Chapter 11</p>	
19	<p><i>Appraisal of Expatriate Employees</i>          Reading:          Martin, D.C. &amp; Bartol, K.M. (2003). Factors influencing expatriate performance appraisal system success: An organizational perspective. <i>Journal of International Management</i>, 9, 115-131.</p>	

22	<i>Performance Management in Cross-Cultural Settings</i> Readings: (1) Day, D.V., & Greguras, G.J. (2009). Performance management in multi-national companies. In J.W. Smither & M. London (Eds.), <i>Performance management: Putting research into action</i> (pp. 271-296). San Francisco, CA: John Wiley & Sons.  (2) Case: Black & Decker Eastern Hemisphere and the ADP Initiative	
26	<b>No class meeting -- PM System Project Due</b>	PM System Project
29	<i>Appraising Appraisal: Evaluating the PM System</i> Reading: Harper, S. & Vilkinas, T. (2005). Determining the impact of an organization's performance management system. <i>Asia Pacific Journal of Human Resources</i> , 43, 76-97.	
May ??	<b>Final Exam (During Scheduled Period)</b>	