



# HRMT19012 *Performance Management*

## Term 1 - 2017

Profile information current as at 03/05/2024 04:13 pm

All details in this unit profile for HRMT19012 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

Performance Management is a broad unit which focuses on ways of effectively managing employee performance through performance evaluation and compensation management. Fundamental to this process is a sound understanding of the theoretical formulation of both job analysis and design. An organisation's compensation policies play a major role in its ability to attract and retain skilled and/or experienced employees, to motivate high quality performance, and to support organisational strategic objectives. Performance evaluation or appraisal systems provide one of the major performance control mechanisms in an organisation, as well as impacting on motivation.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prerequisite: 48 credit points

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2017

- Brisbane
- Distance
- Melbourne
- Rockhampton
- Sydney

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 50%

#### 2. **Practical and Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student Evaluations

**Feedback**

Assessment Items The assessment Criteria on both pieces is hard to understand then previous HR courses done. The assignment format confused me

**Recommendation**

All HRM Courses are currently under renewal through the AHRI accreditation application process. This includes assessment items and marking rubrics.

**Action**

AHRI accreditation approved for this course.

## Unit Learning Outcomes









**On successful completion of this unit, you will be able to:**

1. Describe the major concepts and techniques concerned with the way in which organisations manage their people.
2. Outline the key approaches to identifying and assessing employee and organisational performance.
3. Identify the important relationship between an organisation's performance management system and human resource management.
4. Explain the major reward practices and their implications in performance management.














## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Communication				
2 - Problem Solving				
3 - Critical Thinking				
4 - Information Literacy				
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence				
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%										
2 - Practical and Written Assessment - 50%										

## Textbooks and Resources

### Textbooks

HRMT19012

#### Prescribed

##### **Performance Management: Pearson New International Edition**

Edition: 3rd (2013)

Authors: Herman Aguinis

Pearson Australia

Frenchs Forest, NSW, Australia

ISBN: 9781292024073

Binding: Paperback

#### **Additional Textbook Information**

The University recommends you download an e-book direct from the Publisher.

##### **Option 1** - VitalSource eText

Title: Performance Management: Pearson New International Edition VitalSource eText (3e)

Author: Aguinis, H. the ISBN number is 9781292037134

Available via Pearson's website at <http://www.pearson.com.au/9781292037134>

##### **Option 2** - Hard copy from publisher

Title: Performance Management: Pearson New International Edition (3e)

Author: Aguinis, H. the ISBN number is 9781292024073

Available via Pearson's website at <http://www.pearson.com.au/9781292024073>

##### **Option 3** - Hard copy from CQUniversity bookshop

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Laura Baker** Unit Coordinator

[l.e.baker@cqu.edu.au](mailto:l.e.baker@cqu.edu.au)

## Schedule

### **Week 1 - 06 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Performance Management: An Overview Overview of course content, expectations and assessment.	Readings on Moodle.	

### **Week 2 - 13 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Performance Management and Reward Systems in Context	Aguinis Chapter 1 Readings on Moodle.	
<b>Week 3 - 20 Mar 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Performance Management Process	Aguinis Chapter 2 Readings on Moodle.	Commence work on Assessment Item 2, Portfolio Task, Element 1
<b>Week 4 - 27 Mar 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Performance Management and Strategic Planning	Aguinis Chapter 3 Readings on Moodle.	
<b>Week 5 - 03 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Defining Performance and Choosing a Measurement Approach	Aguinis Chapter 4 Readings on Moodle.	<b>Written Assessment 1 - Short Report on Case Study</b> Due: Week 5 Friday (7 Apr 2017) 11:45 pm AEST
<b>Vacation Week - 10 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 17 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Measuring Results and Behaviours	Aguinis Chapter 5 Readings on Moodle.	Commence work on Assessment Item 2, Portfolio Task, Element 2
<b>Week 7 - 24 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Gathering Performance Information	Aguinis Chapter 6 Readings on Moodle.	
<b>Week 8 - 01 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Implementing a Performance Management System	Aguinis Chapter 7 Readings on Moodle.	
<b>Week 9 - 08 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Performance Management and Employee Development	Aguinis Chapter 8 Readings on Moodle.	Commence work on Assessment Item 2, Portfolio Task, Element 3
<b>Week 10 - 15 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Performance Management Skills	Aguinis Chapter 9 Readings on Moodle.	
<b>Week 11 - 22 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Reward Systems and Legal Issues	Aguinis Chapter 10 Readings on Moodle.	
<b>Week 12 - 29 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Managing Team Performance	Readings on Moodle.	<b>Written Assessment 2 - Performance Management System Portfolio</b> Due: Week 12 Monday (29 May 2017) 11:45 pm AEST

## Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Written Assessment 1 - Short Report on Case Study

#### Assessment Type

Written Assessment

#### Task Description

##### Objective

This is an individual assessment task in which students will examine critical issues in relation to performance management. The objective is to gain a greater understanding of the effective management of employee performance through reward systems in context. This assessment item relates to course learning outcomes 1 and 4.

##### Structure

The assignment should be written in report format in no more than 2000 words. Follow the CQU Guide for Report Writing (available on [Moodle](#)).

Your assignment must be written in Times New Roman, size 12, with 1.5 line spacing. You must follow all other formatting rules specified in the guide mentioned above.

##### Task

This task uses a video case study of the Lincoln Electric Company in Cleveland, Ohio. Links to the video case study can be found on the Moodle site.

Imagine you are a HR executive at the Lincoln Electric Company:

- Analyse the reward practices used at Lincoln Electric and their implications for the management of employee performance.
- What alternative reward practices could be used to manage employee performance at Lincoln Electric?
- What would you recommend management at Lincoln Electric do to improve its current reward and performance management processes?

Your report should contain a response of approximately equivalent length to all of the critical thinking questions presented above. Provide relevant research evidence to justify and support your responses in addition to the set text.

##### Instructions:

You are expected to read widely for the assignment. You should access scholarly material (not just your textbook), including peer reviewed journal articles, chapters from edited books of readings, and books on specific human resource management (HRM) topics (**at least 8 additional references required for the entire assignment**).

A good guide would be to use at least 2 additional references (ideally these would be journal articles from 2010-2016) for each of the questions. The reference lists found in your prescribed textbook, as well as other texts, are good places to start when searching for additional references. Reliance on websites or textbooks only is **NOT** an appropriate academic literature search and will not help you to achieve higher marks and/or grading.

The purpose of this piece of assessment is for you to demonstrate your ability to construct an in-depth and critical analysis discussion on Performance Management topics. In doing so, you are expected to use, and correctly cite, a range of relevant scholarly literature as evidence to justify and support your work.

#### Assessment Due Date

Week 5 Friday (7 Apr 2017) 11:45 pm AEST

#### Return Date to Students

Week 6 Friday (21 Apr 2017)

This is an estimated date. Normally assignments will be returned within two weeks from the nominated submission date, or from the date of their receipt by the marker. Sometimes there might be a delay pending contingencies.

#### Weighting

50%

#### Assessment Criteria

- Ability to critically evaluate case study by comparing the organisational context to literature (30%)
- Demonstrate understanding of performance management processes, concepts and techniques (30%)

- Ability to problem solve to explain major reward practices and their implication in performance management (30%)
- Appropriate use of the conventions of Report writing: structure, language, length and tone (5%)
- Appropriate use of the APA referencing system (5%)

All information for assessments shown in this course profile must be read in conjunction with the instructions provided on [Moodle course website](#). Please see the course website for more details about the marking criteria.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Describe the major concepts and techniques concerned with the way in which organisations manage their people.
- Explain the major reward practices and their implications in performance management.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Written Assessment 2 - Performance Management System Portfolio

### Assessment Type

Practical and Written Assessment

### Task Description

#### Objective

This is an individual assessment task in which students will examine a range of elements of a Performance Management System. The aim is to gain a theoretical and practical understanding of the connections between elements of the system and the management of employee performance. This assessment item relates to course learning outcomes 2 and 3.

#### Structure

The portfolio comprises three elements each examining one aspect of a Performance Management System. Each element has a research component of a 400 word discussion plus the development of a 'form' or the completion of a practical activity. The 400 word discussion should follow the CQU's guide for writing essays (available on [Moodle](#)). Your assignment must be written in Times New Roman, size 12, with 1.5 line spacing. You must follow all other formatting rules specified in the guide mentioned above.

#### Tasks

It is recommended that these elements be attempted in the week corresponding to the topic of each element. You can gain informal peer feedback on each element in class or via the Moodle discussion board.

**Element 1: Job Analysis** – Critically discuss the importance of job analysis to organisational performance (*written*). Using O\*NET create a summary description for your 'Ideal Job' as well as a list of tasks, knowledge, skills and abilities needed for successful performance (*practical*).

**Element 2: Measuring Results and Behaviours** – 'A focus on results encourages unethical behaviour'. Discuss. (*written*). Identify three competencies of your 'Ideal Job' created in Task 1, identify a critical behaviour indicator for each competency, generate critical incidents (high, average and poor performance) for each behaviour indicator, and create graphic rating scales using BARS to measure each competency (*practical*).

**Element 3: Employee Development** – Discuss the link between employee development and one negative and one positive organisational outcome (*written*). Ask your class members/ friends/ family to provide feedback on the degree to which you currently display the three competencies of your 'Ideal Job' identified in Task 2. Develop and complete a Professional Development Plan and Form to improve your performance against each of the competencies (*practical*).

#### Instructions:

You are expected to read widely for the assignment. You should access scholarly material (not just your textbook), including peer reviewed journal articles, chapters from edited books of readings, and books on specific human resource management (HRM) topics (**at least 4 references required for each element**). The reference lists found in your prescribed textbook, as well as other texts, are good places to start when searching for additional references. Reliance on websites or textbooks only is **NOT** an appropriate academic literature search and will not help you to achieve higher marks and/or grading.

The purpose of this piece of assessment is for you to demonstrate your ability to construct an in-depth and critical analysis discussion on the given topics. In doing so, you are expected to use, and correctly cite, a range of relevant scholarly literature as evidence to justify and support your work.

**Assessment Due Date**

Week 12 Monday (29 May 2017) 11:45 pm AEST

**Return Date to Students**

Monday (5 June 2017)

This is the final assessment for this course. Assignments, along with the marks, will not be returned until the official certification of grades (10-July-2015) set by CQUniversity.

**Weighting**

50%

**Assessment Criteria**

- Demonstrated knowledge of key approaches to identifying and assessing employee and organisational performance (30%)
- Identification of the relationship between Performance Management Systems, organisational performance and Human Resource Management (30%)
- Ability to critically evaluate different Performance Management Systems (30%)
- Appropriate use of the conventions of Essay writing: structure, language, length and tone (5%)
- Appropriate use of the APA referencing system (5%)

All information for assessments shown in this course profile must be read in conjunction with the instructions provided on [Moodle course website](#). Please see the course website for more details about the marking criteria.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Outline the key approaches to identifying and assessing employee and organisational performance.
- Identify the important relationship between an organisation's performance management system and human resource management.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem