



## COURSE DESCRIPTION:

This course provides the student with an in-depth understanding of performance management and the various tools and techniques that can be used to enhance an employee's contribution to the organization. This course will be a combination of lectures, case-studies, role-plays and hands-on exercises, where the students will be required to work in teams and individually. Emphasis will be placed on developing a coaching plan and utilizing coaching skills.

## ESSENTIAL EMPLOYABILITY SKILLS:

As mandated by the Ministry of Training, Colleges and Universities essential employability skills (EES) will be addressed throughout all programs of study. Students will have the opportunity to **learn (L)** specific skills, to **practice (P)** these skills, and/or **be evaluated (E)** on the EES outcomes in a variety of courses. The EES include communication, numeracy, critical thinking & problem solving, information management, interpersonal and personal skills. The faculty for this course has indicated which of the EES are either Learned (**L**), Practiced (**P**) or Evaluated (**E**) in this course:

Skill	L	P	E	Skill	L	P	E
1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience	√	√	√	7. locate, select, organize and document information using appropriate technology and information sources		√	
2. respond to written, spoken or visual messages in a manner that ensures effective communication	√	√	√	8. show respect for the diverse opinions, values, belief systems, and contributions of others	√	√	√
3. execute mathematical operations accurately				9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals	√	√	√
4. apply a systematic approach to solve problems		√		10. manage the use of time and other resources to complete projects		√	
5. use a variety of thinking skills to anticipate and solve problems	√	√	√	11. take responsibility for one's own actions, decisions and consequences		√	
6. analyze, evaluate, and apply relevant information from a variety of sources	√	√	√				

## COURSE OUTCOMES:

Upon successful completion of this course the students will have reliably demonstrated the ability to:

- Determine how performance management is integral to organizational effectiveness.**
  - Explain the importance of performance management.
  - Discuss the relationship between the organization mission, strategy and operational goals and how they relate to performance.

- Explain the concept of benchmarking and how it relates to managing performance.
- Describe the various roles of the trainer, HR generalist, the employee and the manager/supervisor with respect to managing performance.

**2. Describe the key elements of the performance management process.**

- Define performance expectations, identify performance-related criteria and establish goals.
- Discuss the various methods to appraise performance.
- Explain how to prepare for and conduct the appraisal interview.
- List characteristics of an effective appraisal system, for example, reliability and validity, legal and ethical issues.
- Determine performance results and apply the appropriate intervention strategy, for example, progressive discipline, training, job design, rewards, counseling, coaching etc.

**3. Outline techniques and tools that can be utilized to enhance performance.**

- Discuss approaches to performance assessments of individuals and groups.
- Compare and contrast the advantages and disadvantages of the various performance management approaches.
- Create a performance appraisal tool.
- Utilize the performance appraisal tool and conduct a mock performance appraisal interview.
- Facilitate the appraisal discussion using coaching techniques.

**4. Explain how coaching contributes to performance enhancement.**

- Determine how coaching can contribute to enhance organizational effectiveness.
- Discuss how coaching provides feedback for individual employee growth and development.
- Describe how coaching enhances an employee's learning process.
- Determine how coaching facilitates the recognition of key performance issues and those actions to address deficiencies.
- Identify how coaching can be used by managers to enhance group effectiveness.
- Outline key coaching skills that are necessary to effectively improve employee performance.

**5. Create and deliver a coaching plan.**

- Discuss how to create a coaching friendly environment.
- Determine appropriate coaching strategies.
- Demonstrate the various coaching skills to execute the plan.
- Evaluate the plan to determine effectiveness.

## **DELIVERY METHODS / LEARNING ACTIVITIES:**

Teaching methods in this course are interactive and require class input and involvement. The course will include lectures and presentations, collaborative and team work, independent study, and problem-based learning activities.

## **LIST OF TEXTBOOKS AND OTHER TEACHING AIDS:**

### ***Required:***

Aguinis, H. (2009). Performance Management (2<sup>nd</sup> Edition). Pearson/Prentice Hall

Dubrin, A. (2005). Coaching and Mentoring Skills. Pearson/Prentice Hall.

### **Online (Web-CT):**

Chapters 3 & 8: Das, H. (2003). Performance Management, (1<sup>st</sup> Edition). Pearson/Prentice Hall.

## **TESTING POLICY:**

Exemption or deferral of an exam or assignment is not permitted except for a medical or personal emergency. The professor must be notified by e-mail prior to the due date. Appropriate documentation, as determined by the professor, must be submitted.

Any student who either misses the mid-term exam or does not hand in an assignment and who provides acceptable documentation of illness or other serious problem will have the missed percentage of the course mark added to the weighting of the final exam. There will be no make-up exams or assignments.

### **Absence from final exam:**

- Professor must be notified by e-mail **before** the examination
- Documentation must be presented to the professor **within three working days**.
- If the majority of the course work has been completed with a passing performance, and the documentation is acceptable, an "Incomplete" grade (INC) will be entered by the instructor. **An INC grade will not be granted if term work was missed or failed.**
- The final examination must be written **within 60 days of the submission of the incomplete grade. Failure to do this will result in an F grade.**

## **ASSIGNMENT POLICY:**

Students unable to submit an assignment on the due date should discuss the matter in advance with the professor. At the professor's discretion, late assignments may not be accepted. Where late assignments *are* accepted, the professor will apply a late penalty.

It is expected that all students will make a significant contribution to the group assignment. If not, marks may be adjusted accordingly. If the group is unable to progress as planned due to

medical and/or personal reasons, it is expected that the group will contact the professor immediately. The entire group is responsible for the accuracy of the entire report, including proper referencing of sources.

### EVALUATION SYSTEM:

Assessment Tool:	Description:	Outcome(s) assessed:	EES assessed:	Date / Week:	% of Final Grade:
In-class Exercises/Role Plays		1-5	1-2, 4-11	Weeks 1-14	10%
Assignment #1	Individual Assignment – Research Paper	1-3	1-2, 4-7, 10-11	Week 6	15%
Mid-Term Exam		1-3	1-2, 4-6	Week 7	20%
Assignment #2	Part A: Develop a Coaching Plan-Group Assignment Part B: Conduct an Individual Coaching Session & Write a Reflective Paper	1-5	1-2, 4-11	Week 13	15%  15%
Final Exam	Comprehensive - will consist of a combination of multiple choice, short-answer and case studies/mini- exercises	1-5	1-2, 4-6	Week 15	25%
				<b>TOTAL:</b>	<b>100%</b>

### GRADING SYSTEM

The passing grade for this course is: **D**

A+	90-100	4.0	B+	77-79	3.3	C+	67-69	2.3	D+	57-59	1.3	Below 50	F	0.0
A	86-89	4.0	B	73-76	3.0	C	63-66	2.0	D	50-56	1.0			
A-	80-85	3.7	B-	70-72	2.7	C-	60-62	1.7						

#### Excerpt from the College Policy on Academic Dishonesty:

The *minimal* consequence for submitting a plagiarized, purchased, contracted, or in any manner inappropriately negotiated or falsified assignment, test, essay, project, or any evaluated material will be a grade of zero on that material.

To view George Brown College policies please go to [www.georgebrown.ca/policies](http://www.georgebrown.ca/policies)

## TOPICAL OUTLINE:

Week	Topic / Task	Outcome(s)	Content / Activities	Resources
1	<ul style="list-style-type: none"> <li>▪ Performance Management &amp; Reward Systems in Context</li> <li>▪ Performance Management Process</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1, 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aims &amp; Role of Performance Management Systems</li> <li>▪ Definition of Reward Systems</li> <li>▪ Definition of Performance Management</li> <li>▪ Performance Management Process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chapters 1 &amp; 2 (Aguinis)</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ Performance Management &amp; Strategic Planning</li> <li>▪ Process &amp; Employee Performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Process of Linking Performance Management to the Strategic Plan</li> <li>▪ Purposes of Strategic Planning</li> <li>▪ Steps of Organizational Process Improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chapter 3 (Aguinis)</li> <li>▪ Chapter 3 (Das) - Online</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Defining Performance &amp; Choosing a Measurement Approach</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determinants of Performance</li> <li>▪ Performance Dimension</li> <li>▪ Approaches To Measuring Performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chapter 4 (Aguinis)</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ Measuring Results &amp; Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Measuring Results</li> <li>▪ Determining Accountabilities/Objectives/Performance Standard</li> <li>▪ Measuring Behaviours – Comparative/Absolute Systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chapter 5 (Aguinis)</li> </ul>
5	<ul style="list-style-type: none"> <li>▪ Performance Management &amp; Employee Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ 4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Building Trust</li> <li>▪ Showing Empathy</li> <li>▪ Active Listening</li> <li>▪ Using Influence Tactics</li> <li>▪ Training Team Members</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chapters 1, 2, 3, 4 &amp; 10 (Dubrin)</li> </ul>
6	<ul style="list-style-type: none"> <li>▪ Gathering Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who Should Provide Performance Information?</li> <li>▪ Rater Motivation</li> <li>▪ Characteristics of Appraisal Forms</li> <li>▪ Determining Overall Rating</li> <li> </li> <li>▪ <b>Assignment #1 Due</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Chapter 6 (Aguinis)</li> </ul>
7	<ul style="list-style-type: none"> <li>▪ Mid-Term Examination</li> </ul>		<ul style="list-style-type: none"> <li>▪ <b>Mid-Term Examination</b></li> </ul>	
8	<b><i>INTERSESSION WEEK</i></b>			
9	<ul style="list-style-type: none"> <li>▪ Implementing a Performance Management System</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication Plan</li> <li>▪ Appeals Process</li> <li>▪ Training Programs, eg. Rater Training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chapter 7 (Aguinis)</li> </ul>
10	<ul style="list-style-type: none"> <li>▪ Performance Management Skills</li> <li>▪ Managing Team Performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ 4, 5</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal Development Plans</li> <li>▪ Supervisor's Role</li> <li>▪ 360 Degree Feedback</li> <li>▪ Coaching Styles</li> <li>▪ Coaching Process</li> <li>▪ Definition &amp; Importance of Teams</li> <li>▪ Types of Teams &amp; Implications for Performance Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chapters 8, 9 &amp; 11 (Aguinis)</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Including Team Performance in the Performance Management System</li> </ul>	
11	<ul style="list-style-type: none"> <li>▪ Performance Management Skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ 4, 5</li> </ul>	<ul style="list-style-type: none"> <li>▪ Helping Others Set Goals</li> <li>▪ Monitoring Performance</li> <li>▪ Giving Feedback</li> <li>▪ Helping Others Solve Problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chapters 5, 6, 7, &amp; 11 (Dubrin)</li> </ul>
12	<ul style="list-style-type: none"> <li>▪ Performance Management Skills</li> <li>▪ Counselling &amp; Discipline</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2, 4, 5</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encouraging Positive Actions</li> <li>▪ Discouraging Negative Actions</li> <li>▪ Key Concepts &amp; Considerations in Helping Difficult People</li> <li>▪ Counselling</li> <li>▪ Coaching/Mentoring</li> <li>▪ Dealing with Conflict</li> <li>▪ Disciplinary Practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chapters 8, 9 &amp; 12 (Dubrin)</li> <li>▪ Chapter 8 (Das) - Online</li> </ul>
13	<ul style="list-style-type: none"> <li>▪ Coaching Session Role Play</li> </ul>	<ul style="list-style-type: none"> <li>▪ 5</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Coaching Session Role Play</b></li> <li>▪ <b>Coaching Plan Due</b></li> </ul>	
14	<ul style="list-style-type: none"> <li>▪ Coaching Session Role Play</li> </ul>	<ul style="list-style-type: none"> <li>▪ 5</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Coaching Session Role Play</b></li> </ul>	
15	<ul style="list-style-type: none"> <li>▪ Final Examination</li> </ul>		<ul style="list-style-type: none"> <li>▪ <b>Final Examination</b></li> </ul>	
<p><b>Please note: this schedule may change as resources and circumstances require.</b></p> <p>For information on withdrawing from this course without academic penalty, please refer to the College Academic Calendar: <a href="http://www.georgebrown.ca/Admin/Registr/PSCal.aspx">http://www.georgebrown.ca/Admin/Registr/PSCal.aspx</a></p>				