

Valid for 2024.FS

Module Name: Performance Management	
Module Code	w.MA.XX.PMA.22HS
Module Description	Students learn and apply the concepts and methodologies of performance management to support strategy implementation in corporations and also in their careers. The module focuses on traditional and more recent management models for large corporations with a focus on banking. It leverages current industry insights, and it also benefits from input from practitioners. It enables students to design and discuss management control systems, key performance indicators, and current trends in the domain of performance management. Throughout the module, parallels to concepts and results of motivation psychology and performance coaching will be discussed and applied.
Program and Specialization	§ Banking and Finance § Banking and Finance (PiE)
Legal Framework	Academic Regulations MSc in Banking and Finance dated 29.09.2011, Appendix to the Academic Regulations for the degree program in Banking and Finance, first adopted on 28.08.2012
Module Category	Module Type: Compulsory Elective
ECTS	3
Organizational Unit	W Institut für Wealth & Asset Management
Module Coordinator	Patrick Hauf (hauf)
Deputy Module Coordinator	Ruben Seiberlich (seib)
Prerequisite Knowledge	Students should have a basic understanding of - accounting principles and the concepts of finance & investments (net present value, internal rate of return, multiples for stock valuation) - the regulatory requirements imposed on banks (capital & liquidity requirements). For students taking this module, work experience in a large corporation is an advantage.
Contribution to Program Learning Goals (Affected by Module)	§ Professional Competence § Methodological Competence § Social Competence § Self-Competence
Contribution to Program Learning Objectives	Professional Competence § Knowing and Understanding Content of Theoretical and Practical Relevance § Apply, Analyze, and Synthesize Content of Theoretical and Practical Relevance § Evaluate Content of Theoretical and Practical Relevance Methodological Competence § Problem-Solving & Critical Thinking § Scientific Methodology § Work Methods, Techniques, and Procedures § Information Literacy § Creativity & Innovation Social Competence § Written Communication § Oral Communication § Teamwork & Conflict Management § Intercultural Insight & Ability to Change Perspective Self-Competence § Self-Management & Self-Reflection § Ethical & Social Responsibility § Learning & Change
Module Learning Objectives	Students... § are able to explain the major performance management approaches to support strategy implementation. § understand the various concepts applied in bank management and control. § are able to design adequate management control systems based on key performance indicators. § know about employee performance management principles and compensation approaches. § are able to design effective planning, budgeting, and forecasting processes. § are in a position to reflect on more recent trends in (agile) performance management such as OKRs.

	§ are able to apply concepts of motivation psychology and performance coaching to positively influence their performance.		
Module Content	§ Fundamentals of performance management: Strategy implementation and management of decentralized organizations with a focus on management control systems in banks.		
	§ Management control and performance management approaches in agile organizations and their evolution over time.		
	§ Understanding objectives & key results (OKRs) and behavior-oriented performance management.		
	§ Understanding performance management tools in banking (e.g., center management, funds-transfer pricing, etc.) including capital management.		
	§ Planning, budgeting, and forecasting: Purpose and design of strategic, operational, and financial planning processes.		
	§ Employee performance management and best practices beyond compensation.		
	§ Core elements of productivity and performance programs to enhance personal power & achieve pre-set goals		
	§ Understanding core ideas of motivation psychology and the drivers of human decisions making		
Links to other modules	The content of this module is linked to the following modules:		
	w.MA.XX.IRB-PiE.19HS		
	w.MA.XX.QNM-PiE.19HS		
Methods of Instruction	§ Lecture		Social Settings Used: § Individual Work § Group Work
	§ Interactive Instruction		
	§ Case Studies		
	§ Exercises		
	§ Problem-Oriented Teaching		
Digital Resources	Teaching Materials		
Type of Instruction	Classroom Instruction	Guided Self-Study	Autonomous Self-Study
Lecture	28 h	-	
Excercise	-	32 h	
Project Work	-	-	
Seminar	-	-	
Total	28 h	32 h	
Performance Assessment			
End-of-module exam	Form	Length (min.)	Weighting
-	-	-	-
Permitted Resources	-		
Others	Assessment	Length (min.)	Weighting
Written Assignment	Grade	-	100.00%
Students are not allowed to revise and resubmit performance assessment tasks.			

Classroom Attendance Requirement	<p>Mandatory Attendance: Other</p> <p>Journal (100% of module grade): Students need to review, deepen, and expand on the content of the lectures in a structured manner. (The journal needs to be submitted in digital form three weeks after the last Performance Management class in the semester. This can also be a high-quality scan of hand-written & readable notes).</p> <p>In particular, for each week's lecture block, the journal needs to</p> <ul style="list-style-type: none"> (i) summarize the student's key takeaways in bullet points. (ii) address the tasks that have been assigned in class in written form (if applicable). (iii) document topic-related questions which arise which have not been completely answered but would have been (also) interesting. (iv) have a section that follows up on one or more of the raised questions from (iii) by referring to external sources such as news articles, white papers, or journal articles. (v) contain a brainstorming section on actionable insights which need to indicate how and when the student could (or plans to) leverage the gained knowledge. <p>An entry documenting a lecture block of two 45-min lessons should have a word count of around 500 to 1000 words (which is around 2-4 Din A4 pages, Arial 12pt, single line spacing, i.e. a 45-min lesson should be documented using 250 to 500 words). Some tasks to be documented in the journal might not count toward the word count limit of the respective lesson. If so, this will be communicated to you by the respective lecturer.</p> <p>Grading criteria include completeness (the documentation must cover > 70% of the lecture blocks in the described form for being eligible for a pass - i.e. a grade of 4.0 and better), structure, originality, independence, formal and optical design, depth of reflective capacity, factual correctness, and readability/language.</p>
Language of Instruction/Examination	English
Compulsory Reading	§ Lecture slides
Recommended Reading	<p>§ Wilson, T. (2015). Value and Capital Management. Wiley. ISBN 978-1-118-77463-2.</p> <p>§ Pink, D. (2011). Drive: The surprising truth about what motivates us. Riverhead Books. ISBN 1594484805.</p> <p>§ Armstrong, M. (2009). Armstrong's Handbook on Performance Management (4th Edition). Kogan Page. ISBN 978-0749453923.</p>
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