

MGT4224: PERFORMANCE MANAGEMENT

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Performance Management

Subject Code

MGT - Management

Course Number

4224

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

FB2300 / CB2300 Management, MGT3217 Human Resources Management

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to:

- Providing students with knowledge of the key concepts of performance management and compensation including employee benefits in business organizations.
- Enabling 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.
- Developing in students practical skills required of a human resource management professional in performance management and employee compensation.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Apply strategic perspectives on performance management and employee compensation in business organizations.		x		
2	Integrate knowledge 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.			x	
3	Describe the planning process of employee appraisals with emphasis on diagnosing performance problems and identifying appropriate strategies and solutions.				x
4	Discuss a variety of pay systems including job and performance based pay; knowledge and skill based pay; team based pay and executive pay.			x	
5	Demonstrate exemplifying skills in giving and receiving feedback, appraising, coaching and resolving conflicts for performance management.		x		
6	Discuss performance management systems in selected business organizations and proposing discovery-based performance improvement plans.				x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Seminar	Students will learn theories and concepts in performance management and Q & A.	1, 2, 3, 4	22/11
2	Cases and problem based exercises	Students will learn to apply specific concepts and techniques relevant to performance management.	1, 2, 3, 4	11/11
3	Self-assessment inventories and skill practice	Students will engage in diagnosis and identification of performance management skills and their planned development through practice.	5	6/2
4	Peer Discussion	Students will conduct 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.	6	Outside class/10

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?	
1	Surprise Quiz	1, 2, 3, 4	20	Two in-class quizzes will be held in any of the weeks during the second-half of the semester. The quiz will consist of 20 multiple choice questions. The quiz will cover conceptual inputs and class discussions.	No
2	Mid-term test	2, 3	30	Test is tentatively scheduled for Week 8	No
3	Diagnostics and skill development plan exercise	5	5	-	No

4	Group project	6	15	[Length: Two pages of A4 size paper. Please note that a template for this assignment is placed on the Canvas. Please submit a hard copy personally during the class in Week 9. A non-submission in the class will amount to a zero mark].	No
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Continuous Assessment (%)

70

Examination (%)

30

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

Surprise Quiz (20%) & Mid-term Test (30%)

Excellent (A+, A, A-)

Strong evidence of original thinking conducive to applying theoretical concepts to coin creative recommendations/ solutions; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability conducing to innovative application of theoretical concepts to solve problems; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

Diagnostics and skill development plan exercise (5%)

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair (C+, C, C-)

understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Assessment Task

Group Project(15%)

Criterion

Company Background (10%)

Excellent (A+, A, A-)

Very strong evidence of using secondary data to introduce the company. The introduction has very good information value.

Good (B+, B, B-)

Strong evidence of using secondary data to introduce the company. The introduction has good information value.

Fair (C+, C, C-)

Some evidence of using secondary data to introduce the company but the introduction is limited in information value.

Marginal (D)

Weak evidence of using secondary data to introduce the company. The introduction has poor information value.

Failure (F)

Very weak evidence of using secondary data to introduce the company. The introduction has very poor information value.

Assessment Task

Group Project(15%)

Criterion

Analysis and discussion (60%)

Excellent (A+, A, A-)

As in B, but with higher degree of discovery and originality and evidence of internalization into a personalized model of practice.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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 and integration.

Marginal (D)

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.

Failure (F)

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.

Assessment Task

Group Project(15%)

Criterion

Recommendations and justifications (30%)

Excellent (A+, A, A-)

Very strong justification of recommendations based on discovery and practice.

Good (B+, B, B-)

Strong justification of recommendations based on discovery and practice.

Fair (C+, C, C-)

Fair justification of recommendations based on discovery and practice.

Marginal (D)

Weak justification of recommendations based on discovery and practice.

Failure (F)

Very weak justification of recommendations based on discovery and practice.

Assessment Task

Final Examination(30%)

Criterion

Case and/or Scenario Based Examinations(15%)

Excellent (A+, A, A-)

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 or recommendations very well justified.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

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.

Assessment Task

Final Examination(30%)

Criterion

Essay Type Examination Questions(15%)

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Part III Other Information

Keyword Syllabus

Strategic perspectives on performance management and compensation; 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.

Reading List

Compulsory Readings

Title	
1	Aguinis, H. (2013). Performance management (3rd ed.). New Jersey: Pearson Prentice-Hall.

Additional Readings

Title	
1	Armstrong, M. (2006). Performance management: Key strategies and practical guidelines (3rd ed.). London: Kogan Page.
2	Bergmann, T. J., & Scarpello, V. G. (2001). Compensation decision making. New York: Harcourt College Publishers.