

## **MODULE DESCRIPTOR**

<b>TITLE</b>	Performance and Reward Management			
<b>SI MODULE CODE</b>	44-7989-00S			
<b>CREDITS</b>	15			
<b>LEVEL</b>	7			
<b>JACS CODE</b>	N600			
<b>SUBJECT GROUP</b>	Organisational Behaviour & HRM			
<b>DEPARTMENT</b>	Management			
<b>MODULE LEADER</b>	Janette Hurst			
<b>NOTIONAL STUDY HOURS BY TYPE</b>	Tutor-led	Tutor-directed	Self-directed	Total Hours
	25	25	100	150

## **MODULE AIM(S)**

The broad aims of this module are to develop in learners an understanding of performance management and reward management in terms of their role in supporting the strategic objectives of the organisation and the ability to develop approaches and systems within an organisation. Performance management will be approached from the organisational angle with a view to establishing its impact on an organisation's effectiveness and evaluation of this as well as look at high-performance organisational practices. Individual performance matters will then be covered to enable students to evaluate and manage both performance issues and performance coaching. Reward philosophies, approaches, impact and evaluation will be covered, including total reward management, pay/ non-pay aspects, and international & executive reward arrangements. In doing this, students will be equipped with appropriate diagnostic skills so that they can undertake critical analysis of performance and reward challenges within an organisation and develop appropriate and effective policies and practices meet these. In addition, the module will look at issues of employee involvement, transparency, fairness and ethics in modern organisations. Critical reflection on theory and practice from an ethical and professional standpoint and for continuous professional development is required.

## **MODULE LEARNING OUTCOMES**

By engaging successfully with this module a student will be able to:

1. Understand and analyse contemporary developments and the relationship between the environment, strategy and systems of performance and reward management.
2. Apply coherently key theoretical concepts and approaches to current issues and challenges within the area.
3. Critically evaluate the contribution of performance and reward management to increased organisational performance.
4. Make appropriate and informed contributions to strategic and operational planning and decision making in an organisational context.
5. Critically evaluate performance and reward policies, practices and tools.

## **INDICATIVE CONTENT**

- Strategic aspects relating performance and reward management to wider HRM strategic thinking.
- Underpinning theories relating to motivation and the psychological contract and economic influences.
- Performance management systems at the organisational level - benefits, evaluation and limitations.
- Measuring individual performance, performance coaching and appraisals.
- Linking performance to the management of rewards.
- The aims of reward management - total rewards, rewarding different groups, different aspects of the reward package.
- Pay and reward systems - competency-based pay, performance-related pay, team pay, job evaluation, broad grading etc.
- Benefits and pensions.
- Intangible and non-financial rewards.
- International reward management and executive pay.
- Performance and Reward in the third sector.
- The role of the Trade Unions and employee involvement.
- Transparency, equality and ethical aspects.

## **LEARNING AND TEACHING METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

- There will be a core of tutor-led interactive presentations, supported with learning materials, intended to provide students with a framework of knowledge around which they will be encouraged to read and develop their own learning.
- Tutor-led interactive presentations will be supported with workshops/seminars which will provide an opportunity to apply some of the concepts and theories introduced in the lectures and to explore and debate contemporary issues. The workshops/seminars will provide an active learning environment which will include discussion, debate, analysis of case studies, critique of articles, practical tasks and student-led presentations.
- Links will be made to the personal and professional development module and critical reflection of organisational practice encouraged.
- Learners will be expected to make use of a range of resources including textbooks, peer refereed articles, periodicals, reports, newspapers and websites and contribute to class discussions of subject areas covered. Blackboard and ShuSpace will be used to support this.
- Extensive guidance for the assessment e.g. verbal and written tutor points, exercises to aid the development of key academic skills e.g. referencing, how to structure the work and formative feedback in class from tutors and peers (as appropriate and determined by the class needs each year in conjunction with the tutors).

## **ASSESSMENT STRATEGY AND METHODS**

A review of the assessment burden on the MSc HRM/D students, and in particular the full time students, was carried out in 2008 and it was decided to rationalise the number of assessment tasks and this module was chosen as one that could facilitate the rationalisation. Thus the assessment is based on a model of 100% summative formal assessment but there will be formative stages to its development and extensive support given in classes and via guidance.

Task No.	<a href="#">TASK DESCRIPTION</a>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Assignment	CW	100%	5000 words (+/- 10%)	N

## **ASSESSMENT CRITERIA**

*Please note that this table is subject to change within the framework of student consultation and action upon feedback, as is characterised by the ongoing approach of the module team.*

Criteria	40 - 49%
<b>Understand and analyse contemporary developments and the relationship between the environment, strategy and systems of performance and reward management.</b>  [Learning outcomes 1,3,5]	Some limited understanding and insights into nature of issues.
<b>Proposal and justification of solutions and recommendations that reflect organisational contexts (e.g. strategic &amp; implementation considerations, cost effectiveness, employee involvement, fairness etc.)</b>  [Learning outcomes 1,2,3,4,5]	A degree of realism and relevance in the solutions proposed. Some limited justification.
<b>Apply coherently key theoretical concepts and approaches to current issues and challenges.</b>  [Learning outcome 2]	Limited explanation of concepts.  Limited use of relevant theory or models (where appropriate).

Criteria	40 - 49%
<b>Use of evidence and examples to support arguments</b>	Few examples/ illustrations used.  Limited supporting evidence.
<b>Structure</b>	Structure present but with weaknesses.
<b>Writing Style</b>	Weaknesses in writing style, does not flow.
<b>Grammar</b>	Some errors of grammar & spelling.
<b>Referencing of sources, style and accuracy</b>	Some referencing of work.
<b>Addresses the assessment brief</b>	Partially addressed but has weaknesses.

## **FEEDBACK**

Students will receive feedback on their performance in the following ways:

- Formative tutor and peer feedback via class-based exercises and activities e.g. presentation of enquiry-based exercises, presentation and discussion in the weekly activities.
- Tutor and peer to peer support built into classes around the development of the assignment e.g. presentation of the plan for the assessment and feedback provided on this.
- Time is built into the module to provide guidance on the assessment task requirements and some of the more pertinent practices needed for success e.g. referencing. Tutors show students extracts from past examples of work and detailed guidance, some verbal and some written.
- Summative formal feedback and feed forward on the assignment. The module utilises a detailed marking grid based on the learning outcomes, the actual question(s) for that given year and then generic presentational and referencing aspects. Feedback points are provided around the stronger areas and then feed forward points to expand on the data from the marking grid.

## **LEARNING RESOURCES (INCLUDING READING LISTS)**

An extensive bibliography is placed on Blackboard. Key readings (key text chapters and several focussed articles/websites) are highlighted in the module guide in terms of post-session reading and also pre-session preparation. Learners are also encouraged to read widely from the extensive bibliography and source their own literature to focus on areas of choice and to carry out m-level independent work for their assessment task and in-class activities.

The resources are available via the Library Gateway or other SHU-accessible databases or provided by the course team. The module guide provides the location of the main texts within the LRC and an indication of their availability via the e-books facility. In addition, a quick guide to searching the online and LRC resources is provided in the module guide and the Blackboard-based Resources guide.

- Allen, R.S. and Helms, M.M. (2001) Reward Practices and Organizational Performance. Compensation & Benefits Review, July/Aug.
- Armstrong, M. (2009) Armstrong's handbook of human resource management practice. 2nd ed. London: Kogan Page. Also an electronic book.
- Armstrong, M. (2009) Armstrong's handbook of performance management: an evidence-based guide to delivering high performance. London: Kogan Page. Reference collection or an electronic book.
- Armstrong, M. (2010) Armstrong's handbook of reward management practice: improving performance through reward. London: Kogan Page. Reference collection or an electronic book.
- Armstrong, M. and Baron, A. (2005) Managing Performance: Performance Management in Action. CIPD: London.
- Armstrong, M. and Brown, D. (2009) Strategic reward: implementing more effective reward management. London: Kogan Page.
- Becker, R.E., Huselid, M.A. and Ulrich, D. (2001) The HR Scorecard: Linking People, Strategy, and Performance. Harvard Business School Press: Boston.
- Bowey, A. (2005) Motivation: Putting Theory into Practice. European Business Forum, Winter, pp.17-19.
- Brewster, C., Sparrow, P. and Vernon, G. (2007) International Human Resource Management. 2nd ed. CIPD: London.
- Caplan, J. (2003) Coaching for the future: how smart companies use coaching and mentoring. London: Chartered Institute of Personnel and Development.

**SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)****MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION****MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2011

**MODULE DELIVERY PATTERN** - If the course will have more than one intake, for example, September and January, please give details of the module start and end dates for each intake

	Module Begins	Module Ends
Course Intake 1	26/09/2011 (full time)	13/01/2012
Course Intake 2	30/01/2012 (part time)	11/05/2012

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

**MODULE ASSESSMENT INFORMATION**

Does the Module (using Model A Assessment Pattern) Require Either*	
Overall Percentage Mark of 40%	Y
Overall Pass / Fail Grade	N

*\*NB: Choose one of the above – Model A module cannot include both percentage mark and pass/fail graded tasks*

**FINAL TASK**

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No.1 1
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**MODULE REFERRAL STRATEGY**

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	Y

*\*if YES complete table below*

**SINGLE REFERRAL PACKAGE DETAILS**

Task No.	<a href="#">TASK DESCRIPTION</a>	SI Code	Task Weighting %	Word Count / Duration
1	Assessment	CW	100%	5-6,000 words