

### COURSE INFORMATION

Course title:	Performance Management	Credits:	1.5 Credits
Course code:	BAHR580C	Class location:	Virtual Classroom (Zoom)
Session, term, period:	2020W1, Period 6	Class times:	September 13 (8:30 am – 4:30 pm)
Section(s):	001		October 2 (5:00 – 9:30 pm)
Course duration:	September 13 – October 3, 2020		October 3 (8:30 am – 4:30 pm)
Division:	OBHR	Pre-requisites:	N/A
Program:	MBA	Co-requisites:	N/A

### INSTRUCTOR INFORMATION

Instructor:	Rob Prowse	Office location:	HA349
Phone:	604 617 5492	Office hours:	By appointment
Email:	rob.prowse@sauder.ubc.ca		

### COURSE DESCRIPTION

Performance management is a continuous process of setting objectives, coaching, and evaluating the performance of individuals, teams and departments. Performance management practices create a direct link between employee performance and organizational goals and make employees' contribution to the organization explicit.

### COURSE FORMAT

This course will be delivered via Zoom during the above noted class times. Please refer to the course's Canvas site for the required Zoom details.

### LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Describe the purpose of a performance management process.
2. Evaluate different organizations' approach to performance management
3. Describe the role of objective setting aligned with an organization's mission, strategy and goals
4. Identify the role of coaching in the performance management process
5. Diagnose employee performance successes, issues, opportunities and challenges
6. Explain the role of performance evaluations and challenges in rating employee performance

### ASSESSMENTS

#### Summary

<u>Component</u>	<u>Weight</u>
Class Participation	25%
Individual Experience Assignment	30%
Team Experience Assignment & Presentation	30%
Peer Coaching & Feedback Assignment	<u>15%</u>
Total	<u>100%</u>

## ASSESSMENTS, CONT'D

### *Details of Assessments*

#### **Class Participation**

Participation is a central focus of the learning process in this course. There is a strong emphasis on experiential learning and class discussions. There isn't one singular approach to performance management. As a result, a greater number of thoughts shared by students in the class means your participation is indispensable. Our discussions will focus on variety of performance management approaches and practices that ensure business strategy alignment, drive employee results, and encourage engagement in the workplace. You are expected to participate, and be prepared to participate, in all class discussions, exercises, and case study discussions. When you are not fully prepared for or miss a class, not only do you miss an opportunity to learn, so do the other students in the class. Discussion quality is more emphasized than quantity in evaluating your participation.

#### **Individual Experience Assignment**

You will be required to describe and critically evaluate the performance management practices of a past or present employer. Diagnostic questions and guidance for this assignment will be posted to Canvas approximately two weeks before the course commences. Your assignment must be no longer than 6 pages, double spaced in length.

#### **Team Experience Assignment & Presentation**

You will be required to collaborate in teams to prepare and present a summary of the insights you gained from your Individual Experience Assignment. Your report must have a three part focus that answers the following questions: What similarities and differences exist across the different performance management practices of each team member's past or present employer? What is one unique performance management practice from each team member's organization? Justify why this aspect is unique from a performance management perspective. To what extent is any one of the organizations moving toward a more evolved performance management set of practices? Your report must be captured and submitted in PowerPoint. Your PowerPoint slide deck must be no longer than 10 slides. Your team must be prepared to make a maximum 15-minute presentation to class using your pre-prepared slide deck.

#### **Peer Coaching & Reflection Assignment**

The objective of this assignment is to have you act as a coach for an assigned classmate. You will be required to hold a coaching conversation with your assigned classmate while being observed by another classmate. You must model coaching principles during the conversation. The classmate acting as an observer will be required to provide you with written feedback on your coaching effectiveness. You will be required to reflect and comment on your effectiveness as a coach, supported by the observations provided by your classmate. Your assignment must be no longer than 3 pages in length. In addition, the observations provided by your classmate must be appended to your assignment. **Note: You will be provided with one hour during class time to complete this assignment.**

#### **PEER ASSESSMENT**

You will be required to participate in a mandatory peer assessment of your team members. If you do not complete the assessment on time and/or in a meaningful way, you will experience a loss of 5 percentage points from the total course grade available.

**LEARNING MATERIALS**

Reading materials, including a link to the required case and/or exercise purchases, will be posted to Canvas.

**COURSE SCHEDULE**

(Subject to change with class consultation)

<b>Classes</b>	<b>Topics</b>	<b>Readings and Activities</b>	<b>Assessments Due</b>
<b>Class 1 (Synchronous) Sunday, September 13 (8:30 am – 4:30 pm)</b>	Business Strategy & Three Phases of Performance Management	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Performance Management Systems: How Companies are Rethinking People Development</li> <li>• The Performance Management Revolution</li> </ul> <p><b>Cases:</b></p> <ul style="list-style-type: none"> <li>• Hubtown (A): Designing a Bottom-Up Approach to Performance Management</li> <li>• Gap Inc.: Refashioning Performance Management</li> </ul>	Individual Experience Assignment <b>due September 20</b>
<b>Class 2 (Synchronous) Friday, October 2 (5:00 – 9:30 pm)</b>	Role of Coaching in Managing Performance	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• How Are You Protecting Your High Performers from Burnout?</li> <li>• Difficult Conversations 2.0: Thanks for the Feedback!</li> </ul> <p><b>Coaching Exercise + Peer Coaching &amp; Reflection</b></p>	Peer Coaching & Reflection Assignment <b>due October 2 (in class preparation and submission)</b>
<b>Class 3 (Synchronous) Saturday, October 3 (8:30 am – 4:30 pm)</b>	Performance Evaluation, Evolution and Revolution in Performance Management	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Reinventing Performance Management</li> <li>• Redefining Performance Management at DBS Bank</li> </ul> <p><b>Cases:</b></p> <ul style="list-style-type: none"> <li>• Performance Management at Vitality Healthy Enterprises</li> <li>• Southfield Packaging</li> </ul>	Team Experience Assignment & Presentation <b>due October 3</b>

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## COURSE-SPECIFIC POLICIES AND RESOURCES

### *Missed or late assignments, and re-grading of assessments*

Late submissions will not be accepted and will receive a grade of zero.

### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

## POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

## UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

### RESPECT FOR EQUITY, DIVERSITY AND INCLUSION

It is our intent that all students from diverse backgrounds and perspectives will be valued and well-served by this course. We view the diversity that students bring to this course as a resource, benefit, and source of strength for your learning experience. While we expect rigorous discussion and even disagreement, we expect everyone to engage in these discussions with empathy and respect for others.

### ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwm̓əθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

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## ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, [jane.doe@email.com](mailto:jane.doe@email.com)). If you have trouble creating an account, or accessing a Zoom session, please contact [CLCHelp@sauder.ubc.ca](mailto:CLCHelp@sauder.ubc.ca). You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.