Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Management Study Program

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Work management	6120103063	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=4.77**	6	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-14	(PLO 1) Graduates are able to master management theory as a whole
	Program Objectives (PO)	
	PO - 1	C2. Students are able to explain HR planning theory correctly
	PO - 2	P5. Students are able to use Information Technology in the field of HR Planning effectively.
	PO - 3	P5. Students are able to use Information Technology in the field of HR Planning effectively.
	PO - 4	A5. Students are able to act according to the character of Faith, intelligent, independent, honest, caring and tough (Idaman Jelita) in HR Planning learning activities.
	PO - 5	Students are able to explain HR planning theory correctly
	PO - 6	Students are able to use Information Technology in the field of HR Planning effectively.
	PO - 7	Students are able to design strategic decisions in the field of HR planning based on analysis of the internal & external environment and HR information systems.
	PO - 8	Students are able to act according to the character of Faith, intelligent, independent, honest, caring and tough (Idaman Jelita) in HR Planning learning activities.
	PLO-PO Matrix	

P.O	PLO-14
PO-1	
PO-2	
PO-3	
PO-4	
PO-5	
PO-6	
PO-7	
PO-8	

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																
PO-5																
PO-6																
PO-7																
PO-8																

Short Course Description	This course contains the basic concepts of employee performance management which include the urgency of employee performance, conceptions of performance management, performance assessment methods, employee performance development, and employee performance measurement. The learning method is implemented using a discussion system, project assignments and reflection.

References	**Main :**	
	1. HBR Guide to Performance Management. 2017. Harvard Business Review 2. Aguinis, Herman. 2013. Performance Management. 3rd Edition. Pubs: Pearson 3. James W. Smither and Manuel London, Editors. 2009. Performance management: putting research into action. John Wiley and Sons, Inc. 4. Aguinis, Herman. 2013. Performance Management. 3rd Edition. Pubs: Pearson 5. James W. Smither and Manuel London, Editors. 2009. Performance management: putting research into action. John Wiley and Sons, Inc. 6. Elaine D. Pulakos. 2009. Performance Management A New Approach for Driving Business Results. A John Wiley & Sons, Ltd., Publication.Casio, F. Wayne. 2012. Managing Human Resources. New York: McGraw-Hill International. 7. Monday, R. Wayne and Robert M. Noe. 2005. Human Resources Management. New York: Allyn and Bacon. 8. Robert L. Mathis and John H. Jackson. 2011. Human Resources Management. Terjemahan. Jakarta: Salemba Empat. 9. Armstrong, Michael. 1928. Performance management: key strategies and practical guidelines 3rd ed	
	Supporters:	

Supporting lecturer	Dwiarko Nugrohoseno, S.Psi., M.M. Prof. Dr. Anang Kistyanto, S.Sos., M.Si. Agus Frianto, S.T., S.E., M.M. Hafid Kholidi Hadi, S.E., M.SM. Fandi Fatoni, S.Pd., M.SM. Zainur Rahman, S.E., M.Sc.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the basics of performance management	Able to understand the basics of performance management	**Form of Assessment** : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		**Material:** Basics of performance management **Reference:** *HBR Guide to Performance Management. 2017. Harvard Business Review* **Material:** Basics of performance management **References:** *Aguinis, Herman. 2013. Performance Management. 3rd Edition. Pubs: Pearson*	5%

2	Students are able to explain and understand the performance management process	Able to explain and understand the performance management process. Able to explain and understand performance management practices	**Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
3	Students are able to explain and understand performance management practices	Able to explain and understand the performance management process. Able to explain and understand performance management practices	**Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
4	Students are able to understand performance planning and agreements	Able to understand short and long term performance planning (Independent) Able to explain the work agreement in the initial contract (Honest	**Criteria:** holistic rubric **Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
5	Students are able to understand and explain performance management arrangements	Able to understand and explain performance management arrangements for employees in one period (Care)	**Criteria:** holistic rubric **Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
6	Students are able to understand and explain performance reviews	Able to understand and explain performance reviews that have been carried out (Honest)	**Criteria:** holistic rubric **Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
7	Students are able to understand and explain performance forecasting	Able to understand and explain performance forecasting	**Criteria:** holistic rubric **Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
8	MIDTERM EXAM		**Form of Assessment** : Test	3 X 50			15%
9	Students are able to understand and explain performance improvements	Able to understand and explain performance improvements	**Criteria:** holistic rubric **Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
10	1.Students are able to understand and explain performance management administration 2.Students are able to understand and explain performance and learning management	Able to understand and explain performance management administration	**Criteria:** Presentation and Participation **Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material		**Material:** performance management' **Bibliography:** *James W. Smither and Manuel London, Editors. 2009. Performance management: putting research into action. John Wiley and Sons, Inc.*	5%

11	Students are able to understand and explain performance management and rewards	Able to understand and explain performance management and rewards	**Criteria:** holistic rubric **Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
12	Students are able to understand and explain 360 degree feedback	Able to understand and explain 360 degree feedback	**Criteria:** holistic rubric **Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
13	Students are able to understand and explain the role of performance management	Able to understand and explain the role of performance management	**Criteria:** Presentation and Participation **Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
14	Students are able to understand and explain the introduction and development of performance management	Able to understand and explain the introduction and development of performance management	**Criteria:** Presentation and Participation **Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
15	1.Students are able to understand and explain studying performance management 2.Students are able to understand and explain Evaluating performance management	Able to understand and explain Evaluate performance management and provide feedback (Honest/tough)	**Criteria:** holistic rubric **Form of Assessment** : Participatory Activities	Reading literature, presenting and listening to 3 X 50 material			5%
16	FINAL EXAMS		**Criteria:** holistic rubric **Form of Assessment** : Test	3 X 50			15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Test	30%
		100%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.

9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.