



University of the
West of England

MODULE SPECIFICATION

Code: UMPCXL-15-M **Title:** Performance Management **Version:** 1

Level: M **UWE credit rating:** 15 **ECTS credit rating:** 7.5

Module type: Standard

Owning Faculty: FBL **Field:** Human Resource Management

Faculty Committee approval: QMAC **Date:**

Valid from: 1 September 2010 **Discontinued from:**

Contributes towards: MA Human Resource Management

Pre-requisites: None

Co-requisites: None

Excluded combinations: None

Aim of module

The module aims to provide students with a critical appreciation of the theoretical issues and concepts surrounding performance management, and an understanding of the practices which contribute to improving the performance of individuals, teams and the organisation. The module will also provide students with the opportunity to develop some skills which are appropriate for the practice of performance management. The module contributes to the knowledge requirements needed to meet the Chartered Institute of Personnel and Development's (CIPD) qualifications at Advanced level.

Learning outcomes

On successful completion of this module students will be able to:

- Understand, explain and critically evaluate the contribution that effective performance management can make to the achievement of individual and organisational goals. (Components A & B)
- Critically review the performance management process including induction, performance reviews/appraisals, feedback, counselling and support. (Component A)
- Explore and link the potential of certain people management practices such as teamwork, reward and recognition and development for improving performance. (Components A and B)
- Explain and critically evaluate the role of competency management in performance management. (Component B)
- Understand and critically evaluate the skills that managers need to carry out performance management activities (Component B)
- Evaluate and contribute to the management of under performers. (Component B)

- Ensure that performance management processes offer equal opportunity, manage diversity and prevent discrimination (Components A & B)

In addition the educational experience may explore, develop, and practise but not formally discretely assess the following

- Independent learning and skills associated with discussion and debate
- Personal organisation and study skills

Syllabus outline:

Key theoretical debates on the relationship between HR policies and practices and performance.

Theoretical and conceptual frameworks for strategic performance management and the importance of internal and external context.

The performance management process including induction, performance appraisal, feedback, and support.

Setting objectives, performance standards and performance measures.

The role of the line manager in performance management

Integrating performance management with employee development and reward

Managing under performance including absence management, capability and discipline procedures.

Approaches to competency management and an evaluation of its effectiveness.

Development of skills for performance review interviews, communication and approaches to measuring and assessing performance

Ethical issues associated with performance management

Performance management in multicultural and international contexts

Teaching and learning methods:

Teaching and learning in this module consists of a combination of formal lecturing supported by a range of participative activities including case studies, videos, small group activities and the use of role play. Peer learning will be encouraged through activities designed to enable students to share and compare their experiences. Central to teaching and learning at this level is a high level of critical discussion and self reflection in contact sessions and assessed work.

Students will be encouraged to use Blackboard to access resources used during the classes. Private study will require students to use a wide range of reading material to deepen their understanding of performance management and help them prepare for the in course assessment. Students will be directed towards the study skills website at as appropriate.

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources

effectively. Any required reading will be made available.

Indicative Reading

Aquinis, A. (2008) *Performance Management*. 2nd edn. Harlow: Prentice Hall.

Armstrong, M. (2006) *Performance Management*. 3rd edn, Kogan Page, London.

Armstrong, M. & Baron, A. (2008) *Managing Performance*, CIPD, London.

Houldsworth, E. & Jirasinghe, D. (2006) *Managing and Measuring Employee Performance*, Kogan Page, London.

Latham, G., Sulsky, L., & Macdonald, H. (2007) 'Performance Management', Ch. 18 in Boxall P., Purcell, J. and Wright, P (eds) *The Oxford Handbook of Human Resource Management*, OUP.

Marchington, M. and Wilkinson, A. (2008) Chapter 7 'Performance Management' , in *Human Resource Management at Work: People Management and Development*. 4th edn. London: CIPD.

Purcell, J. Kinnie, N., Swart, J., Rayton, B. and Hutchinson, S. (2009) *People Management and Performance*, Routledge, Oxon.

Shields, J. (2007) *Managing Employee Performance and Rewards: Concepts, Practices, Strategies*, Cambridge University Press, Cambridge.

Indicative Journals

Human Resource Management Journal
Employee Relations
Personnel Review
Work, Employment and Society
People Management
Incomes Data Services
Industrial Relations Review and Report

Assessment

Summative assessment consists of two components, both of which are designed to encourage students to evaluate the theoretical concepts encountered within the module and apply them to their workplace or a chosen context. The first (component A) comprises a group presentation to the tutors on the topic, content and structure of their written assignment, and an individual assignment based on the presentation (1500 words) The second component (B) is a written assignment (3,000 words) consisting of a critical analysis of performance management, focussing on two topic areas from the module syllabus and based on an organisation context of their choice.

Formative assessment will be provided through tutor feedback on the presentation.

Weighting between components A (controlled component) and B **A: 25% B: 75%**

ATTEMPT 1

Component A

Description of each element

- 1 Group presentation
- 2 Individual written assignment based on presentation (1500 words)

Element weighting

- 40%
- 60%

Component B

Description of each element

- 1 Written assignment (3,000 words) Final Assessment

Element weighting

- 100%

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A

Description of each element

- 1 Individual Viva, and supporting documentation

Element weighting

- 100%

Component B

Description of each element

- 1 Written assignment (3,000 words) Final Assessment

Element weighting

- 100%

ATTEMPT 2 (OR SUBSEQUENT): Attendance at taught classes is required

Specification confirmed byDate

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(Associate Dean/Programme Director)