
Jindal Global Business School
Course Outline

Course Title	Performance Management
Core or Elective	Elective
Program and Batch	MBA-2024, IBM-2021, IBM-2022
Semester & Academic Year	Fall 2025
Credits	1.5
Discipline/Area	OB & HRM Area
Provide details if this course is a Prerequisite for any course/specialization	No
Name of the Faculty Member/Course Instructor	Rya Ray
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Faculty Member's Open Office Day/s & Time	

Introduction to the Course

Performance management is a significant strategic input in businesses to ensure efficiency and effectiveness in the performance of its employees. This course is designed to assist management graduate students to get an insightful understanding of significance of performance management in organizational success, the effectiveness of performance management system and performance appraisal process in helping employees to achieve higher productivity as well as accomplishing organizational objectives and self-objectives in terms of growth and learning. Further the course will help the students in developing the skills to design and implement effective performance management systems and to learn the ways to get the best possible performance from employees using tools and techniques of performance management. The course entails techniques and tools in linking performance management to organization's strategy, the integrated goal setting processes, ways of developing a performance feedback culture and proving constructive feedback, effective performance review and appraisal, and supporting employees learning and growth.

Course Learning Objectives

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

1. CLO1- Understand the concept of performance management and its strategic application in today's organizations.
2. CLO2- Develop skills for effective goal setting, performance feedback culture and appraisal techniques.
3. CLO3- Examine the contemporary challenges of performance management.
4. CLO4- Design and develop performance management systems as a strategic tool.

Programme Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Technological Agility: Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies
		2. Understand future technologies in business domain
2	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues
		4. Demonstrate sensitivity towards ethical issues
		5. Demonstrate sensitivity towards social issues
		6. Address societal issues
3	Effective communication: Ability to effectively exchange ideas and information	7. Present their ideas with clarity
		8. Prepare an organized and logical business document
		9. Use technology for effective communication
4	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis

		13. Evaluate alternatives
		14. Summarize and conclude
5	Leadership: Ability to take initiative, inspire and collaborate with others	15. Take initiative
		16. Contribute effectively in groups

PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO 1, 8, 10	PCG 1,3,4	A1, A2, A3, A4
PLO 1, 3, 7, 8, 11, 12, 14, 15, 16	PCG 1, 2, 3, 5	A1, A2, A3, A4
PLO 2, 3, 4, 8, 10, 11, 12, 13, 14	PCG 1, 2, 3, 4, 5	A1, A2, A4
PLO 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	PCG 1, 2, 3, 4, 5	A4, A5

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1: Class Participation	10%	Individual	Continuous Assessment	PLO 1, 2, 7, 8, 10
A2: Quiz	15%	Individual	3 rd Week	PLO 1, 11, 13, 15
A3: Quiz	20%	Individual	4 th Week	PLO 1, 11, 13, 15
A4: Quiz	25%	Individual	After 5 th Week	PLO 2, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
A4: End-term Examination	30%	Individual	Last Teaching Week (As per CoE)	PLO 1, 7, 10, 14

Description of Assessments:

A1: Class Participation- CP will be captured as a continuous assessment throughout the course for all sessions, including the guest lecture. The formats of participation include- verbal in class, participating in a discussion started by the facilitator or another student, a micro writeup of not more than 100 words, recapitulation of previous session learning outcomes, and answering questions raised in class by the facilitator or another student.

A2, A3, and A4- Quizzes- MCQ Based conducted in class

A5- End term examination (will be conducted by Examination Office) - End term examination will be of 30 marks of 1.5 hours duration. It builds on the experiences and learnings from all sessions and with the internal assessments. This will be invigilated exam held on the JGU campus according to the mode decided by CoE.

Rubrics for Assessments

A1: Class Participation-

Criteria	Excellent (3-4 marks)	Good (2 marks)	Needs Improvement (0-1 marks)
Preparation	Always prepared with insightful questions and comments	Usually prepared with relevant comments	Rarely prepared, seldom contributes
Frequency of Participation	Contributes to all discussions actively	Contributes to most discussions	Rarely contributes to discussions
Quality of Participation	Contributions are consistently insightful and advance the conversation	Contributions are relevant but may not always deepen the discussion	Contributions are off- topic or do not add value to the discussion

A2, A3, A4: Quiz- Marks rewarded proportionally to number of correct answers.

A5: End-term examination-

Criteria	Excellent (7-8 marks)	Good (4-6 marks)	Needs Improvement (0-4 marks)
Depth of Analysis	Provides comprehensive and insightful analysis with well-supported arguments	Provides a solid analysis with support	Analysis is superficial with little or no support
Comprehensiveness	Response is thorough and addresses all aspects of the question	Response covers most aspects of the question	Response is incomplete or misses key aspects
Synthesis of Information	Integrates information from various parts of the course seamlessly	Shows some synthesis but may be disjointed	Lacks synthesis of course material
Writing Quality	Writing is clear, well-organized, and free of grammatical errors	Writing is mostly clear with minor errors	Writing is unclear and contains many errors

Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning ‘what to do’, the cases will also be used as examples of real-world phenomena where operational, functional, strategic, and ethical issues arise, and decisions prioritizing varying goals are taken. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students’ and managers' different experiences.

Textbook / Other Readings

Textbook: The required textbook for the course is '*Performance Management*' by Herman Aguinis. Recommended reference book for the course is *Performance Management* by Armstrong, Michael, and Angela Baron.

Other Readings:

- Motowidlo, S. J., & Kell, H. J. (2003). Job performance. *Handbook of psychology: Industrial and organizational psychology*, 12(4), 39-53.
- Dahl, M. S., & Pierce, L. (2020). Pay-for-performance and employee mental health: Large sample evidence using employee prescription drug usage. *Academy of Management Discoveries*, 6(1), 12-38.
<https://journals.aom.org/doi/10.5465/amd.2018.0007>

Session Plan

Session Details	Topics	PLOs Covered
Session 1	Introduction: Performance management	PLO 1, 2, 3, 4, 8, 10, 11, 12, 13, 14
Objective of the session	Explain the concept of performance management Advantages for implementing a well-designed performance management system Describe key features of an ideal performance management system	
Subtopics to be covered	Definition of performance management Aims and role of PM systems	
Readings	Textbook: Chapter 1	
Case Title & Number		
Pedagogy	Presentations, Videos, Real case examples, class discussion	
Session 2	Performance management and rewards systems	PLO 1, 8, 10
Objective of the session	Understand the concept of reward system and its relationship to a performance management system Distinguish between various types of employee rewards, including compensation, benefits, and relational returns	
Subtopics to be covered	Reward systems Integration with other human resources and development activities	
Readings	Textbook: Chapter 1	
Case Title & Number	Case Study: Distinguishing performance management systems from performance appraisal systems (<i>Case in textbook</i>)	
Pedagogy	Presentations, videos, real case examples, interactions	
Session 3	Performance management process: Part I	PLO 1, 3, 7, 8, 10, 11, 12, 14, 15, 16
Objective of the session	Understand that performance management is an ongoing process Conduct a job analysis to determine the job duties, knowledge, skills, and abilities (KSAs), and working conditions of a particular job	

	Write a job description that incorporates the KSAs of the job and information on the organization and unit mission and strategic goals	
Subtopics to be covered	Prerequisites Performance Planning Performance Execution	
Readings	Textbook: Chapter 2	
Case Title & Number	Case Study: Job Analysis Exercise	
Pedagogy	Presentations, videos, case discussions	
Session 4	Performance management process: Part II	PLO 1, 3, 7, 8, 10, 11, 12, 14, 15, 16
Objective of the session	Understand the employee's and the manager's responsibility in the performance assessment phase Understand the similarities between performance planning and performance renewal and recontracting	
Subtopics to be covered	Performance assessment Performance review Performance renewal and recontracting	
Readings	Textbook: Chapter 2	
Case Title & Number	Case Study: Disrupted Links in the Performance Management Process at "Omega, Inc."	
Pedagogy	Presentations, videos, case discussions	
Session 5	Performance management and strategic planning	PLO 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 14, 15, 16
Objective of the session	Define strategic planning Describe the purpose of a strategic plan Explore the usefulness of the relationship between performance management system and strategic plans of the organization	
Subtopics to be covered	Definition of Strategic Planning Components of a good vision statements Relationship between mission and vision statements, goals, and strategies	
Readings	Textbook: Chapter 3	
Case Title & Number	Case Study: Linking Performance Management to Strategy at Procter & Gamble	
Pedagogy	Presentations, videos, case discussions	
Session 6	Defining performance	PLO 1, 3, 7, 8, 10, 11, 12, 14, 15, 16
Objective of the session	Define what performance is and what it is not Understand the multidimensional nature of performance Identify the various factors that determine performance	
Subtopics to be covered	Defining performance Determinants of performance Performance dimensions	
Readings	Textbook: Chapter 4	
Case Title & Number	Motowidlo, S. J., & Kell, H. J. (2003). Job performance. <i>Handbook of psychology: Industrial and organizational psychology</i> , 12(4), 39-53.	
Pedagogy	Presentations, videos, discussions	

Session 7	Choosing a Measurement Approach	PLO 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Objective of the session	Understand that performance should be placed within a context Understand the behaviour approach, results approach, and traits approach to measuring performance	
Subtopics to be covered	Approaches to measuring performance	
Readings	Textbook: Chapter 4	
Case Title & Number	Case Study: Choosing a performance management approach at Paychex, Inc.	
Pedagogy	Presentation, class interactions, real business examples	
Session 8	Guest Lecture: Diksha Anubhuti Kachhap (Talent Management, JSW)	PLO 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Objective of the session	Understand the concept of performance management in a real business setting	
Subtopics to be covered	Performance management cycle Stakeholder involvement in performance management Advantage of performance management in organizations	
Readings		
Case Title & Number		
Pedagogy	Interactions and discussions	
Session 9	Measuring Results and Behaviors	PLO 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Objective of the session	Adopting a results approach to measuring performance, including development of accountabilities, objectives, and standards Adopting a behavior approach to measuring performance, including the identification and assessment of competencies	
Subtopics to be covered	Measuring Results Measuring Behaviors	
Readings	Textbook: Chapter 5	
Case Title & Number	Case Study: Measuring competencies at the Department of Transportation	
Pedagogy	Presentations, real case examples, interactions	
Session 10	Gathering performance information	PLO 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Objective of the session	Design effective appraisal forms Compute overall employee performance score based on information found in the appraisal form Advantages and disadvantages of using stakeholders as sources of performance information	
Subtopics to be covered	Appraisal forms Characteristics of appraisal forms Stakeholders for providing performance information Rater training programs	
Readings	Textbook: Chapter 6	
Case Title & Number	Case Study: Minimizing intentional and unintentional rating errors	
Pedagogy	Presentations, videos, case discussions	
Session 11	Implementing a performance management system: Part I	PLO 1, 2, 3, 4,

Objective of the session	Understand the crucial steps before performance management system is launched, including implementing a communication plan, an appeals process, training programs for raters, and pilot testing the system Design a communication plan aimed at reducing the effect of cognitive bias on how performance management system is perceived and help minimize the impact of intentional rating errors Understand the importance of setting up an appeal process	7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Subtopics to be covered	Preparation Communication Plan Appeals Process	
Readings	Textbook: Chapter 7	
Case Title & Number	--	
Pedagogy	Presentations, videos, interactions, class activity	
Session 12-13	Implementing a Performance Management System: Part II	PLO 1, 2, 3, 4,
Objective of the session	Describe unintentional and intentional types of errors that raters are likely to make in evaluating performance Implement training programs Understand the importance of conducting a pilot test before implementing a performance system Understand operation, social, and ethical issues in implementing performance management systems	7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Subtopics to be covered	Training programs for the acquisition of required skills Pilot testing Ongoing monitoring and evaluation Online implementation	
Readings	Textbook: Chapter 7	
Case Title & Number	Case Study: Implementing a performance management communication plan at Accounting, Inc. Dahl, M. S., & Pierce, L. (2020). Pay-for-performance and employee mental health: Large sample evidence using employee prescription drug usage. <i>Academy of Management Discoveries</i> , 6(1), 12-38. https://journals.aom.org/doi/10.5465/amd.2018.0007	
Pedagogy	Presentations, videos, interactions, class activity	
Sessions 14-15	Reflection and Review	PLO 1, 2, 3, 4,
Objective of the session	Reflect on the learnings of the course Experience sharing Doubts Q&A	7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Subtopics to be covered	Reflect on the learnings of the course Experience sharing Doubts Q&A	
Readings	All readings covered in the course	
Case Title & Number		
Pedagogy	Reflection of the course, internal marks discussion and feedback	

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in