1. **Title of the module**

BUSN6004 (CB6004) Employee Performance Management

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTs)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

BUSN5013 (CB5011) Human Resource Management

1. **The programmes of study to which the module contributes**

BSc Management and associated programmes

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 evaluate frameworks and models relevant to performance management

8.2 critique performance management processes

8.3 critically analyse a range of approaches to obtain effective employee and organisational performance

8.4 analyse strategies for managing problems of employee under-performance

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 demonstrate confidence in identifying and defining complex problems

9.2 engage effectively in both oral and written communication activities

9.3 effectively work independently and within groups

9.4 select and manage information using appropriate research skills

9.5 demonstrate critical thinking through reflection

1. **A synopsis of the curriculum**

This module focusses on performance management activities undertaken by both linemanagers and functional HR managers in organisations in a variety of contexts (such as private, public and voluntary sector) and geographical settings (domestic and international). The aim of the module is to analyse organisational processes and practices pertaining to the optimisation of employee performance and managing related aspects of the employment relationship. Underpinning theories/principles related to this module arise mainly from psychology and organisational behaviour origins, and will include critiques from a variety of appropriate perspectives such as ethical, unitarist, pluralist, and labour process perspectives. A key aspect of the module is to develop students' conceptual and practical skills in managing employee performance.

**Indicative areas to be covered may include:**

* Managing people performance - theoretical underpinning, aims of performance management, models, trends and developments, perspectives on performance management.
* Evaluating employee performance - aims; measurement; basis and types, critiques of performance evaluation, feedback, attribution theory; appraisal interviewing.
* Enabling performance and continuous development - closing performance gaps; learning theory; influences on learning, learning interventions, job design, coaching and mentoring.
* Performance and rewards ·underpinning motivation theories, performance related pay (PeRP), types and scope, trends & developments, critique of PeRP.
* Managing under-performance - reinforcement theory, counselling, capability, discipline and dismissal.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Aguinis H (2008) *Performance Management*, 2nd Ed., New Jersey, USA: Prentice Hall,

Armstrong, M & Baron, A. (2005) *Managing Performance: Performance Management in Action*, London: CIPD

Bach, S (ed.) (2005), *Managing Human Resources*, 4th Ed., Oxford: Blackwell

Houldsworth, E & Dilum, J (2007), *Managing and Measuring Employee Performance*, London: Kogan Page

Leopold, J & Harris, L (2009). *The Strategic Managing of Human Resources*, London: Pearson

Perkins, S. J., White, G., & Jones, S. (2016). *Reward Management: Alternatives, Consequences and Context*. 3rd Edn. London: CIPD.

Shields, J., et al. (2015). *Managing Employee Performance and Reward: Concepts, Practices, Strategies*. 2nd Edn. Cambridge: Cambridge University Press.

Taylor, S (2008), People Resourcing, 4th Ed, London: CIPD

Thorpe, R and Holloway, J.U. (eds), (2008), *Performance Management: Multi-disciplinary Perspectives*, New York: Palgrave MacMillan

Varma, A et al, (2008), *Performance Management Systems: A Global Perspective*, Abingdon: Routledge

Watkins, R and Leigh, D (2010), *Handbook of improving Performance in the Workplace*, Volumes 1-3, San Francisco: John Wiley & Sons

1. **Learning and Teaching methods**Total contact hours: 21

Private study hours: 129

Total study hours: 150

1. **Assessment methods.**
   1. Main assessment methods

Group Presentation 20%

Individual Reflective Report (500 words) 10%

Individual Essay (3000 words) 70%

* 1. Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| *Independent study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* | **x** | **x** | **x** | **x** |  | **x** |  |  |  |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Presentation* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| *Reflective report* | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module will look at the role of HR managers from both a national and international perspective.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
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