



Jindal Global Business School
Course Manual

Course Title	Performance Management
Core or Elective	Elective
Program and Batch	BBA 2023
Semester & Academic Year	Spring 2026
Credits	3
Discipline/Area	Organizational Behavior and Human Resource Management
Name of the Faculty Member/Course Instructor	Abhishek Sonavane
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Faculty Member's Open Office Day/s & Time	TBD

Introduction to the Course

Performance management is a vital strategic initiative that drives both organizational efficiency and effectiveness. This course is designed to provide undergraduate management students with a deep understanding of the role of performance management in achieving organizational success. It highlights how well-structured performance management systems and appraisal processes not only enhance employee productivity but also align individual growth and learning with organizational objectives. In today's competitive world, organizations thrive not just by hiring talent but by nurturing, guiding, and empowering it. Managers who can design fair systems, set clear goals, and give meaningful feedback are better equipped to inspire high performance and long-term commitment. Through this course, students will develop the skills to design and implement effective performance management systems and learn how to use tools and techniques that bring out the best in employees. Emphasis will be placed on linking performance management with organizational strategy, setting integrated goals, fostering a culture of continuous feedback, and conducting constructive performance reviews. Students will also explore ways to support employee learning, development, and career growth, preparing them to become effective managers who can drive performance at both individual and organizational levels.

Course Learning Outcomes

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

1. CLO1- Explain the strategic importance of performance management in enhancing both individual and organizational effectiveness.
2. CLO2- Develop and apply skills for effective goal setting, fostering a feedback-oriented culture, and using appraisal techniques to improve employee performance.
3. CLO3- Analyze contemporary challenges and emerging trends in performance management across diverse organizational contexts.
4. CLO4- Design and develop performance management systems as strategic tools for aligning employee growth with organizational goals.

Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	1. Understand local business issues
		2. Understand global business issues
		3. Demonstrate sensitivity towards ethical issues
		4. Demonstrate sensitivity towards social issues
2	Effective communication: Ability to effectively exchange ideas and information	5. Present their ideas with clarity
		6. Write in a coherent manner
		7. Use technology for communication
3	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	8. Identify main issues of business problems
		9. Examine information from different sources
		10. Draw inferences from analysis
4	Teamwork: Ability to work and contribute effectively in group -settings	11. Understand the factors to work effectively in groups
		12. 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
PCG1-PLO1, PCG1-PLO2	PCG1	A2, A4
PCG2-PLO5 PCG2-PLO6	PCG2	A1, A2, A3, A4 A2, A3, A4
PCG3-PLO8 PCG3-PLO10	PCG3	A2 A3, A4

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
Class Participation (A1)	10%	Individual	Continuous	PLO5
Narrative Photo Essay and accompanying write-up (A2)	40 %	Individual	Week 5	PLO1, PLO2, PLO5, PLO6, PLO8
Mid-term (A3)	20%	Individual	Week 7	PLO5, PLO6, PLO10
End-term Exam (A4)	30%	Individual	JGU Exam week	PLO1, PLO2, PLO5, PLO6, PLO8, PLO10

Description of Assessments:

A1. Class Participation – Class Participation will be captured as a continuous assessment throughout the course for all sessions, including the guest lecture, based on the frequency and quality of contributions.

A2. Narrative Photo Essay and Accompanying Write-Up – The students are required to create a narrative photo essay to explore a selected topic. The photo essay should narrate a story related to a theme in Performance Management—such as motivation, appraisal, goal setting, feedback, fairness, or employee growth. Students are to use images and captions to show how performance management impacts individuals and organizations. Details on how to create a picture essay and expected deliverables will be shared in class. The students are also expected to submit an accompanying write-up under 1000 words (excluding References). The photo essay, comprising photographs and captions accounts for 25 marks. The accompanying write-up accounts for 15 marks, resulting in a total of 40 marks, which forms 40% of the overall grade.

A3. Mid-term: The midterm examination will be of 20 marks with a maximum duration of 90 minutes duration. This will be a pen and paper invigilated exam held on the JGU campus.

A4. End-term Examination- The end term examination will be of 30 marks for 1.5 hours. This will be an invigilated exam held on the JGU campus according to the mode decided by CoE.

Rubrics for Assessment

A1. Class Participation

	10 points	7-9 points	5-7 points	Below 5
Frequency and Quality of contribution and participation	<i>Always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.</i>	<i>sometimes contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.</i>	<i>rarely contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.</i>	<i>never contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.</i>

A2. a) Narrative Photo Essay

	80%-100%	60%-80%	30% - 60%	10 - 30%	10% or less
Photograph Impact (10 marks)	All the photographs clearly represent the central idea of the photo captions. The image <i>brings out emotions in the viewer</i> . The photo "speaks for itself."	The photographs clearly represent the central idea. The photos demonstrate some <i>original thinking</i> .	The photographs clearly represent the central idea. The photos demonstrate some original thinking.	The viewer can see <i>some connection</i> between the photographs and the captions. The photographs are <i>not particularly creative</i> .	The viewer <i>cannot see a relationship</i> between the captions and the photographs.
Captions & Sources (10 marks)	<i>All supportive facts are reported accurately. The captions concisely present fresh, original ideas that elaborate on the</i>	<i>Almost all supportive facts are reported accurately. The captions present clear ideas that support the central idea.</i>	<i>Most supportive facts are reported accurately. The ideas presented are understandable but fuzzy. There is not a connection between each</i>	<i>There are some lapses in accuracy of reported facts. The ideas presented are too wordy. There is not a connection between each</i>	<i>No facts are reported, or most are inaccurate. Many of the reported ideas are unclear. The central focus is unclear. The</i>

	central idea. <i>Precise, descriptive language</i> is used to complement the photos.	Details are used that suit each photo.	captions focus on a single idea yet experiment with language with some success.	<i>caption</i> and the accompanying photo.	word choice is weak, and <i>captions do not suit the photo. Captions are too wordy.</i>
Logical Sequence (5 marks)	<i>Details are placed in a logical order,</i> and the way they are presented effectively keeps the <i>interest of the reader.</i>	Details are placed in a logical order, <i>but the way in which they are presented/introduced occasionally makes the essay less interesting.</i>	<i>Some details are not in a logical or expected order,</i> and this <i>distracts the reader.</i>	<i>Many details are not in a logical order,</i> which make it <i>difficult for the reader to follow.</i>	<i>Most details are not in a logical or expected order.</i> There is little <i>sense that the writing is organized.</i>

A2. b) Accompanying Write-Up

	80%-100%	60%-80%	30% - 60%	10 - 30%	10% or less
Relevance and Connection to Photographs (5 marks)	Written narrative is <i>tightly aligned</i> with the photo essay. Each argument or reflection <i>connects meaningfully</i> to the visual elements, creating a coherent story.	<i>Strong connection</i> to photographs, though <i>some sections could link more directly.</i>	<i>Occasional or weak links</i> to photographs; the essay can stand alone but <i>does not consistently reinforce the visual narrative.</i>	<i>Little alignment</i> between written essay and photographs; connections feel <i>forced or unclear.</i>	<i>No relationship</i> between written essay and photo essay.
Use of Evidence and Examples (5 marks)	<i>Effectively integrates</i> relevant examples, case studies, or research to strengthen arguments. Evidence is <i>accurate, credible, and well-cited.</i>	<i>Some effective use</i> of examples and evidence; <i>a few gaps</i> in support or detail.	Relies on general statements with <i>limited evidence</i> ; some examples may <i>not fully support arguments.</i>	<i>Minimal or weak use</i> of supporting evidence; <i>examples are unclear or irrelevant.</i>	<i>No evidence or examples provided</i>
Clarity of Writing and Presentation (5 marks)	Writing is <i>concise, precise, and engaging.</i> Language is clear, <i>free from major errors</i> , and appropriate for academic work.	Writing is <i>generally clear</i> , with minor errors that do not affect readability.	Writing is <i>understandable but sometimes wordy, vague, or repetitive.</i> <i>Some errors</i> affect clarity.	Frequent language or <i>grammar errors</i> make the essay <i>difficult to follow.</i>	Writing is <i>unclear, unfocused, or riddled with errors.</i>

Teaching Method

The sessions are designed to be interactive in nature and will require students to be participative as the facilitator will engage them in critical thinking and hands-on learning activities. The teaching pedagogy includes a mix of lectures, presentations, discussions, class interaction, audio-visual analysis, and case method.

The discussions will also add value through peer learning; hence students are advised to prepare the reference material shared for each session.

Textbook / Course Package / Other Readings

1. Textbook: ***Performance Management*** by Herman Aguinis.
2. Reference book: *Performance Management* by Angela Armstrong and Michael Baron.

Session Plan

	Topics	PLOs Covered
Session 1 Objective of the session	Performance management – An introduction <ul style="list-style-type: none"> ▪ Explain the concept of performance management (PM). ▪ Distinguish performance management from performance appraisal. ▪ Explain the many advantages and make a business case for implementing a well-designed performance management system. 	PLOs 2 & 8
Subtopics	Concepts of performance management system (PMS), rewards systems. Distinguish between performance management and performance appraisal Benefits of a well-designed PMS Features of an ideal PMS	
Readings	Chapter 1 (Textbook)	
Case Title and Number	Reality Check: Ideal versus Actual Performance Management System (Textbook) Performance Management at Network Solutions, Inc. (Textbook)	
Pedagogy	Interaction & Discussion	
Session 2 Objective of the session	Performance management – An introduction (continued) <ul style="list-style-type: none"> ▪ Explain the concept of performance management (PM). ▪ Distinguish performance management from performance appraisal. ▪ Explain the many advantages and make a business case for implementing a well-designed performance management system. 	PLOs 2 & 8
Subtopics	Concepts of performance management system (PMS), rewards systems. Distinguish between performance management and performance appraisal Benefits of a well-designed PMS Features of an ideal PMS	
Readings	Chapter 1 (Textbook)	
Case Title and Number	Reality Check: Ideal versus Actual Performance Management System (Textbook)	

	Performance Management at Network Solutions, Inc. (Textbook)	
Pedagogy Session 3	Interaction & Discussion	
Objective of the session	<p>Performance management process</p> <ul style="list-style-type: none"> ▪ 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. 	PLOs 8 & 10
Subtopics	Concepts of Job analysis Job description Prerequisites for a PMS	
Readings	Chapter 2 (Textbook)	
Case Title and Number	Disrupted Links in the Performance Management Process at “Omega, Inc.” (Textbook)	
Pedagogy Session 4	Interaction & Discussion, In-class activity	
Objective of the session	<p>Performance management process (continued)</p> <ul style="list-style-type: none"> ▪ 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. 	PLOs 8 & 10
Subtopics	Concepts of Job analysis Job description Prerequisites for a PMS	
Readings	Chapter 2 (Textbook)	
Case Title and Number	Disrupted Links in the Performance Management Process at “Omega, Inc.” (Textbook)	
Pedagogy	Interaction & Discussion, In-class activity	
Session 5	Experiential Learning Session 1: Performance management and strategic planning	PLOs 2, 8 & 10
Objective of the session	<ul style="list-style-type: none"> ▪ Define strategic planning and its overall goal. ▪ Describe the various specific purposes of a strategic plan. ▪ Explain why the usefulness of a performance management system relies to a large degree on its relationship with the organization's and the unit's strategic plans. 	
Subtopics	Define strategic planning Purposes of a strategic plan	

	Environmental analysis Gap analysis Mission statements Vision statement	
Readings	Chapter 3 (Textbook)	
Case Title and Number	Linking Performance Management to Strategy at Procter & Gamble (Textbook)	
Pedagogy	In class activity, Role-play, Interaction & Discussion	
Session 6	Debriefing ELS 1: Performance management and strategic planning ▪ Define strategic planning and its overall goal. ▪ Describe the various specific purposes of a strategic plan. ▪ Explain why the usefulness of a performance management system relies to a large degree on its relationship with the organization's and the unit's strategic plans.	PLO 10
Subtopics	Define strategic planning Purposes of a strategic plan Environmental analysis Gap analysis Mission statements Vision statement	
Readings	Chapter 3 (Textbook)	
Case Title and Number	Linking Performance Management to Strategy at Procter & Gamble (Textbook)	
Pedagogy	Debrief & Discussion	
Session 7	Defining performance and choosing a measurement approach ▪ Define what performance is and what it is not. ▪ Understand the evaluative and multidimensional nature of performance. ▪ Identify the various factors that determine performance, including declarative knowledge, procedural knowledge, and motivation.	PLOs 8 & 10
Subtopics	Factors determining performance Design a performance management system Behavior approach to measuring performance Result approach to measuring performance	
Readings	Chapter 4 (Textbook)	
Case Title and Number	Choosing a Performance Measurement Approach at Paychex, Inc. (Textbook)	
Pedagogy	Interaction & Discussion	
Session 8	Defining performance and choosing a measurement approach (continued)	PLOs 8 & 10
Objective of the session	▪ Define what performance is and what it is not.	

	<ul style="list-style-type: none"> Understand the evaluative and multidimensional nature of performance. Identify the various factors that determine performance, including declarative knowledge, procedural knowledge, and motivation. 	
Subtopics	Factors determining performance Design a performance management system Behavior approach to measuring performance Result approach to measuring performance	
Readings	Chapter 4 (Textbook)	
Case Title and Number	Choosing a Performance Measurement Approach at Paychex, Inc. (Textbook)	
Pedagogy	Interaction & Discussion	
Session 9	Measuring results and behaviors	PLOs 2, 8 & 10
Objective of the session	<ul style="list-style-type: none"> Adopt a results-based approach to measuring performance, including the development of accountabilities, objectives, and standards. Determine accountabilities and their relative importance. Identify objectives that are specific and clear, challenging, agreed upon, significant, prioritized, bound by time, achievable, fully communicated, flexible, and limited in number. 	
Subtopics	Development of accountabilities, objectives, and standards Development of comparative performance measurement systems Development of absolute PMS Results-based approach versus Behaviour-based approach	
Readings	Chapter 5 (Textbook)	
Case Title and Number	Measuring Competencies at the Department of Transportation (Textbook)	
Pedagogy	Interaction & Discussion	
Session 10	Measuring results and behaviors (continued)	PLOs 2, 8 & 10
Objective of the session	<ul style="list-style-type: none"> Adopt a results-based approach to measuring performance, including the development of accountabilities, objectives, and standards. Determine accountabilities and their relative importance. Identify objectives that are specific and clear, challenging, agreed upon, significant, prioritized, bound by time, achievable, fully communicated, flexible, and limited in number. 	
Subtopics	Development of accountabilities, objectives, and standards Development of comparative performance measurement systems Development of absolute PMS Results-based approach versus Behaviour-based approach	

Readings	Chapter 5 (Textbook)	
Case Title and Number	Measuring Competencies at the Department of Transportation (Textbook)	
Pedagogy	Interaction & Discussion	
Session 11	Experiential Learning Session 2: Gathering performance information	PLOs 2, 8 & 10
Objective of the session	<ul style="list-style-type: none"> ▪ Understand why each of several basic components is included in the appraisal form. ▪ Design effective appraisal forms. ▪ Compute an overall employee performance score based on information found on the appraisal form. ▪ Select an appropriate time to document performance as part of a performance review 	
Subtopics	Appraisal forms Characteristics of appraisal form Determining overall rating Appraisal period and number of meetings Stakeholders for providing performance information A model of rater motivation	
Readings	Chapter 6 (Textbook)	
Case Title and Number	Minimizing Intentional and Unintentional Rating Errors (Textbook)	
Pedagogy	Case Study, In-class activity, and Interaction and Discussion	
Session 12	Debriefing ELS 2: Gathering performance information	PLO 10
Objective of the session	<ul style="list-style-type: none"> ▪ Understand why each of several basic components is included in the appraisal form. ▪ Design effective appraisal forms. ▪ Compute an overall employee performance score based on information found on the appraisal form. ▪ Select an appropriate time to document performance as part of a performance review 	
Subtopics	Appraisal forms Characteristics of appraisal form Determining overall rating Appraisal period and number of meetings Stakeholders for providing performance information A model of rater motivation	
Readings	Chapter 6 (Textbook)	
Case Title and Number	Minimizing Intentional and Unintentional Rating Errors (Textbook)	
Pedagogy	Debriefing and Discussion	
Session 13	Implementing a performance management system	PLOs 1, 2 & 8

Objective of the session	<ul style="list-style-type: none"> ▪ Understand that there are crucial steps that must be taken before the performance management system is launched, including implementing a communication plan, an appeals process, training programs for raters, and pilot testing the system to fix any glitches ▪ Design a communication plan that will include features aimed at reducing the effect of cognitive biases on how the performance management system is perceived and help minimize the impact of intentional rating errors. 	
Subtopics	Preparation Communication plan Appeals process Training programs for the acquisition of required skills Pilot testing Ongoing monitoring and evaluation	
Readings	Chapter 7 (Textbook)	
Case Title and Number	Implementing a Performance Management Communication Plan at Accounting, Inc. (Textbook)	
Pedagogy	Interaction & Discussion	
Session 14	Implementing a performance management system (continued)	PLOs 1, 2 & 8
Objective of the session	<ul style="list-style-type: none"> ▪ Understand that there are crucial steps that must be taken before the performance management system is launched, including implementing a communication plan, an appeals process, training programs for raters, and pilot testing the system to fix any glitches ▪ Design a communication plan that will include features aimed at reducing the effect of cognitive biases on how the performance management system is perceived and help minimize the impact of intentional rating errors. 	
Subtopics	Preparation Communication plan Appeals process Training programs for the acquisition of required skills Pilot testing Ongoing monitoring and evaluation	
Readings	Chapter 7 (Textbook)	
Case Title and Number	Implementing a Performance Management Communication Plan at Accounting, Inc. (Textbook)	
Pedagogy	Interaction & Discussion	
Session 15	Guest Lecture	PLOs 1 & 2
Objective of the session	<ul style="list-style-type: none"> ▪ Learning PMS issues in the contemporary context ▪ Discussing the alternative approaches to resolve existing issues 	
Subtopics	Industry perspectives of contemporary PMS issues	

Readings	Application of theoretical perspectives to guest's industry experiences	
Pedagogy		
Session 16	Performance management and employee development	PLOs 8 & 10
Objective of the session	<ul style="list-style-type: none"> ▪ Describe the importance and benefits of including a developmental plan as part of the performance management system. ▪ Describe the various short-term and long-term objectives of a developmental plan. ▪ Design a high-quality developmental plan. ▪ Learn about the key activities that will help the successful implementation of a developmental plan. 	
Subtopics	Development plan objectives Direct supervisors' role in 360-degree feedback	
Readings	Chapter 8 (Textbook)	
Case Title and Number	Personal Developmental Plan at Brainstorm, Inc. (Textbook)	
Pedagogy	Interaction & Discussion	
Session 17	Performance management and employee development (continued)	PLOs 8 & 10
Objective of the session	<ul style="list-style-type: none"> ▪ Describe the importance and benefits of including a developmental plan as part of the performance management system. ▪ Describe the various short-term and long-term objectives of a developmental plan. ▪ Design a high-quality developmental plan. ▪ Learn about the key activities that will help the successful implementation of a developmental plan. 	
Subtopics	Development plan objectives Direct supervisors' role in 360-degree feedback	
Readings	Chapter 8 (Textbook)	
Case Title and Number	Personal Developmental Plan at Brainstorm, Inc. (Textbook)	
Pedagogy	Interaction & Discussion	
Session 18	Performance management skills	PLOs 2 & 8
Objective of the session	<ul style="list-style-type: none"> ▪ Understand that managers need several key skills to manage the performance of their employees effectively, including skills regarding coaching, giving feedback, and conducting performance review meetings. ▪ Understand four guidelines that provide a framework for successful coaching including the importance of a good coaching relationship, the central role of the employee as the source and director of change, understanding employees as 	

	unique and whole, and realizing that the coach is the facilitator of the employee's growth.	
Subtopics	Coaching Coaching styles Coaching process Performance review meetings	
Readings	Chapter 9 (Textbook)	
Case Title and Number	Was Robert Eaton a Good Coach? (Textbook)	
Pedagogy	Interaction & Discussion	
Session 19	Performance management skills (continued)	PLOs 2 & 8
Objective of the session	<ul style="list-style-type: none"> ▪ Understand that managers need several key skills to manage the performance of their employees effectively, including skills regarding coaching, giving feedback, and conducting performance review meetings. ▪ Understand four guidelines that provide a framework for successful coaching including the importance of a good coaching relationship, the central role of the employee as the source and director of change, understanding employees as unique and whole, and realizing that the coach is the facilitator of the employee's growth. 	
Subtopics	Coaching Coaching styles Coaching process Performance review meetings	
Readings	Chapter 9 (Textbook)	
Case Title and Number	Was Robert Eaton a Good Coach? (Textbook)	
Pedagogy	Interaction & Discussion	
Session 20	Experiential Learning Session 3: Rewards systems and legal issues	PLOs 1 & 2
Objective of the session	<ul style="list-style-type: none"> ▪ Distinguish between traditional and contingent pay plans and know how each of these reward systems relates to the performance management system. ▪ Understand the reasons for the popularity of contingent pay plans. ▪ Describe how contingent pay plans can help improve employee motivation and performance. ▪ Be aware of the reasons contingent pay plans fail. 	
Subtopics	Traditional and contingency pay plans Reasons for introducing contingency pay plans Possible problems associated with contingent pay plans Selecting a contingent pay plan Putting pay in context	

	Pay structures	
Readings	Chapter 10 (Textbook)	
Case Title and Number	Possible Illegal Discrimination at Tractors, Inc. (Textbook)	
Pedagogy	Case Method, Interaction & Discussion	
Session 21	Debriefing ELS 3: Rewards systems and legal issues	PLOs 1, 2 & 10
Objective of the session	<ul style="list-style-type: none"> ▪ Distinguish between traditional and contingent pay plans and know how each of these reward systems relates to the performance management system. ▪ Understand the reasons for the popularity of contingent pay plans. ▪ Describe how contingent pay plans can help improve employee motivation and performance. ▪ Be aware of the reasons contingent pay plans fail. 	
Subtopics	Traditional and contingency pay plans Reasons for introducing contingency pay plans Possible problems associated with contingent pay plans Selecting a contingent pay plan Putting pay in context Pay structures	
Readings	Chapter 10 (Textbook)	
Case Title and Number	Possible Illegal Discrimination at Tractors, Inc. (Textbook)	
Pedagogy	Debriefing & Discussion	
Session 22	Performance Coaching, Counselling, and Mentoring	PLOs 2 & 8
Objective of the session	<ul style="list-style-type: none"> ▪ The process of performance coaching, counselling, and mentoring ▪ The differences between performance coaching and counselling, and mentoring 	
Subtopics	Coaching Counselling Mentoring	
Readings	Chapter 13 (Reference book)	
Case Title and Number	Performance management focused on strength (Textbook)	
Pedagogy	Interaction & Discussion	
Session 23	Performance Coaching, Counselling, and Mentoring (continued)	PLOs 2 & 8
Objective of the session	<ul style="list-style-type: none"> ▪ The process of performance coaching, counselling, and mentoring ▪ The differences between performance coaching and counselling, and mentoring 	
Subtopics	Coaching	

	Counselling Mentoring	
Readings	Chapter 13 (Reference book)	
Case Title and Number	Performance management focused on strength (Textbook)	
Pedagogy	Interaction & Discussion	
Session 24	Performance management and learning	PLOs 1 & 2
Objective of the session	<ul style="list-style-type: none"> ▪ Helping people to learn ▪ Learning opportunities ▪ Formal and informal learning 	
Subtopics	Learning types Formal and informal learning	
Readings	Chapter 10 (Reference book)	
Case Title and Number	Reinventing performance management (Textbook)	
Pedagogy	Interaction & Discussion	
Session 25	Performance management and learning (continued)	PLOs 1 & 2
Objective of the session	<ul style="list-style-type: none"> ▪ Helping people to learn ▪ Learning opportunities ▪ Formal and informal learning 	
Subtopics	Learning types Formal and informal learning	
Readings	Chapter 10 (Reference book)	
Case Title and Number	Reinventing performance management (Textbook)	
Pedagogy	Interaction & Discussion	
Session 26	Experiential Learning Session 4: Emerging trend in performance management system in global context	PLOs 2 & 8
Objective of the session	<ul style="list-style-type: none"> ▪ Shortcomings of performance Management Systems in the current shape ▪ New thinking and advance practices to manage individual, team and organizational performance 	
Subtopics	PMS shortcomings New thinking on PMS	
Readings	Chapter 16 (Reference book)	
Case Title and Number	Checklist for evaluating performance management (Textbook)	
Pedagogy	In-class activity, Interaction & Discussion	
Session 27	Debriefing ELS 4: Emerging trend in performance management system in global context	PLOs 2, 8 & 10
Objective of the session	<ul style="list-style-type: none"> ▪ Shortcomings of performance Management Systems in the current shape 	

	<ul style="list-style-type: none"> ▪ New thinking and advance practices to manage individual, team and organizational performance 	
Subtopics	PMS shortcomings New thinking on PMS	
Readings	Chapter 16 (Reference book)	
Case Title and Number	Checklist for evaluating performance management (Textbook)	
Pedagogy	Debriefing & Discussion	
Session 28	Guest Lecture	PLOs 1 & 2
Objective of the session	<ul style="list-style-type: none"> ▪ Learning PMS issues in the contemporary context ▪ Discussing the alternative approaches to resolve existing issues 	
Subtopics	Industry perspectives of contemporary PMS issues	
Readings	Application of theoretical perspectives to guest's industry experiences	
Pedagogy		
Session 29	Reading & Revision Week/Examination Week	
Objective of the session	NA	
Subtopics	NA	
Readings	NA	
Pedagogy	NA	
Session 30	Reading & Revision Week/Examination Week	
Objective of the session	NA	
Subtopics	NA	
Readings	NA	
Pedagogy	NA	

*Elective End-term Examinations may take place in the last week of classes.

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 well-being. 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