THE UNIVERSITY
OF AUCKLAND
BUSINESS SCHOOL

Course Outline 2011
HRMGMT 708: PERFORMANCE MANAGEMENT AND REWARD SYSTEMS (20 POINTS)

Quarter 4 (1118)

Course Prescription

The sources of performance variation. Motivational theories underpinning performance management. Studies of work design, performance appraisal, pay policies and practice, promotion systems, stress and employee well-being.

Programme and Course Advice

Prerequisites: *HRMGMT 707 or EDPROFST 738*

Goals of the Course

This is a course designed to assist HR managers to examine theory and improve skills relevant to performance management and reward systems. Specific goals are summarised in the learning outcomes.

Learning Outcomes

By the end of this paper, students should be able to:

(i)   demonstrate understanding of the sources of performance variation encapsulated in the AMO framework (individual performance is a function of employee ability, motivation and the opportunity to perform), and apply this understanding in practical situations
(ii)   demonstrate understanding of research on work design and employee well-being, including research on job satisfaction, stress, and commitment, and apply this understanding in practical situations
(iii)   demonstrate understanding of the contexts, goals, options, and outcomes (both helpful and perverse) of practices in performance appraisal and reward (particularly, job evaluation and performance-related pay), and apply this understanding in practical situations
(iv)   apply their understanding of (i) to (iii) through improved analysis of, and more effective interventions in, performance management and reward systems within their own organisation.

Content Outline

Section 1: Performance management – the AMO framework
1. The AMO model of individual performance: the role of ability, motivation and opportunity in human performance
2. Performance variation: individual differences or the system's fault?

Section 2: Performance management and rewards – worker attitudes and well-being
3. In-class test
Job satisfaction and employee commitment

4. Work design and employee well-being
5. Work design and employee well-being continued: high-involvement work systems and employee well-being

Section 3: performance management and reward practices: contexts, goals, options, and outcomes (both helpful and perverse)
6. Performance appraisal practices
7. Assignment progress reviews
8. Reward practices
9. Reward practices continued
10. Course review

Learning and Teaching

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Learning Resources
Readings
There is no course handbook for this course. Please download the required readings from the course page in the Library, accessible through CECIL. Preparation for each class will involve pre-reading of the relevant articles, assisted by a weekly set of guiding notes and questions placed on CECIL.

Assessment

1. In-class test (closed book)	20%
2. In-class participation	20%
3. Assignment progress review	20%
4. Final assignment	40%

The broad relationship between these assessments and the course learning outcomes is as follows:

Learning Outcome	In-Class Test	In-Class Participation	Assignment Progress Review	Final Assignment
1	X	X	X	X
2		X	X	X
3		X	X	X
4		X	X	X

Final grade: in computing the final grade, the grade for the in-class test and the assignment progress review can be dropped in favour of the final assignment grade, if the latter grade is higher. This is done to foster learning in the paper.

Plagiarism, Copying or Cheating

The University of Auckland does not tolerate cheating or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

All candidates should consider the following definitions of undesirable conduct and (if necessary) discuss them with me:

Collusion occurs when two or more individuals combine their efforts in order to deceive the assessor as to who is responsible for a particular piece of work.

Cooperation may be permitted in certain circumstances, where a joint study effort, class presentation or group project forms an appropriate part of the overall assessment.

Plagiarism occurs when students use ideas, word sequences, diagrams and other forms of work established prior to the particular student's submission, without acknowledging the source of the work used. This will include work done by students on other courses.

Candidates should be aware that plagiarism is a serious offence and severe penalties may be imposed.