

Las Positas College
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Course Outline for BUSN 7506

SUCCESSFUL PERF. APPRAISALS

Effective: Fall 2008

I. CATALOG DESCRIPTION:

BUSN 7506 — SUCCESSFUL PERF. APPRAISALS — 0.50 units

Develop essential skills and techniques to maximize performance and value in your employees and learn how to create clear and effective work objectives and establish consistent performance standards. The course will provide communication skills managers and supervisors can use to foster a commitment to succeed in employees. Strategies for goal-setting, performance feedback, and monitoring, tracking employee performance will be presented.

0.50 Units Lecture

Grading Methods:

Discipline:

	<u>MIN</u>
Lecture Hours:	9.00
Total Hours:	9.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. Identify techniques to maximize performance and value in employees
- B. Identify techniques to work in partnership with employees
- C. Match employee development with organizational goals
- D. Identify elements to establish outcome-focused performance plans
- E. Recognize effective communication skills to foster commitment to success
- F. Develop monitoring, gathering and feedback techniques to keep performance on track
- G. Demonstrate delivery positive and productive performance appraisals
- H. Explain the legal threats that companies and organizations can encounter
- I. Cite the differences between appraisal and evaluation

V. CONTENT:

- A. Formal and informal aspects of performance planning and appraisals
- B. Techniques managers use to achieve success through their staff
- C. Integrating the four pivotal components of performance management; people, process, partnership and philosophy
- D. Steps to plan and prepare a successful performance appraisal
- E. The role of a performance manager and coach
- F. Monitoring performance
- G. Techniques for gathering information
- H. Effective communication skills for conducting a performance appraisal
- I. Separating appraisal and evaluation

VI. METHODS OF INSTRUCTION:

- A. Assignments which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.
- B. Tasks that enable students to develop a variety of learning strategies: repetition, categorization, restatement, comparison and contrast, memorization, identification of repetition, critical thinking and collaboration.
- C. Critical thinking exercises to integrate students' overall ability to understand the material.
- D. Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions.
- E. Informal lectures and classroom discussion based on student questions related to the material.
- F. Guest speakers as appropriate.
- G. Audio-visual materials including but not limited to video tapes and Internet web casts with handouts for note taking, and small group discussion.
- H. In class current topic discussions and assignments handled individually, with class partners, in teams and/or as the whole class.
- I. Assigned readings in the text, journal articles, newspaper articles and handouts.
- J. Written exercises and case studies to evaluate concepts and facts.
- K. Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings.

L. Lecture utilizing Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard.

VII. TYPICAL ASSIGNMENTS:

A. Recognition tasks: matching, identifying correct facts. From the list of terms and acronyms select the correct definition from the list provided. B. Case study analysis and presentation C. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. 1. Select one of the poor performance situations on pages 125-130. Outline the steps to take when responding to the situation. 2. Prepare a managers response to one of the three situations listed on pages 145-160. Be prepared to present and discuss in class.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Papers
4. Group Projects
5. Class Participation
6. Class Work
7. Other:
 - a. Methods
 1. Class and small group discussions of current issues
 2. In-class written case study analyses of video and written cases
 3. Examinations and a comprehensive final with objective questions
 4. Student participation individually and in small groups
 5. Class participation
 6. Final Examination

B. **Frequency**

1. Frequency – Instructors may choose when and how to evaluate students using written assignments, quizzes and test

IX. TYPICAL TEXTS:

1. DelPo, Amy *Performance Appraisal Handbook: Legal and Practical Rules for Managers.*, Nolo Press, 2005.
2. Armstrong, Sharon, Madelyn Appelbaum *Stress-Free Performance Appraisals: Turn Your Most Painful Management Duty into a Powerful Motivational Tool.* 1st ed., The Career Press, Inc, 2003.
3. Grote, Dick *Performance Appraisal Question and Answers: A Survival Guide.*, AMACOM, 2002.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Computer and Internet access
- B. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune Magazine, Harvard Business Review)