HRMT19012 *Performance Management*
Term 1 - 2020

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

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 - 2020

- Melbourne
- Online
- 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 survey results

Feedback
Continue to provide Zoom sessions and exemplars

Recommendation
Provide four Zoom sessions linked to assessment per term and exemplar for each term for all assessment items.

Feedback from Have your say survey results - student comment

Feedback
Lecture recordings for each week would be helpful for distance students (and provide) another resource to assist in learning.

Recommendation
Provide recorded lectures for all 12 topics no more than 30 minutes.

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

—	N/A Level	○	Introductory Level	●	Intermediate Level	●	Graduate Level	○	Professional Level	○	Advanced Level

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

Managing Employee Performance and Reward: Systems, Practices and Prospects
3rd Edition (2020)
Authors: John Shields, Jim Rooney, Sydney Michelle Brown and Sarah Kaine
Cambridge University Press
Cambridge , UK
ISBN: 9781108701044
Binding: Paperback

Additional Textbook Information
Copies are available for purchase at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

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
t.whan@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Performance and reward basics	Chapter 1	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Managing for results	Chapter 3	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Performance appraisal and management	Chapter 4	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Reviewing, discussing and developing employee performance	Chapter 5	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Base pay	Chapter 6	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Employee benefits	Chapter 7	**Down and out in Disneyland Essay** Due: Week 6 Thursday (23 Apr 2020) 11:45 pm AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Strategic alignment and psychological engagement: A systems thinking framework for effective performance and reward management	Chapter 2	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Recognising and rewarding individual behaviour	Chapter 8	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Collective short-term incentive plans	Chapter 9	

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Employee share ownership	Chapter 10	

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
System review, change and development	Chapter 11	

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
New horizons in performance and reward management	Chapter 12	**Recommending a non-cash performance management system in a Business Report** Due: Week 12 Thursday (4 June 2020) 11:45 pm AEST

Assessment Tasks

1 Down and out in Disneyland Essay

Assessment Type
Written Assessment

Task Description
An internal survey carried out by labour unions in the US finds three-quarters of Californian Disneyland Park employees don't earn enough for basic expenses, while one in 10 have experienced homelessness. These workers face issues around income security. This assessment utilises facts from a non-scholarly article by The Guardian:

Velasco, P. (2018, March 2). Down and out in Disneyland: study finds most LA workers can't cover basic needs. The Guardian. Retrieved from
https://www.theguardian.com/us-news/2018/mar/01/disneyland-california-employees-poverty-homelessness-study

This youtube video from the New York Times also presents these issues.

The New York Times. (2018, September 5). Why These Disneyland Employees Can't Afford Rent [Video file]. Retrieved from https://www.youtube.com/watch?v=3P8fsrWg6No&t=110s

From the above resources it can be seen that at Disneyland Park California, some workers report skipping meals, or choosing between rent and Christmas gifts for their children. Billie Taylor is in her fifth year
working at Disneyland in California as a front-of-house employee at a restaurant called the Smokejumpers Grill. Warm and vivacious, she says she loves interacting with guests from around the world.
"This is one of the best things that happened to me," she said. "I was born to do this." She's not as sunny when she talks about her life outside of work. Earning $11.50 an hour, Taylor cannot afford anywhere to live in Orange County, where Disneyland is located, and is sleeping on friends' couches. For a long time, Taylor thought she was the only person who struggled with homelessness and poverty on Disney wages. Almost three-quarters of the 5,000 respondents
to the survey mentioned above, which was commissioned by 11 union organisations, said they do not earn enough money to cover basic expenses every month. And more than one in 10 reported having experienced
homelessness in the past two years.
Please consult the Rubric and all other Guides for this assessment available on Moodle before commencing this assessment.

Your task is to complete an essay that answers the following questions

1. The workers featured in this assessment face issues involving income security (p. 184 of text) with regard to their Base Pay. Decent work is a goal of the UN Sustainable Development Goals (Goal 8.5) (link to sustainable goal 8 https://www.un.org/sustainabledevelopment/economic-growth/). What strategic benefit could Disney obtain from complying with the UN Sustainable development goals?

2. Why might employees of Disneyland Parks perform less well at work when they are without income security?

3. Why might organisations that pay well and provide income security need to devote fewer resources to performance monitoring of their workers?

4. Make an argument (for or against) Position Based Base Pay for Disneyland Park employees and its impact on theories of motivation known to you?

Assessment Due Date
Week 6 Thursday (23 Apr 2020) 11:45 pm AEST

Return Date to Students
Week 8 Thursday (7 May 2020)

Weighting
50%

Assessment Criteria
Written Assessment - Marking Criteria for Essay (50%)

CONTENT: Does your submission demonstrate:

1. Evidence of your understanding and critical argument regarding reward practices and performance management outcomes where businesses do not provide income security for workers. 10 marks

2. Evidence of your successful identification and critical evaluation of the strategic benefit of the UN Sustainable Development Goals, Position Base Pay for Disneyland Park employees and theories of motivation. 10 marks

3. Evidence of at least six (6) peer reviewed scholarly journal articles in the 'References' list (from 2010-20) to support the quality of your argument and referenced in-text. 10 marks

DOCUMENT: Does your expression and formatting demonstrate:

4. Your written communication skills including appropriate structure to essay (introduction, body, conclusion) and use of

formal correct business tone, length (between 1950 and 2100 words),
word choice, expression, grammar, punctuation and correct spelling using Australian English. 10 marks

5. Strict conformity to the exact requirements of the CQU APA Referencing Guide (in-text References are to be used throughout, as appropriate, and a reference list must be provided). Non-use of non-scholarly sources. 10 marks

Total marks 50

Referencing Style

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

Submission
Online

Graduate Attributes

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

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

2 Recommending a non-cash performance management system in a Business Report

Assessment Type
Practical and Written Assessment

Task Description
Non-cash recognition has gained popularity among organisations and human resource professionals as a means to motivate and thank employees in recent years (p. 303 of text).
1. This assessment involves proposing (via an analytical Business Report) arguments for and against non-cash rewards backed up by recent academic and scholarly research. You need to make specific comment on the 'employee value proposition' (p. 32 of text) and whether non-cash rewards offer long term increases in the employee value proposition.
2. Then you need to critically evaluate the statement "Aren't non-cash performance management systems simply motivation on the cheap" and then contrast this statement with "A little praise can go a long way when deciding a performance management system".
3. Then you need to consider whether a non-cash performance management system allows peers to reward each other? Can this system be corrupted by 'friends rewarding friends' and not rewarding an individual's performance?
4. You need to develop recommendations to assess the strategic value of a 'non-cash recognition performance system' on the organisation and the individual once it has been developed. At least one initiative to assess individual and organisational performance at 3, 6 and 12 months is required.

Assessment Due Date
Week 12 Thursday (4 June 2020) 11:45 pm AEST

Return Date to Students

As this is the final assessment item for this Unit, submissions, along with marks and comments, will not be returned until the Certification of Grades date.

Weighting
50%

Assessment Criteria
Practical and Written Assessment - Marking Criteria for Recommending a non-cash performance management system in a Business Report (50%)

CONTENT: Does your submission demonstrate:

1. Evidence of your understanding and critical argument for or against non-cash reward practices while explaining key approaches to assessing employee and organisational performance. 10 marks

2. Evidence of your successful argument and recommendations for a way to assess the strategic benefit of a non-cash recognition performance system on both employees, the organisation and the HR system. 10 marks

3. At least ten peer reviewed scholarly sources identified in the 'References' list (from 2000-2020) to support the quality of your argument and referenced in-text. 10 marks

DOCUMENT: Does your expression and formatting demonstrate:

4. Your written communication skills including appropriate structure to the analytical short business report with three main sections and recommendations and use of formal correct business tone, length (between 1950 and 2100 words), word choice, expression, grammar, punctuation and correct spelling using Australian English. 10 marks

5. Strict conformity to the exact requirements of the CQU APA Referencing Guide (in-text References are to be used throughout, as appropriate, and a reference list must be provided). 10 marks

Total marks 50

Referencing Style

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

Submission
Online

Graduate Attributes

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

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.

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