

**University of Montana**  
**PUAD 527 Performance Measurement**  
**Baucus Institute Department of Public Administration & Policy**  
**Alexander Blewett School of Law**  
**Semester Year: Fall 2021 Online**

**Instructor Information**

Three (3) credits      Click here to enter text.

Classroom: Online

Instructor: Joe Kolman

Email: joseph.kolman@umt.edu

Office Phone: 406.570.2271 (mobile)

Office Hours: Set up a time to chat via phone or zoom by email or text.

I check email frequently through the week. Please allow for up to 24 hours for a response.

Learning during a pandemic is difficult. Central to our public service mission is collectively working together. Although this course has assignment deadlines, the Department asks that if you are sick or become sick, to please work with me to develop a plan for successful completion in this course. Our department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with me to complete required coursework. Please take the time to review our Department's COVIDSafe FAQ [guide](#).

**Course Description**

From the day we are born, our performance is evaluated. At what ages do we walk and talk? How do our reading skills stack up against our peers? Who is the most valuable player on the team? In work life, performance evaluations are regarded as necessary, but their effectiveness can range from opening new doors for professional success to killing a career. The experience of many is somewhere in between. Supervisors and employees may view evaluations as a necessary evil and neither feel satisfied or heard after the yearly meeting. This course examines employee performance evaluation in the public sector. Students will examine the motivations for public service in general and employees in particular. The course delves into how different systems affect performance and its evaluation. Students will explore different methods of evaluation and select methods to fit different organizations, missions, jobs, and expectations. The course prepares students to make the evaluation process more constructive and beneficial as employees and managers.

**Course Learning Objectives**

By the end of this class, you should be well-versed in our following course learning objectives. Each of these learning objectives are carried out in the course schedule as you consider weekly topic areas across our three broad learning modules.

Learning Objective 1	To examine different motivations for employees in the public sectors.
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Learning Objective 2	Develop an understanding of different methods to evaluate performance and how to appropriately select a method to fit a specific job within an organization.
Learning Objective 3	Enhance current and future employment skills through critical thinking, analytical skills, public speaking, and writing.
Learning Objective 4	Apply methods of evaluation in real life circumstances.
Learning Objective 5	Critically evaluate and advance our understanding of cultural awareness through the exploration of power, representation, empathy, prejudgments, and DEI in the public (and nonprofit) sectors through self-reflection, readings, discussions, and assignments.

### Required Course Reading Materials

- Thanks for the Feedback: The Science and Art of Receiving Feedback Well, Sheila Heen and Douglas Stone. ISBN: 0143127136
- Moodle readings/course lectures

### MPA Portfolio

If you are taking this course as an MPA elective and using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer's "snipping tool" or screenshot to capture final graded feedback to save with your files. We ask that you very carefully read the MPA Portfolio requirements listed on [website](#) (e.g. no you cannot use outlines or case write ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects on your own. If questions, contact the MPA Director.

### Course Expectations

**Collective Learning Agreement:** In our time together this semester we acknowledge that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for generations to come. We thank the Séliš-Qlispé Cultural Council for the above language and the people of Turtle Island, the First People, for the privilege of learning in this space. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the opportunity to indicate the name you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed. As your professor, I will do my best to address and refer to all students accordingly and support students in doing so as well.

**Using Moodle:** This is a fully online class; students are required to use Moodle and should check **daily**. Here is the link for [Moodle access. Use your Net ID to log on.](#)

**Weekly Lectures:** Each week, students are provided a weekly update and a voice automated lecture from the professor so you spend less time on your screen. Updates are intended to be short, provide feedback, and overview of any assignments due for the week. Lectures provide a cursory overview of the materials for each week. **If not already posted, weekly updates and lectures will be published no later than Monday evening of each week – this is to provide timely information for the class.**

**Reading Draft Assignments:** The writing center experts should be used for reading student draft assignments. Make

an appointment with [UM's Writing and Public Speaking Center](#) prior to the submission of written work.

**Help with Technology:** Please make sure your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu) if technological problems arise, M-F. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana.

### UM Email

Students are expected to use their umontana student email address for all communication and check regularly. Here is a [link](#) for an overview.

### Guidelines for Written Work:

1. Work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow a proper style guidelines such as, MLA, Chicago, or APA – pick what works for you (in-text citations and a reference page are necessary)
3. Assignments are due on the date/time listed in the course schedule. Contact me ahead of time with extenuating circumstances.
4. All assignments must be turned in electronically via Microsoft Word. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
5. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.

### Total points for the semester:

With discussions, papers, and presentations there are **330 points** available in this class. In general, points are awarded based upon timeliness, adherence to the assignment, an ability to relate the readings and theory to real life scenarios, and the level of critical thinking displayed in arguments.

Students are invited to meet with the professor at least once this semester to discuss your progress in the course (do this earlier in the semester – weeks 4-7). This is not required, but encouraged. At this meeting we will discuss what is going well, what you could improve, and how I can help. We can meet via Zoom or phone or if you are in Helena we can meet in person.

### Assessment of Student Learning:

1. **Conversation Café's (10 points x 6 = 60 points)** are online Moodle discussions. Discussion leaders will email me proposed questions by 9 p.m. Tuesdays. Once approved, the discussion leaders will post the questions. The forum will open Wednesday morning and go to midnight on Saturday. These are meant to be discussions so the first post should be made by Thursday and follow ups done through the rest of the forum.
  - a. I've broken the class into two groups and you will stay with those groups through the semester. Each group will have two discussion leaders for each café. Group list and signup sheet in Week 1 Moodle.
  - b. Discussion leaders moderate their question forum and are not required to answer the other question but are free to contribute. Other students must answer both questions and participate in discussions.
  - c. Sign up for discussion leader on the moodle google sheet. Each student should be a leader once. But once everyone is signed up for one, the other slots are open.
  - d. Evaluative Criteria for Conversation Café:
    - i. A Range: Respond to questions posted and actively engage with classmates in the discussion

forum. These responses are clearly articulated with correct grammar and spelling. Such responses do not state, "I completely agree." The idea is that students pose additional questions and provide thoughtful feedback for their classmates. This means that the student clearly evaluates the author's main arguments and conveys this in 100-200 words or less [instructor will monitor]. These responses are made early (by Thursday of each week)/ Moreover, evidence (i.e. quotes) is used from course readings for support. The student avoids long diatribes and sticks to course materials for support.

- ii. B-C Range: Respond questions posed and be somewhat engaged with the class about questions for the week. These responses have a few grammatical and spelling errors. Additionally, the student touches upon and understands the author's arguments in the readings. The student attempts to articulate the main points of the author in 100 words or less, but the explanation is not clear enough. Rather, the student response does not simply state, "great work, I agree with your analysis." The student submits later in the week – by Friday and is not that active in discussions overall.
- iii. D – Below: Periodically respond to discussion questions. These responses are not clear and do not contain correct grammar. The student does not understand or comprehend the readings and the response is made around 10p.m. on Saturday, which does not provide enough time to discuss with classmates.
- iv. While the class discussion board hours are open 24 hours, students should send comments early in the week – by Thursday to provide ample time for the exchange of ideas. If you wait until 10p.m. to post/discuss on Friday or Saturday, your grade will reflect this.

2. **Middle Manager Memo (25 points):** The purpose of this assignment is for students think of ways to motivate without costs. 3 to 5 pages.

- a. You are a middle manager in an agency or nonprofit organization. Your supervisor says due to budget constraints there is no money for raises. But the supervisor wants you to come up with at least two suggestions to motivate employees without costing additional money.
- b. Due Sept. 25 by midnight

3. **Vitality case study (25 points):** the purpose of this assignment is for students to understand and identify performance evaluation systems. 3 to 5 pages.

- a. Assignment details: Using your knowledge of performance measurement so far, briefly describe the problem in the case, propose 2-3 realistic options, objectively discuss the costs and benefits of each option, and then make a recommendation to the board.
- b. Due Oct. 2 by midnight.

4. **Student Project. (220 points)**

- a. Assignment 1 (50 points): First, select a performance appraisal system from an organization. It can be any organization, but it should be one with which you are familiar or interested. Provide overview of current system and background. 5 to 10 pages.
  - i. This is due Oct. 16 by midnight
- b. Assignment 2: Conversation Café' (20 points): Assess pros and cons of pay for performance for selected organization.
- c. Assignment 3 (50 points): Assess the current system, write a recommendation to replace it with something else, alter it, or keep it. This is the first Draft. 10 to 15 pages.
  - i. Due: Nov. 6 by midnight.
- d. Assignment 4 (50 points): Final draft of recommendations.
  - i. For the final paper, students will revise recommendation draft for the organization. It should include an introduction, a summary of the recommendation, its value to the organization, and recommendations for its implementation. The final paper should be 10-15 pages in length. At least 8-10 class or outside scholarly sources should be used.
  - ii. Due. Dec. 4 by midnight
- e. Assignment 4 (50 points): Prepare a live presentation to give to the class over zoom at the end of the

semester.

- i. students will create a short (No more than 5 minute) presentation summarizing recommendation for their organization and field 1-2 questions from the class and instructor. The class will meet in one of two sections via Zoom the week of Dec. 6th for student presentations. Presentations are mandatory.
- ii. Due: Week of Dec. 6

5. **Grading Scale:** The University of Montana uses the Plus/minus grading system and a Credit/No Credit system (the CR/NCR replaces the Pass/Fail system used in the past). General education courses must be taken using the traditional letter grade to count toward one's general education requirements. To accommodate the Plus/Minus system the grading scale shown below will be used.

a. Grade Point Scale

A 93-100  
 A- 90-92  
 B+ 87-89  
 B 83-86  
 B- 80-82  
 C+ 77-79  
 C 73-76  
 C- 70-72  
 D+ 67-69  
 D 63-66  
 D- 60-62  
 F 59 or lower

## Course Schedule

Week	Assignments	Learning Goals	Due
<u>Week 1</u> Aug. 30	-Listen to Pod Lecture -Watch <a href="#">The Happy Secret to Better Work</a>  <i>Read Performance Appraisal and Performance Management: 100 Years of Progress?</i>  <a href="#">-Watch library tutorial</a>	<ul style="list-style-type: none"> <li>What is success</li> <li>History of Performance Evaluations.</li> </ul>	Read syllabus;  Sign up for discussion leader slots for conversation Café's. Due Sept. 4 by midnight.  Moodle Conversation Café: Introductions, relate experiences with performance evaluations.
<u>Week 2</u> Sept. 6	-Listen to Pod Lecture <b>Read:</b> <ul style="list-style-type: none"> <li>Giving an A, The art of possibility, P.25</li> <li>Eradicating the Mold, Extreme Government Makeover Chapter 4</li> <li>Thanks for the Feedback Introduction &amp; Chapter 1</li> <li>Skim: Grading Systems</li> </ul>	<ul style="list-style-type: none"> <li>Identify methods of grading evaluation pros and cons</li> <li>Relate personal experiences.</li> </ul>	Moodle Conversation Café: Discussion Leaders submit questions to me by 9 p.m. Tuesday. Forum opens Wednesday to Saturday at midnight.

	<ul style="list-style-type: none"> <li>● Skim: Grading Contract Handout</li> </ul>		
<u>Week 3</u> Sept. 13	<p>Guest lecture: Melinda Reed, lifelong public servant. Nonprofits. City and state government.</p> <p><b>Read:</b> Motivation in Public Management, Introduction &amp; Chapter 1, 2</p> <p>Thanks for the Feedback. Ch. 2,3,4</p>	<ul style="list-style-type: none"> <li>● Think about reasons people work in public service. How can we understand the giving and taking of feedback?</li> <li>● Relate motivation from own experiences.</li> <li>● Understand why giving feedback feel right and receiving it feels so wrong</li> </ul>	<p>Moodle Conversation Café: Discussion Leaders submit questions to me by 9 p.m. Tuesday. Forum opens Wednesday to Saturday at midnight.</p>
<u>Week 4</u> Sept. 20	<p>Guest Lecture: Todd Everts, Chief Legal Counsel</p> <p><b>Watch:</b> <a href="#">How to run a company with (almost) no rules.</a></p> <p><b>Read:</b> Managing Motivation in the Public Service, Battalgio, ch. 8</p> <p><b>Skim:</b> Motivation in Public Management, Ch. 3, 5</p>	<ul style="list-style-type: none"> <li>● Learn what makes people want to work harder for you. Money is often seen as an acknowledgement of work already done, not a motivator.</li> </ul>	<p>Middle manager memo. No extra money. But you are to motivate employees. Due Sept. 25 by midnight.</p>
<u>Week 5</u> Sept. 27	<p>-Listen to pod lecture</p> <p><b>Read:</b> Performance Appraisal, Ch. 7, Battalgio</p> <p>Appraisals, APA article</p>	<ul style="list-style-type: none"> <li>● How to think about a performance system.</li> <li>● Recognize different types of systems.</li> </ul>	<p>Vitality Health Case Study. Due Oct. 2 by midnight.</p>
<u>Week 6</u> Oct. 4	<p>-Listen to pod lecture</p> <p><b>Read:</b> Thanks for Feedback chapters 5 &amp; 6</p> <p><b>Watch:</b> <a href="#">Cultural Awareness Video</a></p>	<ul style="list-style-type: none"> <li>● Understand the relationship between the feedback giver and taker and how that affects the message.</li> <li>● What makes hearing feedback hard?</li> </ul>	<p><a href="#">Cultural Awareness Video</a></p> <p>Mid-Semester Evaluation (sent by UM Online)</p> <p>Student self-assessment Due. Oct. 9 by midnight</p> <p>Moodle Conversation Café: Discussion Leaders submit questions to me by 9 p.m. Tuesday. Forum opens Wednesday to Saturday at midnight.</p>
<u>Week 7</u> Oct. 11	<p>-Listen to pod lecture</p> <p><b>Read:</b> How to Overcome Government Performance Management Challenges</p>	<ul style="list-style-type: none"> <li>● Identify different systems and analyze the selected agency system.</li> </ul>	<p>Class Project Part 1. Agency Performance Appraisal identification, analysis. Post Project Performance Appraisal.</p>

	Performance Management That Makes a Difference: An Evidence-Based Approach		Give history of how where it came from. Context on how used. Due Oct. 16 by midnight.
<u>Week 8</u> Oct. 18	Guest Lecture: Jerry Howe, former research director at Utah Legislature.  <b>Read:</b> Pay for performance is the only choice. <b>Skim:</b> Related links	<ul style="list-style-type: none"> <li>● Pay for performance is a reality. Understand the dynamics and ways to implement.</li> <li>● Explain pros and cons of pay for performance in your selected project organization.</li> <li>● Suggestions for how may implement if required.</li> </ul>	Class Project Part 2. Moodle Conversation Café: No discussion leaders. Explain pros and cons of pay for performance for your selected project organization. Suggest how to implement if required. Forum opens Wednesday to Saturday at midnight.
<u>Week 9</u> Oct. 25	Guest lecture: Kerry Davant, deputy director DNRC  <b>Read:</b> Using 360-Degree Feedback as a Development Tool P.50,9  Thanks for the Feedback , Ch. 13	<ul style="list-style-type: none"> <li>● Feedback comes from all corners, not just top down.</li> </ul>	Moodle Conversation Café: Discussion Leaders submit questions to me by 9 p.m. Tuesday. Forum opens Wednesday to Saturday at midnight.
<u>Week 10</u> Nov. 1	-Listen to pod lecture  <b>Read:</b> Thanks for the feedback Ch. 7,8,9	<ul style="list-style-type: none"> <li>● Begin designing a system for your agency.</li> </ul>	Class Project part 3. Draft Recommendations for Agency. Due Nov. 6 by midnight.
<u>Week 11</u>  Nov. 8 (Holiday 11 <sup>th</sup> )	-Listen to pod lecture  <b>Read:</b> Ch. 10,11 Thanks for the Feedback		No assignment due.

<u>Week 12</u> Nov. 15	Guest Lecture: Chris Dorrington, DEQ director  <b>Read:</b> Thanks for the Feedback Chapter 12		Moodle Conversation Café: Discussion Leaders submit questions to me Tuesday. Forum opens Wednesday to Saturday at midnight. (Ch. 7-12)
<u>Week 13</u> Nov. 22  Thanksgi ving 25/26	-Listen to pod lecture (Moodle) & watch prof update		No assignment due. Work on class project and presentation.
<u>Week 14</u> <u>Nov. 29</u>			Class Project Final. Due Dec. 4 by midnight.
<u>Week 15</u> Dec. 6			Zoom presentation (5 minutes) and questions. Sign up by Dec. 4 at midnight. These will be scheduled through the week in the early evenings. <b>50 points</b>  <u>Complete UM Online Course Evaluations</u>

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## Classroom Policies

- **Extra Credit:** Not available for this course.
- **Classroom Etiquette:** A driving component of our department is professionalism and your ability to work well with others. Thus, the expectation is that you will maintain a high level of professionalism in your classroom conduct with me, and with your fellow students. This means being respectful during class discussions, and in all communications with the professor and others. Failure to do so will result in removal from class discussions.
- **E-mail Etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to come see me or set up a zoom conversation.
- **Incompletes or Withdrawals "W" for the Course:** If for some reason the course is not working out for you please adhere to the University's policies for the last day to drop a class.
- **Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 72 hours before the date in question. Students must complete all assignments to receive a grade for the course. But, let's be clear, we are learning during a pandemic and I will do everything I can to help you. Just ask.
- **University Attendance Policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. **Students not allowed to remain must complete a drop form or drop the course on the Internet (<http://cyberbear.umt.edu>) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.
- **Wikipedia:** This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.
- **Academic Dishonesty (Plagiarism):** Students must follow the University's policies for academic dishonesty. For detailed information, [please view](#). As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.
- **Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.
- **Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.
- **Cultural Leave Policy:** UM has a Cultural and Ceremonial Leave Policy: "Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor."