MGT4306: PERFORMANCE AND COMPENSATION MANAGEMENT

Effective Term
Semester A 2025/26

Part I Course Overview

Course Title
Performance and Compensation Management

Subject Code
MGT - Management

Course Number
4306

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 or CB2300 Management AND MGT3306 Organizational Behavior & Human Resources Management

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
MGT4224 Performance Management

Part II Course Details

Abstract

- Students gain an understanding of the key concepts of performance management and compensation, including employee benefits in business organizations.
- Students become competent in applying 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.
- Students acquire practical skills required of a human resource management professional in performance management and employee compensation.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply strategic perspectives on performance management and employee compensation in business organizations.	20		x	
2	Describe 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		x	
3	Apply the planning process of employee appraisals with emphasis on diagnosing performance problems and identifying appropriate strategies and solutions.	15		x	
4	Explain a variety of pay systems including job and performance based pay; knowledge and skill based pay; team based pay and executive pay.	15		x	
5	Demostrate exemplifying skills in giving and receiving feedback, appraising, coaching and resolving conflicts for performance management.	10		x	x
6	Discuss performance management systems in selected business organizations and proposing discovery-based performance improvement plans.	20	x	x	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 engage in conceptual inputs on performance management and Q & A.	1, 2, 3, 4	
2	Cases and problem based exercises	Students will apply specific concepts and techniques relevant to performance management.	1, 2, 3, 4	
3	Self-assessment inventories and skill practice	Students will develop performance management skills and apply them in practice.	5	
4	Peer Discussions	In the project, students 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.	6	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Group project	6	35	-	No
2	Quizzes and Mid-term test	1, 2, 3, 4	15	-	No
3	In-Class discussion	1, 2, 3, 4	10	-	No

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

1. Group Project

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

1. Group Project

Criterion

Analysis and discussion (50%)

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. Demonstrating understanding of issues in a minimally acceptable way. Poor coverage, no discovery.

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 discovery.

Assessment Task

1. Group Project

Criterion

Recommendations and justifications (30%)

Good (B+, B, B-)

Strong justification of recommendations based on discovery and practice.

Fair (C+, C, C-)

Fair justification of recommendations based on little 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
1. Group Project

Criterion
Search skills and writing format (10%)

Excellent (A+, A, A-)
Very strong justification of recommendations based on discovery and practice.

Good (B+, B, B-)
Comprehensive, showing care in researching the issue, correct formatting.

Fair (C+, C, C-)
Evidence of some search skills; standard references in mostly correct formatting.

Marginal (D)
Little evidence of library skills, incorrect formatting.

Failure (F)
No evidence of library skills, incorrect formatting.

Assessment Task
2. Quizzes and Mid-term test

Criterion
Proficiency in understanding key concepts in the course

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

3. In-Class Discussion

Criterion

Preparation for the class; punctuality; class attendance; participation in group discussions, answering questions, and offering ideas.

Excellent (A+, A, A-)

Student is almost always prepared for class with relevant class materials. Students is almost always punctual and attends fulltime. Student contributes to class a lot by participating in group discussions, answering questions, and offering ideas. Contribution is meaningful and inspiring.

Good (B+, B, B-)

Student is frequently prepared for class with relevant class materials. Student is frequently punctual and attends full-time. Students frequently contributes to class by participating in group discussions, answering questions, and offering ideas.

Fair (C+, C, C-)

Student is sometimes prepared for class with relevant class materials. Student is sometimes late to class and leaves early. Student occasionally contributes to class by participating in group discussions, answering questions, and offering ideas.

Marginal (D)

Student is almost never prepared for class with relevant class materials. Student is almost always late to class and leaves early. Student almost never contributes to class by participating in group discussions, answering questions, and offering ideas.

Failure (F)

Not attending 70% or above of classes and lack of participation in class.

Assessment Task

4. Final Examination

Criterion

Ability to understand, analyze, and apply key concepts learnt in the course

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; 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.

Reading List

Compulsory Readings

	Title
1	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.

Additional Readings

	Title
1	Aguinis, H. (2013). Performance management (3nd ed.). New Jersey: Pearson Prentice-Hall.
2	1) Introduction Biron, M., Farndale, E., & Paauwe, J. (2011). Performance Management Effectiveness. International Journal of Human Resource Management, 22(6), 1294-1311. 2) Lawler III, E. E. (2003). Reward Practices and Performance Management System Effectiveness. Organizational Dynamics, 32(4), 396-404.
3	Performance Management: Strategy & Organizational Culture: 1) Beatty, R. W., Huselid, M., & Schneier, C. E. (2003). New HR Metrics: Scoring on the Business Scorecard. Organizational Dynamics, 32(2), 107-121. 2) Schneier, Craig Eric, Douglas G. Shaw, & Richard W. Beatty. (1991). Performance Measurement and Management: A Tool for Strategy Execution. Human Resource Management, 30(3), 279-301.
4	Appraisal Formats: 1) Mohrman, Allan M. Jr, Susan M. Resnick-West, & Edward E. Lawler III. (1989). Common Appraisal Methods and Their Consequences. Chapter 3 in Designing Performance Appraisal Systems: Aligning Appraisals and Organizational Realities. Jossey-Bass: San Francisco. 2) Posthuma, R. A. (2008). Twenty Best Practices for Just Employee Performance Reviews. Compensation & Benefits Review, 40(1), 47-55.
5	Planning Appraisals: 1) Piggot-Irvine, E. (2003). Key Features of Appraisal Effectiveness. The International Journal of Educational Management. 17(4), 170-178. 2) Williams, Hank. (1994). Planning Appraisals. Chapter 5 in The Essence of Managing People, Prentice-Hall: New York.
6	Providing Feedback and Coaching: 1) Atwater, L. E., Brett, J. F., & Charles, A. C. (2007). Multi-source Feedback: Lessons Learnt and Implications for Practice. Human Resource Management, 46(2), 285-307. 2) Phillips, R. (1996). Coaching for Higher Performance. Employee Counselling Today, 8(4), 29-32. 2) Williams, Hank. (1994). Planning Coaching. Chapter 6 in The Essence of Managing People, Prentice-Hall: New York.
7	Compensation: A Strategic Perspective: 1) Chen Hai-Ming & Hsieh Yi-Hua. (2006). Key Trends in the Total Reward System in the 21ist Century. Compensation & Benefits Review, 38(6), 64-70. 2) Greene, R. J. The Role of Employee Ownership in the Total Rewards Strategy. (2014). Compensation & Benefits Review, 46(1), 6-9. 3) Lawler III, Edward E. (2000). Pay Strategy: New Thinking for the New Millennium. Compensation & Benefits Review, 32(1), 7-12.

8	Designing Pay Systems: 1) Buchenroth, P. (2006). Driving Performance: Making Pay Work for the Organization. Compensation & Benefits Review, 38(3), 30-35. 2) Kilgour, J. G. (2008). Job Evaluation Revisited: The Point Factor Method. Compensation & Benefits Review, 40(4), 37-46. 3) Zingheim, Patricia K. & Schuster, Jay R. (2007). What are Key Pay Issues Right Now? Compensation & Benefits Review, 39(3), 51-55.
9	Designing Incentive Systems: 1) Beer, Michael & Cannon, Mark D. (2004). Promise and Peril in Implementing Pay-for-Performance. Human Resource Management, 43(1), 3-20. 2) Heneman, Robert L. (1992). Establishing Pay Increases. Chapter 5 in Merit Pay: Linking Pay Increases to Performance Ratings. Addison-Wesley: Reading, MA. 3) McKenzie, Francine C. & Matthew D. Shilling. (1998). Avoiding Performance Measurement Traps: Ensuring Effective Incentive Design and Implementation. Compensation & Benefits Review, 30(4), 57-65. 4) Madhani, P. M. (2009). Sales Employees Compensation: An Optimal Balance between Fixed and Variable Pay. Compensation & Benefits Review, 41(4), 44-50.
10	Employee Benefits: 1) Cambern, J. (2006). Online Benefits Management Systems: An HR Evolution. Compensation & Benefits Review, 38(4), 65-70. 2) Hansen, F. (2011). Currents in Compensation and Benefits. Compensation & Benefits Review, 43(3), 135-145. 3) Lineberry, Joe & Trumble, Steve. (2000). The Role of Employee Benefits in Enhancing Employee Commitment. Compensation & Benefits Management, 16(1), 9-14.
11	Alternative Pay Systems: 1) Skill-Based/Competency-Based Pay a) Cira, Darrel J. & Ellen R. Benjamin. (1998). Competency-Based Pay: A Concept in Evolution. Compensation & Benefits Review, 30(5), 21-28. b) Ledford, Gerald E. Jr. (1995). Paying for the Skills, Knowledge, and Competencies of Knowledge Workers. Compensation & Benefits Review, 27(4), 55-62. c) Zingheim, Patricia K. & Schuster, Jay R. (2005). The Next Decade for Pay and Rewards. Compensation & Benefits Review, 37(1), 26-32. 2) Broadbanding a)Haslett, Susan. (1995). Broadbanding: A Strategic Tool for Organizational Change. Compensation & Benefits Review, 27(6), 40-46. 3) Executive Performance a) Canyon, M. J. (2006). Executive Compensation and Incentives. Academy of Management Perspectives, 20(1), 25-44. b) Ellig, B. R. (2013). Attracting, Motivating and Retaining Executives: Lessons from Years as an HR Executive. Compensation & Benefits Review, 45(2), 75-87. c) Yancey, G. B. (2010). Aligning the CEO’s Incentive Plan with Criteria that Drive Organizational Performance. Compensation & Benefits Review, 42(3), 190-196.
12	Team-based Performance: 1) Seaman, Richard. (1997). Rejuvenating an Organization with Team Pay. Compensation & Benefits Review, 29(5), 25-30. 2) Zigon, Jack. (1997). Team Performance Measurement: A Process for Creating Team Performance Standards. Compensation & Benefits Review, 29(1), 38-47.