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American Public University System

The Ultimate Advantage is an Educated Mind

HRMT 430

Performance Management

3 Hours Credit

8 Weeks

Prerequisite(s) **None**

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Instructor Information

Instructor:

Email:

Phone:

Office Hours:

Course Description

This course examines how to measure and develop individual and group performance. Students will have the opportunity to design performance management systems in an effort to align employee performance with an organization's strategic objectives. There will be an exploration of methods, theories and issues regarding workforce expectations and performance.

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Course Scope

An effective performance management process sets the underpinning for gratifying excellence. Through connecting individual employee work efforts with the organization's mission and objectives, the employee and the organization understand how a job contributes to the organization. It is important for the organization to focus their attention on setting clear performance expectations (results and actions and behaviors), this supports the employee towards success in job performance. The success is due to the use of objectives, standards, performance dimensions, and other measures. An effective performance management process, while demanding time to plan and implement, can save the employer and employee time and effort. Most importantly, it can be a very effective motivator.

Course Objectives

After completing this course, the student will be able to:

LO1: Discuss theories, issues and best practices in performance management.

LO2: Analyze data and determine how to measure performance.

LO3: Compare and contrast successful and unsuccessful performance management systems.

LO4: Design and implement a performance management system.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by the last day of each week** and include a Discussion Board assignment (accomplished in groups through a threaded discussion board), examinations and quizzes (graded electronically), and individual assignments (submitted for review by the Instructor). As your Instructor I will support you throughout this eight-week course, so don't hesitate to ask questions.

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Course Materials

Required Course Textbook:

Author	Book Title	Web Site URL	Publication Info	ISBN
Harry Hatry	Performance Management: Getting Results, Second Edition	http://www.amazon.com/Performance-Measurement-Harry-P-Hatry/dp/087766692X#	Urban Institute Press c. 2007	ISBN-10: 0877667349 ISBN-13: 978-0877667346

Textbook in APA Format:

Hatry, H.P. (2007). Performance Management: Getting Results (1st edition). Urban Institute Press.

ISBN-10: 0877667349
ISBN-13: 978-0877667346

Required Readings:

See Course Outline.

Additional Resources:

In the Resources folder there are additional course articles, and **APA Reference Materials**.

Suggested Readings:

N/A

Websites

In addition to the required course text(s) and reference materials you may also find the following public domain Websites useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
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American Psychological Association's Style	http://www.apastyle.org
Society for Human Resource Management	www.shrm.org

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Evaluation Procedures

Course Component	Percent
Participation Forums	34
Research Paper	25
Intro	1
Quizzes (4*10)	40
Total Points	100

Graded Assignment	Percent
Week 1	
• Introductions	1
• Forum Discussion Board (DB) 1	4
Week 2	
• Forum Discussion Board (DB) 2	5
• Quiz 1	10
Week 3	
• Forum Discussion Board (DB) 3	5
Week 4	
• Forum Discussion Board (DB) 4	5
• Quiz 2	10
Week 5	
• Forum Discussion Board (DB) 5	5
Week 6	
• Forum Discussion Board (DB) 6	5
• Quiz 3	10
Week 7	
• Forum Discussion Board (DB) 7	5

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Week 8 <ul style="list-style-type: none">• Quiz 4• Research Paper Due	10 25
Total	100

Grading Scale

Please see the [Student Handbook](#) to reference the University's grading scale.

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Discussion Board Requirements and Expectations

During weeks 1 through 7 you have **one discussion question** located in the weekly forums. You are required to answer the question posted for the week as well as respond to at least two of your classmates (or myself) in each forum. Your initial post should be approximately 250 words.

Your posts need to be substantive. A substantive post is a post that focuses on course concepts and furthers the class conversation.

Single words or short phrases such as "I agree" will not count as substantive posts. Remember that your initial responses to the week's discussion questions WILL NOT count towards participation. Please make sure your responses for participation are substantive. They should be about 75-100 words and carry the conversation further. Do not write only one or two sentences, it will not count as participation. The goal is to have college level discussions. Pretend you are in a traditional class - what would you say aloud to contribute to this conversation?

In order to participate, use the discussion question responses of other students. If another student makes a good point and you have an example to illustrate that point, share it. Also, if you have a question about another student's response, ask it. Perhaps you do not agree with a student's response; if so, go ahead and share your objective.

The purpose is for the class to take on the sense of a "live" conversation, one where we have back-and-forth dialogue with one another about the week's concepts. The class discussions can be one of the more enjoyable parts of the online experience; however, the conversations are only as good as the contributions from all of us. I am confident that we will have lively, informative discussions.

Some other Discussion Board expectations include:

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- I expect your responses to be **original**, not just pasted from the text or other sources into your post.
- If you use a quote from the text or other sources, that is fine, but it needs to be short and it needs to be cited!!
- All of the other words in your DB responses need to be your **own**. The text is a guideline and you do not learn anything unless you have processed the information and can write it in your own words.

Research Paper Requirements and Expectations

In this course, we look at a variety of different performance management techniques. We also look at the different kinds of perspectives on ethical issues and how they fit into properly conducting interviews.

For this paper, you will pick a course related topic to discuss, but one that **is not** a specific topic addressed in our text. Be creative! I do not want you to reiterate the text, but choose a topic in the text and expand on it. Don't provide the same examples the text uses. Some examples are given below, but it is **recommended** that you choose to write on a topic you have already encountered or you have thought about previously. Of necessity, the instructions for this assignment are somewhat vague. Each student will have to explore different resources and will need to develop an individual approach to the subject. The goal is a brief but detailed exploration of some narrowly defined aspect of the Performance Management.

Identify, specifically, the strengths of your topic and what some weaknesses are. Drawing on various sources, explain the details of your topic. Assume I know nothing about this topic and share your research on it with me. Why is it important? What have you learned? What are the Pro's and Con's? When would this be used? What is the history on this topic?

Research papers are generally divided into two main categories: informative or argumentative. Informative papers generally demonstrate your understanding of a subject, simply reflecting what information is out there. Or you can choose to write an argumentative paper. You could inform, offering commentary and opinions though taking no clear position, or you may offer a solution to a problem or argue that a law is having an unwanted effect.

The more specific you can be the better, and feel free to include examples that will strengthen your account.

Possible Topics

- Performance Appraisal Problems
- Performance Appraisal Goals
- How to Have a Successful Appraisal
- Performance Development Planning
- 360 Degree Performance Management

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Requirements

- Must be 5-7 pages in length
- Abstract
- Reference page
- 5-7 sources/ references
- Size 12-10 font/ Times New Roman
- Double Spaced
- APA (1 inch margins, indentations, etc.)
- Title Page

8- Week Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Course Introduction	1, 2,	Chapter One: The Scope of Performance Management Chapter Two: What Types of Performance Management Should Be Tracked?	Forum Discussion Board (DB) – 1
2	The Performance Management Process	1, 2,	Chapter Three: First Steps of the Performance Management Process Chapter Four: Programs' Missions and Objectives Chapter Five: The Outcomes to be tracked Chapter Six The	Forum Discussion Board (DB) – 2 Quiz 1

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			Outcomes Indicators to be tracked Chapter Seven: The Methods of Data Gathering that Should be Used	
3	Analysis & The Use of Performance Information	1, 2, 3, 4	Chapter Eight: Making Outcome Information Useful	Forum Discussion Board (DB) – 3
4	Analysis & The Use of Performance Information	1,2, 3, 4	Chapter Nine: Making Outcome Information Useful; Comparing Findings to Benchmark Chapter Ten: Analysis of Performance Information	Forum Discussion Board (DB) – 4 Quiz 2
5	Analysis & The Use of Performance Information	1, 2, 3, 4	Chapter Eleven : Reporting Performance Information Chapter Twelve: Major Uses of Performance In Information and Incentives Chapter Thirteen:	Forum Discussion Board (DB) – 5

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			Results Based Budgeting	
6	Other Performance Measurement Issues	1, 2, 3, 4	Chapter Fourteen: Quality Control: Assessing the Accuracy and Usefulness of the Performance Management Measurement System Chapter Fifteen: Other Performance Management Issues	Forum Discussion Board (DB) – 6 Quiz 3
7	Summary	1, 2, 9, 11	Chapter Sixteen: Wrap-up of Key Performance Measurement Elements	Forum Discussion Board (DB) – 7
8	Quiz & Research Paper	ALL	None	Quiz 4 Research Paper Due

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

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The student handbook registration section reads:

All students are required to log into each of their courses during Week One and to submit a class discussion board post of at least 250 words. Students who do not submit this assignment during the first week of class will be automatically dropped from any courses in which this assignment has not been completed. The first week of classes runs from the day the course opens until 11:59 p.m. (Eastern Time) on the first Sunday of that week. At the beginning of Week Two, students who did not submit this assignment during Week One and did not submit an official online form to voluntarily withdraw from the course will be dropped. Students who are dropped for lack of academic activity will receive a tuition credit for the course on their student account. Those who wish to continue taking classes with us may register for courses in a future session. Detailed information on course drops is located in the Drop/Withdrawal Policy section of the Student Handbook.

Writing Expectations

Written research papers will be submitted as an attachment in MS Word in either a .doc, .docx, or .rtf format. Written papers will contain a minimum of 3 full pages of double spaced written content in proper APA format. Research papers will contain a minimum of 3 new references or sources properly listed at the end of the paper and properly cited in text. Papers will include a cover page, abstract, 3 pages of written content, a properly constructed reference list, and all listed references properly cited in text.

Citation and Reference Style

Attention Please: Students will follow the 6th edition of the APA Manual as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the 6th edition of the APA manual.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and will result in reduction of one full letter grade for every day the assignment is late. Assignments received more than 3 days late will receive a zero grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can

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occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is

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located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library:
librarian@apus.edu

Selected Bibliography

A Selected Bibliography is located in the Course Materials section of the classroom

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Tutor.com

Tutor.com: Students have access to 10 free hours of tutoring service per year. **Tutor.com** is an award-winning online homework help and learning service that connects students to a certified tutor for one-on-one help. Get help with homework, studying, projects, essay writing, and test prep in every subject, including algebra, statistics, chemistry, physics, social studies, and English. There are thousands of academic and career services resources—worksheets, practice problems, videos in every subject, as well as financial literacy tips. They are available 24/7 so you can access them whenever you need extra help. **Tutor.com** can be accessed through the Online Library Tutorial Center link.