



HRMT19012 Performance Management

Term 1 - 2022

Profile information current as at 25/04/2024 05:49 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 - 2022

- Melbourne
- Online
- 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 Qualitative comments in the unit evaluation and conversation with UC via email, and virtual drop in sessions.

Feedback

Students appreciated having 2 distinct assessments with recent, job oriented and authentic assessments. According to them the assessments prepared students to manage performance using a real-world context. One student stated, 'Writing assessment two felt like I was out there, working, writing this piece for a business' and many others appreciated the contemporary topic and practical application of the assessment format. Students also appreciated insightful discussion in workshops, useful assessment feedback and weekly reading materials on recent issues. They appreciated having an updated text-book with emerging knowledge.

Recommendation

Continue to set authentic HRM/industry relevant critical assessment and provide resources on recent or emerging issues.

Feedback from Qualitative comments in the unit evaluation.

Feedback

Some students found the assessment briefing spread out more into the workshop rather than in a comprehensive briefing. Moreover, a few topics relevant to the 1st assessment were covered much closer to the submission deadline. They recommended moving all assessment relevant chapters to the earlier weeks and/or providing a comprehensive video briefing for assessment 1.

Recommendation

Move assessment relevant chapters to the earlier weeks where possible. A more comprehensive assessment briefing with highlights of all assessment relevant chapters should be added at an early stage in the assessment resources section.

Feedback from Qualitative comment in the unit evaluation.

Feedback

A video case study possibly from a popular TV series was also recommended by one student to make assessment more interesting and engaging.

Recommendation

Consider incorporating video cases or materials in the assessment if and when appropriate.

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

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 can be purchased 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Aman Ullah Unit Coordinator

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Schedule

Week 1 - 07 Mar 2022

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

Week 2 - 14 Mar 2022

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

Week 3 - 21 Mar 2022

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

Week 4 - 28 Mar 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Performance appraisal and management	Chapter 4 and Moodle resources	
Week 5 - 04 Apr 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Reviewing, discussing and developing employee performance	Chapter 5 and Moodle resources	
Vacation Week - 11 Apr 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 18 Apr 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Base pay	Chapter 6 and Moodle resources	Academic Essay Due: Week 6 Friday (22 Apr 2022) 11:45 pm AEST
Week 7 - 25 Apr 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Employee benefits	Chapter 7 and Moodle resources	
Week 8 - 02 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Recognising and rewarding individual performance	Chapter 8 and Moodle resources	
Week 9 - 09 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Collective short-term incentive plans	Chapter 9 and Moodle resources	
Week 10 - 16 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Employee share ownership	Chapter 10 and Moodle resources	
Week 11 - 23 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
System review, change and development	Chapter 11 and Moodle resources	
Week 12 - 30 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
New horizons in performance and reward management	Chapter 12 and Moodle resources	
Review/Exam Week - 06 Jun 2022		
Module/Topic	Chapter	Events and Submissions/Topic
		Business Report Due: Review/Exam Week Monday (6 June 2022) 11:45 pm AEST
Exam Week - 13 Jun 2022		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Academic Essay

Assessment Type

Written Assessment

Task Description

Purpose:

This assessment task relates to course learning outcomes numbers 1 and 4. The purpose of this assessment item is to consolidate certain skills and assess your ability to write an essay that demonstrates your communication, problem solving, critical thinking and information literacy at a graduate level.

Description:

This is an individual assessment task in which students will examine critical issues in relation to performance management.

An October 2021 ABC report (With the Great Resignation, Australians are ditching pre-COVID burnout and pursuing better work-life balance) identified a wide range of challenges potentially influencing the performance of Australian organisations in the post-Covid-19 economy

(<https://www.abc.net.au/news/2021-10-30/great-resignation-australians-quitting-jobs-work-balance-covid/100566922>).

Also read:

https://www.abc.net.au/news/2021-09-24/the-great-resignation-post-pandemic-work-life-balance/100478866?utm_campaign=abc_news_web&utm_content=link&utm_medium=content_shared&utm_source=abc_news_web

Based on the predictions about the so called 'Great Resignation', your task is to select any industry context in Australia and complete an essay that answers the following questions:

1. Drawing on theories of motivation known to you, make an argument (for or against) position-based base pay and casualisation of workforce for the Australian employees in your selected industry?
2. What type of individual level performance management system would help improve both the quality of services and work life in your selected Australian industry and how?
3. Decent work is a goal of the UN Sustainable Development Goals (Goal 8) (link to sustainable goal 8: <https://www.un.org/sustainabledevelopment/economic-growth/>). Why might an Australian organisation in your selected industry that comply with the UN Sustainable development goal 8 need to devote fewer resources to monitor performance of their workers in post-Covid-19 context?

Please consult the Rubric and all other Guides for this assessment available on Moodle before commencing this assessment.

Penalties for late submission are applied according to the policy.

Assessment Due Date

Week 6 Friday (22 Apr 2022) 11:45 pm AEST

Written assessment (Academic Essay) must be uploaded in Word format as a .doc or .docx file.

Return Date to Students

The mark and feedback will be returned within two weeks from the date of submission

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. 15 marks
2. Evidence of your successful identification and critical evaluation of the strategic benefit of the UN Sustainable Development Goal, position-based base pay for employees and theories of motivation. 15 marks

3. Evidence of extensive, relevant and quality research with at least six (6) recent (from 2013-2022) peer reviewed scholarly journal articles critically applied to support your argument. 5 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). 5 marks

Total marks 50

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Written Assessment must be uploaded in Word format as a .doc or .docx file.

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 Business Report

Assessment Type

Practical and Written Assessment

Task Description

Purpose

The purpose of this assessment item is to consolidate certain skills and assess your ability to write an analytical business report that demonstrates your communication, problem solving, critical thinking and information literacy at a graduate level. This assessment task relates to course learning outcomes numbers 2, 3 and 5.

Description:

The on-going industrial automation based on modern smart technology is driving the industries to embrace new forms of jobs such as 'Search Engine Optimisation' or 'Digital Marketing' or 'Social Media' related jobs. These emerging trends dramatically changed the work design, composition of the workforce, employee needs, expectations, and attitude with strategic implications for performance management system and outcomes.

This assessment involves proposing (via an analytical Business Report) arguments for and/or against using non-cash rewards to better manage the performance outcomes of the changing workforce backed up by recent academic and scholarly research.

1. You need to make specific comment on the 'employee value proposition' and whether non-cash recognition offer long term increases in the employee value proposition in the new/emerging

job/employment contexts.

2. Then you need to consider whether a non-cash performance management system allows peers to reward each other in the new/emerging employment/job contexts? Can this system be corrupted by 'friends rewarding friends' and not rewarding an individual's performance in the emerging work context or does it effectively minimise or even eliminate that possibility? You must critically place your arguments.

3. You need to develop recommendations to assess the strategic value of a 'non-cash recognition performance system' on the new forms of jobs once it has been developed. At least one initiative to assess individual or organisational performance is required.

4. Use example(s) of at least one new or emerging job to elaborate your argument for each or all of the above points.

Please consult the Rubric and all other Guides for this assessment available on Moodle before commencing this assessment.

Penalties for late submission are applied according to the policy.

Assessment Due Date

Review/Exam Week Monday (6 June 2022) 11:45 pm AEST

Practical and written assessment (Business Report) must be uploaded in Word format as a .doc or .docx file.

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 Business Report (50%)

CONTENT: Does your submission demonstrate:

1. Evidence of your understanding and critical argument for or against non-cash recognition in the emerging work context while explaining key approaches to assessing employee and organisational performance. 15 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 employees and the organisation in the emerging work/job context. 15 marks

3. Evidence of extensive, relevant and quality research with at least ten (10) recent (from 2012-2022) scholarly (peer reviewed) journal articles critically applied to support your argument. 5 marks

DOCUMENT: Does your expression and formatting demonstrate:

4. Your written communication skills including appropriate structure to the analytical short business report 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). 5 marks

Total marks 50

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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