City University of Hong Kong Course Syllabus

offered by Department of Management with effect from Semester A in 2022 / 2023

Part I Course Overv	riew
Course Title:	Employee Engagement and Performance
Course Code:	MGT6318
Course Duration:	One 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)	curricu learnin	rery-em lum rel g outco e tick riate)	ated mes
			Al	A2	A3
1.	Display insightful knowledge of fundamental skills they need to engage, motivate, develop and reward diverse workforces, including expatriates. [knowledge & understanding]	20%	V	V	√
2.	Demonstrate competency in developing fundamental engagement and performance management skills (e.g., developing and implementing a coaching system) [application of concepts]	20%	V	√	V
3.	Identify and resolve issues in order to align individual employee performance with company objectives and standards [appraisal of evidence]	20%	V	V	\checkmark
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,	10%			
	prepare and present employee engagement and performance management cases		√	√	$\sqrt{}$
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%	V	V	V

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	CIL	O No					Hours/week
	_	1	2	3	4	5	6	(if applicable)
Seminar	This will involve conceptual inputs on managing employee engagement and performance	X	X	X	X	X	X	
Experiential exercises	cases, and skill practice: These activities will involve identification, diagnosis and implementation of fundamental skills related to managing employee engagement and performance and their development through practice	X	X	X	X	X	X	
Group project	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	

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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: 70%								
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: 30% (duration: 2 hours, if applicable)								
Final examination	X	X	X	X	X	X	30%	
							1000/	

100%

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent	Good	Marginal	Failure
Assessment lask	Criterion				
		(A+, A, A-)	(B+, B)	(B-, C+, C)	(F)
Class	Punctuality (25%)	Student is almost always	Student is frequently	Student is occasionally	Student is always late to
Participation		punctual and attends full-	punctual and attends	late to class and/or	class and/or leaves
1 articipation		time.	full-time.	leaves early.	early.
	Knowledge	Student almost always	Student frequently	Student occasionally	Student never
	Sharing (50%)	contributes to class by	contributes to class by	contributes to class by	contributes to class by
	Sharing (5070)	offering ideas and asking	offering ideas and	offering ideas and	offering ideas and
		questions more than once	asking questions once	asking questions.	asking questions.
		per class.	per class.		
	Behavior (25%)	Student almost always	Student frequently	Student occasionally	Student always displays
		displays facilitative	displays facilitative	displays disruptive or	disruptive or disturbing
		behavior during class.	behavior during class.	disturbing behavior	behavior during class.
				during class.	
Case and/or		The analysis very clearly	The analysis clearly	Rudimentary problem	The analysis does not
Scenario Based		identifies problems.	identifies problems.	identification with some	identify any problems.
Examinations		Excellent use of course	Good use of course	relevant evidence. Some	Or, problems mentioned
(mid-term test		content relevant to	content relevant to	use of course content	are not based on the
and final		problem identification.	problem identification.	relevant to problem	facts in the case/
examination)		Recognizes arguments and	Recognizes arguments.	identification. Sees	scenario. Very poor use
		uses reasonable judgement.	There is some	some arguments,	of course content that
		A holistic view of how	discussion of	identifies some	might be relevant to
		various problems differ	differences and	differences and	problem identification.
		and relate to one another.	relationships between	relationships between	Sees no arguments,
		Views information	problems. Evaluates	problems. Fair	overlooks differences
		critically, synthesizes	evidence and prioritizes	justification of solutions	and relationships
		evidence and prioritizes	problems. Solutions or	or recommendations.	between problems, and
		problems. Solutions or	recommendations well		fails to propose
		recommendations very	justified.		justifiable solutions or
		well justified.			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.	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.	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 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	Very strong justification of	Strong justification of	Fair justification of	Very weak justification
and justifications	recommendations based on	recommendations based	recommendations based	of recommendations
(30%)	discovery and practice.	on discovery and	on discovery and	based on discovery and
		practice.	practice.	practice.
Search skills and	As in B, but uses unusual	Comprehensive,	Evidence of some	No evidence of library /
writing format	references to bolster an	showing care in	library / internet search	internet search skills,
(10%)	original argument.	researching the issue in	skills; standard	incorrect formatting.
		library / internet,	references in mostly	
		correct formatting.	correct formatting.	

Applicable to students admitted before Semester A 2022/23

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	The analysis very	The analysis clearly	Rudimentary	The analysis does	The analysis does
Scenario Based	clearly identifies	identifies problems.	problem	not clearly identify	not identify any
Examinations	problems. Excellent	Good use of course	identification with	problems.	problems. Or,
(mid-term test	use of course	content relevant to	some relevant	Or, problems	problems mentioned
and final	content relevant to	problem	evidence. Some use	mentioned are	are not based on the
examination)	problem	identification.	of course content	partially based on	facts in the case/
·	identification.	Recognizes	relevant to problem	the facts in the case/	scenario. Very poor
	Recognizes	arguments. There is	identification. Sees	scenario. Poor use	use of course
	arguments and uses	some discussion of	some arguments,	of course content	content that might
	reasonable	differences and	identifies some	that might be	be relevant to
	judgement. A	relationships	differences and	relevant to problem	problem
	holistic view of how	between problems.	relationships	identification. Sees	identification. Sees
	various problems	Evaluates evidence	between problems.	some arguments but	no arguments,
	differ and relate to	and prioritizes	Fair justification of	overlooks	overlooks
	one another. Views	problems. Solutions	solutions or	differences and	differences and
	information	or recommendations	recommendations.	relationships	relationships
	critically,	well justified.		between problems.	between problems,
	synthesizes			Weak justification	and fails to propose
	evidence and			of solutions or	justifiable solutions
	prioritizes problems.			recommendations.	or
	Solutions or				recommendations.
	recommendations				
	very well justified.				
Essay Type	Strong evidence of	Evidence of grasp of	Student who is	Sufficient	Little evidence of
Examination	original thinking;	subject, some	profiting from the	familiarity with the	familiarity with the
Questions	good organization,	evidence of critical	university	subject matter to	subject matter;
(on mid-term test	capacity to analyze	capacity and	experience;	enable the student to	weakness in critical
and final	and synthesize;	analytical ability;	understanding of the	progress.	and analytical skills;
examination)	superior grasp of	reasonable	subject; ability to		limited or irrelevant
	subject matter;	understanding of	develop solutions to		use of literature.
	evidence of	issues; evidence of	simple problems in		
	extensive	familiarity with the	the material.		
	knowledge base.	subject matter.			

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.

Recommend	Very strong	Strong justification	Fair justification of	Weak justification	Very weak
ations and	justification of	of recommendations	recommendations	of recommendations	justification of
justifications	recommendations	based on discovery	based on discovery	based on discovery	recommendations
(30%)	based on discovery	and practice.	and practice.	and practice.	based on discovery
	and practice.				and practice.
Search skills	As in B, but uses	Comprehensive,	Evidence of some	Little evidence of	No evidence of
and writing	unusual references	showing care in	library / internet	library / internet	library / internet
format	to bolster an original	researching the	search skills;	search skills,	search skills,
(10%)	argument.	issue in library /	standard references	incorrect formatting.	incorrect formatting.
		internet, correct	in mostly correct		
		formatting.	formatting.		
			_		
(10%)	argument.	internet, correct	in mostly correct	incorrect formatting.	incorrect format

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 nd ed.). New Jersey: Pearson Prentice-
	Hall.
2.	Macey, W. H., Schneider, B., Barbera, K. M., & Young, S. A. (2009). Employee
	Engagement: Tools for Analysis, Practice, and Competitive Advantage. John Wiley &
	Son.

2.2 Additional Readings

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

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

9.	Marr, Bernard (2006). Strategic performance management: Leveraging and measuring your intangible value drivers. London: Elsevier/Butterworth – Heinemann.
10.	Wilson, Thomas B. (2003). <i>Innovative reward systems for the changing workplace</i> . New York: McGraw-Hill.