

MBA (HRM) 2019-21: Term – III

Performance Management

Course Outline

Credits:	3
Program:	MBA – HRM, Class of 2019-21
Academic Year and Term:	2019-21, Term – III
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1. Course Overview

Helping employees attain optimal performance is essential if organizations are to remain competitive in today's marketplace. *Performance Management* is a means of getting better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. It involves establishing and building a culture within which teams and individuals can take responsibility for developing their own skills, performance and behavior.

Keeping this objective in mind, the course lays emphasis on providing a holistic approach of performance management, linking strategic challenges at an organizational level to departmental level operation issues and individual employee level concerns. Within the scope of "*managing organizational performance*" students of the course will gain knowledge in: a) measuring and developing performance, b) employee assessment systems, c) implementation of pay for performance plans, d) realizing the importance of HRM practices to supplement employee performance. This hands-on course includes class inputs, business simulated case study discussions, individual activity-based development and small group exercises to deepen the learner's insights and sharpen their performance management skills.

2. Course Objective

- Understanding the framework that impacts on achieving optimal performance and developing strategies to overcome resistance in performance management.
- Exploring the critical success factors and key performance indicators of introducing an efficient performance management system.

- Exploring various facets of human resource management functions such as career development, reward and recognition program and its contribution to performance management functions.
- Discussing the role of leadership on promoting organizational performance along with the strategies to reward employees across the organizational hierarchy.
- Identifying the challenges organizations face in implementing performance management practices and possible solutions to address such challenges.

3. Learning Outcomes

Upon successful completion of this course the students will have reliably demonstrated the ability to:

- Link individual performance objectives to organizational strategy, goals and values.
- Coach individuals and teams to adapt behaviors' that drive outstanding organizational results.
- Support a perception of fairness and consistency in organizational performance management system.
- Properly assess and document employee performance.
- Increase accountability and objectivity by getting employees to assess their own performance.
- Learn effective techniques for conducting an effective performance appraisal, and ways to coach members of management.
- Use performance management as a positive mechanism for personal and organizational growth.

4. Required Text Books and Reading Materials

- *Performance Management*, S N Bagchi, Cengage Learning, 2nd edition, 2013 (**Text Book**).
- *Performance Management and Appraisal Systems*, T V Rao, London, Response Book, 2004.
- *Performance Management*, H. Aguinis, Upper Saddle River, N.J.: Pearson Education, 3rd edition, 2012.
- *Designing Performance Appraisal System*, Jr. Allan M. Mohrman, Susan M. Resnick-West, III Edward E. Lawler, Jossey-Bass, 1989.
- *Performance Management: Key Strategies and Practical Guidelines*, Michael Armstrong, 3rd edition, Kogan Page Limited, Philadelphia, 2006.

4. Course coverage

The course will consist of a series of lectures, discussions and in-class exercises. The students are expected to read the chapters before coming to class as that would be necessary for the in-class case discussions. Pedagogical tools would focus on experiential learning through role plays, simulations, case-studies, video cases, and class discussions.

Tentative Session Plan

Session	Topic	Coverage
1	Performance management: scope and importance	• Performance management: concept • Scope and significance of performance management • What constitutes performance management? • Responsibility of performance management • Advantages of performance management
2	Performance appraisal: a conceptual framework	• Concept and definitions of appraisal • Performance appraisal system • Objectives, purpose, process, benefits and limitations of performance appraisal • Performance appraisal vs. performance management system
3	Performance planning	• Meaning and need of performance planning • Planning individual performance
4	Tools for measuring performance	• Traditional methods of appraisal • Modern methods of appraisal
5	Impact of organizational structure and operational processes of performance management process	• Organizational structure and performance management process • Organizational structure • Operational processes and performance management process • Implications for performance management process
6	Defining performance and performance management metrics	• Defining performance

		• Communication of performance expectations: Job Descriptions • Performance definitions and measurements • Performance measurement: Deciding the correct method
7	Performance information: presentation, interpretation and taking corrective actions	• Metrics and their different applications: Performance Vs. Reward linked Metrics • Types of metrics • Critical success factors and key performance indicators • Linkage between metrics • Linking strategic long-term plans and working plans • Desirable characteristics of performance metrics • Managing metrics • Ownership and responsibility
8	Implementation of pay-for-performance plan	• Significance of pay-for-performance plans to organizations • Types of pay for performance plans • Failure of pay for performance plans
9	Organizational leadership and performance management	• Impact of leadership on organizational performance • Developing leaders across hierarchies
10-11	Linking balanced score card to performance management system	• Balanced score card approach to managing performance • Goal cascading • Class Activity for understanding the process of aligning goals at all organizational levels to BSC perspectives
12	Linking competency frameworks to Performance management system	• Overview of competency-based PMS • Aligning performance standards and measures to organizational competency framework

		• Class Activity based on a case-let to understand this process
13	Linking career anchors to performance management system	• Understanding career anchors for self • Linking career anchors to the PMS • Administer of Schein's career anchor inventory on students
14	Coaching and mentoring as a part of PMS	• Understanding basics of coaching and mentoring • Relevant videos to bring out difference between both processes • Understanding skill sets needed for coach and mentor • GROW coaching model – student activity and practice session
15	Understanding the moderation process better	• Concept of rationalization in moderation process • Student activity where students play the role of moderation committee members
16	Managing non-performance	• Talent Review and Talent Grid • Reasons of non-performance • Case discussion
17-18	PMS in unconventional industries	• Video case discussion – The case of a bakery • Student activity
19-20	<i>Student Project Presentations</i>	

- Sessions 1-9 and 19-20 – Prof. L K Jena
- Sessions 10-18 – Prof. Subhra Pattnaik
- Some of the course-sessions might have an external industry practitioner co-teaching with the internal faculty, depending on the requirement.

6. Course Evaluation

Sl. No.	Component	Weightage (%)
1	Announced Quiz (<i>Two</i>)	20
2	Case analysis/Activity	20
3	End Term Examination	30
4	Participation	10
5	Group Project Assignment	20
Total		100

No network policy: All students are requested not to operate any network enabled devices such as cell phones, tabs, i-pads or any other electronic network enabled devices inside the classroom during the PM Sessions. In case you are compelled to carry it in person, you may keep it in the switched off mode. Anyone found to operate such devices during the session timings shall get penalized with a 10 marks deduction from the total evaluation scores for every incident of violation noted by the facilitator. The instructor may also impose any other suitable penalty as deterrence. No discussion or negotiation will be entertained at all with respect to this.

7. Academic Integrity

Students are expected to show the highest level of academic integrity in their submissions and assignments. Please note that students involved in academic dishonesty will be dealt with as per the *XAHR Manual of Policies*. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means. In an academic setting this may take any number of forms such as copying or use of unauthorized aids in tests, assignments, examinations, term papers, or cases; plagiarism; talking during in-class examinations; submission of work that is not your own without citation; submission of work generated for another course without prior clearance by the instructor of both courses; submission of work generated by another person; aiding and abetting another student's dishonesty; and giving false information for the purpose of gaining credits.

Annexure I

Unlike texts, movies enable us to learn visually as they are a powerful learning aid in the field of management. Movies have found their way into the HR Pandora box for motivating, engaging and training employees. I personally have learnt a lot from movies that has taught tons about leadership, effective performance management, engagement, motivation and the list go on.

This group project offers you an opportunity to apply knowledge learned during your class assignments to apprehend real management issues through analyzing a movie of your choice. To start, the class is expected to form their own group of eight members each, and email the group list (including the name, email address and student id of each group member) to me by 5th session of the course. Each group need to choose a movie that has themes on managerial learning and to write an analysis (by submission of a paper) of that film connecting it to performance management issues discussed during our class/case discussions. The group is required to analyze the performance management issues involved in the movie through both class presentation and by submission of a written paper. For your ease, I am listing a set of 5 movies below (*source: <https://www.business.com/articles/stuart-hearn-performance-management-lessons/>*) that will possibly guide you to choose a befitting movie for your respective groups to watch and summarize your observations.

A film analysis through this group project work is not a review or summary of the plot, it should go deeper into analysis and reaction particularly on the learning that you have gained so far on human resource management in general and various aspects of performance management in particular. Primarily the group need to chalk out the issues raised by the film, address the film's importance and purpose, state reactions to the content and quality of the film, and connect it to ideas that we have discussed in our performance management sessions. More precisely during your group presentation you are supposed to:

- Briefly introduce the film to the class. What subject does it cover? What issues does it raise? What do you a group see as the main purpose of the film?
- Identify the major theme(s) and say what your group think the film says about that/those themes.
- Evaluate the film for quality, depending on which criteria you decide matter the most for learning performance management issues for e.g.: the story, acting, etc. Relate the film to our class discussions, readings, and research/position paper building experiences.
- Summarize your group's overall observation that is through briefly emphasizing the main point to make about the film on the ground of performance management.

Your final presentation is scheduled during 19th and 20th session of the term. Each group will be given a 20-minute PowerPoint presentation on the management issues of the selected movie to the class. A hardcopy of your group project report must be provided to me prior to the start of your presentation. At the end of each presentation, there will be a 5-minute question and answer session. The entire class will vote for the best presentation of the day at the end of the presentation. The group with most votes in their respective presentation session will receive 2% bonus points for their group project presentation score.

List of Movies (for reference)

1. The Lord of the Rings

Any HR executive watching this series of films will pick up on critical performance management lessons and mistakes. There is a lot to take away from this fantasy franchise, particularly when you compare and contrast the managerial styles of Gandalf and Sauron.

Gandalf is a character who effortlessly and skillfully unites a team, motivating them to work together to achieve a shared goal. It's almost like he is aware of how influential a manager can be to employee engagement. As a leader, Gandalf is encouraging and always present for his team. This approach paid off in the end and his team went on to save the world from destruction. Nobody can deny how powerfully he united such a wildly varied bunch of personalities. He created in them a feeling of belongingness, which added to their overall engagement. As we know, teams who are engaged are twice as successful as those who aren't.

Sauron, on the other hand, was the ultimate absent manager; an anonymous, faceless, intimidating figure. He was never there for his team. He wasn't willing to provide constructive feedback or recognize his team's accomplishments. If he'd have followed in the footsteps of corporate giants Microsoft and General Electric and introduced regular performance discussions, he'd have been able to address these issues. But as it stands, if we want an example of how not to manage a team, Sauron is a top contender.

2. Star Wars (the original trilogy)

Is there anything Star Wars can't teach us? This heartwarming tale is more than an intergalactic war between good and evil. It is also a performance management minefield.

One lesson Master Yoda can teach all managers is the importance of employee development. This is something he is clearly passionate about, and he works closely with his apprentices to help them be the best they can be. He encourages them to challenge themselves, he doesn't let them slack and he provides motivational words to inspire them. In return, he is rewarded with a huge amount of loyalty. He might have lost a few students to the competition along the

way, but he doesn't let this put him off. Yoda's there for his students, he's patient and he's willing to share his wealth of knowledge.

Conversely, we have a great example of a poor manager in the form of Darth Vader. If Vader were managing a modern business, his organization certainly wouldn't last long. He isn't clear with his team on what he expects of them, but then he gets infuriated and lashes out when his unarticulated expectations aren't met. As Gallup points out, employees need to know what their goals are. Otherwise, they are bound to disappoint you.

Vader's other huge downfall is that he tries to manage through the medium of terror. As most HR executives are aware, fear is never a good motivator. Rather than instantly resorting to the Force Choke, Vader would be better served sitting his employees down and discussing their performance.

3. The Devil Wears Prada

This movie is a prime example of an onboarding nightmare. Onboarding is a huge performance management concern. Companies with poor onboarding have higher turnover, and with this in mind, the conclusion of *The Devil Wears Prada* is entirely unsurprising.

When the main character arrives for her first day, there was no training to speak of. She was simply told to go to her desk and get to work. Throwing employees in at the deep end is a terrible approach. They'll likely get flustered, intimidated and confused. They won't be given an opportunity to develop a relationship with the organization. Every new employee should get an introduction to the business, its objectives, its goals and the importance of their role to the direction of the organization.

On top of this, Miranda Priestly is a terrifying manager who created a toxic work environment. Around her, employees never feel at ease or able to communicate. Employees shouldn't feel like they're constantly one small accident away from losing their jobs. A good manager appreciates that mistakes are a part of growing and learning and they are able to turn these mistakes into learning opportunities.

4. Office Space

Unless you've been living under a rock, you'll be familiar with Bill Lumbergh, and you'll have seen the many memes created about him. He's the epitome of the uninspiring, slave-driving boss of yesteryear. Everything about the environment Lumbergh has created is soul-sucking and counter to employee engagement. It should also be noted that Lumbergh has a huge sense of self-importance and little respect for work-life balance. He's more than happy to demand

an employee give up his weekend plans, without much regard to his employee's commitments.

The lack of employee engagement is rampant in *Office Space*. Characters come to work, using the side door to avoid being seen by their nightmare boss, then "space out" for an hour. They might look like they're working, but they're not. In the words of Peter Gibbons, he probably only does about 15 minutes of "real, actual work" a week.

On top of this, employees aren't given the right resources to perform their roles to standard, as famously demonstrated by their frustration with the malfunctioning printer. Employees shouldn't have to deal with outdated or broken office technology. They should also have access to modern performance review software, so they can create performance development plans, SMART objectives and develop a real enthusiasm for their roles.

5. Kung Fu Panda

Leadership lessons can come from the strangest of sources. In this case, it comes in the form of a cartoon panda. We should all be grateful that the youth of today is being exposed to inspiring lessons that will help shape their future. That's not to say that fully-grown executives can't learn a thing or two from Pixar, too.

In the first *Kung Fu Panda* film, we learn an important management lesson from Master Shifu. He comes to realize that Po the Panda is a unique soul who isn't motivated by the same things as his other students. Taking this on board, Shifu finds other ways to incentivize, reward and encourage his new recruit. With the use of food, Shifu is able to engage Po and supercharge his performance. Managers who don't bother getting to know their employees and discovering what really motivates them risk losing out on their potential.

Grading Criteria of Group Project Assignment

Your group project assignment will be graded on the following 4 criteria (*with weights in parenthesis*)

Criterion	Needs more work	Good work	Wow work
Identification and description of important management issues from the movie (5%)	Identifies trivial management issues that has not much impact on the organization; description of the issues is too brief.	Important management issues are identified and are described adequately. Importance of the management issues is clearly articulated.	Important management issues are identified and are described comprehensively. Importance of the management issues is clearly articulated.
Analysis of underlying cause(s) (5%)	Focuses on superficial features of the management issues, demonstrates a limited understanding of the underlying cause(s).	Relevant aspects of the management issues are synthesized to reveal underlying cause(s).	Relevant aspects of the management issues are synthesized to reveal insightful underlying cause(s).
Generation and evaluation of alternative actions beyond the suggested plans shown in the movie (5%)	Proposes one solution for tackling each management issue. The solution does not address the management issues and are not feasible.	Proposes alternative solutions for tackling the management issues. Pros and cons of each solution are adequately discussed. States the rationale for why the final recommendation is selected.	Proposes alternative solutions for tackling the management issues. Pros and cons of each solution are thoroughly discussed. Provides a compelling rationale for why the final recommendation is selected.
Presentation skills (5%)	Presentation is ill structured; it takes efforts to follow. Communication aids do not support the presentation well.	Presentation flows smoothly and is easy to follow. Communication aids support the presentation.	Presentation flows smoothly and is easy to follow. Communication aids support the presentation and hold audiences' attention.