Carnegie Mellon University

Heinz College

Performance Management – Mini III 2015

Course Number: 94 -837

Meets: Wednesday, 6.00 pm – 8.50pm

Location: Hamburg Hall- 1002

Teaching Assistant: Emily Cole

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Course Description

For managers across organizations, managing and developing people are key issues for successful performance. The present course has been designed to develop a manager’s skills such as facilitating subordinates’ performance and learning, providing incentives and rewards, as well as managing cultures and leading teams. Our focus is on improving your skills to develop other people and manage the expectations of stakeholders, i.e., organization, subordinates, co-workers, and clients. Topics incorporate issues and practices from different types of organizations and work environments.

Course topics

- Manager’s role and tasks
- Coaching and feedback giving
- Rewards and incentives
- Retaining and terminating employees
- Developing talent
- Managing culture
Course Objectives

1. To identify the challenges and complexities managerial positions require.
2. To recognize and pursue managerial skills that support subordinates’ development and retention.
3. To learn how to deal with difficult situations such as terminating employees or dealing with stressful events.
4. To indicate managing culture within organizations with emphasis on cross-cultural management.

Course Readings

- Journal articles (Selected journal articles –uploaded in Blackboard or distributed in class)
- Case studies

Class style

- Problem-oriented: Focusing on research evidence, cases, managerial challenges and dilemmas, role playing, and organizational experiences provided by class.
- Hands-on: group problem solving and decision making will be used to demonstrate key principles of this course.

Evaluation

Your final grade is based upon:

- ✓ Reading logs: One page summary of insights from assigned reading (turned in within one week of class). You will have to complete five reading logs throughout the course. You will need to choose one reading each week to write about (NOT the week’s case study). 20%
- ✓ Take-home mid-term exam (Mission impossible? Save the new manager): 35%
- ✓ Group project (Organizational Performance analysis): 35%
- ✓ Individual participation: 10%

Reading Logs

For each reading assigned you will receive a point for turning in a one-page summary of your thoughts and insights.
• If you agree, with the author, tell us with what. If you dispute with the author, indicate how and why.
• What practical applications can you identify from the reading?

You will receive four points for each successfully completed summary. No reading logs will be accepted after their due date (latest acceptable time is Tuesday midnight) following class to which reading was assigned.

Mid-Term Paper & Group-project paper

A take-home exam and a group paper (max. length 7 pages) are required for this course. Their purpose is to give you the opportunity to apply class concepts in the solution to practical problems.

Mid-term Paper – take home exam: Due February 4th, 12.00 am

“Mission: Save the new Manager!”

The Problem: Identify the key problems that brought Rafferty Goldstone in this “dead end.” What are the causes of Goldstone’s situation? What went wrong?

The Solution: How should be these problems solved? What should Goldstone need to do now to save the situation? Please use class concepts for your problem analysis and solution. Your grade will be based on (a) logic and clarity of your description and analysis (b) appropriate use of the learnt concepts (c) integration and writing style.

Group-project Paper: Due March 2nd

An Organization of Your choosing (The Case – the Analysis – The Problem Solution)

The Case: Write a case (2-3 pages) describing a performance problem in an actual organization. Performance problems refer to any situation in which the performance of an individual or a group is below than expected of them by the organization (e.g. poor work quality, failure to work effectively with others, chronic absenteeism or unreliability, etc). The emphasis here is on your development of assessment skills (please systematically consider the range of situational factors necessary to understand what happened).

The Problem solution: Based on your analysis, develop a strategy for effectively implementing changes to improve performance (2-3 pages). Be detailed, specific, and realistic (no “pie in the sky”). Consider not only the results you wish, the levers you would use to produce these results, but also the process (timing and preparation) needed to effectively carry out these changes.
Participation

Contributions in the form of attendance, constructive input to class discussions, and turning in a series of small exercises as requested. Active and constructive participation --not excessive talking— is what really matters in our class!

Behavioral Norms: How instructor and students should behave in class

1. Individual participation: You are expected to come prepared to ask questions that contribute to your understanding of the course materials as well as your fellow students. You are requested to complete assignments that are no graded. If they are completed, these will contribute to your self-enhancement and managerial skills.
2. Readings: you are expected to read all the materials and while reading, you should continually ask yourself the following two questions:
   a. Do I understand the theory and/or principles of this material?
   b. Which are the implications? How would apply this as a manager?
3. All assigned readings should be completed prior to the class for which they are specified. Readings will be briefly reviewed to check for understanding at the beginning of each class. Be prepared to answer questions regarding readings and most importantly to ask them.
4. Ethics: All work turned in must be original and your own. Answers to cases are not to be obtained from outside sources, including teaching notes, internet sites, or past course participants. Failure to comply with ethics will lead to fail the assignment.
5. Carnegie Mellon University’s integrity policies: http://www.cmu.edu/academic-integrity/
6. Late return notice: No assignments will be accepted after their due date.
7. Overall, I am very dedicated to provide you with constructive feedback and your grade will reflect your learning progress for each assignment. Nonetheless, if you believe that an assignment was unfairly graded, you can request a re-grade by resubmitting your hard copy or an image or scan of your response, along with a type written statement explaining why your assignment deserves more credit. Please submit your re-grade requests by email to me. Successful re-grades are ones that convince me that the answer you provided on the assignment is based on material we have covered in the course, and not simply a reasonable answer that makes good sense. I have found that convincing me is easiest when you include specific references (quotes, page numbers) to the source material you think helps to justify your answer. I will accept re-grade requests up to 24 hours after returning the assignment.
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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 13</td>
<td>Week 1: Introduction/Syllabus</td>
<td>Syllabus Exercise: Tangram</td>
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<td>January 20</td>
<td>Week 2: From Line Manager to Strategic Leader – Psychological contract as a key process</td>
<td>Book chapter 2: Why managers (pp. 17-37), Schaffer: Demand better Results and get them, Case study: A zero wage increases again</td>
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<td>February 3</td>
<td>Week 4: Coaching, Counseling, and Feedback</td>
<td>Jackman &amp; Strober: Fear of Feedback, Manzoni: A better way to deliver bad news, Case Study: When the Long star fades</td>
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<td>February 4</td>
<td><strong>Take home exam due date</strong></td>
<td>Mission impossible? Save the manager!</td>
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<td>February 10</td>
<td>Week 5: Performance Measures, Incentives and Rewards</td>
<td>Chapter 6: Managing incentives Mauboussin: the true measures of success Rousseau: “Idiosyncratic deals: Flexibility versus Fairness Case Study: Bonuses in Bad times</td>
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<td>February 17</td>
<td>Week 6: Retention and Termination</td>
<td>Book chapter 11: How to fire and retain (pp.261-274) Video, Exercise, and Discussion: the Necessary Evil</td>
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<td>February 24</td>
<td>Week 7: Managing culture</td>
<td>Chapter 8: Understanding Culture, Cases: Bob Chen and David Shorter Wrap up</td>
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<td>March 3</td>
<td><strong>Week 8: Final project</strong></td>
<td><strong>Group project day due</strong></td>
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Class schedule and assignments are subject to change