People Management & Employment Relations Micro-Credential Programme

Topic 4:
MANAGING PEOPLE PERFORMANCE & TENURE

Topic Code: MPPTMCPMC

Infrastructure University Kuala Lumpur (IUKL) | EDUK8U Grad School Asia

Facilitator Details

Online Facilitator/s

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<u>*Note:*</u> *Please use your private email or individual WhatsApp to contact your facilitator /coordinator only when you have a question or issue of a personal nature specific to you. All other questions or comments can be posted on the appropriate thread on the LMS (Learning Management System) discussion board and or the "Class" WhatsApp group so that all students may benefit from the dialogue.*

Where an email is sent on Friday, your facilitator/coordinator would respond to personal emails within 48 hours during the week or by Tuesday of the following week.

When emailing your instructor, course coordinator, administration or the finance team, please ensure to put your <u>student number</u> at the start of the subject line of e-mails you send.

The LMS

The Learning Management System (LMS) used internally by EDUK8U Grad School Asia is Google Classroom and Moodle. All written assignments must be submitted here with the respective Assignment cover sheet.

Additional reading materials and videos will be available on the LMS along with class notes, Activity Books, Reading articles, Video links and case studies.

Student Learning Outcomes

Learning outcomes for understanding Managing Employee Performance and Probationers can encompass a range of knowledge, skills, and competencies that students or learners should achieve upon completing a course or program focused on these topics. These learning outcomes may include:

1. Strong grasp of performance management, probationary periods, and organisational effectiveness theories.
2. Knowledge of employee performance management and probationary rules, regulations, and ethics.
3. Skill in recognising KPIs and other employee performance measurements.
4. Ability to analyse and evaluate performance data for educated judgements and suggestions.
5. Knowledge of performance appraisal methodologies and instruments, including pros and cons.
6. Understanding how feedback and communication improve employee performance.
7. Performance improvement tactics and interventions knowledge.
8. Understanding probationary review best practices and giving probationary staff meaningful criticism.

Overall, the learning outcomes for Managing Employee Performance a candidate will be able to demonstrate skills and competencies such as:

1. Ability to create, implement, and monitor organisational performance management systems.
2. Competence in performance reviews, goal-setting, and employee feedback.
3. Ability to document employee performance and probationary processes.
4. Communication skills with managers, employees, and stakeholders on performance objectives and results.
5. Ability to resolve performance concerns, disagreements, and challenges fairly.
6. Ability to create and implement performance enhancement ideas.
7. Ability to track and manage staff performance using technology and software.
8. Ability to perform impartial probationary assessments and propose continuation or termination.

The Managing Employee Performance and Probationers Micro-credential help learners develop the knowledge, skills, and competencies needed for human capital performance management and probationary processes.
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Summary of Topic 3 Content

The topics in this course include but are not limited to the following:

1. Overview of Employee Performance
2. Performance Management Process – the cycle
3. Employee Non-Performance
4. The Process and Procedures of Managing Non-Performers (Probationary)
5. The Process and Procedures of Managing Non-Performers
6. The employee on PIP (Performance Improvement Plan)

Please note the following points carefully:

- This topic is taught in a blended in-class and student-self-time online learning structure. One of the great strengths of this method is the diversity of the classroom. This is a substantial educational advantage because we have various backgrounds, perspectives and experiences to share and consider. In this context, you are encouraged to express your views, challenge each other and be challenged in the online discussion forums. This must happen in *mutual respect*, where differences and similarities are appreciated.
- You are responsible for regularly logging in to the LMS and staying abreast of updates, posts and additional materials. The LMS is a source of essential information. However, it is a critical tool for communication in four ways:

  - The facilitator may provide any extra information via the announcements section in The LMS.

  - Discussion Boards are allocated for questions and answers relating to the assignments. All students are encouraged *to ask and respond to* questions about assignments, but you will not be assessed on these elements of the discussion threads.

  - A Discussion thread may be open for questions relating to the module for each topic. You will be assessed on your contribution to these discussions. See the Details of Assessment Items section of this document. These discussions are the equivalent of tutorials and are compulsory. They are essential because regularly engaging with other students meaningfully will make the course more manageable and exciting.

  - Please focus on Academic integrity and plagiarism and maintain professional etiquette with your cohort.

For each topic, you should study the allocated Module guide. Information about the Module will be available in the class materials section of the LMS. It will include learning overviews, comments, set readings, and self-directed study exercises as seen fit by the facilitator.

You should ensure you are familiar with a Module as you contribute to the discussion. Additionally, *please ensure that you follow any discussion threads* before contributing. The aim is to avoid repetitive and general contributions and to encourage focused discussion. Discussion on each topic will remain open until the completion of the subject course.

You need to keep on track with times and dates. Try to keep up with the class and the course schedule. While online learning is essentially independent, it is helpful to share ideas, and the class will be moving on to the next module each week. The time goes very quickly.

ASSIGNMENT ASSESSMENT DETAILS AND POLICIES

Assessment	Related Learning Outcomes	Weighting (%)	Due Date	Method of Submission
Individual Assignment 1	1 to 10	90.00%	Week 4 Wednesday after class.	Google Classroom
Class participation & Google Class discussions threads	1 to 10	10.00%	Start of Topic until 4.00 PM following in week 4.	Google Classroom

Assessment

Assessment criteria are provided in this course outline's Details of Assessment section.

The course facilitator and the university's quality academic member will assess the written work. Marks will be allocated according to overall group outcomes evident from the group presentation, as noted in this course outline's Details of Assessment section.

Feedback

Summative feedback will be provided to each student through a written evaluation feedback sheet; formative feedback may also be provided during interactions with each discussion group. The formative feedback will help the student align with the subject and overall qualification.

Regarding formatting of the paper: for those of you who are in your first subject, the ***Micro-credential programme expects graduate-level work***. Font size guidelines are a range of 10-12. I expect a professional, graduate-level paper and will grade them as such. You are welcome to use whatever citation method you like; however, you must properly cite your paper. Plagiarism will not be tolerated and is verified using a checking software. Therefore, the formatting decisions are left up to the group as long as they follow an established format (e.g., APA, MLA, etc.)

Cover Sheets for Assessment

The assignment cover sheet is provided and accessible on Google Classroom.

Presentation of Written Work:

All work must be typewritten and double-spaced. It is each student's responsibility to keep a copy of all work submitted. Students may be required to provide written assessment items in electronic form and hard copy. The Faculty specific Assignment Cover Sheet cover page for the assignment must include:

- your name
- your facilitator's name
- the course and
- the topic marked on it, and
- A statement that your work is your own. It is acceptable to type your name or use an electronic signature for electronic submissions.
- All files submitted must include your student ID in the file name – thus, insert the student ID code at the start of the file name.
- Referencing style selection is your choice; however, all references will be verified using our plagiarism platform.

Assessment Penalties

Late submission

Faculty policy is that an assessment item submitted after the due date, without an approved extension, will be penalised at a rate of 20% per day of the possible maximum mark for the assessment item for each day or part-day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than five days after the due date will be awarded zero marks.

Exceeding the word limit:

Lecturers reserve the right to assess assignments within 15% of the word limit.

Assessment Grades / Percentages

All assessment grades and percentages are provided above. Any student who needs clarification on these, please seek reconfirmation from the Facilitator.

Extension of Time for Assessment Items, Deferred Assessment and Application for Adverse Circumstances

Students are required to submit assessment items by the due date, as advised above unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date without an approved extension will be penalised. If you believe adverse circumstances have impacted your performance in an assessment item, then you may be entitled to apply for special consideration directly to your Facilitator.

Any student:

1. Who is applying for an extension of time for submission of an assessment item based on medical, compassionate, hardship/trauma or unavoidable commitment, or
2. Whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

is required to report the circumstances, with supporting documentation, to the facilitator.

Please be aware of the following important deadlines:

- Students must submit their adverse circumstances application via email by 4:00 pm the day before the due date of the assessment item.
- In all cases, the required evidence must be submitted to the Facilitator within three calendar days after applying for an extension.
- Your application may not be accepted if it is received after the deadline. First, students who cannot meet the above deadlines due to extenuating circumstances should speak to their Facilitator.

Academic Integrity and Plagiarism

EDUK8U Grad School Asia is committed to ensuring academic integrity amongst its staff and students. Academic integrity is based on values of honesty, respect, fairness, trust and responsibility. These values are fundamental to our teaching and learning in the Faculty. Academic misconduct, including plagiarism, copying another student's work and cheating in exams, is contrary to the values of academic integrity and is not tolerated in the university.

University policy prohibits students from plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- Copying or paraphrasing material from any source without due acknowledgement;

- Using another's ideas without due acknowledgement;

- Working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is related to written works and material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation considered Plagiarism and may invoke a penalty.

For further information on the policy on plagiarism, please seek clarification from your Facilitator.

Questions to ask about any site on the WWW:

- Is the author named?
- Does the site tell you about the author's credentials and experience?
- Can you confirm the information from books, journals or other websites?
- Be aware that the website may be as biased as any source. Who owns/runs the website, and what are they promoting?
- Has the website been updated recently? Is it out of date?

Generally, research at the postgraduate level is NOT purely based on Wikipedia or opinion internet websites. Research essays must be based on data from acknowledged authors' work and on data with verifiable origins. The advantage of academic books and journals is that the material has been reviewed in manuscript form by experts in the field before publication and has been tested by review in academic journals after publication. Sometimes, however, information of high quality is posted on websites before publication or instead of publication through regular channels. If in doubt, consult your facilitator before using a website.

Referencing the WWW

Information from the WWW should be cited just like any other source. Cite the website author, title (if published as well, publication details should be cited), the full URL of the website, and the date you visited the web page.

For example

Landrewy, F. (1996) 'Paralympic Games and Social Integration' in de Moragas, M. and Botella, M., (Eds), The Keys to Success, Barcelona, http://blues.uab.es/olympic.studies, 14/1/97.

INDIVIDUAL ASSIGNMENT - total assignment words 3,000 (inclusive of appendix).
Assignment Type: Written Report
Weighting: 90%
Length: Total 3000 words for both briefs (not including Cover Page, Table of Contents, tables, charts, section titles and appendices)
Due Date: 4.00 PM Wednesday 4 Weeks After Class
Submission Method: Online: via Google Classroom / Moodle

Brief 1:

Adam Smith was interviewed for the role of Sales Administration Executive for Paradigm Sdn Bhd on 17 December 2018. He was offered the role verbally (via phone call) on 20 December 2018 to commence work on 7 January 2019.

On reporting to the office on 7 January 2019, he was provided with his Employment Offer and a Job Description, with what the company expects of him during his probation of 3 months and the full year.

Please detail the process undertaken to interview, the structure of questions and filtration process aligned to this position and the appointment of Adam Smith relative to the discussions during lectures. Detail out what processes of orientation, induction performance monitoring and management need to be undertaken, with timing intervals with what measurement matrices.

Establish a scenario for confirmation, extension and non-confirmation of the employment of Adam Smith and validate your response during the employee's probationary period. Detail out all three scenarios with both positive and negative alternatives.

Brief 2:

Adam Smith from Brief 1 of this assignment had his employment confirmed on 7 April 2019 with Paradigm Sdn Bhd as the Sales Administration Executive with a 15% salary increment.

It is October now and six months into his role as a confirmed employee; Adam Smith's manager (Bob Kawasaki) is becoming frustrated and irritated with Adam's attitude. Bob believes Adam spends a lot of his time on his mobile phone surfing the internet, viewing social media, having conversations of no meaning or purpose with other staff not in the same department, frequently walking to the pantry and making Milo and not focussing on his tasks in order to close sales.

Adam has a monthly budgeted sales target of $75,000. His performance from the date he commenced work has been as follows:

Period	Actual	Budget	Variance Percentage
January	64890	75000	(10,110.00) 86.52%
February	90100	75000	15,100.00 120.13%
March	99271	75000	24,271.00 132.36%
April	94851	75000	19,851.00 126.47%

May	92111	75000	17,111.00 122.81%
June	98068	75000	23,068.00 130.76%
July	95145	75000	20,145.00 126.86%
August	39874	75000	(35,126.00) 53.17%

Module 3 Managing People Performance and Behaviour

September	38965	75000	(36,035.00) 51.95%
October	36701	75000	(38,299.00) 48.93%

As the HR Manager, you must provide detailed guidance to Bob on his desired strategy in addressing and managing this matter with Adam Smith. Validate your guidance with the implications associated with your guidance and suggested methodology. Provide both sides of the argument to support your answer and guidance.

Brief 3:

Following Brief 2: design a detailed performance improvement plan for Adam Smith, who has yet to achieve the desired performance levels as per the above. Detail out what is required from communication to monitoring to review and action to be taken by who, when, how, where and why. Please describe your next course of action three months from now.

Please contact your facilitator for any clarifications relating to this given.

Remember – DUE DATE: 4.00 PM Wednesday 4 Weeks After Class