Exercise:
Management Skills Comprehensive—CSUN Performance Evaluation
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Course: *MGT 370*
Title: Management Skills Development (3 units)

"A manager is responsible for the application and performance of knowledge."
---Peter Drucker (1909-2005)

"Making good decisions is a crucial skill at every level."
---Peter Drucker (1909-2005)

Goal:
Professional life is mostly orderly and occasionally chaotic. *Management* life, on the other hand, is mostly chaotic, and if you are a successful manager, occasionally orderly. Most professionals are in their "comfort zone"; managers can't even remember what a "comfort zone" looked like back when they were a professional.

I want you to practice using theories, models, and frameworks from this class. Additionally, I want you to practice them with a real world situation.

This is a team project; it is one deliverable per team.

Review the following WWW page:

> http://ocw.smithw.org/mgt360/csun-perf-eval-mgt.pdf

This is the current performance evaluation form used by CSUN to evaluate managers (called "administrators"). CSUN is a large, public organization, and therefore, posts many of its important forms (blank, of course) online. This form is used to evaluate all non-faculty managers and executives (again, called "administrators") at CSUN, including Information Technology, Finance, Facilities, Fundraising, Campus Police, etc. (Note: This form *isn't* for faculty; that's a different form and a different process. This form also isn't for *staff professionals*—that too is a different form.) Performance evaluations for CSUN managers are typically done once a year. This form, both the self-evaluation part and the rater part, is then followed by a face-to-face meeting between the evaluator and evaluatee.

Objective:
Assume that you are the Director of Human Resources. You report to the Vice-President of Administration who, in turn, reports to the President of the University.

Your task is write an answer for each of the questions below with a justification using the best theory, model, or framework from our course textbook. Just to be clear: a theory, model, or framework *explains* (what has happened in the past) or *predicts* (what is likely to happen in the future). An educated person uses appropriate theory to persuade and influence. Of course, when you have data, you use data too.

Answer the following questions. To make it simple, just use a single paragraph (e.g., four to seven sentences or so) to answer each of the following questions. Additionally, just label each paragraph with the relevant question number, such as "Q1".

Q1.   You have a meeting of your CSU colleagues coming up (the CSU has 23 campuses). You know that the CSUN form starts with a *self-evaluation* that is completed by each manager before a meeting with a *supervisor ("rater")*, that is, another manager or executive. Your colleague at CSU Long Beach uses a form that is similar but doesn't have a self-evaluation component.

Prepare what you intend to say to your Long Beach colleague to justify the use of a self-evaluation component of the form.

Q2.   You have a national conference of HR executives coming up. You have been asked to give a brief, 15-minute talk on how CSUN measures and manages diversity with respect to the performance of its managers.

Prepare your opening remarks, including your thoughts on the relationship, if any, between diversity and performance.

Q3.   You have a new boss. She is more "numbers-oriented" than your previous boss. She has hired a statistics consultant to analyze the data from all of the completed performance evaluation forms for the past five years. The consultant will also have access to various goals and objectives of the University, and the results of specific projects completed by the managers and budget responsibility. The consultant will likely be generating correlations (possible associations) between performance and outcomes. Since you have seen all the forms, have been on campus for many years, and you know many of the individuals involved (both the *evaluators* and the *evaluatees*), you have a sense of which of the nine skills/competencies will turn out to be the most important (in the consultant's words, "statistically significant").

Which three of the nine skills/competencies do you feel will tend to be most correlated with outcomes? That is, what do you expect the statistics consultant to find and why?

Q4.   An Information Technology (IT) executive on campus has called you. He believes that technological knowledge, while critical for an IT professional is important for an IT manager too. He doesn't like the "Job Knowledge" skill/competency category. He would like to change the form—just for his department—and replace the "Job Knowledge" section with a new section titled "Engineering and Operations" with specific bullet points that he writes. You told him that you would call him back in about a week.

Make a decision about what to tell the IT executive. Prepare your justification in advance of your phone call.

Q5.   All new managers on campus attend an onboarding event. Your office leads that activity. The lead trainer reports to you. Over a working lunch one day, the lead trainer tells you that he is having a difficult time explaining the "Problem Analysis and Decision-making" skill/competency to new managers.

Provide some suggestions—with appropriate justification, of course—to your colleague on how to help new managers understand the importance and value of this performance-related skill/competency.

Q6.   You notice a trend on the performance evaluations form submitted by a Food Services manager on campus. He always leaves the "Teamwork" boxes blank and chooses instead to write a short narrative about the evaluatee's teamwork skills in an attached form in open-ended, narrative (essay-like) format that he always staples to the standard performance evaluation form.

You have to make a decision. Should you instruct and help the Food Services manager to fill out the form completely on this issue, or just let it go? Prepare your justification for your decision.

Q7.   You get a call from the Chief of Campus Police. She wants to skip over the "Commitment to Academic Quality and Student Engagement" skill/competency because she believes that this part of the evaluation doesn't apply to her managers (lieutenants, captains, and commanders).

You have to make a decision about what to tell the Police Chief. You have a meeting next morning with her in her office. Prepare your justification for your decision.

Q8.   You just finished your MBA (congratulations!), and one of the class modules was on "Communication". You know from the problems that get escalated to you as the Director of Human Resources that most problems tend to be somehow, someway related to poor or inadequate communications. You would like to keep the "Communications" skill/competency on the

performance evaluation form, of course, but you would like to change the bullet points to be more relevant to contemporary management life.

You are on the agenda for the next HR meeting to speak to this issue. Your boss will be there and she needs to approve any changes to the form. What changes would you like to make to this section of the form, and why?

Length:
For this comprehensive exercise, I'm relatively indifferent to page length. Just write a single paragraph for each question (double-spaced). A team can probably get not much more than two paragraphs on a page. Other relevant formatting requirements ("style guide") are linked from the course web page. Recall also that for all written assignments in this course, 10% is deducted from the content score for each type of error in language use.

Performance Measurement:
The maximum number of points for content on this exercise is 1 (participation points).