		Document Code
	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
MPK-Performance Management		6120103193	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	6	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		Zainur Rahman, SE., M.SC		Dwiarko Nugrohoseno, S.Psi., MM.			Yuyun Isbanah, S.E., M.SM.	

Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	PLO-14 — (PLO 1) Graduates are able to master management theory as a whole
	Program Objectives (PO)
	PO - 1 — Students are able to carry out Job Identification.
	PO - 2 — Students are able to analyze positions/job analysis.
	PO - 3 — Students are able to identify Key Performance Indicators.
	PO - 4 — Students are able to carry out Performance Reviews.
	PO - 5 — Students are able to analyze Ratings for Performance.
	PLO-PO Matrix

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

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																

Short Course Description	
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. Wayne. 2012. Managing Human Resources. New York: McGraw-Hill International.						
	Supporters:						
Supporting lecturer	Dwiarko Nugrohoseno, S.Psi., M.M. Agus Frianto, S.T., S.E., M.M. Fandi Fatoni, S.Pd., M.SM.						

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 | workshop material on basic concepts of employee performance management which includes the urgency of employee performance, conceptions of performance management, performance appraisal methods, employee performance development, and employee performance measurement. The learning method is implemented using a discussion system, project assignments and reflection. | 1. Definition, objectives, characteristics, focus, understanding, performance management guidelines
2. Performance management cycle
3. E-reward, an electronic based performance reward
4. Development and performance plans, performance measurements and performance agreements
5. Continuous process of performance management
6. Review meeting performance, difficult issues, criteria, management style and feedback
7. Approaches, factors, methods, analysis of performance forecasting Performance improvement, managerial level issues Purpose, information from HRD Learning opportunities, personal development Financial and non-financial awards Definition of use, development and implementation and criteria Top manager, line manager, employee and HR roles Approach to development, development framework, contextual factors Rationale for performance management, skills, Methods, characteristics of the approach and results | **Form of Assessment** : Participatory Activities | workshops, and 3 x50 discussions | | **Material:** performance management **Reference:** *HBR Guide to Performance Management. 2017. Harvard Business Review*

Material: performance management **References:** *Aguinis, Herman. 2013. Performance Management. 3rd Edition. Pubs: Pearson* | 2% |

| 2 | workshop material on basic concepts of employee performance management which includes the urgency of employee performance, conceptions of performance management, performance appraisal methods, employee performance development, and employee performance measurement. The learning method is implemented using a discussion system, project assignments and reflection. | 1. Definition, objectives, characteristics, focus, understanding, performance management guidelines
2. Performance management cycle
3. E-reward, an electronic based performance reward
4. Development and performance plans, performance measurements and performance agreements
5. Continuous process of performance management
6. Review meeting performance, difficult issues, criteria, management style and feedback
7. Approaches, factors, methods, analysis of performance forecasting Performance improvement, managerial level issues Purpose, information from HRD Learning opportunities, personal development Financial and non-financial awards Definition of use, development and implementation and criteria Top manager, line manager, employee and HR roles Approach to development, development framework, contextual factors Rationale for performance management, skills, Methods, characteristics of the approach and results | **Form of Assessment** : Participatory Activities | workshops, and 3 x50 discussions | | **Material:** performance management **Reference:** *HBR Guide to Performance Management. 2017. Harvard Business Review*

Material: performance management **References:** *Aguinis, Herman. 2013. Performance Management. 3rd Edition. Pubs: Pearson* | 4% |

| 3 | workshop material on basic concepts of employee performance management which includes the urgency of employee performance, conceptions of performance management, performance appraisal methods, employee performance development, and employee performance measurement. The learning method is implemented using a discussion system, project assignments and reflection. | 1. Definition, objectives, characteristics, focus, understanding, performance management guidelines
2. Performance management cycle
3. E-reward, an electronic based performance reward
4. Development and performance plans, performance measurements and performance agreements
5. Continuous process of performance management
6. Review meeting performance, difficult issues, criteria, management style and feedback
7. Approaches, factors, methods, analysis of performance forecasting Performance improvement, managerial level issues Purpose, information from HRD Learning opportunities, personal development Financial and non-financial awards Definition of use, development and implementation and criteria Top manager, line manager, employee and HR roles Approach to development, development framework, contextual factors Rationale for performance management, skills, Methods, characteristics of the approach and results | **Form of Assessment** : Participatory Activities | workshops, and 3 x50 discussions | | **Material:** performance management **Reference:** *HBR Guide to Performance Management. 2017. Harvard Business Review*

Material: performance management **References:** *Aguinis, Herman. 2013. Performance Management. 3rd Edition. Pubs: Pearson* | 4% |
| 4 | Practice field | | | Field Practice 1 semester | | | 0% |

No							%
5	Practice field			Field Practice 1 semester			0%
6	Practice field			Field Practice 1 semester			0%
7	Practice field		**Form of Assessment** : Project Results Assessment / Product Assessment	Field Practice 1 semester			10%
8	Practice field		**Form of Assessment** : Project Results Assessment / Product Assessment, Test	Field Practice 1 semester			20%
9	Practice field		**Form of Assessment** : Project Results Assessment / Product Assessment	Field Practice 1 semester			10%
10	Practice field			Field Practice 1 semester			0%
11	Practice field			Field Practice 1 semester			0%
12	Practice field			Field Practice 1 semester			0%
13	Practice field			Field Practice 1 semester			0%
14	Practice field			Field Practice 1 semester			0%
15	Practice field			Field Practice 1 semester			0%
16	Results Seminar		**Criteria:** 1.LAK assessment 2.results seminar **Form of Assessment** : Project Results Assessment / Product Assessment, Test				50%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	55%
3.	Test	35%
		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.