

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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**Cambridge International Diploma in Management
Higher Professional Level**

Scheme of Work

4256
Performance Management
Optional Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

MODULE NUMBER (OPTIONAL) 4256: PERFORMANCE MANAGEMENT

BRIEF INTRODUCTION AND MODULE OUTLINE

This optional module considers the importance of performance management strategies and practices within the organisation. It focuses on how the human resources of the organisation are managed, developed, motivated and rewarded to perform in a way which meets the strategic business requirements of the organisation. In other words, it looks at the role of managing performance in order to help the organisation to meet its objectives and secure future organisational success.

Through studying the module candidates will appreciate the need to value the human resource capital from the time an individual joins the organisation until they leave.

There are close links between this module and the optional modules of Human Resource Planning and People Development. Having said that, this is a general management qualification and all modules will have some aspect of people and performance management contained within them.

Performance Management is a large area of study. The module begins with an introduction to the importance of effective induction / orientation and then focuses in more detail on some of the people management strategies and activities which help to develop, motivate, reward and evaluate the performance of teams and individuals.

A key concept throughout the module is the critical contribution which HRM and people management make to business and organisational development. For example, the training and development of staff is regarded as a necessary way of adding value to the organisation's resources rather than a cost or an expense that can be reduced in the face of financial difficulties.

Planning and supporting staff through their work activities and various types of training and development is covered in the module, as well as motivation and reward strategies. The concept of continuous professional development as a way of improving organisational activities and success is inherent in this module, so there is a unit on managing careers.

Performance Management is a large area of study and to avoid getting side tracked the syllabus should be used as a guide to the main subject matter, concepts and models to be covered. Throughout the module it is important to remind candidates that at higher professional level they are considering procedures and practices within a strategic context. A description of the performance management practices and activities of an organisation is not sufficient. They should be critically reviewing these activities with reference to relevant theoretical models and concepts and discussing how they relate to other facets of management and impact upon organisational effectiveness.

Assessment Objectives:

1. Identify and implement appropriate induction programmes
2. Set objectives and review performance
3. Identify and implement appropriate motivation and reward strategies
4. Devise and implement performance improvement strategies
5. Manage careers within the organisation

RECOMMENDED PRIOR KNOWLEDGE

No prior knowledge is required, however, candidates should be encouraged to research and critically review the people and performance management strategies and practices of their own and other organisations.

Background reading would also help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

SUGGESTED TEACHING ORDER / SUMMARY SCHEME OF WORK

The module sits fairly comfortably at any point in the programme and there are no requirements for prior knowledge. However, candidates may benefit from studying the Strategic Management module first and the optional module Organisational Behaviour and Change Management. The optional People Development module also links well with this module.

The Performance Management module is made up of 5 assessment objectives.

At Unit level, there are a number of different ways in which the Units can be ordered and time needs to be devoted to planning this. Within each Unit suggestions are made as to which order particular competence criteria should be covered in and which, if any, could usefully be combined or addressed elsewhere.

The column headed **Explanation of Competence Criteria** is designed to give an indication of the main content to be covered and should help with this planning detail.

UNITS / ASSESSMENT OBJECTIVES:

1	<p>Identify and implement appropriate induction programmes</p> <p>This Unit requires candidates to critically review and evaluate the way in which new staff are inducted into the organisation, the team and the job role. It should include a discussion of why induction is important and consider formal induction programmes as well as informal induction into the organisation and team, for example, by other team members or peers.</p> <p>The means by which staff receive information and learn about the organisation's (or team's) culture and values is also important and links with some of the issues discussed in the Organisational Behaviour and Change management module.</p>
2	<p>Set objectives and review performance</p> <p>This Unit considers the importance of setting clear and measurable work objectives for staff and having a procedure in place for reviewing performance in line with these objectives.</p>
3	<p>Identify and implement appropriate motivation and reward strategies</p> <p>This Unit should focus on the concepts of intrinsic and extrinsic motivation with reference to both content and process models of motivation. It considers how to identify and measure levels of individual and team motivation and also looks at how effective objective setting and reward strategies are at increasing motivation.</p>
4	<p>Devise and implement performance improvement strategies</p> <p>This Unit looks at the different ways staff performance can be improved and includes coaching, mentoring and sponsorship.</p>
5	<p>Manage careers within the organisation</p> <p>This module ends with a look at the importance of career progression. Not only should this be about helping individuals to achieve their career aspirations but it should also be about planning the future human capital of the organisation.</p>

LIST OF RESOURCES

There is a wealth of accessible and readable material about various aspects of human resource and people management and learning, training and development at the level of the organisation, the team and the individual.

From a teaching perspective, L J Mullins, *Management and Organisational Behaviour* (ISBN 0273688766) is strongly recommended for this module and web sites and books for Teacher Training / Education and Training Practitioners may also be of interest.

Most management textbooks at Higher Professional level will include relevant sections on the importance of strategic human resource and people and performance management as well as the increasingly popular concepts of the learning organisation, life long learning and CPD. There are also many dedicated professional journals and web sites.

Information about policies and procedures is more likely to be found in either Personnel textbooks or management textbooks more akin to Professional Level.

It is extremely helpful to be able to show candidates a range of different practices, procedures and documentation from very different organisations. For example, individual and team development plans or performance review documentation which is overtly linked to business strategy. As a teacher, and being mindful of confidentiality and copyright issues, there is great benefit in building up a resource pack of this material for candidates to look through and review. Material from the candidate's own organisations would also be useful.

In addition to those on the Higher Professional Level booklist for this module the following may be particularly helpful:

A Pinnington and A Edwards *Introduction to Human Resource Management* (2000) ISBN 0198775431

I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307

D Torrington and L Hall *Personnel Management: HRM In Action* (1995) ISBN 0132157829

UNIT 1: Identify and implement appropriate induction programmes

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to critically review the various ways in which new members of staff are inducted into the organisation. It should be noted that the terms induction and orientation are interchangeable in this module.

Background reading and a review of good practice and the practices used by other organisations would be useful.

Armstrong's, *A Handbook of Human Resource Management Practice* provides some relevant material for this Unit (see Higher Professional booklist).

Outline: This Unit requires candidates to critically review and evaluate the way in which new staff are inducted into the organisation, the team and the job role. It should include a discussion of why induction is important and consider formal induction programmes as well as informal induction into the organisation and team, for example, by other team members or peers.

The means by which staff receive information and learn about the organisation's (or team's) culture and values is also important and links with some of the issues discussed in the Organisational Behaviour and Change Management module.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
1.1	Plan effective induction/orientation programmes	<p><u>1.1 and 1.2</u></p> <ul style="list-style-type: none"> plan out the content of an induction programme and explain how it will be implemented, monitored and evaluated. 	<p><u>1.1 and 1.2</u></p> <p>Begin this Unit by discussing the objectives of formal induction programmes and their importance to the employee and employer.</p> <p>Objectives might include:</p> <ul style="list-style-type: none"> to establish a positive and constructive working relationship to communicate commitment to the employee to produce well informed and well motivated employees who are aware of the organisation's objectives <p>List the key areas that should be covered, such as procedures, legal issues, career opportunities etc.</p>

1.2	Implement effective induction/orientation programmes		<p>Introduce the role which informal induction plays in providing new staff with information about the culture and values of the organisation and the established norms and ground rules within teams. Useful links could be made with the Organisational Behaviour and Change Management module.</p> <p>Ask candidates to work in groups and share their experiences of induction programmes – good and bad.</p> <p>Suggest candidates critically review the induction programmes of a range of organisations and also material regarding good practice.</p> <p>Based on this research and critical review ask each group to plan out an effective induction programme which addresses all formal organisational, legislative, work and culture related issues.</p> <p>For example:</p> <ul style="list-style-type: none"> • organisational background and overview • key business / activities • management structure and style • products / services • markets • terms and conditions of employment • welfare benefits and facilities • health and safety • job role <p>Consideration should also be given to the way in which the induction will be implemented, monitored and evaluated and candidates need to put together an induction package or plan which clearly addresses these issues.</p> <p>e.g. Who will carry out the induction training and why? How will the induction be planned out over time and what aspects will take priority? How will progress be monitored and recorded and how will any shortcomings in performance be addressed?</p> <p>Conclude this Unit by revisiting the objectives of induction and making links to</p>
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			HRM – e.g. the role of induction in ensuring that people are motivated and able to perform effectively and so contribute towards the achievement of organisational objectives.
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UNIT 2: Set objectives and review performance

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to research and critically review the people management strategies and practices of their own and other organisations.

Background reading would also help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

Most management textbooks at Higher Professional level will include relevant sections on the importance of strategic human resource and people management as well as the increasingly popular concepts of the learning organisation, life long learning and CPD. There are also many dedicated professional journals and web sites.

In addition to those on the booklist given in the Higher Professional Level syllabus booklet for this module, the following may be particularly helpful:

A Pinnington and A Edwards *Introduction to Human Resource Management* (2000) ISBN 0198775431

I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307

D Torrington and L Hall *Personnel Management: HRM In Action* (1995) ISBN 0132157829

Outline: This Unit considers the concept of devising individual work objectives that link clearly into the objectives for the team or department and ultimately into the overall strategic objectives of the organisation. The concept of objectives should be fully explored here.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
2.1	Set and agree individual objectives in line with department or team objectives	<ul style="list-style-type: none">identifying roles, responsibilities and objectives within the teamsetting individual objectives	Introduce the concept of objectives and explain the difference between strategic, tactical and operational objectives. Using visual presentation methods indicate how these should link with each other. Explain the SMART concept of setting objectives and introduce different models such as competence frameworks, work and development objectives etc. Discuss the benefits and constraints associated with the setting of objectives at team and individual level.

<p>2.2</p> <p>2.3</p>	<p>Allocate work</p> <p>Monitor and review performance</p>	<ul style="list-style-type: none"> • allocate work in line with job descriptions and work objectives • establish methods for monitoring work performance 	<p>The key thing here is to develop an understanding of the importance of clarifying job roles and responsibilities, allocating appropriate work and monitoring performance. Introduce job descriptions, link these to work objectives. Discuss the importance of monitoring performance against these objectives; how this should be done, how often, by whom etc. Work study, appraisal, management by objectives are all concepts that may be appropriate here. It is also important to show that the monitoring methods apply equally to all people and are therefore seen to be fair. Explore the interpersonal skills required for reviewing performance with the individual and include the concept of self-assessment.</p> <p>Discuss the importance of keeping accurate and up to date records of monitoring and review.</p>
<p>2.4</p>	<p>Provide feedback on performance</p>	<ul style="list-style-type: none"> • giving feedback to individuals 	<p>Explore with the candidates the importance of feedback to improved performance. Consider intrinsic and extrinsic feedback. Perhaps use some practical activities to show how constructive feedback is more motivating than destructive. Distinguish between positive, negative and constructive feedback.</p>

UNIT 3: Identify and implement appropriate motivation and reward strategies

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to research and critically review the way in which their organisations try to motivate and reward employees.

Background reading would help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

In addition to those on the Diploma booklist for this module the following may be particularly helpful:
 A Pinnington and A Edwards *Introduction to Human Resource Management* (2000) ISBN 0198775431
 I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307
 C Handy *Understanding Organisations* (1993) ISBN 0140156038

Outline: This Unit should focus on the concepts of intrinsic and extrinsic motivation with reference to both content and process models of motivation. It considers how to identify and measure levels of individual and team motivation and also looks at how effective objective setting and reward strategies are at increasing motivation.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
3.1	Describe the benefits and constraints of models of human motivation	<ul style="list-style-type: none"> describe and explain content and process models of motivation. how can these models be applied? what are their limitations? 	<p>At this level it is sufficient to begin this Unit by introducing or reminding candidates of the concept of motivation and an overview of the key concepts and models e.g. the motivation cycle, intrinsic and extrinsic motivation, content and process theories.</p> <p>Candidates should also be reminded of the variables that impact upon both individual and team motivation – e.g. social, cultural, individual, organisational and environmental factors.</p> <p>Organisational, individual and cultural are particularly relevant to this unit as they include reward policies, people’s attitudes towards work and values and beliefs.</p> <p>There is a wealth of easily accessible material covering motivation models and their application and, if necessary, candidates can research these in more detail. They should be directed to research both content and process theories (Porter and Lawlers 1968 model is particularly relevant for reward</p>

			<p>strategies) and to review the literature surrounding the academic debate 'Is money a motivator?'</p> <p>With reference to rewards as a motivator, it can be useful to introduce and discuss the 5 contractual areas of the employer / employee work relationship:</p> <ol style="list-style-type: none"> 1. The knowledge contract 2. The psychological contract 3. The efficiency / rewards contract 4. The ethical (social value) contract 5. The task structure contract
3.2	Identify levels of individual and team motivation	<ul style="list-style-type: none"> • how can you determine and measure levels of motivation / demotivation? 	<p>If organisations wish to introduce strategies to increase motivation they need to be able to identify and measure levels of individual and team motivation.</p> <p>Use case studies to help candidates to identify the symptoms of high / low levels of motivation and techniques and tools for measuring them.</p> <p>Ensure candidates are aware of the limitations of information provided by organisational audits, staff satisfaction questionnaires, turnover rates etc.</p> <p>Useful and interesting links can be made with some of the early work on levels of motivation and job satisfaction e.g. the Hawthorne experiments, socio-technical school and Hackman and Oldham's job characteristics model.</p>
3.3	Set performance objectives as motivators for teams and individuals	<ul style="list-style-type: none"> • what are the characteristics of effective performance objectives? • how can they act as motivators? 	<p>The characteristics of effective performance objectives (specific, realistic, achievable etc.) have been covered earlier and need recapping and putting in context.</p> <p>Vroom's expectancy theory is an excellent model to apply here as it reinforces the notion that targets must be achievable and realistic and that the employee must believe that their behaviour / performance can make a difference.</p> <p>It is useful to develop this further and relate it to remuneration. For example, individual versus group pay bonuses at work.</p> <p>Ask candidates to consider how paying a bonus for team (rather than individual) performance might affect behaviour and motivation.</p>

<p>3.4</p>	<p>Use reward strategies to maintain and increase motivation</p>	<ul style="list-style-type: none"> • how can reward strategies be used to increase motivation? 	<p>Remind candidates of the strategic importance of reward strategies and the external and internal factors which determine the type of strategies, policies and procedures used. Objectives and considerations should also be discussed.</p> <p>Candidates may need reminding of the range of rewards – i.e. financial and non-financial such as recognition, responsibility, development - this should be related to intrinsic and extrinsic motivation. It is also important to discuss the role and responsibility of the manager in providing rewards.</p> <p>Candidates could review their own organisation's policy and consider how and why this has evolved in a particular way e.g. Are there historical, structural or technological reasons why people are rewarded in a particular way? Are there cultural issues – is it symbolic of a move towards workplace harmonisation?</p> <p>A useful way for candidates to focus on the motivational implications of reward strategies is to work in small groups to plan out the reward strategy of an organisation. The scenario will need to give basic information about the structure and culture of the organisation and the different types of work in which staff are engaged e.g. production, sales, sales support. Information about the external environment could also be provided but the emphasis should be on the motivational implications of different types of reward rather than levels of reward and pay.</p> <p>Alternatively, candidates could use case studies or critically review the strategy and policies of their own organisation.</p> <p>This unit should conclude with a reminder of the contribution which appropriate motivation and reward strategies can make to performance and behaviour in line with business objectives i.e. rewarding people for the behaviours you want to encourage – sales, risk taking, knowledge and skills development etc. The role and responsibilities of managers should also be reinforced.</p>
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UNIT 4: Devise and implement performance improvement strategies

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to research and critically review the people management strategies and practices of their own and other organisations.

Background reading would also help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

Information about training and development policies and procedures is likely to be found in either Personnel textbooks or management textbooks more akin to Professional Level. Books, journals and web sites aimed at trainers and educational practitioners are also a good source of information on the nature of individual learning and development.

It is extremely helpful for candidates to be able to review a range of practices, procedures and documentation from very different organisations. For example, individual and team development plans or performance review documentation which is overtly linked to business strategy. Material from the candidate's own organisations would also be useful.

In addition to those on the booklist given in the Higher Professional Level syllabus booklet for this module, the following may be particularly helpful:

A Pinnington and A Edwards *Introduction to Human Resource Management* (2000) ISBN 0198775431

I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307

D Torrington and L Hall *Personnel Management: HRM In Action* (1995) ISBN 0132157829

Outline: This Unit focuses on the methods available to improve performance at work, both for individuals and teams. The chosen methods should be clearly linked to the motivational strategies identified in Unit 3.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
4.1	Arrange for staff coaching	<ul style="list-style-type: none"> • characteristics, knowledge and skills of effective coaching • characteristics, knowledge and skills of effective mentoring • characteristics, knowledge and skills of effective sponsorship 	<p><u>4.1, 4.2 and 4.3</u></p> <p>The characteristics, skills, practices and constraints of coaching, mentoring and sponsoring are most appropriately covered together as suitable methods of improving performance.</p> <p>It is important here to distinguish between coaching and mentoring. The characteristics of an effective coach and mentor should be explored and used to help the candidates identify the importance of selecting the most appropriate person to act as coach or mentor to the individual. Bring out the features of an individual development plan here linked to the relationship between the coach/mentor and individual. Discuss the role that the line manager could play here, either by taking on the coach role or reviewing progress.</p> <p>Introduce the concept of sponsorship as a way of developing the individual and providing motivation. Define what is meant by sponsorship and explore these internal and external to the employing organisation. Link to the work done on recognition and reward earlier.</p>
4.2	Allocate a mentor		
4.3	Sponsor staff		
4.4	Provide opportunities for team development	<ul style="list-style-type: none"> • planning and preparing for team building activities and events • developing and building teams 	<p>Candidates are likely to need help to do this and, if they have not previously been involved in planning and preparing training and development plans, may also need help in putting together a suitably detailed and formatted plan.</p> <p>It can be useful to give candidates a range of plans and documentation from other organisations to critically review. Based on this good practice they should work in small groups to agree a suitable development plan format.</p> <p>There are a number of theories around team development and some of these may be appropriate here, as long as they contribute to performance management.</p> <p>Resource issues should also be covered – costs, benefits, time allocated.</p>

UNIT 5: Manage Careers within the Organisation

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to research and critically review the people management strategies and practices of their own and other organisations.

Background reading would also help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

In addition to those on the Higher Professional Level booklist for this module the following may be particularly helpful:

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I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307

D Torrington and L Hall *Personnel Management: HRM In Action* (1995) ISBN 0132157829

Outline: This Unit looks at the importance and difficulty of managing the careers of individual staff as a way of ensuring future human equity.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
5.1	Identify career paths	<ul style="list-style-type: none"> identifying career opportunities within the organisation identifying career opportunities external to the organisation 	This unit looks at the concept of human resource equity within organisations. Issues associated with recognition and reward have already been covered as a way of developing and retaining staff. However, career progression is often not about promotion and the candidates should be encouraged to consider what the possible career paths for an individual might be. Some of these will be within the employing organisation and others will not.
5.2	Assess future plans with individuals	<ul style="list-style-type: none"> identifying career aspirations and linking these to skill and knowledge levels of the individuals arriving at realistic plans 	It is also important to identify the career aspirations of the individual. Candidates should be encouraged to consider how the manager should do this. Explore the key aspects of the individual such as skills, knowledge, likes and dislikes. Discuss how these can be identified, particularly if an individual has become demotivated. Agree what a career development plan will include. Also consider that not all careers can be achieved within the organisation and it may be mutually beneficial if the individual plans to move elsewhere.

5.3	Support career development plans	<ul style="list-style-type: none"> • using a range of techniques to support individuals in their development • helping individuals to achieve their career plans 	<p>The supporting of career development plans can take many different forms and candidates should consider these. Introduce the concept of Continuous Professional Development (CPD), Life Long Learning, secondments internal and external to the organisation, special projects etc. Link these to the work done previously on recognition and reward.</p> <p>Conclude this Unit by looking at the full circle completed in this module: identifying future human equity at induction and supporting the individuals to meet the organisational challenges of the future.</p>
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