IDENTIFYING INFORMATION

Course: MSA 506 Evaluation, Coaching, and Mentoring
Term: Fall II, 2018
CRN: 22361237
Location: Rowe 226
Course Dates and Times: Tuesdays 5:30-10:20 p.m.; 10/23/2018 – 12/11/2018

Instructor: Dr. Michael Dillon
E-Mail Address: dillo1md@cmich.edu
Phone Number: Cell: 989-941-6330
Office Hours: I would be happy to set a time to speak/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.

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

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Required Texts:


III. COURSE DESCRIPTION

MSA 506 Evaluation, Coaching, and Mentoring – Fall II 2018
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

1. Upon successful completion of this course, the student will be able to:
2. Discuss theories, issues and best practices in performance management.
3. Analyze data and determine how to measure performance.
4. Compare and contrast successful and unsuccessful performance management systems.
5. Design and implement a performance management system.
7. Assess and review rater errors and their impact on organizational leadership.
8. Examine the relationship of performance management to strategic planning.
10. Evaluate performance management and reward systems.
11. Scrutinize legal and ethical issues involved in the performance management process.
12. Identify coaching and mentoring strategies to enhance performance.
13. Propose coaching and mentoring strategies and evaluate potential impact on organization.

V. METHODOLOGY

Methodology includes classroom discussions and engagement, paper assignments, individual presentations, and regular reading of two course books.

VI. COURSE OUTLINE/ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Readings</th>
<th>Assignments*</th>
<th>Class Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10/23 – 10/28</td>
<td>Aquinis Ch 1-2</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Kegan &amp; Lahey - Intro</td>
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<td>2</td>
<td>10/29 – 11/4</td>
<td>Aquinis Ch 3-4</td>
<td>Job Analysis Interview Paper</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Kegan &amp; Lahey Ch 1</td>
<td></td>
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<tr>
<td>3</td>
<td>11/5 – 11/11</td>
<td>Aquinis Ch 5-6</td>
<td></td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Kegan &amp; Lahey Ch 2</td>
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<tr>
<td>4</td>
<td>11/12 – 11/18</td>
<td>Aquinis Ch 7</td>
<td>Strategic Management Plan Paper</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Kegan &amp; Lahey Ch 3</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>11/19 – 11/25</td>
<td>Aquinis Ch 8</td>
<td></td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Kegan &amp; Lahey Ch 4</td>
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<tr>
<td>6</td>
<td>11/26 – 12/2</td>
<td>Aquinis Ch 9</td>
<td>Coaching Guide Paper</td>
<td>Yes</td>
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</table>
### 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.

#### 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.

**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.

**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 discuss and critique 3-4 types of Employee Development activities (excluding mentoring/coaching) for a job function that you have used for the other assignment in this class. Some examples include 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. Remember, you only need to select 3 or 4. Consult with your instructor if you have other development activity ideas. In addition to your textbook, utilize the CMU library to search recent articles that discuss the development activities you have selected and how they can benefit an employee and the organization.

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

<table>
<thead>
<tr>
<th>Class Engagement</th>
<th>Preparation (outside of class)</th>
<th>Participation (in class)</th>
</tr>
</thead>
</table>
| 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.  
I don’t research to understand the material, nor do I go beyond the obvious. | Inadequate participation  
My attendance is inconsistent.  
I participate only when prompted. |
| I am Disengaged                      | No Preparation                                                  | No Participation  
My attendance is inconsistent.                                                |
I neither read nor research before class.  
I do not speak in class.

Source: Stephanie Almagno, PhD, http://www.facultyfocus.com/articles/effective-teaching-strategies/participation-points-making-student-engagement-visible/?utm_campaign=Faculty%20Focus&utm_content=50702409&utm_medium=social&utm_source=linkedin

**Late Assignments**: 20% penalty for each day late. No work accepted after 12/11/18.

**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**:

<table>
<thead>
<tr>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>94% or above</td>
<td>A</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>D+</td>
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<tr>
<td>Below 60%</td>
<td>E</td>
</tr>
<tr>
<td>90% - 93%</td>
<td>A-</td>
</tr>
<tr>
<td>84% - 86%</td>
<td>B</td>
</tr>
<tr>
<td>74% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>64% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>80% - 83%</td>
<td>B-</td>
</tr>
<tr>
<td>70% - 73%</td>
<td>C-</td>
</tr>
<tr>
<td>60% - 63%</td>
<td>D-</td>
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</tbody>
</table>

**Graduate Students**:

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<tr>
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<td>B-</td>
</tr>
<tr>
<td>Below 74%</td>
<td>E</td>
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**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 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.

**Student’s Rights and Responsibilities**:
http://www.cmich.edu/policies-procedures/code-student-rights

**SELECTED BIBLIOGRAPHY**


