



HRMT19012 Performance Management

Term 1 - 2018

Profile information current as at 19/08/2022 05:42 pm

All details in this unit profile for HRMT19012 have been officially approved by CQU University 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

An organisation's performance management system plays 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. In this unit you will gain a sound understanding of the concepts, models and theories underpinning the relationship between performance management systems, human resource management and organisational performance. You will explore the use of performance management techniques in real world organisational settings and develop performance management capabilities relevant to a range of organisational scenarios.

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: HRMT11011

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 - 2018

- Brisbane
- Distance
- Mackay
- 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 Have Your Say

Feedback

Some of the videos used in the unit were not appropriate and were at a very basic level.

Recommendation

Review the YouTube videos used next time; source newer and more relevant videos to support learning.

Feedback from Have Your Say

Feedback

Clearer formative feedback needs to be provided that indicates specific areas that the student is doing well and areas for improvement.

Recommendation

During pre-marking moderation discuss the type and quality of feedback required by markers. When using Feedback Studio ensure that students are aware of where the feedback and rubric can be accessed.

Feedback from Have Your Say

Feedback

There are other resources that can be used to communicate unit information to and between students.

Recommendation

Consider other technology that can be used for student to student and student to lecturer/ coordinator communication.

Unit Learning Outcomes

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

1. Describe the major concepts, theories 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
5. Apply effective techniques to plan, develop, and use elements of a performance management system.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
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 Measurement

Third Edition (2014)

Authors: Aguinis, Herbert

Pearson

Harlow , Essex , United Kingdom

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 CQUni Bookshop here: <http://bookshop.cqu.edu.au>

[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

Tim Whan Unit Coordinator

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Schedule

Week 1 - 05 Mar 2018

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

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Performance Management and Reward Systems in Context.	Aguinis Chapter 1 Readings on Moodle.	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Performance Management Processes.	Aguinis Chapter 2 Readings on Moodle.	Commence work on Assessment Item 2, Portfolio Task, Element 1
Week 4 - 26 Mar 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Performance Management and Strategic Planning.	Aguinis Chapter 3 Readings on Moodle.	
Week 5 - 02 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Defining Performance and Choosing a Measurement Approach.	Aguinis Chapter 4 Readings on Moodle.	Written Assessment 1 - Short Report on Case Study Due: Week 5 Friday (6 Apr 2018) 11:45 pm AEST
Vacation Week - 09 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 16 Apr 2018		
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
Week 7 - 23 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Gathering Performance Information.	Aguinis Chapter 6 Readings on Moodle.	
Week 8 - 30 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Implementing a Performance Management System.	Aguinis Chapter 7 Readings on Moodle.	
Week 9 - 07 May 2018		
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
Week 10 - 14 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Performance Management Skills.	Aguinis Chapter 9 Readings on Moodle.	
Week 11 - 21 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Reward Systems and Legal Issues.	Aguinis Chapter 10 Readings on Moodle.	
Week 12 - 28 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Managing Team Performance.	Readings on Moodle.	Written Assessment 2 - Performance Management Systems Portfolio Due: Week 12 Monday (28 May 2018) 11:45 pm AEST
Review/Exam Week - 04 Jun 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 11 Jun 2018		
Module/Topic	Chapter	Events and Submissions/Topic

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 at a major regional hospital. The objective is to gain a greater understanding of the effective management of employee performance through reward systems in context with these organisations. This assessment item relates to Unit Learning Outcomes one and four.

Structure

The assignment should be written in report format in no more than 2000 words. Follow the CQUniversity Academic Learning Centre's Guide for Report Writing (link available on Moodle).

Task

This task uses a video case study. Links to the video case study can be found on the Moodle site.

You are a HR executive at a major regional hospital in Australia. You are reviewing how you manage senior emergency staff in this environment:

- Analyse the reward practices used and their implications for the management of employee performance in an emergency ward.
- Identify alternative reward practices that could be used to manage employee performance in this environment.
- Provide recommendations to hospital management to improve the hospital's current reward and performance management processes to further support/engage/reward senior emergency staff.

You must think critically and deeply about the questions presented above and then provide relevant scholarly research evidence to justify and support your responses (in addition to the set text). However, you cannot overly rely on the set text to back up your thinking.

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 text books on specific human resource management (HRM) topics (**at least 9 scholarly references required for the entire assessment to pass this criteria**).

An excellent guide would be to use at least three peer reviewed journal references (ideally these would be journal articles from 2010-2016) for each of the dot point tasks above.

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 google searches or relying solely on textbook sources are **NOT** considered as appropriate academic literature search techniques for this assessment and will not help you to achieve higher marks and/or grading. A rubric has been prepared for this assessment. Please consult this rubric before commencing this assessment. The rubric can be found in Moodle.

The purpose of this piece of assessment is for you to demonstrate your ability to construct an in-depth and critical analysis from the point of view of a HR professional working in a hospital. 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 (6 Apr 2018) 11:45 pm AEST

Return Date to Students

Week 6 Friday (20 Apr 2018)

Students marks and comments will be returned within two weeks from the date of submission of the assessment.

Weighting

50%

Assessment Criteria

- Ability to critically evaluate a case study within the context of an organisation (ie emergency ward) using relevant scholarly literature (30%)
- Demonstrate understanding of performance management processes, concepts and techniques (30%)
- Ability to problem solve to explain major reward practices and their implications in performance management

(30%)

- Appropriate use of the conventions of Report writing: structure, language, length and tone (5%)
- Appropriate use of the CQU APA referencing system (5%)

All information for assessments shown in this course profile must be read in conjunction with the instructions provided on the Moodle Unit website. Please see the Unit website for the rubric for this assessment and further details about addressing the assessment criteria before commencing your assessment.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe the major concepts, theories 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
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Written Assessment 2 - Performance Management Systems 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 Unit Learning Outcomes two and three.

Structure

The portfolio comprises three elements, each examining an aspect of a Performance Management System. The written component of each element should be written as a Reflective Essay of no more than 600 words. Follow the CQUniversity Academic Learning Centre's Guide for Reflective writing (link available on Moodle).

Tasks

It is recommended that these three elements be attempted in the week corresponding to the topic area (please see schedule for when you should commence 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 Element 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, and/or family members 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 3 peer reviewed journal 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 google searches, websites or textbooks only is **NOT** appropriate academic literature

search technique and will not help you to achieve higher marks and/or grading.

The purpose of this assessment is for you to demonstrate your ability to construct an in-depth and critical analysis from the point of view of a HR professional. 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 (28 May 2018) 11:45 pm AEST

Return Date to Students

This is the final assessment item for this Unit. Submissions, along with the marks and comments, will not be returned until certification of grades.

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 CQU APA referencing system (5%)

All information for assessments shown in this course profile must be read in conjunction with the instructions provided on the Moodle site. Please see the Unit website for more details about the marking criteria and rubric developed for this assessment.

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
- Apply effective techniques to plan, develop, and use elements of a performance management system.

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