BUS 279; Performance Management
3 Credits, 3 hours per week

This course reviews strategies for optimizing employee performance and behaviour in the workplace. Topics include: goal-setting theory, determination of performance criteria, qualitative and quantitative appraisal techniques and disciplinary procedures.
Prerequisite: BUS 271 or permission of the Program Chair

Instructor

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Office Hours
Please contact by email or text and allow at least 24 hours for response

Hours of Instruction
Wednesday   18:30 PM – 21:30 PM (MT) Online -Zoom

Required Resources
Performance Management, Herman Aguinis, 4th Edition.
You can order a copy online.
https://chicagobusinesspress.com/student

https://bookstore.keyano.ca/Course/term

Local student will also able to purchase hard copy at Keyano bookstore.

Course Outcomes
Upon successful completion of the course, the student shall be able to:

OUTCOME 1
- Compare and contrast the concepts of performance management and performance appraisal.
- Appraise strategic, administrative, informational, developmental, organizational maintenance, and documentation purposes of performance management.
- Create a presentation providing persuasive arguments to argue for the business case and benefits for employees, managers, and organizations of implementing a well-designed performance management system.
- Assess the multiple negative consequences that can arise from the poor design and implementation of a performance management system.
- Judge the extent to which dysfunctional performance ratings may be signs that the performance management system is broken.

OUTCOME 2
- Articulate that performance management is an ongoing and circular process that includes the interrelated components of prerequisites, performance planning, performance execution, performance assessment, and performance review.
- Assemble important prerequisites needed before a performance management system is implemented, including knowledge of the organization's mission and strategic goals through strategic planning and knowledge of the job in question through work analysis.
- Conduct a work analysis to determine the tasks; knowledge, technology and other skills, and abilities (KSAs), work activities, work context and working conditions of a particular job and produce a job description that incorporates the KSAs of the job and information on the organization and unit mission and strategic goals.
- Distinguish results from behaviors and understand the need to consider both as well as development plans in the performance planning stage of performance management.
- Recommend the employee's and the manager's responsibility in the performance assessment phase.

OUTCOME 3
- Critique the definition and purposes of strategic planning.
- Create alignment between performance management and an organization's strategic priorities and direction.
- Assess the critical role of the HR function in the strategic planning process.
- Devise an environmental (i.e., SWOT) analysis that includes a consideration of both internal (strengths and weaknesses) and external (opportunities and threats) trends.
- Build up support for the performance management system by using it as a tool to help achieve the organization's strategic priorities.

OUTCOME 4
- Prepare a list of the factors that determine performance, including abilities and other traits, knowledge and skills (including declarative knowledge and procedural knowledge), and context.
- Propose a list of contextual factors (e.g., HR policies, organizational and national culture) that have a direct impact on performance.
- Propose how to address and anticipate performance problems.
- Create a performance management system that could include key performance indicators (KPIs) of each of the four types or dimensions of performance: (a) task, (b) contextual, (c) counterproductive, and (d) adaptive.

OUTCOME 5
- Devise a results approach to measuring performance, including the development of key accountabilities, objectives, and standards and formulate key accountabilities and their relative importance.
- Produce performance objectives that are specific and clear, challenging, agreed upon, significant, prioritized, bound by time, achievable, fully communicated, flexible, and limited in number.
- Develop performance standards that are related to the position, concrete, specific, measurable,
- Appraise how choices in performance measurement approaches are affected by an organization's culture, industry, and strategic direction established by its leadership.

OUTCOME 6
- Discuss appraisal forms that include all major features to make them a useful component of the performance management system (e.g., accountabilities, objectives, and standards; competencies and behavioral indicators; developmental needs, plans, and goals; multiple performance touchpoints, employee comments).
- Use different methods to combine performance data to arrive at an overall score for each person being rated.
- Appraise the reasons for disagreements in the data collected from different performance touchpoints.
- Propose ways to motivate raters to provide performance information that minimizes intentional distortion of ratings.

OUTCOME 7
- Prepare the rollout and implementation of a new or updated and revised performance management system
- Create a communication plan that answers the following key questions: What is performance management? How does performance management fit in the organization's strategy? How does everyone benefit from the system?
- Anticipate unintentional rating errors such as similar to me, contrast, halo, primacy, recency, negativity, first impression, stereotype, and attribution.
- Design and implement rater errors, frame of reference, and behavioral observation training programs to minimize the impact of unintentional rating errors.

OUTCOME 8
- Design your own personal developmental plan that addresses how you can continually learn and grow in the next year and formulate a developmental plan so you can improve your own reflective, communicative, and behavioral career competencies.
- Propose a developmental plan that highlights the key role of the supervisor as a guide and facilitator of the developmental process (e.g., explaining what is required of the employee to reach a required performance level, referring to appropriate developmental activities, reviewing and making suggestions about developmental objectives).
- Implement multisource feedback systems that takes advantage of all of its benefits (e.g., increased awareness of expectations, improved performance, reduced "undiscussables" and defensiveness).

OUTCOME 9
- Become an effective performance management leader by being a coach who creates a good relationship with direct reports, understands that the employee is the source and director of change, that each employee is unique, and that you, as a performance management leader, are the facilitator of the employee growth process.

- Assess your own coaching style as a driver, persuader, amiable, or analyzer
- Give effective praise (i.e., also called "positive feedback") and constructive (i.e., also called "negative") feedback that helps build confidence and self-efficacy, develops employee competence and engagement, minimizes defensiveness, and considers generational and individual differences in feedback preferences and reactions.

OUTCOME 10
- Create traditional (i.e., based mostly on position and seniority) and contingent (i.e., based mostly on performance) pay plans.
- Set up pay plans with the understanding that pay is an important motivator, but to improve performance management effectiveness, there is a need to define and measure performance first, and then, allocate rewards; use only rewards that are available; make sure all employees are eligible; and make rewards visible, contingent, timely, and reversible.
- Turn recognition and other nonfinancial incentives into meaningful reward
- Develop a performance management system that does not violate laws regarding discrimination based on race, sex, religion, age, disability status, and sexual orientation and is legally sound.

OUTCOME 11
- Design a performance management system that is congruent with the types of existing teams, including work or service teams, project teams, and network teams.
- Prepare a performance management system for virtual teams
- Roll out a team performance management system that includes the components of a state-of-the-science system: prerequisites (e.g., team charters), performance planning (i.e., results and behaviors), performance execution (e.g., how to turn a B-player team into a winning team), performance assessment (e.g., individual contributions to team performance, performance of the team as a whole), and performance review (i.e., meetings with individual team members and the team as a whole).
- Set up team-based rewards directly linked to the performance management system.

Evaluation

Assignment	Percentage
Participation	15%
In-class test	20%
In-class activity	20%
Midterm Examination	15%
Final Examination (comprehensive)	30%
Total:	*100%*

Note:
1. Your lowest in-class exercise mark will be dropped in the calculation of your final grade. If you miss an in-class exercise it will be considered a zero and qualify as your lowest grade. This is to accommodate any illness or emergency.
2. For collaborative exercises, one grade will be provided to every group member based on the exercise deliverables.

I emphasize group learning in my classes, as I believe group activities help students develop a host of skills that are increasingly important in the professional world (Caruso & Woolley, 2008; Mannix & Neale, 2005). Working in groups will provide each student the opportunity to develop team skills, improve communication skills and leverage personal experiences to contribute to group tasks.

A grade of C- is required for progression or transfer.

Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent
	A+	4.0	> 93.9
Excellent	A	4.0	87 – 93.9
	A-	3.7	80 – 86.9
	B+	3.3	77 – 79.9

Good	B	3.0	74 – 76.9
	B-	2.7	70 – 73.9
	C+	2.3	67 – 69.9
Satisfactory	C	2.0	64 – 66.9
Progression	C-	1.7	60 – 63.9
Poor	D+	1.3	57 – 59.9
Minimum Pass	D	1.0	50 – 56.9
Failure	F	0.0	< 50

Proposed Schedule of Topics

IMPORTANT- Please note: it is critical that you come prepared to each class by ensuring you have read assigned Chapter and Exercise/Case Study <u>prior</u> to the class. Ex; In preparation for September 9 class, you must read Chapter 2 and be prepared to discuss assigned in class activity.

Date	Reading	Topic
2 Sep	Course outline review	Course outline review and Introductions
2 Sep	Chapter 1	Performance Management in Context
9 Sep	Chapter 2	Performance Management Process
9 Sep	**In Class Activity-Individual**	Chapter 1-Exercise 1-1: Ideal Versus Actual Performance Management System
16 Sep	Chapter 3	Performance Management and Strategic Planning
16 Sep	Prep time for in class test	Chapter 1, 2 and 3
23 Sep	**In class test**	**Chapter 1,2 and 3**
23 Sep	Chapter 4	Defining Performance and Choosing a Measurement Approach
30 Sep	Chapter 5	Measuring Results and Behaviors
30 Sep	**In Class Activity-Group-Phase 1**	Disney Case Study
7 Oct	**In Class Activity-Group-Phase 2**	Disney Case Study
14 Oct	Chapter 6	Performance Analytics
14 Oct	**Mid Term Examination**	**Chapters 1- 6**
21 Oct	Chapter 7	Rolling Out the Performance Management System
21 Oct	**In Class Activity-Individual**	TBD
28 Oct	Chapter 8	Performance Management and Employee Development
28 Oct	**In Class Activity-Group**	TBD
4 Nov	Chapter 9	Performance Management Leadership
11 Nov	**Remembrance Day-No Class**	
18 Nov	Chapter 10	Performance Management, Rewards, and the Law
18 Nov	**In Class Test**	**Chapters 7-10**
25 Nov	Chapter 11	Team Performance Management
25 Nov	Final Examination-prep time	
2 - 5 Dec	**Final Examination week-No class on Dec 2**	

<u>Please Note:</u> Date and time allotted to each topic is subject to change.

Performance Requirements

Student Responsibilities
It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar (www.keyano.ca/creditcalendar).

The Keyano College credit calendar also has information about Student Rights and Code of Conduct. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

Student Attendance
Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and notes that may be due.

Academic Misconduct
Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own;
- The use of unauthorized aids in assignments or examinations (cheating);
- Collusion or the unauthorized collaboration with others in preparing work;
- The deliberate misrepresentation of qualifications;
- The willful distortion of results or data;
- Substitution in an examination by another person;
- Handing in the same unchanged work as submitted for another assignment; and
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, <u>you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors.</u> Your course work will not be graded until you show this signed certificate.

Specialized Supports
The Student Services department is committed to Keyano students and their academic success. There are a variety of student supports available at Keyano College during the Spring Session. Due to the continuing situation with the Covid-19 pandemic, the offered support services will be implemented differently this semester by being provided virtually.

All student services are available during Keyano business hours: Monday to Friday, 8h30-16h30.

Accessibility Services: provides individual and group learning strategy instruction for all students. Meet with a Learning Strategist to learn studying and test-taking strategies for online classes.

Students with documented disabilities, or who suspect a disability, can meet with a Learning Strategist to discuss their current learning barriers and possible accommodations. Students who have accessed accommodations in the past are encouraged to contact us to request them for the semester. Please note that requesting accommodations is a process and requires time to arrange. Contact us as soon as you know you may require accommodations. For accessibility services supports and to book a virtual appointment, please contact accessibility.services@keyano.ca.

Wellness Services: offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. All individual appointments will continue virtually.

Wellness Service welcomes students to participate in any of the virtual group sessions offered throughout the academic year addressing topics including mindfulness and test anxiety.

Individual virtual appointments can be made by emailing wellness.services@keyano.ca. If you require mental health supports outside of business hours, please contact 211 from anywhere in Alberta to receive information about community supports.

Library Services: provides students with research and information supports as they engage in their studies. Library staff are available to support you both virtually and in person during the fall semester. For library service supports and inquiries, please email askthelibrary@keyano.ca.

Individual support with the Information Librarian will be provided virtually. Appointments can be requested by email or by placing a Book a Librarian request using the online form found here.

Research and Subject Guides are helpful resources when conducting research or addressing your information needs. To view a subject or course specific guide, use the following Subject Guides link

To access additional research resources, including Citation Guides (APA, MLA, Chicago, or IEEE), go to the Research Help Library page.

Skill Centre: provides academic support services to students registered in credit programs at Keyano College in the form of tutoring, writing support groups, facilitated study groups, workshops and study space. Tutoring services are **free** to Keyano students. Tutoring is available for Math, Writing, English, and Science subject areas.

While most courses are being offered online, the Skill Center will be offering mostly virtual tutoring services and in-person sessions as requested. Please email Skill.centre@keyano.ca to get in contact with our tutoring staff.

For the most up to date information on how to book a tutoring session, please view the Keyano Skill Centre homepage.

E-Learning
Technology and internet will impact your online learning experience. It's important that you are able to watch an online video and other course materials, take online quizzes, and participant in a live class with your instructor and other students.

Keyano College operates in a Windows based environment and having the correct tools for online learning is important. Here's a list of recommended system requirements for Fall 2020.

Internet Speed

Minimum Internet speeds of 5 Mbps.
Recommended Internet speeds of 25 Mbps (especially if you are sharing your internet at home). Check your internet speed with Fast.com.

System requirements:

Microsoft Windows	Apple

Minimum Requirements:	Minimum Requirements:
A Windows 10 **computer/laptop** · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). Microsoft Office software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software	A Macintosh (V10.14 and above) **computer/laptop** · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). Microsoft Office software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software.
Recommended Requirements · 8GB of RAM · A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office using your Keyano email for free.	**Recommended Requirements** · 8GB of RAM · A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office using your Keyano email for free.

Chromebooks are **not** recommended as they are not compatible with testing lockdown browsers.

A Microsoft Surface or iPad or iPad Pro may be possible alternatives in some program areas.

Specific department requirements:
Business and OA programs require Windows 10.
Other programs may utilize Windows based tools as well.
Computer Software
Students will be able to get access to Microsoft Office 365 for Free using Keyano Credentials by clicking here.

Recording of lectures and Intellectual Property
Students may only record a lecture if explicit permission is provided by the instructor or by Accessibility Services. Even if students have permission to record a lecture or lecture materials, students may not publish any of the lectures or lecture materials, this includes any recordings, slides, instructor notes, etc. on any platform. Thus no student is allowed to publish or sell instructor notes without formal written permission. It is important to recognize that the Canadian Copyright Act contains provisions for intellectual property.

ITS Helpdesk
If you are having issues with your student account, you can contact the ITS Helpdesk by emailing its.helpdesk@keyano.ca or calling 780-791-4965.