

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Management**  
**with effect from Semester A in 2017 / 2018**

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**Part I Course Overview**

**Course Title:** Employee Engagement and Performance

**Course Code:** MGT6318

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** P6

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* MGT5204: Organizational Behavior OR equivalent;

**Precursors:**  
*(Course Code and Title)* MGT6311: Human Capital Management OR equivalent;

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* MGT5316: Human Resources Management

## Part II Course Details

### 1. Abstract

To provide students with an overview and understanding of as well as insight on the principles, concepts and skills needed to engage employees and manage their performance by doing the following:

- Extending students' knowledge of and providing opportunities to practice the fundamental skills they need to engage, motivate, develop, and reward diverse workforces, including non-locals.
- Providing students with an appreciation and understanding of as well as insight on how to structure performance management programs and systems to support and work in partnership with senior line managers to meet the human capital needs of their businesses.
- Enabling students to analyze and evaluate the challenges and complexities of implementing engagement and performance initiatives that are compliant with company objectives and legal standards.

### 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.	Display insightful knowledge of fundamental skills they need to engage, motivate, develop and reward diverse workforces, including expatriates. [knowledge & understanding]	20%	√	√	√
2.	Demonstrate competency in developing fundamental engagement and performance management skills (e.g., developing and implementing a coaching system) [application of concepts]	20%	√	√	√
3.	Identify and resolve issues in order to align individual employee performance with company objectives and standards [appraisal of evidence]	20%	√	√	√
4.	Provide evidence of critical analytical and evaluative ability in managing the legal, strategic, and operational complexities of managing employee performance [analysis & evaluation]	20%	√	√	√
5.	Work as a member of a team to effectively analyze, prepare and present employee engagement and performance management cases	10%	√	√	√

6.	Communicate clearly, concisely and convincingly, both in writing and verbally (with and without the aid of visual media), their ideas, insights, viewpoints and conclusions/recommendations by using analysis, synthesis and/or interpretation to combine appropriate concepts/models/principles with relevant evidence or cases/examples	10%	√	√	√
		100%			

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.)*

Teaching and learning will be in the form of seminars, with ideas, concepts, and frameworks introduced by the faculty member to stimulate discussion. There will be a lot of individual and group work inside and outside the classroom. In addition, the faculty member will act as a consultant to the project groups that will need to demonstrate their ability to develop solution for an employee engagement and performance management problem confronting a business.

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
<u>Seminar</u>	This will involve conceptual inputs on managing employee engagement and performance	X	X	X	X	X	X	
<u>Experiential exercises</u>	cases, and skill practice: These activities will involve identification, diagnosis and implementation of fundamental skills related to managing employee engagement and performance and	X	X	X	X	X	X	

	their development through practice								
<u>Group project</u>	The project will focus on the development and implementation of a solution to an employee engagement and performance management problem.	X	X	X	X	X	X		

#### 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		
Continuous Assessment: <u>70%</u>								
Class participation	X	X	X	X	X	X	10%	
Mid-term test	X	X	X	X	X	X	20%	
Group Project	X	X	X	X	X	X	40%	
Examination: <u>30%</u> (duration: 2 hours , if applicable)								
Final examination	X	X	X	X	X	X	30%	
							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-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Class Participation	Punctuality (25%)	Student is almost always punctual and attends full-time.	Student is frequently punctual and attends full-time.	Student is occasionally late to class and/or leaves early.	Student is almost always late to class and/or leaves early.	Student is always late to class and/or leaves early.
	Knowledge Sharing (50%)	Student almost always contributes to class by offering ideas and asking questions more than once per class.	Student frequently contributes to class by offering ideas and asking questions once per class.	Student occasionally contributes to class by offering ideas and asking questions.	Student almost never contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.
	Behavior (25%)	Student almost always displays facilitative behavior during class.	Student frequently displays facilitative behavior during class	Student occasionally displays disruptive or disturbing behavior during class.	Student almost always displays disruptive or disturbing behavior during class.	Student always displays disruptive or disturbing behavior during class.
Case and/or Scenario Based Examinations (mid-term test and final examination)		The analysis very clearly identifies problems. Excellent use of course content relevant to problem identification. Recognizes	The analysis clearly identifies problems. Good use of course content relevant to problem identification.	Rudimentary problem identification with some relevant evidence. Some use of course content	The analysis does not clearly identify problems. Or, problems mentioned are partially based on the facts in the	The analysis does not identify any problems. Or, problems mentioned are not based on

		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 or recommendations very well justified.	Recognizes arguments. There is some discussion of differences and relationships between problems. Evaluates evidence and prioritizes problems. Solutions or recommendations well justified.	relevant to problem identification. Sees some arguments, identifies some differences and relationships between problems. Fair justification of solutions or recommendations .	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 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.
Essay Type Examination Questions (on mid-term test and final examination)		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.

Grading Group Project	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.	The introduction has poor 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 practice.	The evidence is relevant and covers a fair number of issues. However, there is little evidence of an overall view of the project. Declarative understanding of a reasonable number of issues. Able to discuss issues meaningfully but with little discovery and integration.	Pieces of evidence are relevant, but are isolated, addressing a limited number of issues. Demonstration of understanding of issues in a minimally acceptable way. Poor coverage, no originality.	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 originality.

	Recommendations and justifications (30%)	Very strong justification of recommendations based on discovery and practice.	Strong justification of recommendations based on discovery and practice.	Fair justification of recommendations based on 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%)	As in B, but uses unusual references to bolster an original argument.	Comprehensive, showing care in researching the issue in library / internet, correct formatting.	Evidence of some library / internet search skills; standard references in mostly correct formatting.	Little evidence of library / internet search skills, incorrect formatting.	No evidence of library / internet search skills, incorrect formatting.

**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.)

Employee engagement; Identifying, interpreting, and applying key performance indicators. Aligning performance management systems. Coaching. Feedback. Appraising / evaluating employees. Expatriate management. Incentive and pay systems.

**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.)

1.	Aguinis, H. (2013). <i>Performance management</i> (3 <sup>rd</sup> ed.). New Jersey: Pearson Prentice-Hall.
2.	Macey, W. H., Schneider, B., Barbera, K. M., & Young, S. A. (2009). <i>Employee Engagement: Tools for Analysis, Practice, and Competitive Advantage</i> . John Wiley & Son.

**2.2 Additional Readings**

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

1.	Armstrong, M. (2006). <i>Performance management: Key strategies and practical guidelines</i> (3 <sup>rd</sup> ed.). London: Kogan Page.
2.	Cascio, Wayne F., Boudreau, John W. (2008). <i>Investing in people: Financial impact of human resource initiatives</i> . Upper Saddle River, NJ: FT Press.
3.	Cook, Sarah. (2008). <i>The essential guide to employee engagement: Better business performance through staff satisfaction</i> . Philadelphia: Kogan Page.
4.	Dessler, G., & Huat, T. C. (2009). <i>Human resource management: An Asian perspective</i> (2 <sup>nd</sup> ed.). Singapore: Prentice Hall.
5.	Harvey, C., & Allard, M. J. (2002). <i>Understanding and managing diversity</i> . Upper Saddle River: Prentice-Hall.
6.	Heneman, Robert L. (2002). <i>Strategic reward management: Design, implementation, and evaluation</i> . Greenwich, Conn.: Information Age Pub.
7.	Kenton, B., & Yarnall, J. (2005). <i>HR - the business partner: Shaping a new direction</i> . Boston: Elsevier.
8.	Latham, Gary P. & Wexley, Kenneth N. (1994). <i>Increasing productivity through performance appraisal</i> , 2 <sup>nd</sup> ed. Addison-Wesley: Reading, MA
9.	Marr, Bernard (2006). <i>Strategic performance management: Leveraging and measuring your intangible value drivers</i> . London: Elsevier/Butterworth – Heinemann.

10.	Wilson, Thomas B. (2003). <i>Innovative reward systems for the changing workplace</i> . New York: McGraw-Hill.
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