

## Subject Description Form

<b>Subject Code</b>	MM4132
<b>Subject Title</b>	Reward & Performance Management
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Normal Duration</b>	1-semester
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	<b>Pre-requisite:</b> Human Resource Management (MM3111) or equivalent <b>Exclusion:</b> Management of Pay and Benefits (MM4131)
<b>Role and Purposes</b>	The objective of this subject is to provide an introduction to the key concepts and controversies in employee reward and performance management. As such, the subject develops the general introductory material covered in Human Resource Management. The emphasis is on a critical evaluation of current practice.
<b>Subject Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a. analyze business situations and problems by applying conceptual frameworks drawn from Organisational Behaviour, HRM, and Economics to the design and implementation of reward and performance management systems in pursuit of organisational objectives;</li> <li>b. identify and analyze those aspects of the domestic and global business environment that set the 'parameters of choice' within which organizations set objectives and take actions related to reward and performance management; identify and resolve ethical issues as they arise in this context; <b>(BBA Outcome 10)</b></li> <li>c. conceptualize and act upon the group and individual dynamics that exist within organizations in the context of reward and performance management; <b>(BBA Outcome 9)</b></li> <li>d. demonstrate a global outlook and an understanding of cultural diversity with regard to HRM practices of reward and performance management; <b>(BBA Outcome 2)</b></li> <li>e. display improved team-working, problem-solving, critical thinking, communication, and presentation skills.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b>Defining Performance:</b> Definitions and taxonomies of employee work role performance, such as task, contextual, proactive, and adaptive performance, individual and group performance; contemporary changes in performance requirements.</p> <p><b>Defining Rewards:</b> Definitions and taxonomies of employee rewards, such as monetary and non-monetary, tangible and intangible, intrinsic and extrinsic, etc.</p> <p><b>Performance Determinants:</b> Psychological theories of human motivation and performance, such as expectancy theory, goal setting, equity theory, organisational justice, self-determination theory etc., individual and intercultural differences.</p> <p><b>Reward-Performance Exchanges:</b> The individual-organization relationship as an exchange of mutual contributions; managing the psychological contract.</p> <p><b>Pay Structures:</b> Methods for creating internally aligned and externally competitive pay structures, such as job analysis and evaluation, salary surveys, etc.</p>

	<p><b>Measuring Performance:</b> Performance assessment, feedback, problems and appraisal errors in measuring performance, discrimination and ethical issues.</p> <p><b>Performance-based Rewards:</b> Output-based systems, incentivizing individual and group performance, short- and long-term oriented plans, profit sharing, etc.</p> <p><b>Non-monetary Rewards:</b> Rationale and motivational effects of tangible benefits, typical packages, flexible benefits, international perspectives.</p> <p><b>Intangible Rewards:</b> Importance of intangible rewards for managing employee performance, such as job design, work-life benefits, recognition, idiosyncratic deals.</p> <p><b>High Performance Work Systems:</b> Design principles and management of jobs and organisations that foster high employee involvement and performance.</p>																																																														
<p><b>Teaching/Learning Methodology</b></p>	<p>Lectures will be used to introduce the key themes and technical concepts. A considerable proportion of class time will be devoted to student-centred activities, including the analysis and discussion of problems, practical exercises and case studies, and student presentations.</p>																																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="424 712 1449 1151"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td><b>Continuous Assessment</b></td> <td><b>50%</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Individual Writing Task</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Group Presentation/ Report</td> <td>20%</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Participation</td> <td>10%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td><b>Examination</b></td> <td><b>50%</b></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in <b>BOTH</b> the Continuous Assessment and Examination components.</p> <p><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b> the various methods are designed to ensure that all students taking this subject –</p> <ul style="list-style-type: none"> <li>▪ Display a basic understanding of the concepts</li> <li>▪ Analyze the different components, show how they relate to each other</li> <li>▪ Compare, contrast and apply ideas appropriately</li> <li>▪ Read appropriate source materials, going beyond those provided in lectures, handouts and the assigned textbook</li> <li>▪ Show appreciation in having a high degree of originality, independent analysis, and evaluation, e.g. creative use of theory or evidence to support arguments and draw conclusions, careful weighing of alternative views, and an awareness of the possible limitations of theory and/or evidence</li> <li>• Self-reflection with well supported by theory and/or evidence, own theorizing, hypothesizing, recommending or reflecting.</li> </ul>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		<b>Continuous Assessment</b>	<b>50%</b>							Individual Writing Task	20%	✓	✓	✓	✓			Group Presentation/ Report	20%		✓	✓		✓		Participation	10%		✓	✓	✓	✓		<b>Examination</b>	<b>50%</b>	✓	✓	✓	✓			<b>Total</b>	<b>100 %</b>						
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial	13Hrs.
	Other student study effort:	
	▪ Preparation for class / group presentation	39 Hrs.
	▪ Preparation for essays / quiz / examination	39 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p><u>Textbook:</u></p> <p>Milkovich, G., Newman, J., &amp; Gerhart, B. (2017), Compensation 12e, McGraw-Hill Irwin, Boston.</p> <p>Deckop, J. R., Mangel, R., &amp; Cirka, C. C. (1999). Getting more than you pay for: organizational citizenship behavior and pay for performance plans. <i>Academy of Management Journal</i>, 42, 420-428.</p> <p>Ducharme, M. J., Singh, P., &amp; Podolsky, M. (2005). Exploring the links between performance appraisals and pay satisfaction. <i>Compensation and Benefits Review</i>, 37, 46-52.</p> <p>Folger, R. and Konovsky M. (1989). Effects of procedural and distributive justice on reactions to pay raise decisions. <i>Academy of Management Journal</i>, 32, 115-130.</p> <p>Gerhart, B., &amp; Milkovich, G. (1990). Organizational differences in managerial compensation and financial performance. <i>Academy of Management Journal</i>, 33, 662-691.</p> <p>Gerhart, B., Rynes, S. L., &amp; Fulmer, I. S. (2009). Pay and performance: Individuals, groups, and executives. <i>Academy of Management Annals</i>, 3, 251-315.</p> <p>Griffin, M. A., Neal, A. &amp; Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. <i>Academy of Management Journal</i>, 50, 327 – 347.</p> <p><i>Harvard Business Review on Compensation</i> (2001). Boston: Harvard Business School Publishing.</p> <p>Kowtha, N.R., &amp; Leng, Q.S. (1999). Incentives in the Asian context: Theory and preliminary evidence. <i>Asia Pacific Journal of Management</i>, 16, 95-109.</p> <p>Lawler, E. E., (2000). <i>Rewarding Excellence: Pay Strategies for the New Economy</i>. San Francisco: Jossey-Bass.</p> <p>Lawler, E. E., Mohrman, S. A., &amp; Ledford, Gerald E. (1995). <i>Creating High Performance Organizations: Practices and Results of Employee Involvement and Total Quality Management in Fortune 1000 Companies</i>. San Francisco: Jossey-Bass.</p>	

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| <p>Rynes S. L., &amp; Gerhart, B. (eds.) (2000). <i>Compensation in organizations: Current research and practice</i>. San Francisco: Jossey-Bass.</p> <p>Snape, E., Thompson, D., Yan, F.K.-C., &amp; Redman, T. (1998). Performance appraisal and culture: Practice and attitudes in Hong Kong and Great Britain. <i>International Journal of Human Resource Management</i>, 9, 841–858</p> <p>Sonnentag, S. (2002). <i>Psychological Management of Individual Performance</i>. Chichester: Wiley.</p> <p>White, G., &amp; Druker, J. (eds.) (2000). <i>Reward Management: A Critical Text</i>. London/New York: Routledge</p> <p>Williams, M., McDaniel, M., &amp; Nguyen, N. (2006). A meta-analysis of the antecedents and consequences of pay level satisfaction. <i>Journal of Applied Psychology</i>, 91, 392-413.</p> |
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