



**MGMT 5116 A**  
**Managing Performance**  
**Winter 2024**

**Schedule:** Tuesday, 2.35 pm – 5.25 pm

**Instructor:** Asit Kaul (asit.kaul@carleton.ca)

**Office Hours:** By appointment

**CALENDAR DESCRIPTION**

Principles and techniques relating to the development, support, and evaluation of employee performance in organizations. Models of individual and organizational performance; identifying high performing employees; methods of measuring performance; employee development and incentive systems.

Prerequisite(s): MGMT 5100.

**COURSE DESCRIPTION**

Performance management involves designing, implementing, and optimizing processes responsible for enhancing performance of individuals and teams in alignment with organizational strategy and goals. This MBA-level course on performance management delves into the principles and processes necessary for effectively developing and implementing performance management systems within organizations. Given the limited time duration (6 weeks), the course will cover select topics to ensure students learn the essential knowledge to design, deploy, and optimize performance management systems aligned with organizational goals and enhancing overall employee performance and growth. In particular, the following topics, some in-depth while others at the conceptual level, will be covered:

1. Performance Management Process
2. Strategic Planning
3. Reward Systems and the Law
4. Performance Measurement and Analytics
5. Performance System Roll Out Planning
6. Employee Development and Coaching
7. Current Practical and Ethical Challenges

**COURSE LEARNING OBJECTIVES**

By the end of the course, students should be able to:

LO1: Understand and describe the core concepts and structure of a complete performance management system.

LO2: Evaluate strategic decisions necessary for developing and maintaining effective performance management systems.

LO3: Assess employee development and coaching tools to improve employee performance.  
LO4: Articulate the impact of reward systems and legal considerations on performance management systems, along with current practical and ethical challenges.

## **TEXTBOOK**

Aguinis, H. (2019). Performance management (Fourth edition.). Chicago Business Press.

The additional readings or cases used in this course are either available in Brightspace or accessible through the library website.

## **ONLINE COMPONENT**

All announcements and materials will be posted in Brightspace.

## **OUT-OF-CLASS CONTACT**

For any out-of-class communication, please use your student email account. Ensure that you include the course number and section in the subject line of your email, along with your CU ID in the email body. Please anticipate a response within two business days.

## **COURSE DESIGN**

The course is designed to encompass various learning activities, including lectures for content exposure, scenario analyses, class discussions, and in-class exercises. To fully engage in these activities, students are required to prepare by reading the assigned materials before each session.

## **GRADING SCHEME**

| <b>Assessment</b>                     | <b>Weight</b> | <b>Type</b> | <b>When</b>  |
|---------------------------------------|---------------|-------------|--------------|
| Class Participation                   | 15%           | Individual  | All sessions |
| Performance Dynamics Review           | 20%           | Group       | Sessions 3-4 |
| Performance Management System Project | 30%           | Group       | Session 6    |
| Final Exam                            | 35%           | Individual  | Feb 27, 2024 |

The class will be divided into groups for group assignments. Each group will select a 'coordinator' responsible for facilitating group-related communication and activities.

### **Class Participation (15%)**

During class sessions, a portion of time will be devoted to discussions on relevant topics from the assigned readings. Each student is required to study the assigned materials in advance and actively engage in class discussions in a constructive manner. Participation entails attentive listening, sharing opinions and knowledge, asking questions, actively engaging in class exercises, and providing constructive feedback professionally, contributing to class learning. Absenteeism and tardiness will also lead to a deduction in this section.

## **Performance Dynamics Review (20%)**

### **Option 1: Performance Management Practices: Public vs Private Sector**

Conduct a comparative review of Performance Management practices between the public and private sectors within a chosen country or region. Explore how the goals, strategies, and implementation of Performance Management processes vary between these two sectors, and how external factors such as regulatory environments, societal expectations, and resource availability influence Performance Management practices.

### **Option 2: Comparative Analysis of Performance Management in Different Industries**

Choose two distinct industries (e.g., IT vs. healthcare, manufacturing vs. retail, entertainment vs. energy, etc.) and conduct a comparative review of how performance management practices are tailored to meet the unique operational and workforce dynamics of each industry. Examine factors such as industry-specific challenges, workforce composition, and market pressures, and how these elements shape the approach to performance management.

### **Option 3: Comparative Analysis of Performance Management Legislative and Ethical Implications**

Choose two countries with distinct legal and cultural frameworks (e.g., USA vs. Japan, Canada vs. China, UK vs. UAE, etc.), and conduct a comparative review of the legislation, regulations, and ethical implications surrounding Performance Management within these countries. Explore how legal frameworks and ethical considerations influence Performance Management Systems and practices in these contrasting settings.

### **Option 4: Role of Emerging Technologies in Performance Management**

Explore and present a review of the applications of emerging technologies in performance management to enhance employee and organizational performance. Delve into the transformative potential these technologies hold for reshaping performance management practices and discuss real-world examples illustrating their impact on organizational effectiveness, employee development, and ethical issues.

During weeks three and four, in each session, one or two groups will be tasked with presenting their review. Following are the details:

1. Each group will choose one option and will only present during one session.
2. Each presenting group should prepare a concise presentation using a few slides to present their analysis within a 10-minute timeframe and a short Q&A (< 5 minutes).
3. The presentation (and Q&A) will be followed by a 15-minute class discussion, which the presenting group will lead. As part of their exploration for this assignment, groups should identify current issues, practical/ethical challenges, or pertinent conversations surrounding their chosen topic. Based on this analysis, presenting groups should prepare two discussion questions/points to guide and facilitate the class discussion, encouraging a deeper understanding and critical discussion of the topic.

4. The presenting group will submit a write-up of up to 5 pages in length (excluding references or appendices; APA 7) in Word format, along with the slides, within 48 hours after the presentation via Brightspace.

### **Performance Management Project (30%)**

In this project, groups are tasked with the strategic design and development of a Performance Management System (PMS) tailored to a selected organization and job role.

#### **Project Scope:**

Organization and Job Role Selection:

- Groups should get approval from the instructor for their chosen organization and job role for this assignment no later than the second session.
- A detailed description of the organization and job role is required and should be articulated in the final report.

Project Evolution:

- The project will organically evolve week by week, aligning with the course's exploration of Performance Management System components.
- Groups are encouraged to integrate course knowledge, class deliberations, and pertinent literature in developing their PMS.

#### **Assessment Components:**

Presentation (10%):

Each group will deliver a presentation encapsulating the key aspects of their proposed Performance Management System, showcasing their strategic approach towards aligning individual performance with organizational goals.

- Each group should prepare a few slides and present within a 20-minute timeframe, followed by Q&A. The presentation should articulate the devised PMS, encapsulating the core design elements and strategic insights, and contribute to class learning.
- Presentation slides must be uploaded to Brightspace 24 hours before the presentation. These presentations will be held during the last session of the course.

Report (20%):

Each group will submit a written report encapsulating the comprehensive design and strategic alignment of the proposed PMS, including but not limited to:

- *Strategic Alignment:* Overall PMS design ensuring alignment with organizational objectives, addressing relevant legal and ethical considerations.
- *Performance Cultivation:* Performance Management Strategy linking individual performance to departmental and organizational goals.
- *Incentivization Framework:* Reward System design for motivating and recognizing employee performance.

- *Measurement and Evaluation*: Performance Measurement Framework including Performance Appraisal Measures and Process.
- *Roll-out Planning*: Communications strategy and other planning related to the roll-out process of the PMS.
- *Ongoing Performance Enhancement*: Guidance for supervisors on nurturing performance and facilitating employee development.

This report is due within 5 days after the presentation via Brightspace in Word format (APA7).

Peer Evaluation: To foster equitable division of group work and encourage fairness, students are required to submit a confidential peer evaluation form. This evaluation will be used by the instructor to determine individual grades to be assigned to each group member for group assignments in this course. All evaluation forms will be securely discarded at the end of the semester. Peer evaluations are due during the last session in a sealed envelope. Students who do not submit a peer evaluation form will incur a thirty-percentage points penalty for their individual score in group assignments.

### **Final Exam (35%)**

The final exam will be a paper-based, closed-book examination lasting two hours. It will assess your understanding of the course materials, including topics covered in the textbook, assigned readings/cases, lectures, discussions, and in-class work.

## COURSE SCHEDULE

| <b>Session</b> | <b>Date</b>  | <b>Topic/Agenda</b>  | <b>Assignments Due</b>   |
|----------------|--------------|--|--|
| 1              | Jan 09, 2024 | Course Overview, Introduction to Performance Management, Performance Management Process (Chapter 1, 2) |  |
| 2              | Jan 16, 2024 | Strategic Planning, Reward Systems, and the Law (Chapter 3, 10)  |  |
| 3              | Jan 23, 2024 | Measuring Performance (Chapter 4, 5)   | Performance Dynamics Review presentation for assigned groups (write up and slides due within 48 hours after class).  |
| 4              | Jan 30, 2024 | Performance Analytics, Roll Out Planning (Chapter 6, 7)  | Performance Dynamics Review presentation for assigned groups (write up and slides due within 48 hours after class).  |
| 5              | Feb 06, 2024 | Employee Development, Coaching (Chapter 8, Chapter 9)  |  |
| 6              | Feb 13, 2024 | Final report presentations   | Performance management project slides due 24 hours in advance in Brightspace and reports due within 5 days after this session.<br><br>Peer evaluation forms due during this session. |
|                | Feb 27, 2024 | Final Exam   |  |

**Contribution to Program Learning Goals (MBA):**

**Not Covered** *Learning goal is not addressed in the course, or addressed only minimally.*

**Introduced** *Course introduces content related to the learning goal but does not focus on it OR activities included in the course serve to cultivate this skill incidentally.*

**Taught but not Assessed** *Course contributes explicitly and meaningfully to student achievement of the learning goal but is not the point where competency is formally assessed.*

**Taught and Assessed** *Select this option if the course has been designated by the MBA CRC as the point where achievement of the learning goal will be assessed.*

| <b>MBA Learning Goal</b>   | <b>Not Covered</b> | <b>Introduced</b> | <b>Taught but Not Assessed</b> | <b>Taught and Assessed</b> |
|--|--------------------|-------------------|--------------------------------|----------------------------|
| <b>MB1 Leadership and Collaboration</b><br><i>Graduates will be equipped for leadership and collaboration.</i>                 |                    |                   |                                | ✓                          |
| <b>MB2 Communication</b><br><i>Graduates will be effective communicators</i>   |                    |                   | ✓                              |                            |
| <b>MB3 Critical Thinking and Problem Solving</b><br><i>Graduates will be skilled in critical thinking and problem solving.</i> |                    |                   |                                | ✓                          |
| <b>MB4 Functional Knowledge</b><br><i>Graduates will have functional knowledge of all areas of business.</i>                   |                    |                   | ✓                              |                            |
| <b>MB5 Global Business</b><br><i>Graduates will have an appreciation of the global environment of business.</i>                |                    |                   | ✓                              |                            |
| <b>MB6 Ethical Reasoning</b><br><i>Graduates will be skilled in ethical reasoning and decision-making.</i>                     |                    |                   |                                | ✓                          |

## **IMPORTANT ADDITIONAL INFORMATION**

### **Late Submissions**

To ensure fairness for all students, penalties will be applied to late submissions: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional two (2) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 73% if submitted the following day, and so on. Requests for extension will be considered in cases of illness or family emergency. To request an extension without penalty, please email the instructor in advance of the submission deadline.

### **Missed Exam or Test**

Missing an exam or test will result in a mark of 0.

Only in case of exceptional circumstances (medical reasons or death in the family), a make-up test may be granted when proper supporting documentation is provided. In such an event, please follow these steps:

- a. Inform instructor (by email) of the inability to write the test no later than 24 hours from the scheduled exam time.
- b. In the same email, suggest possible dates for a make-up test; note the make-up test must occur within 6 calendar days of the missed test.
- c. Provide instructor with the appropriate document(s) to support the original absence.

Incompliance to these steps leads to a test mark of 0. A make-up test is not granted for students who have other commitments or for any other non-documented reasons that conflict with test schedule. It is the responsibility of the student to accommodate the school's availability for tests. Failure to write a make-up test results in a test mark of 0.

### **Re-marking:**

If a student has valid concerns regarding marking on any assessments, the following procedure must be followed:

- a. Submit a written explanation specifying the concern(s). Avoid vague statements like "I think I deserve more marks." Instead, clearly pinpoint where you believe the evaluation deviated from the marking criteria, referencing relevant class notes, textbook excerpts, or other supporting materials.
- b. The explanation above must be submitted within one-week of the score being declared. No re-evaluation requests will be accepted after this timeframe.
- c. The instructor reserves the right to re-evaluate the entire submission and may either retain the original mark or adjust it, either positively or negatively, as deemed necessary.

### **Phones**

The use of phones is not permitted in class, students should turn off their phone. If special circumstances require the phone to be on, please inform the instructor in advance.



## **Laptops**

Laptop use in class is allowed for activities related to the class work only. Students should not use the laptop for other purposes (e.g., email or chat).

## **Course Sharing Websites**

Materials created for this course (including presentations, notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

## **Academic Integrity**

Violations of academic integrity—presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

## **Group Work:**

The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

### **Peer Evaluation for Group Work**

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning the grade for group work. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points (including yourself). Conversely, if an individual contributed relatively less, you would allocate fewer points to that member. The total should always be 100. To ensure that these peer evaluation scores are reasonable and free from personal bias, you may be asked to provide a written explanation for your point allocation.

## **Recommended Calculator for Examinations**

You may use any non-programmable calculator for the tests and final exam. If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

## **Academic Regulations:**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

## **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>

- **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy.

For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

### **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

### **Letter Grades**

In accordance with the Carleton University Undergraduate Calendar (p. 34), the letter grades assigned in this course will have the following percentage equivalents:

|             |             |             |             |              |
|-------------|-------------|-------------|-------------|--------------|
| A+ = 90-100 | B+ = 77-79  | C+ = 67-69  | D+ = 57-59  | F = Below 50 |
| A = 85-89   | B = 73-76   | C = 63-66   | D = 53-56   |              |
| A - = 80-84 | B - = 70-72 | C - = 60-62 | D - = 50-52 |              |

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### **Other Important Information:**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>