

**CENTRAL MICHIGAN UNIVERSITY**  
**MSA 506 SYLLABUS**  
**Fall I, 2019**

**IDENTIFYING INFORMATION**

**Course:** MSA 506 Evaluation, Coaching, and Mentoring

**Term:** Fall I, 2019

**CRN:** 22375437

**Location:** Rowe 229

**Course Dates and Times:** Wednesdays -5:30-10:20 p.m.; 8/28/2019 – 10/16/2019

**Instructor:** Dr. Michael Dillon

**E-Mail Address:** [dillo1md@cmich.edu](mailto:dillo1md@cmich.edu)

**Phone Number:** Cell: 989-941-6330

**Office Hours:** I would be happy to set a time to meet with you. Please call or email for arrangements.

**Academic Biography:**

Dr. Michael Dillon has been a fixed term faculty member, and now a Lecturer II, at Central Michigan University since January of 2016 for the Master of Science of Administration program, and has taught MSA 502, 503, 506, 510, 600, 601, 602, 603, 604, 647, 677, 698, and 699. Prior to his current role, he has served as an adjunct faculty member at various universities. He has a work history in higher education and finance, has taken leadership roles in multiple non-profits, and has numerous academic publications and conference presentations. Research interests include collaborative action and power dynamics, adult learning theory, organizational learning, critical human resource and organizational development theory, leadership theory, action research methodology, hybrid and online learning, and qualitative research. Dr. Dillon holds an Ed.D. in Adult Education and Human Resource and Organizational Development from the University of Georgia, a Master of Arts in Organizational Leadership from Gonzaga University, a Dual Bachelors of Arts in Economics and Philosophy from the University of Pittsburgh, and recently completed a Project Management certificate at Central Michigan University. Dr. Dillon is originally from Pittsburgh, PA and currently resides in Midland, MI with his two teenage children and a Terrier named Foxy

**Prerequisites:** 86 semester hours completed or Admission into a graduate program

**II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

**Required Texts:**

Aguinis, Herman (2012) Performance Management (3rd ed.). Upper Saddle River, NJ: Prentice Hall Publishing. ISBN: 978-0-13-255638-5

Kegan & Lahey (2016) An Everyone Culture: Becoming a Deliberately Developmental Organization. Harvard Business school Publishing: Boston. ISBN: 978-1625278623

**III. COURSE DESCRIPTION**

Post-hire evaluation, coaching and mentoring: Course examines the alignment of individual and group performance with an organization's strategic vision by developing effective performance management processes.

**IV. COURSE GOALS AND OBJECTIVES**

Upon successful completion of this course, the student will be able to:

1. Discuss theories, issues and best practices in performance management.
2. Analyze data and determine how to measure performance.
3. Compare and contrast successful and unsuccessful performance management systems.
4. Design and implement a performance management system.
5. Practice and critique 4 employee development strategies.
6. Assess and review rater errors and their impact on organizational leadership.
7. Examine the relationship of performance management to strategic planning.
8. Evaluate team performance strategies.
9. Evaluate performance management and reward systems.
10. Scrutinize legal and ethical issues involved in the performance management process.
11. Identify coaching and mentoring strategies to enhance performance.
12. Propose coaching and mentoring strategies and evaluate potential impact on organization.

**V. METHODOLOGY**

In this face-to-face course, it is vital that students (and the instructor) fully participate and engage. This means “bringing” your work/life/academic experiences to the classroom. Rich classroom dialogue is foundational to your success in the course. In order to have rich dialogue, read the material, contemplate the concepts and how they relate to your experiences and career goals, and fully engage. We will engage in classroom discussions, paper assignments, individual presentations, and regular reading of two course books.

**VI. COURSE OUTLINE/ASSIGNMENTS**

<u>Week</u>	<u>Dates</u>	<u>Readings</u>	<u>Assignments*</u>	<u>Class Meeting</u>
1	8/28 – 9/1	Aguinis Ch 1-2 Kegan & Lahey - Intro		8/28
2	9/2 – 9/8	Aguinis Ch 3-4 Kegan & Lahey Ch 1	Job Analysis Interview Paper	9/4
3	9/9 – 9/15	Aguinis Ch 5-6 Kegan & Lahey Ch 2		9/11
4	9/16 – 9/22	Aguinis Ch 7 Kegan & Lahey Ch 3	Strategic Management Plan Paper	9/18

5	9/23 – 9/29	Aguinis Ch 8 Kegan & Lahey Ch 4		9/25
6	9/30 – 10/6	Aguinis Ch 9 Kegan & Lahey Ch 5	Coaching Guide Paper	10/2
7	10/7 – 10/13	Aguinis Ch 10 Kegan & Lahey Ch 6		10/9
8	10/14 – 10/16	Aguinis Ch 11 Kegan & Lahey Ch 7	Employee Development Presentation	10/16
*All assignments due by Sunday 11:59pm of week noted unless otherwise indicated. No work accepted after 10/16/19.				

## VII CRITERIA FOR EVALUATION

### Evaluation:

Assignment	Points
Job Analysis Interview Paper	26
Strategic Performance Management Plan Paper	26
Coaching Guide Paper	25 Grad / 10 Undergrad
Employee Development Presentation	15
Class Engagement	8
Total	100 Grad / 85 Undergrad

### Assignment Details:

#### Job Analysis Interview Paper

Option I – existing job: The prerequisites of a successful performance management system are knowledge of the organization’s mission and strategic goals, and knowledge of the job in question. A job analysis helps us to understand a job in question. In this paper you will conduct a job analysis using an interview. Be sure to interview someone that can provide the detail listed below regarding their job.

1. Include in your paper:
2. The job title of the interviewee with brief description, including how the job fits into the organization.
3. The key components of the job you discovered based upon your interview, such as activities, tasks, products, services, and processes. Include the frequency, and criticality of each component (see page 41 of your text).
4. The knowledge, skills, and abilities required for the job.
5. Close with a brief job description based upon the information above.

Your paper needs to be APA style, using APA section headings, 4-5 pages double spaced (plus cover and reference page), with at least two scholarly references.

### Option II – job yet to be created

This option will include all the components of Option I. The difference with this option is that you are interviewing a manager that wishes to create new job within his or her department.

job title of the interviewee with brief description, including how the job fits into the organization	5
key components of the job you discovered based upon your interview, such as activities, tasks, products, services, and processes. Include the frequency, and criticality of each component	6
The knowledge, skills, and abilities required for the job	6
brief job description based upon the information above	4
APA / Grammar / References	5
Total	26

### **Strategic Performance Management Plan Paper**

Performance management is a continual process of identifying, measuring, and developing individual and/or team performance, and aligning performance with organizational strategy. In this paper you will develop the foundation of a Strategic Performance Management Plan by detailing how an employee will be rated in a particular job function. You may want to search job openings and find a job that is of interest to you, or create a performance management plan for a position in your organization that is lacking one, or use the job from your Job Analysis assignment. You must identify the organization and the job function. The Strategic Performance Management Plan needs to be specific to the job function and organizational strategy, and not general in nature (see chapter six for examples). Make sure you have access to the strategic plan of the organization since your plan must connect to the strategy.

Include in your paper:

1. Brief background of the organization including their vision and/or mission.
2. Brief highlights of their current strategy
3. Brief job description
4. Most importantly: at least 5 attributes that will be rated. The attributes may be either results focused, behavior focused, or both. For each attribute explain how it connects to the organization's strategy, specifically how performance will be measured, and the range of performance measures (possibly ranging from did not meet expectations to exceeded expectations, etc.).

Your paper needs to be APA style, using APA section headings, 5-6 pages double spaced (plus cover and reference page), with at least 3 scholarly references.

Brief background of the organization including their vision and/or mission	3
Brief highlights of their current strategy	4
Brief job description	4
Attributes that will be rated	10
APA / Grammar / References	5
Total	26

### **Coaching Guide for Administrators Paper**

#### **Graduate Students:**

Performance management is a continual process of identifying, measuring, and developing individual and/or team performance, and aligning performance with organizational strategy. Coaching is one way in which an administrator can take an active role in the development of his or her team.

In this assignment, you will create a guide for administrators for coaching their employees. This will be for an organization of your choosing. Note: your coaching guide is not directed at a specific individual, but is for the benefit of a particular organization and job function.

Include in your paper:

1. A very brief description (no more than 1 page) of the organization and employee job function that will receive the coaching.
2. Your proposed model / process of coaching (see Figure 9.1 in your book for one example, and seek the literature other potential examples of models / processes).
3. Best practices for giving feedback.
4. Potential pitfalls to avoid in coaching.

Your paper needs to be APA style, using APA section headings, 5-6 pages double spaced (plus cover and reference page), with at least 3 scholarly references.

brief description (no more than 1 page) of the organization and employee job function that will receive the coaching	3
proposed model / process of coaching	8
Best practices for giving feedback	5
Potential pitfalls to avoid in coaching	5
APA / Grammar / References	4
Total	25

#### **Undergraduate Students:**

Create a one page Coaching Guide Infographic. See your instructor for ideas.

### **Employee Development Presentation**

Each student will present on the last day of class for approximately 15 minutes. You will present to your classmates as if we were the stakeholders in an organization of your choosing. You have two goals in this presentation: to detail how the organization can incorporate the ideas in the “...Everyone Culture” book, and to discuss and analyze 2-3 types of Employee Development activities to be incorporated into the organization’s performance management plan. Some examples include but are not limited to on-the-job training, 360 feedback reviews, job rotation and cross training, temporary assignments, involvement in professional or trade organizations, or job enlargement and enrichment. In addition to your textbooks, utilize the CMU library to search recent articles that discuss the development activities you have selected in order to prepare for your presentation.

Quality of information	10
Quality of presenting	5
Total	15

**Class Engagement:** Class Engagement grade will be based on his or her attendance and engagement as described below.

Class Engagement		
Engagement	Preparation (outside of class)	Participation (in class)
I am Fully Engaged	Exemplary Preparation I read carefully and research background information on the author/topic ahead of time. I research social, cultural, historic, economic, political connections to the text/topic. I consider the course’s Essential Questions as I prepare.	Animated Participation I attend class and I speak daily. I try to advance the conversation by presenting evidence to support my ideas. I present related research, implications, or complexities in the text/situation/topic.
I am Occasionally Engaged	Novice Preparation I read assignments ahead of time. I do basic research to understand the material, but I do not go beyond the obvious. Sometimes I consider the course’s Essential Questions as I prepare.	Occasional Participation I attend class daily. I speak occasionally—mainly when called upon by the professor. Sometimes I present general evidence to support my position.
I’m not sure how to be engaged; I need some direction	Inadequate preparation Sometimes I do the reading.	Inadequate participation My attendance is inconsistent. I participate only when prompted.

	I don't research to understand the material, nor do I go beyond the obvious.	
I am Disengaged	No Preparation I neither read nor research before class.	No Participation My attendance is inconsistent. I do not speak in class.
Source: <a href="http://www.facultyfocus.com/articles/effective-teaching-strategies/participation-points-making-student-engagement-visible/?utm_campaign=Faculty%20Focus&amp;utm_content=50702409&amp;utm_medium=social&amp;utm_source=linkedin">Stephanie Almagno, PhD, http://www.facultyfocus.com/articles/effective-teaching-strategies/participation-points-making-student-engagement-visible/?utm_campaign=Faculty%20Focus&amp;utm_content=50702409&amp;utm_medium=social&amp;utm_source=linkedin</a>		

**Late Assignments:** 20% penalty for each day late. No work accepted after 10/16/19.

**Make-ups and Rewrites:** Not accepted

**Attendance Policy:** Students need to be present and engaged for each class meeting, and to keep abreast of any announcements in Blackboard.

**Grading Scale:**

**Undergraduate Students:**

94% or above : A	, 87% - 89% : B+	, 77% - 79% : C+	, 67%-69% : D+	, Below 60% : E.
90% - 93% : A-	, 84% - 86% : B	, 74% - 76% : C	, 64%-66% : D	,
	80% - 83% : B-	, 70% - 73% : C-	, 60%-63% : D-	,

**Graduate Students:**

94% or above : A	, 87% - 89% : B+	, 77% - 79% : C+	,
90% - 93% : A-	, 84% - 86% : B	, 74% - 76% : C	,
	80% - 83% : B-	, Below 74% : E	.

**General:**

1. Academic Dishonesty: Written or other work which a student submits must be the product of his/her own efforts. Plagiarism, cheating, and other forms of academic dishonesty, including dishonesty involving computer technology are prohibited. Further information on Academic Dishonesty can be found in the current Bulletin.
2. ADA: CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Student Disabilities Services at 989-774-3016 or by e-mail at [sds@cmich.edu](mailto:sds@cmich.edu) at least 4-6 weeks prior to the start of class. SDS is located in the Park Library, room 120. Students may find additional information and forms at [http://www.cmich.edu/Student Disability Services.htm](http://www.cmich.edu/Student_Disability_Services.htm) .

**Student's Rights and Responsibilities:**

<http://www.cmich.edu/policies-procedures/code-student-rights>

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