



QUINLAN
SCHOOL of BUSINESS

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Office Hours: By Appointment

Tentative Syllabus, v.1 Jan 15 2019

HRER 501
PERFORMANCE MANAGEMENT SYSTEMS
Tuesdays, 6-9
Schreiber 725

1. Course Description

Designed to provide both current and future managers an in-depth understanding of performance appraisals and related issues, this hybrid course also emphasizes goal-setting, feedback and the rating process.

2. Course Overview

Ever since formal organizations first came into being, the key source of sustainable competitive advantage has been the people that make up the organization. While products, technologies, and markets, may help organizations succeed in spurts, it is the people who work for the organization that keep it going. However, managing people, so as to get the best out of them, is an issue that most managers continue to struggle with, since the skills and competencies needed to manage people are not always automatic. Indeed, one mistake that most organizations make is that they reward people for superior technical skills by making them people managers, and then wonder why they are not successful as managers.

This course will help you and your fellow students understand the critical issues in managing people effectively. The objective of this course is three-fold. First, we aim to broaden your understanding of what it means to “manage people.” Next, we emphasize the importance of defining and measuring performance correctly. Here, we will emphasize the role of performance information, coaching, and feedback. Finally, we will discuss the importance of setting up efficient and effective performance management systems, by comparing PMSs in different countries.

3. Course Objectives & Learning Goals

- To gain factual knowledge about Performance Management Systems, including terminology, methods, and trends.
- To learn to apply course material in your decision making.
- To develop specific skills, competencies, and points of view needed by management professionals.

4. Required Readings:

* Performance Management Systems: A Global Perspective, Arup Varma, Pawan Budhwar, & Angelo DeNisi (Eds.). Published by Routledge, U.K. (Taylor & Francis Group), ISBN: 0415771773.

* Additional readings and cases will be distributed in class or via Sakai.

5. Teaching Approach

This course will be conducted in an interactive and participative manner. Learning will be facilitated through lecture, general discussion, case studies, videos, and group work, including presentations. Participants are expected to have read the relevant book chapters, cases and readings before class, and actively contribute to discussions.

Further, this is a hybrid course, so 6 sessions will be held face-to-face, while 4 sessions will be online. The online sessions will be asynchronous, which means students do not have to be online during a particular period. This has been so designed to allow students flexibility, since many of our students regularly travel for work.

However, students are fully responsible for reviewing/reading the materials, and participating in team assignments and meetings, as well as completing all individual and team assignments.

6. Grades

Final grades will be based on the following criteria:

| | |
|---|------------|
| Individual Participation | 25% |
| Team - Presentation (20%) | |
| - Summary (5%) | 25% |
| In-class and Online Case/Exercise Participation | 25% |
| <u>Examination</u> | <u>25%</u> |
| Total | 100% |

7. Team Presentation and Summary:

7.1. Teams will be assigned country-based chapters from the book (see below for country assignment). You are responsible for the country-based chapter assigned to your team, and should read that chapter thoroughly. You are, of course, strongly urged to read all the country-based chapters. Please note the paper and power-point slides due the day of the presentation, and should be given to me *before* your group presents.

7.2. Team Presentation (20%):

- * You will have 20 minutes to present your material, plus 2-3 minutes for Q & A.
- * Do not prepare more than 8 - 10 slides.
- * Each member of the team must participate in the presentation.
- * The presentation will be graded in terms of the degree to which you successfully disseminate the information in the chapter, and supplement it with material drawn from your research. Your challenge is to make the presentation interesting and creative, and useful for the audience. The grade allocation for the presentation will be 50% for content and 50% for style.
- * Your team will receive one overall grade, based on separate evaluations for the presentation and the paper. In addition, you will be required to evaluate each of your fellow team members' relative contribution to your project, and the final individual grades for the team project will be adjusted, as necessary. All members of a team will receive the same grade, EXCEPT in the case of free rider problems.

7.3. Team Summary (5%):

- * The write-up should not exceed 3 pages (typed, double-spaced) and should elaborate on the presentation so that a person who was unable to see you present can still understand your approach.

8. Quinlan School of Business Policies:

8.1. Attendance and Off-line Assignments

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. Faculty may set participation policies unique to their courses and use class participation as a component of the final grade. The student is responsible for any assignments or requirements missed during an absence. Identify, and make friends with, a couple of students on day 1 who can help you with this.

8.1.1. Attendance: Barring unforeseen circumstances, students are expected, *and required* to attend all in-class sessions. Course grades will be lowered a half-grade for each absence beyond two sessions. Further, classes start promptly at the scheduled time(s). Students who come late for more than two sessions will be treated as absent whenever they are late beyond those two sessions, and the rule for lowering grades, as noted above, will apply.

8.1.2. Off-line assignments: Since this is a hybrid class, it is critical that students take responsibility for readings and videos assigned for the online sessions, as well as completing any related assignments.

8.2. Make-Up Examinations

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believes examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. The only regular exception is for a student athlete, who may use the testing services of the Athletics Department to complete a make-up examination. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

8.3. Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

9. Special Request:

This course depends on a high level of student engagement and participation. Distractive (and, sometimes) unprofessional behaviors impact the student's own learning as well as have a negative impact on other students' learning. Engaging in any of these behaviors will have a severe impact on participation points. Thus, please note the guidelines below, recognizing that this is not an exhaustive list – these are merely examples.

First, participation points are not awarded for simply agreeing or disagreeing with another student's comments. This does not mean one should not disagree with another view – but such disagreement should be supported by solid facts and opinions, and should be done in a respectful fashion. Remember, you are disagreeing with the other individual's opinions, and not the individual himself/herself.

Next, attendance does not equal participation. You are expected and required to attend class. To gain participation points, you must contribute in a meaningful manner to the other students' learning, and to our understanding of the issues being discussed.

It is a sign of our times that more and more people will switch from a face-to-face conversation to answer their cell phones. Somehow, we have decided that whoever is on the phone is more important than whoever we are speaking with, at the time. While the cell phone and other such fantastic devices are indeed amazing inventions, and allow us instant contact in critical times and access to a world of information, there are times when we simply need to put these away!

As such, in order to avoid disrupting other participants' learning, please switch off cell phones during class, period (*the comma is intended*). Similarly, laptops and other electronic devices should not be used during the class period. No matter how much a student believes that s/he can quietly use one of these devices, the fact remains that it disturbs others – and, if you are using any of these devices to chat, surf, tweet, vine, Instagram, imgur, etc., etc., *clearly, you are not engaged with the class.*

Please note that if you are expecting an important call, simply place your phone on vibrate and leave the room to take your call.

SPECIAL NOTE: THIS SYLLABUS IS A LIVING DOCUMENT, AND SUBJECT TO REVISION. CHECK YOUR E-MAIL AND YOUR SAKAI ACCOUNT REGULARLY FOR RELEVANT UPDATES!!

10. Tentative Schedule

| | Topics | Readings and Cases |
|---------------------------------|---|---|
| Tue Feb 26 | a. Performance management and business strategy – The link b. Employee development | Case -- TBA |
| Tue Mar 12 <u>Online A/S</u> | a. Defining performance b. Performance information c. Goal-setting and feedback | Case -- TBA Readings -- TBA |
| Tue Mar 19 | a. PMS around the globe b. PMS in MNEs | Case – TBA Readings -- Chapters 1 and 2 |
| Tue Mar 26 <u>Online A/S</u> | a. Motivation b. Rater-Ratee relationships | Case -- TBA Readings – Chapters 3 and 4 |
| Tue Apr 2 | a. A model of the appraisal process b. Merit Pay | Case -- TBA Readings -- Chapters 5 and 6 |
| Tue Apr 9 <u>Online A/S</u> | a. Take-home Examination (6 to 730 p.m.) b. Prep for presentations | |
| Tue Apr 16 <u>Online A/S</u> | a. Performance measurement b. Developing scales | Readings -- TBA |
| Tue Apr 23 <u>Online A/S</u> | a. PMS in the U.S.A. b. PMS in the China c. PMS in the India d. Prep for presentations | Readings – Chapters 7, 12, and 13, and ???? |
| Tue Apr 30 | a. Expatriate performance management b. Designing a PMS | Readings -- TBA |
| Tue May 7 | a. Presentations b. Wrap-up and Summary | Readings – Chapter 17 |

Note: Online A/S – online asynchronous. There will be no in-class meeting on these days, and students will be required to review/read materials at their convenience during the specified period, and complete related assignments.

Please note: *This class may occasionally deviate from the course outline above. The instructor reserves the right to make changes as needed to the course syllabus.*