

Subject Description Form

Subject Code	MM4132
Subject Title	Reward & Performance Management
Credit Value	3
Level	4
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Pre-requisite: Human Resource Management (MM3111) or equivalent Exclusion: Management of Pay and Benefits (MM4131)
Role and Purposes	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.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> 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; 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; c. conceptualize and act upon the group and individual dynamics that exist within organizations in the context of reward and performance management; d. demonstrate a global outlook and an understanding of cultural diversity with regard to HRM practices of reward and performance management; e. display improved team-working, problem-solving, critical thinking, communication, and presentation skills.
Subject Synopsis/ Indicative Syllabus	<p>Defining Performance: 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>Defining Rewards: Definitions and taxonomies of employee rewards, such as monetary and non-monetary, tangible and intangible, intrinsic and extrinsic, etc.</p> <p>Performance Determinants: 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>Reward-Performance Exchanges: The individual-organization relationship as an exchange of mutual contributions; managing the psychological contract.</p> <p>Pay Structures: Methods for creating internally aligned and externally competitive pay structures, such as job analysis and evaluation, salary surveys, etc.</p>

	<p>Measuring Performance: Performance assessment, feedback, problems and appraisal errors in measuring performance, discrimination and ethical issues.</p> <p>Performance-based Rewards: Output-based systems, incentivizing individual and group performance, short- and long-term oriented plans, profit sharing, etc.</p> <p>Non-monetary Rewards: Rationale and motivational effects of tangible benefits, typical packages, flexible benefits, international perspectives.</p> <p>Intangible Rewards: Importance of intangible rewards for managing employee performance, such as job design, work-life benefits, recognition, idiosyncratic deals.</p> <p>High Performance Work Systems: Design principles and management of jobs and organisations that foster high employee involvement and performance.</p>																																																						
<p>Teaching/Learning Methodology</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>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="440 768 1445 1211"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>Continuous Assessment*</td> <td>50%</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> </tr> <tr> <td>Group Presentation/ Report</td> <td>20%</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> </tr> <tr> <td>Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100%</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 the overall grade.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –</p> <ul style="list-style-type: none"> ▪ Display a basic understanding of the concepts ▪ Analyze the different components, show how they relate to each other ▪ Compare, contrast and apply ideas appropriately ▪ Read appropriate source materials, going beyond those provided in lectures, handouts and the assigned textbook ▪ 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 ▪ Self-reflection with well supported by theory and/or evidence, own theorizing, hypothesizing, recommending or reflecting. 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	Continuous Assessment*	50%						Individual Writing Task	20%	✓	✓	✓	✓		Group Presentation/ Report	20%		✓	✓		✓	Participation	10%		✓	✓	✓	✓	Examination	50%	✓	✓	✓	✓		Total	100%					
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Student Study Effort Expected	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.
Reading List and References	<p><u>Textbook</u></p> <p>Milkovich, G., Newman, J., & Gerhart, B. (2024), Compensation 14e, McGraw-Hill Irwin, Boston.</p> <p>Aguinis, H. (2019), Performance Management, 4th Ed, Pearson Prentice Hall.</p> <p>Martocchio, J. J. (2025). Strategic Compensation: A Human Resource Management Approach. 11th Edition. Upper Saddle River: Pearson Prentice Hall.</p> <p>Compensation and Benefits Review</p>	

July 2024