

City University of Hong Kong
Course Syllabus

offered by Department of Management
with effect from Semester A 2016 /17

Part I Course Overview

Course Title:	Performance & Compensation Management
Course Code:	MGT4306
Course Duration:	One Semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	FB2300 or CB2300 Management AND MGT3306 Organizational Behavior & Human Resources Management
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	MGT4224 Performance Management

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to ...

- Provide students with knowledge of the key concepts of performance management and compensation, including employee benefits in business organizations.
- Enable students to apply relevant conceptual frameworks for solving performance management problems, and planning, conducting and reporting on group projects with a view to formulate discovery-based improvement plans for performance management.
- Develop in students practical skills required of a human resource management professional in performance management and employee compensation.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Applying strategic perspectives on performance management and employee compensation in business organizations.	20%		✓	
2.	Demonstrating competence in various areas of performance management and employee compensation such as carrying out basic job evaluations, choosing appropriate appraisal techniques and formats, making use of wage and salary survey; and designing and evaluating a compensation plan.	20%		✓	
3.	Illustrating the planning process of employee appraisals with emphasis on diagnosing performance problems and identifying appropriate strategies and solutions.	15%		✓	
4.	Demonstrating knowledge of a variety of pay systems including job and performance based pay; knowledge and skill based pay; team based pay and executive pay.	15%		✓	
5.	Conducting structured role-plays exemplifying skills in giving and receiving feedback, appraising, coaching and resolving conflicts for performance management.	10%		✓	✓
6.	Conducting group projects to inquire into performance management systems in selected business organizations and proposing discovery-based performance improvement plans.	20%	✓	✓	✓
Note: 1 = Minor focus, 2 = Moderate focus, 3 = Major focus.		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Seminar	This will involve conceptual inputs on performance management and Q & A.	✓	✓	✓	✓			
Cases and problem based exercises`	These activities will focus on application of specific concepts and techniques relevant to performance management.	✓	✓	✓	✓			
Self-assessment inventories and skill practice	These activities will involve diagnosis and identification of performance management skills and their planned development through practice.					✓		
Group project	The project will focus on an inquiry based assessment of current performance management system by interviewing HRM professionals in a selected organization and make discovery-based recommendations for improvements.						✓	

There will be three hours of class each week, which will involve a mixture of seminars, self-assessment activities, small group discussions, and structured role-plays. Although much of performance management is based upon Western experience, students will be encouraged to evaluate the appropriateness of specific practices for use in Hong Kong or Mainland China.

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
<i>Continuous Assessment: 60%</i>								
Group project						✓	35%	
Quizzes and Mid-term test	✓	✓	✓	✓			25%	
<i>Final Examination: 40% (2 hours)</i>								
Final examination	✓	✓	✓	✓	✓		40%	
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Grading Group Project (35%)	Company background (10%)	Very strong evidence of using secondary data to introduce the company. The introduction has very good information value.	Strong evidence of using secondary data to introduce the company. The introduction has good information value.	Some evidence of using secondary data to introduce the company but the introduction is limited in information value.	Weak evidence of using secondary data to introduce the company. The introduction has poor information value.	Very weak evidence of using secondary data to introduce the company. The introduction has very poor information value.
	Analysis and discussion (50%)	As in B, but with higher degree of discovery and originality, and evidence of internalization into a personalized model of practice.	The evidence presents a good appreciation of the general thrust of the project. Good coverage of issues with relevant support. A clear view of how various aspects of the project integrate to form a whole. Good evidence of discovery and application of concepts to	The evidence is relevant and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a reasonable number of issues. Able to discuss issues meaningfully but with little discovery	Pieces of evidence are relevant, but are isolated, addressing a limited number of issues. Demonstrating understanding of issues in a minimally acceptable way. Poor coverage, no discovery.	Pieces of evidence are irrelevant and isolated, addressing a limited number of issues. Fails to demonstrate understanding of issues in a minimally acceptable way. Very poor coverage, no discovery.

			practice.	and integration.		
	Recommendations and justifications (30%)		Strong justification of recommendations based on discovery and practice.	Fair justification of recommendations based on little discovery and practice.	Weak justification of recommendations based on discovery and practice.	Very weak justification of recommendations based on discovery and practice.
	Search skills and writing format (10%)	Very strong justification of recommendations based on discovery and practice.	Comprehensive, showing care in researching the issue, correct formatting.	Evidence of some search skills; standard references in mostly correct formatting.	Little evidence of library skills, incorrect formatting.	No evidence of library skills, incorrect formatting.
2. Grading Quizzes and Mid-term test (25%)		The analysis very clearly identifies problems. Excellent use of course content relevant to problem identification. Recognizes arguments and uses reasonable judgement. A holistic view of how various problems differ and relate to one another. Views information critically, synthesizes evidence and prioritizes problems. Solutions	The analysis clearly identifies problems. Good use of course content relevant to problem identification. Recognizes arguments. There is some discussion of differences and relationships between problems. Evaluates evidence and prioritizes problems. Solutions or recommendations well justified.	Rudimentary problem identification with some relevant evidence. Some use of course content relevant to problem identification. Sees some arguments, identifies some differences and relationships between problems. Fair justification of solutions or recommendations.	The analysis does not clearly identify problems. Or, problems mentioned are partially based on the facts in the case/ scenario. Poor use of course content that might be relevant to problem identification. Sees some arguments but overlooks differences and relationships between problems. Weak justification of solutions or recommendations.	The analysis does not identify any problems. Or, problems mentioned are not based on the facts in the case/ scenario. Very poor use of course content that might be relevant to problem identification. Sees no arguments, overlooks differences and relationships between problems, and fails to propose justifiable solutions or recommendations.

		or recommendations very well justified.				
3. Grading Essay Type Examination Questions (40%)		Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Strategic perspectives on performance management and compensation; organizational culture; appraisal formats and planning appraisals for performance improvement; identifying and developing skills in giving and receiving feedback, appraising, coaching, and resolving conflicts for performance management; designing pay and incentive systems; employee benefits; alternative pay systems including team-based performance management systems; termination of employees.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

The course does not follow any particular textbook because no single textbook does full justice to the syllabus. The students are therefore provided with a list of required readings in the class.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Aguinis, H. (2013). <i>Performance management</i> (3 rd ed.). New Jersey: Pearson Prentice-Hall.
2.	Introduction <ul style="list-style-type: none">- Biron, M., Farndale, E., & Paauwe, J. (2011). Performance Management Effectiveness. <i>International Journal of Human Resource Management</i>, 22(6), 1294-1311.- Lawler III, E. E. (2003). Reward Practices and Performance Management System Effectiveness. <i>Organizational Dynamics</i>, 32(4), 396-404.
3	Performance Management: Strategy & Organizational Culture <ul style="list-style-type: none">- Beatty, R. W., Huselid, M., & Schneier, C. E. (2003). New HR Metrics: Scoring on the Business Scorecard. <i>Organizational Dynamics</i>, 32(2), 107-121.- Schneier, Craig Eric, Douglas G. Shaw, & Richard W. Beatty. (1991). Performance Measurement and Management: A Tool for Strategy Execution. <i>Human Resource Management</i>, 30(3), 279-301.
4	Appraisal Formats <ul style="list-style-type: none">- Mohrman, Allan M. Jr, Susan M. Resnick-West, & Edward E. Lawler III. (1989). Common Appraisal Methods and Their Consequences. Chapter 3 in <i>Designing Performance Appraisal Systems: Aligning Appraisals and Organizational Realities</i>. Jossey-Bass: San Francisco.- Posthuma, R. A. (2008). Twenty Best Practices for Just Employee Performance Reviews. <i>Compensation & Benefits Review</i>, 40(1), 47-55.
5	Planning Appraisals <ul style="list-style-type: none">- Piggot-Irvine, E. (2003). Key Features of Appraisal Effectiveness. <i>The International Journal of Educational Management</i>. 17(4), 170-178.- Williams, Hank. (1994). Planning Appraisals. Chapter 5 in <i>The Essence of Managing People</i>, Prentice-Hall: New York.
6	Providing Feedback and Coaching

	<ul style="list-style-type: none"> - Atwater, L. E., Brett, J. F., & Charles, A. C. (2007). Multi-source Feedback: Lessons Learnt and Implications for Practice. <i>Human Resource Management</i>, 46(2), 285-307. - Phillips, R. (1996). Coaching for Higher Performance. <i>Employee Counselling Today</i>, 8(4), 29-32. - Williams, Hank. (1994). Planning Coaching. Chapter 6 in <i>The Essence of Managing People</i>, Prentice-Hall: New York.
7	<p>Compensation: A Strategic Perspective</p> <ul style="list-style-type: none"> - <i>Chen Hai-Ming & Hsieh Yi-Hua. (2006). Key Trends in the Total Reward System in the 21st Century. Compensation & Benefits Review</i>, 38(6), 64-70. - <i>Greene, R. J. The Role of Employee Ownership in the Total Rewards Strategy. (2014). Compensation & Benefits Review</i>, 46(1), 6-9. - <i>Lawler III, Edward E. (2000). Pay Strategy: New Thinking for the New Millennium. Compensation & Benefits Review</i>, 32(1), 7-12.
8	<p>Designing Pay Systems</p> <ul style="list-style-type: none"> - Buchenroth, P. (2006). Driving Performance: Making Pay Work for the Organization. <i>Compensation & Benefits Review</i>, 38(3), 30-35. - Kilgour, J. G. (2008). Job Evaluation Revisited: The Point Factor Method. <i>Compensation & Benefits Review</i>, 40(4), 37-46. - Zingheim, Patricia K. & Schuster, Jay R. (2007). What are Key Pay Issues Right Now? <i>Compensation & Benefits Review</i>, 39(3), 51-55.
9	<p>Designing Incentive Systems</p> <ul style="list-style-type: none"> - Beer, Michael & Cannon, Mark D. (2004). Promise and Peril in Implementing Pay-for-Performance. <i>Human Resource Management</i>, 43(1), 3-20. - Heneman, Robert L. (1992). Establishing Pay Increases. Chapter 5 in <i>Merit Pay: Linking Pay Increases to Performance Ratings</i>. Addison-Wesley: Reading, MA. - McKenzie, Francine C. & Matthew D. Shilling. (1998). Avoiding Performance Measurement Traps: Ensuring Effective Incentive Design and Implementation. <i>Compensation & Benefits Review</i>, 30(4), 57-65. - Madhani, P. M. (2009). Sales Employees Compensation: An Optimal Balance between Fixed and Variable Pay. <i>Compensation & Benefits Review</i>, 41(4), 44-50.
10	<p>Employee Benefits</p> <ul style="list-style-type: none"> - Cambern, J. (2006). Online Benefits Management Systems: An HR Evolution. <i>Compensation & Benefits Review</i>, 38(4), 65-70. - Hansen, F. (2011). Currents in Compensation and Benefits. <i>Compensation & Benefits Review</i>, 43(3), 135-145.

	<ul style="list-style-type: none"> - Lineberry, Joe & Trumble, Steve. (2000). The Role of Employee Benefits in Enhancing Employee Commitment. <i>Compensation & Benefits Management</i>, 16(1), 9-14.
11	<p>Alternative Pay Systems</p> <p><i>Skill-Based/Competency-Based Pay</i></p> <ul style="list-style-type: none"> - Cira, Darrel J. & Ellen R. Benjamin. (1998). Competency-Based Pay: A Concept in Evolution. <i>Compensation & Benefits Review</i>, 30(5), 21-28. - Ledford, Gerald E. Jr. (1995). Paying for the Skills, Knowledge, and Competencies of Knowledge Workers. <i>Compensation & Benefits Review</i>, 27(4), 55-62. - Zingheim, Patricia K. & Schuster, Jay R. (2005). The Next Decade for Pay and Rewards. <i>Compensation & Benefits Review</i>, 37(1), 26-32. <p><i>Broadbanding</i></p> <ul style="list-style-type: none"> - Haslett, Susan. (1995). Broadbanding: A Strategic Tool for Organizational Change. <i>Compensation & Benefits Review</i>, 27(6), 40-46. <p><i>Executive Performance</i></p> <ul style="list-style-type: none"> - Canyon, M. J. (2006). Executive Compensation and Incentives. <i>Academy of Management Perspectives</i>, 20(1), 25-44. - Ellig, B. R. (2013). Attracting, Motivating and Retaining Executives: Lessons from Years as an HR Executive. <i>Compensation & Benefits Review</i>, 45(2), 75-87. - Yancey, G. B. (2010). Aligning the CEO's Incentive Plan with Criteria that Drive Organizational Performance. <i>Compensation & Benefits Review</i>, 42(3), 190-196.
12	<p>Team-based Performance</p> <ul style="list-style-type: none"> - Seaman, Richard. (1997). Rejuvenating an Organization with Team Pay. <i>Compensation & Benefits Review</i>, 29(5), 25-30. - Zigon, Jack. (1997). Team Performance Measurement: A Process for Creating Team Performance Standards. <i>Compensation & Benefits Review</i>, 29(1), 38-47