



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>. Please consult the web for updates that may occur during the year.

### Description: Performance Management and People Development

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
MGT	8030	74173	1, 2008	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOBUS
<b>Academic org:</b>	FOB004
<b>Student contribution band:</b>	3A
<b>ASCED code:</b>	080303

### STAFFING

Examiner: Don Smith  
Moderator: Cec Pedersen

### OTHER REQUISITES

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>

### SYNOPSIS

Organisations are complex systems made up of people and other resources. In order to deliver products, services and other outcomes that satisfy the needs of society a tremendous amount of work has to be done in and through these organisations. Work and the work performance of the people employed to do the work therefore form the cornerstone of any employment relationship. The managers and leaders of organisations have to ensure that the full potential and talent locked up in the human resources employed by organisations are utilised and developed. It is only through this that organisations may be able to compete, survive and be successful in an increasingly volatile and uncertain business environment. This requires a professional approach to the management of work performance and to the continuous development of staff. Through a strategic approach to performance management and people development organisations not only develop the people, but the organisation as a whole. The underlying philosophy is therefore that through performance management and the concomitant development of human resources organisations are put in a better position to be able to compete, and be successful in a sustainable way. This course deals with issues that relate to how the strategic performance targets of organisations can be supported and achieved through managing the performance of staff and the continuous development of employees as individuals as well as groups. The main focus is on learning experiences and interventions that are intended to change and improve the behaviour and performance of the members of organisations in order to bring about improved organisational performance and personal growth.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item/s that may be used to assess student achievement of an objective is/are shown in parentheses after each objective. On successful completion of this course, students should be able to:

1. understand and explain key concepts and relationships relating to performance management and people development (Assignment, Examination)
2. understand and apply the theory and concepts of performance planning, management, monitoring, and review (Assignment, Examination)
3. identify how and why HRD fits into both HRM and organisational functioning (Assignment, Examination)
4. identify and apply appropriate theories and principles to coaching, mentoring and career development for enhanced performance (Assignment, Examination)
5. identify and critically discuss strategic performance management and people development issues (Assignment, Examination)
6. understand the changing nature of work and its impact on individual's performance and development within organisations (Assignment, Examination).

## TOPICS

	Description	Weighting (%)
1.	Laying the foundations for performance management and people development	10.00
2.	Planning performance	15.00
3.	Monitoring, reviewing and managing performance	25.00
4.	People development (HRD) essentials	25.00
5.	Coaching, mentoring and career development for enhanced performance	25.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Tovey, MD & Uren, ML 2006, *Managing performance improvement*, 2nd edn, Pearson Education, Frenchs Forest, New South Wales.

Werner, JM & DeSimone, RL 2006, *Human resource development*, 4th edn, Thompson South-Western, Mason, Ohio.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Australian Human Resources Institute , , *Asia Pacific Journal of Human Resources*,

(previously known as Asia/Pacific HRM)

Australian Institute of Training and Development , , *Training and Development in Australia*,

Blanchard, PN & Thacker, JW 2007, *Effective training: systems, strategies and practices*, 3rd edn, Pearson Prentice Hall, Upper Saddle River, New Jersey.

Delahaye, BL 2005, *Human resource development: adult learning and knowledge management*, 2nd edn, John Wiley & Sons, Milton, Queensland.

Edwards, MR & Ewen, AJ 1996, *360 degree feedback: the powerful new model for employee assessment and performance improvement*, AMACOM, New York.

Fisher, CD, Schoenfeldt, LF & Shaw, JB 2006, *Human resource management*, 6th edn, Houghton Mifflin Company, Boston, Massachusetts.

Gilley, JW & Maycunich Gilley, A 2003, *Strategically integrated HRD: six transformational roles in creating results-driven programs*, 2nd edn, Perseus Publishing, Cambridge, UK.

Goldstein, IL & Ford, JK 2002, *Training in organizations: needs assessment, development, and evaluation*, 4th edn, Wadsworth, Belmont, California.

Harrison, R & Kessels, J 2004, *Human resource development in a knowledge economy: an organisational view*, Palgrave Macmillan, New York.

Holland, P & De Cieri, H (eds) 2005, *Contemporary issues in human resource development: an Australian perspective*, Pearson Education, Frenchs Forest, New South Wales.

Mabey, C & Iles, P (eds) 1994, *Managing learning*, Routledge in association with the Open University, London.

Maycunich Gilley, A, Callahan, JL & Bierema, LL (eds) 2003, *Critical issues in HRD: a new agenda for the twenty-first century*, Perseus Publishing, Cambridge, UK.

Nankervis, AR, Compton, RL & Baird, M 2005, *Human resource management: strategies and processes*, 5th edn, Thomson Learning, Southbank, Victoria.

Noe, RA 2008, *Employee training and development*, 4th edn, McGraw-Hill/Irwin, New York.

O'Connor, BN, Bronner, M & Delaney, C 2002, *Training for organizations*, 2nd edn, South-Western, Cincinnati, Ohio.

Pettinger, R 2002, *Mastering employee development*, Palgrave, Basingstoke, England.

Rylatt, A 1997, *Navigating the frenzied world of work*, Business and Professional Publishing, Chatswood, New South Wales.

Rylatt, A 2003, *Winning the knowledge game*, McGraw Hill, Sydney, New South Wales.

Rylatt, A 2000, *Learning unlimited: practical strategies for transforming learning in the workplace of the 21st century*, 2nd edn, Business + Publishing, Warriewood, New South Wales.

Rylatt, A & Lohan, K 1995, *Creating training miracles*, Prentice Hall, Sydney, New South Wales.

Smith, A 1998, *Training and development in Australia*, 2nd edn, Butterworths, Sydney, New South Wales.

Sofa, F 1999, *Human resource development: perspectives, roles and practice choices*, Business & Professional Publishing, Chatswood, New South Wales.

Stewart, J, McGoldrick, J & Watson, S (eds) 2002, *Understanding human resource development: a research-based approach*, Routledge, London.

Stewart, J & McGoldrick, J (eds) 1996, *Human resource development: perspectives, strategies and practice*, Pitman Publishing, London.

Thomson, R, Mabey, C, Storey, J, Gray, C & Iles, P 2001, *Changing patterns of management development*, Blackwell, Oxford, UK.

Walton, J 1999, *Strategic human resource development*, Prentice Hall, Harlow, England.

Wexley, KN & Latham, GP 2002, *Developing and training human resources in organizations*, 3rd edn, Prentice Hall, Upper Saddle River, New Jersey.

Williams, RS 2002, *Managing employee performance: design and implementation in organizations*, Thomson Learning, London.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assignments	30.00
Directed Study	80.00
Online Discussion Groups	25.00
Private Study	30.00
Telephone Tutorials	5.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT	100.00	50.00	12 May 2008
EXAMINATION - PART A	15.00	15.00	END S1 (see note 1)
EXAMINATION - PARTS B AND C	35.00	35.00	END S1

### NOTES

1. The examination is scheduled to be held in the end-of-semester examination period. Students will be advised of the official examination date for exam (parts A, B and C) after the timetable has been finalised. The total working time for exam (parts A, B and C) is 2 hours.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
If you are an international student in Australia, you are advised to attend all classes at your campus. For all other students, there are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks. (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)

- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without prior approval of the examiner, then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
This is a restricted examination. Candidates are allowed access to specific materials during the examination. The only materials that candidates may use in the restricted examination for this course are: writing materials (non-electronic and free from material which could give the student an unfair advantage in the examination); dictionary - students whose first language is not English, may take an appropriate unmarked non-electronic translation dictionary (but not technical dictionary) into the examination room. Dictionaries with any handwritten notes will not be permitted. Translation dictionaries will be subject to perusal and may be removed from the candidate's possession until appropriate disciplinary action is completed if found to contain material that could give the candidate an unfair advantage.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
Any deferred examinations for this course will be held during the next examination period.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6 Assessment, and 5.10 Student Academic Misconduct for further information and to avoid actions which might contravene university regulations. These regulations can be found at <http://www.usq.edu.au/corporateservices/calendar/part5.htm>. Students should also read the Faculty of Business Policies and Procedures which can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

## **ASSESSMENT NOTES**

- 1 Assignments: (i) The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner. (ii) Students must retain a copy of each item submitted for assessment. This must be produced within 24 hours if required by the examiner. (iii) In accordance with university policy, the examiner may grant an extension of the due date of an assignment in extenuating circumstances. (iv) The examiner will normally only accept assessments that have been written, typed or printed on paper-based media. (v) Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner to negotiate such special arrangements. (vi) In the event that a due date for an assignment falls on a local public holiday in their area, such as a show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 2 Course weightings: Course weightings of topics should not be interpreted as applying to the number of marks allocated to questions testing those topics in an examination paper.