

TEMPLATE ASSESSOR'S GUIDE

The assessor's guide is prepared by the person(s) who creates the assignment/question bank for each exam and is prepared at the same time as the examination questions.

General information

Course information	
Course code	TI304
Course name	Performance management
Academic year and semester	2026, Spring
Credits	10
Course responsible	Geir Jordet
Type of examination	Written 2-hour school exam

Examination questions

1. Being a woman working in elite or professional sports comes with a set of challenges that men in similar roles do not have. What are these challenges, and how can they be minimized or solved?
2. What are the unique requirements of coaching in professional sports, compared to coaching at grassroots, youth or lower-level sports? Discuss.
3. Discuss ways to structure and facilitate optimal elite athlete development at a sport organisation.

Link to course description

<https://www.nih.no/english/studies/courses/2026/spring/ti304.html#toc5>

Information given to students about the specific exam

Answer only 2 of these 3 questions:

Learning outcomes

Which learning outcome descriptions is the examination linked to?

After completing the course, students should be able to

- reflect on different philosophical foundations for applied performance management in sport

- consider how leading people and groups within different approaches to performance development in sport operate, with respect to coaching, applied science, managing performance systems, performance culture, and the athlete perspective.
- discuss practical approaches to performance development in sport, from theoretical paradigms, models and principles from different sport science perspectives.
- apply and integrate principles for performance development to your own practice as leader, coach or consultant

Syllabus/subject matter

Question 1 is addressed throughout the topics of the lectures, but explicitly addressed in the last lecture.

Question 2 is addressed in multiple lectures, but explicitly in the lectures by Jordet on Culture, and in lectures by Smerud and Grøterud.

Question 3 is addressed in multiple lectures, but most explicitly in the lecture on Elite development.

Teaching

TI304 – Performance Management Updated 19.03.2026				
Day	Date	Lecturer	Topic	Literature
1. Thu	22.01	GJ	Performance under pressure	-
2. Thu	29.01	GJ	Performance under pressure: Training	Collins: Introductions to each part
3. Thu	05.02	GJ	Performance under pressure: Management	Collins: 32, 33
4. Thu	12.02	GJ	Applied science: Cognitive psychology	Collins: 12; Connolly: 1-9
5. Thu	26.02	GJ	Applied science: Social psychology	Collins 11, 17
6. Thu	05.03	LGS	Professional team coaching	Connolly: 22-23
7. Thu	12.03	AM	Applied science: Physiology & medicine 1	Collins: 19; Connolly: 19-21
8. Thu	19.03	GJ	Coaching: Culture	Collins: 16, 18
9. Thu	26.03	GJ	Applied science: Physiology & medicine 2	Collins: 9 ^{3/9} , 10 ^{4/10} , 13 ^{5/2} , 14 ^{6/8}
10. Thu	09.04	GJ	Elite development	Collins: 8 ^{7/1} , 20 ^{8/3}
11. Thu	16.04	AHG	National team coaching	Connolly: 16-18, 35-37
12. Thu	23.04	GJ	Coaching: Specialist/A Feminist perspective	Collins: 4 ^{1/5} , 5 ^{2/4} , 27 ^{9/6} , 28 ^{10/7} , 29
13. Thu	07.05	AM	Performance psychology in business	Connolly: 24-25
16. Wed	13.05	13-14	Hand in Individual paper	
17. Fri	22.05	10-12	Written exam	

Numbers in white indicate chapter numbers
¹⁻¹⁰ indicate group numbers for presentations
¹⁻¹⁰ indicate group numbers for Opposition

Summary/suggested solutions/assessment criteria

In the case of specific answer options, define what the candidate must include in their answer to answer each question, e.g. in the form of a summary, or elements from the syllabus in discipline-based exams/oral exams. For individually designed questions, define the points/elements the question should contain.

What are the expectations for an A-answer, a good average answer (i.e. a C-answer) and an E-answer? If the grading scale is pass/fail, what must be included to pass the exam?

1. A top graded answer shows deep insights into Tynke Toering's chapter from Collins, with references to gender stereotypes, gender pay gaps, devaluation and social rejection, and social challenges. For the second part of the question, it is expected that students refer to several of the suggestions in Toering's chapter about what women can do, what men can do, and what organizations can do. Students should also refer to some of those studies that were presented in the lecture on this topic about leadership assessments of women and men, and how some of the reason for why there are few women in leadership roles is not about lack of competence but lack of confidence. A good answer will also acknowledge some of the complexity and nuance that necessarily is a part of this very difficult question. A pass grade will show some familiarity with this chapter and the lecture on the topic.
2. A top graded answer presents several of these challenges as they have been identified and discussed in several of the chapters from Collins, such as Olsen, Smith, Hiddink, and the guest lectures from Smerud, McCall, and Grøterud. The answer needs to be coherent and also present commonalities and themes across these chapters/presentations, such as for example the importance of managing upwards (your bosses) and the importance of communication and leadership. A pass answer will present something from at least 1-2 of these chapters/presentations.
3. A top graded answer will demonstrate a good and detailed overview of the different principles covered in chapters written by Jongkind and McCarthy, as well as familiarity with some of the topics covered in lectures by Jordet, Smerud and McCall. It will also be positive if the answers acknowledge basic insights on the role of training for performance development and some of the wider organizational and political challenges inherent in setting up a structure for elite development (as it was covered in Jordet's lecture on Elite development). A good answer (grade C) will feature a few of these aspects, while a pass grade will need to touch upon a limited number of aspects from the literature or lectures.