

PERFORMANCE MANAGEMENT

COURSE SYLLABUS

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| Code and name of specialty | 073 – Management | Institute | Institute of Education and Science in Economics, Management and International Business |
| Program name | Management of Organizations and Administration / Business Administration | Department | Management |
| Type of program | Educational and Professional | Language of instruction | English / Ukrainian |

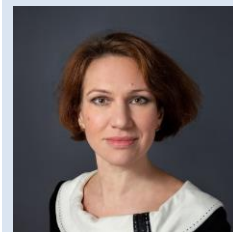
LECTURERS

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DSc (Economics), Professor, Director of the Institute of Education and Science in Economics, Management and International Business (NTU “KhPI”) Authored and co-authored over 200 scientific publications. Courses: Performance management, Introduction to specialty (Management), Business valuation, Business planning

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DSc (Economics), Professor of the Management department (NTU “KhPI”). Authored and co-authored over 150 scientific publications. Courses: Performance management, Fundamentals of Project Management, Team Management Tools, Leadership

GENERAL DESCRIPTION OF THE COURSE

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| Summary | This course identifies the knowledge and skills needed for effective management of individual and team performance and examines the design of performance management systems that aim to transform organisational objectives into performance outcomes. |
| Course objectives | <ul style="list-style-type: none"> to develop an understanding of the performance management as an on-going process composed of several sub-processes, such as performance planning, execution, assessment, and review; to develop a working knowledge of how to effectively apply performance assessment and management techniques and design a performance management system; to understand and develop key skills involved in effective performance management |
| Types of classes and control | Lectures, workshops, consultations. The course ends with a final exam |
| Term | 7 |

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| Student workload (credits) / Type of course | 5 / Mandatory | Lectures (hours) | 32 | Workshops (hours) | 32 | Self-study (hours) | 86 |
|---|---------------|------------------|----|-------------------|----|--------------------|----|

Program competences

GC03. The ability to abstract thinking, analysis, synthesis.
 GC04. The ability to apply knowledge in practical situations.
 GC05. Knowledge and understanding the subject area and understanding the professional activity.
 SC01. The ability to identify and describe the characteristics of organizations.
 SC02. The ability to analyze the results of organization activity, to compare them with the factors of the external and internal environment.

SC03. The ability to identify prospects of organization development.
 SC04. The ability to determine the functional areas of the organization and the relationships between them.
 SC05. The ability to manage the organization and its units through the management functions realization
 SC06. The ability to act socially responsible and consciously.
 SC07. The ability to choose and to use modern tools of management.
 SC08. The ability to plan the organization activity and to manage the time.
 SC12. The ability to analyze and structure the problems of an organization, to form reasonable decisions.

| Learning outcomes | Teaching and learning methods | Forms of assessment (continuous assessment CAS, final assessment FAS) |
|--|---|--|
| LO 03. To demonstrate knowledge of theories, methods and functions of management, modern concepts of leadership. | Interactive lectures with presentations, discussions, workshops, case-based learning | Written assignment (CAS), practical assessment (CAS), online tests (CAS), exam in the form of course paper (FAS) |
| LO 04. To show skills of identification of problems and justification of management decisions. | Interactive lectures with presentations, discussions, workshops, teamwork, case-based learning, student-peer feedback, problem-based learning | Practical assessment (CAS), problem sheets (CAS), online tests (CAS), exam in the form of course paper (FAS) |
| LO 05. To describe the content of the functional areas of the organization. | Interactive lectures with presentations, discussions, workshops, teamwork, case-based learning, research work, project-based learning | Written assignment (CAS), practical assessment (CAS), exam in the form of course paper (FAS) |
| LO 08. To apply management methods to ensure the effectiveness of the organization. | Interactive lectures with presentations, discussions, workshops, project-based learning, teamwork | Written assignment (CAS), online tests (CAS), exam in the form of course paper (FAS) |
| LO 12. To evaluate the legal, social, and economic implications of an organization's functioning. | Research work (fieldwork), workshops, case-based learning, individual and teamwork | Written assignment (CAS), practical assessment (CAS), data collection and reporting on fieldwork (CAS), exam in the form of course paper (FAS) |
| LO 16. To demonstrate skills of independent work, flexible thinking, openness to new knowledge, be critical and self-critical. | Research work (fieldwork), workshops, project-based learning, individual and teamwork | Written assignment (CAS), data collection and reporting on fieldwork (CAS), oral presentation of the written course paper (FAS) |
| LO 17. To conduct researches individually and/or in a group under the leadership of the leader. | Research work (fieldwork), workshops, project-based learning, individual and teamwork | Written assignments (CAS), reporting on fieldwork (CAS), oral presentation of the project (FAS), written course paper (FAS) |

ASSESSMENT AND GRADING

| Ranges of points corresponding to grades | core (points) for all types of learning activities | ECTS grading scale | The national grading scale | Allocation of grade points | 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%). 40% Final exam: course paper (written course work) and its oral presentation 60% Continuous assessment: • 30% practical assessment (including problem sheets, reporting on fieldwork, and case-studies); |
|---|---|-----------------------|--|----------------------------------|---|
| | 90-100 | A | excellent | | |
| | 82-89 | B | good | | |
| | 74-81 | C | | | |
| | 64-73 | D | satisfactory | | |
| | 60-63 | E | | | |
| | 35-59 | FX | Unsatisfactory (with the exam retake option) | | |

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| | 0-34 | F | Unsatisfactory (with mandatory repetition of the course) | | <ul style="list-style-type: none"> • 10% individual assignment • 20% term control (2 online tests) |
| Course policy | Students are expected to attend classes regularly, to get to class on time and stay for the duration of the class. In the case of absence, students will be required to submit all assignments to make up for the missed classes. Students are also expected to come to class having read all the required material and being ready to productively participate in the class discussions. Written assignments should be submitted before the specified deadlines. | | | | |

COURSE STRUCTURE AND CONTENT

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| Lecture 1-2 | The basis of performance management | Workshop 1-2 | Case study “Enron scandal” | S e l f - s t u d y | Preparing for the case study “Enron scandal”, learning from “Astra Zeneca” experience, reading suggested literature, studying of coursework requirements |
| Lecture 3-4 | Goal setting and key performance indicators | Workshop 3-5 | Goal setting and key performance indicators | | Creating the individual goal sheets, understanding the difference between objectives and key results, preparing for discussion “14 Mistakes That Ruin Performance Management”, studying statistical tools for performance measurement |
| Lecture 5-6 | Balanced scorecard | Workshop 6-7 | Creating dashboards in Excel and MS Power BI Desktop | | Case study Case Study “Toyota: Applying the Balanced Scorecard to an Automaker”, “Mobil USM&R(A)”, gaining the skills of creating dashboards with Excel tools (Excel assignment), creating a BSC for the chosen company, |
| Lecture 7-8 | Developing Performance plan | Workshop 8-9 | Developing Performance plan for work units and employees, performance standards and elements | | Distinguishing activities from accomplishments based on the fable of beekeepers and their hives, setting smart elements and objectives for the particular work unit in the chosen company, determining work unit accomplishments |
| Lecture 9-10 | Assessing performance | Workshop 10-11 | Ranking and rating performance, appraisal techniques | | Performance appraisal case study, reading articles about various aspects of performance assessment |
| Lecture 11-12 | Managing different levels of performance | Workshop 12-13 | Managing different levels of performance | | Identifying different levels of performance (steady performers, burnout, remote etc.) and understanding key areas for managing them |
| Lecture 13-14 | The role of the manager before assessment | Workshop 14-15 | Tips for providing feedback and coaching poor performers | | Studying the process of providing feedback, preparing list of questions to employee and motivating measures |
| Lecture 15-16 | Reviewing performance | Workshop 16 | Case study “How do Performance Reviews work at Google?” | | Watching videos “Netflix Culture”, reading “History of performance reviews”, filling out “The objectives & outcomes performance review template” |

RECOMMENDED READING

Compulsory

1. Armstrong, M., (2006). Armstrong's handbook of performance management : an evidence-based guide to delivering, 4th edition, ed. London: Kogan Page.
2. Armstrong, M., (2009). Armstrong's Essential Human Resource Management Practice: A Guide to People Management. London ; Philadelphia : Kogan Page.
3. A Handbook for Measuring Employee Performance : Aligning Employee Performance Plans with Organizational Goals. [Washington, D.C.] :U.S. Office of Personnel Management, Performance Management and Incentive Awards Division, 2017.
4. Caldwell, C.M., (2002) Performance Management: EBook Edition. S. I.: American Management Association
5. Shields J. et al. (2015) Managing employee performance & reward: Concepts, practices, strategies. – Cambridge University Press.
6. Williams R. S. (2002) Managing employee performance: Design and implementation in organizations. – Cengage Learning EMEA.
7. Stone F. (2007) Coaching, counseling and mentoring: How to choose and use the right technique to boost employee performance. – Amacom.
8. Paladino B. (2006) Five Key Principles of Corporate Performance Management

Additional

1. Ericksen, J (2007) High performance work systems: dynamic workforce alignment and firm performance, Academy of Management Proceedings, pp 1–6.
2. Stevens, J (2005) High Performance Wales: Real experiences, real success, Cardiff, Wales Management Council
3. Armstrong M., Baron A. (2004) Managing Performance: Performance Management in Action
4. Ahmad, R., & Bujang, S., Issues and Challenges in the Practice of Performance Appraisal Activities in the 21st Century. International Journal of Education and Research. April 2013; 1 (4): 1 –8.
5. Cardy R., & Leonard, B., (2014). Performance Management: Concepts, Skills and Exercises. New York: Routledge.
6. Daniels, A.C., & Rosen, T.A., (2014). Performance Management: Changing Behavior that Drives Organizational Effectiveness. Atlanta: Performance Management Publications.
7. Kaplan, R & Norton, D. (2006). Alignment: Using the Balanced Scorecard to Create Corporate Synergies. Boston, MA: Harvard Business School Press.
8. Stone, F.M., (2007). Coaching, Counseling & Mentoring: How to Choose & Use the Right Technique to Boost Employee Performance. New York: American Management Association.
9. Wall, A., (2007). "Strategic Performance Management-a Managerial Approach and Behavioural Approach", ed. New York: Palgrave Macmillan.
10. Parmenter D. (2020) Key performance indicators. Developing, implementing, and using winning KPIs : fourth edition. New Jersey : John Wiley & Sons, Inc. 379 p. <https://davidparmenter.com/key-performance-indicators-developing-implementing-and-using-winning-kpis-fourth-edition/>

Academic integrity

Students are expected to adhere to the Code of Ethics of Academic Relations and Integrity of NTU "KhPI".

The content of this syllabus is consistent with the Performance Management course program.