Tutorial Letter 202/1/2015

Performance Management

HRM3706

Semester 1

Department of Human Resource Management

IMPORTANT

THIS TUTORIAL LETTER CONTAINS FEEDBACK
ON ASSIGNMENT 02.

BAR CODE

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Dear Student

1 INTRODUCTION

We hope that by now you have made good progress in mastering the study material. We need to point out, once again, that the volume of work that you have to master is fairly substantial; we strongly advise you to work through the study material and do all the assignments carefully and thoroughly.

The purpose of this tutorial letter is to provide feedback on Assignment 02 (first semester).

2 TUTORIAL LETTERS

By now you should have received the following tutorial letters for HRM3706:

TUTORIAL LETTER	CONTENTS OF TUTORIAL LETTER
HRM3706/101/3/2015	A word of welcome, purpose and outcomes of the module, where to start, important notice, communication with the University, student support system, names of lecturers, prescribed book and enquiries, tutorial matter, study plan, admission to the examination and format of the examination, compulsory assignments for students registered for the first semester, compulsory assignments for students registered for the second semester, self-assessment assignment (both semesters), guidelines for answering Assignment 03 (self-assessment).
HRM3706/201/1/2015	Guidelines for answering Assignment 01 and examination guidelines.
HRM3706/202/1/2015 (this tutorial letter)	Guidelines for answering Assignment 02 (first semester).

If you have not received the first two tutorial letters, please e-mail study-info@unisa.ac.za immediately. Tutorial letters are also available on the internet at myUnisa. We strongly recommend that you register for and utilise this system if you have not yet done so. Information about the system can be obtained from the *my Studies @ Unisa* brochure, which you received on registration.

Lecturers are not able to send students duplicate copies of tutorial letters that have been lost in the post, as they do not have the facilities to do so. Please contact the Despatch Department, or alternatively access the study material via myUnisa.

Remember that tutorial letters are the University's principal means of communication and teaching. You thus have to make sure that you have received all the tutorial letters for your module. Please read and study all tutorial letters carefully and keep them in a safe place.

3   GUIDELINES FOR ANSWERING ASSIGNMENT 02 (FIRST SEMESTER)

In tutorial letter HRMALL6/301/4/2015 we have provided comprehensive guidelines on answering assignment questions.

We trust that you found Assignment 02 interesting and stimulating. The questions for this assignment were specifically designed to help develop your ability to apply the theory and principles and to further your understanding of the study material contained in study units 1 to 10 of the HRM3706 study guide.

Below you will find the answers to Assignment 02.

QUESTION 1

Read the following case study and answer the questions that follow:

PERFORMANCE APPRAISAL AND DEVELOPMENT AT ROTHER HOMES
New systems of performance appraisal and management development have helped to revitalise a South African housing company, giving its managers more enthusiasm and transforming them into a more cohesive group. Rother Homes has a five-year program to repair and upgrade the 3 000 homes for which it had taken over responsibility. Four years into the program, Rother Homes decided that its top management needed to be reorganised and that it needed help with succession planning and developing managers in-house. Members of staff from all departments were interviewed and a cross-departmental working group was set up to explore and develop ideas for improvement.
The requirement was to create an organisation capable of grasping the opportunities which independence allowed. Structural changes and shifts in roles and responsibilities were phased in gradually over the next seven months, in a restructuring that resulted in more cohesive teams, improved communication across the organisation and a more clearly defined line-management structure.
A staff survey revealed a number of problems with the performance appraisal system. It was agreed that they should adopt a totally new system. In particular, they favoured separating financial bonuses from the individual performance review. The proposals were overwhelmingly supported by all staff members. Over the next seven months, competency sets were written for each job in the organisation and a pilot group tested the new system. All employees were trained in the use of the new system. All managers undertook their staff-development reviews within the first two months of the new system going "live". The staff-development needs gathered through this exercise were fed into the annual training plan. Progress reviews indicated that the new system was operating effectively. The Rother Homes chief executive and senior managers then took part in a pilot project of 360-degree feedback plus coaching. Each senior manager asked for feedback from his or her manager, peers, some board members, internal customers and staff.

The feedback questionnaire, customised for Rother Homes by the management team, included 25 positive statements along the lines of: "The manager exercises authority appropriately". For each statement, respondents were asked to rate the recipient on a scale of one to ten. Space for comments was also included. The statements covered areas such as effective communication, knowledge of finance and performance data, and commitment to meeting customer needs. Taken together, they gave a picture of a well-rounded business leader.

The completed questionnaires were processed into a detailed document, with respondents remaining anonymous. An overview of the feedback was given to each manager. At the end of the first coaching sessions, managers were given the 360-degree feedback report. A further two coaching sessions offered time for digestion, reflection and making decisions about how to work on areas for development that had been highlighted.

At the end of the process, the management team met to share personal lessons derived from the feedback, and to consider the overall strengths and weaknesses of the team. At this meeting, it was decided to extend the 360-degree feedback to the rest of the managers at Rother Homes. The 360-degree feedback was a useful complement to both the new performance-appraisal system and the management development program.

In order for Rother Homes to meet its goal of "home growing" managers, a ten-month management-development program was introduced. Each monthly seminar consisted of a Thursday and a Friday session. All the managers attended the program. Three strands of the program were business development, cost and process effectiveness, and leadership and communication. The topics included in the program were handling difficult conversations, goal-driven thinking and risk management. Requests from participants for specific themes were woven into the program. The program has enabled each person to expand and apply his or her knowledge and understanding of each of the three program strands, to the management challenges faced by Rother Homes. Participants have experienced a greater sense of working within a team, increased networking, mutual support and use of the expertise within the group. The integrated-learning approach has encouraged participants to transfer their learning experiences from the seminars to their workplace. Managers provided positive feedback on all ten seminars. The Rother Homes founding chief executive has recently retired. As a result of the development work, he is passing on a revitalised organisation with a more appropriate and supportive staff-review system and a more cohesive and enthusiastic management group.

1.1 Critically analyse how Rother Homes structured their performance appraisal to comply with the essence of performance appraisal. (10)

Refer to section 3.1 in the study guide.

The essence of performance appraisal:

It is not only to the benefit of the employers to measure the performance of their employees, but employees also need to know how they are performing. Feedback not only satisfies these basic needs, but is also the first step in the development process. Therefore performance appraisal should not be seen as a separate personnel function. Instead, it should be viewed as an integral part of the process of performance management. In essence, after the job analysis is done, candidates are recruited, selected, and the energy of employees is directed towards delivering specific outputs.

The extent to which these outputs are delivered should be evaluated, among other things, to determine training needs and levels of remuneration. These are the two common reasons of conducting performance appraisal.

Rother Homes structured their performance appraisal in the following manner to comply with the essence of performance appraisal:

A staff survey at Rother Homes revealed a number of problems with the performance appraisal system. It was agreed that they should adopt a totally new system. In particular, they favoured separating financial bonuses from the individual performance review. The proposals were overwhelmingly supported by all staff members. Over the next seven months, competency sets were written for each job in the organisation and a pilot group tested the new system. All employees were trained in the use of the new appraisal system. The Rother Homes chief executive and senior managers then took part in a pilot project of 360-degree feedback plus coaching. Each senior manager asked for feedback from his/her manager, peers, some board members, internal customers and staff.

The feedback questionnaire, customised for Rother Homes by the management team, included 25 positive statements along the lines of: "The manager exercises authority appropriately". For each statement, respondents were asked to rate the recipient on a scale of one to ten. Space for comments was also included. The statements covered areas such as effective communication, knowledge of finance and performance data, and commitment to meeting customer needs. Taken together, they gave a picture of a well-rounded business leader.

The completed questionnaires were processed into a detailed document, with respondents remaining anonymous. At the end of the process, the management team met to share personal lessons derived from the feedback, and to consider the overall strengths and weaknesses of the team. At this meeting it was decided to extend the 360-degree feedback to the rest of the managers at Rother Homes. The 360-degree feedback was a useful complement to both the new performance-appraisal system and the management development program.

1.2   Critically analyse how Rother Homes structured their management development to fulfill development objectives.   (15)

Refer to sections 6.1 and 6.2 in the study guide.

The overall objective of a developmental plan is to encourage continuous learning, performance improvement, and personal growth. In addition, developmental plans have other more specific objectives:

- ***Improve performance in current job***
  A good developmental plan helps employees meet performance standards. Thus, a developmental plan includes suggested courses of action to address each of the performance dimensions that are deficient.

- ***Sustain performance in current job***
  A good developmental plan provides tools so that employees can continue to meet and exceed expectations regarding the current job. Thus, the plan includes suggestions about how to continue

to meet and exceed expectations for each of the performance dimensions included in the appraisal form.

- ***Prepare employees for advancement***
  A good developmental plan includes advice and courses of action that should be taken so that employees will be able to take advantage of future opportunities and career advancement. Specifically, a good plan indicates which new competencies and behaviours should be learned to help with career advancement.

- ***Enrich employee's work experience***
  Even if opportunities within the organisation are not readily available, a good plan provides employees with growth opportunities and opportunities to learn new skills. These opportunities provide employees with intrinsic rewards and a more challenging work experience, even if the new skills learned are not a formal part of their jobs. Such opportunities can make jobs more attractive and serve as a powerful employee retention tool. In addition, the new skills can be useful in cases of lateral transfers within the organisation

In order to fulfill these development objectives, Rother Homes structured their management development in the following manner:

All employees were trained in the use of the new 360-degree feedback and appraisal system. All managers undertook their staff-development reviews within the first two months of the new system going "live". The staff-development needs gathered through this exercise were fed into the annual training plan.

For Rother Homes to meet its goal of "home growing" managers, a ten-month management-development program was introduced. Each monthly seminar consisted of a Thursday and a Friday session. All the managers attended the program. Three strands of the program were business development, cost and process effectiveness, and leadership and communication. The topics included in the program were handling difficult conversations, goal-driven thinking and risk management. Requests from participants for specific themes were woven into the program. The program has enabled each person to expand and apply his or her knowledge and understanding of each of the three program strands, to the management challenges faced by Rother Homes.

Participants have experienced a greater sense of working within a team, increased networking, mutual support, and use of the expertise within the group. The integrated-learning approach has encouraged participants to transfer their learning experiences from the seminars to their workplace. Managers provided positive feedback on all ten seminars. The Rother Homes founding chief executive has recently retired. As a result of the development work, he is passing on a revitalised organisation with a more appropriate and supportive staff-review system and a more cohesive and enthusiastic management group.

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QUESTION 2

Read the following case study and answer the questions that follow:

MANAGING HUMAN RESOURCES AT FRITO-LAY

All Frito-Lay products, including Lays, Doritos and SunChips, are put on store shelves by route sales representatives (RSRs). Frito-Lay has almost 50 000 employees, of which more than one-third is RSRs. Their job includes driving the products to retailers, merchandising, taking orders and negotiating for additional shelf space. The performance of the RSRs was generally measured using sales figures, because the job was paid on commission. But when Frito-Lay discovered that it was having difficulty meeting profitability goals because of low productivity and high turnover of the RSRs, other additional performance measures were introduced to help solve the problem. Supervisors now evaluate each RSR on sales, driving and delivery tasks, and merchandising tasks at the retailers.

The Frito-Lay company was aware that RSRs had two types of routes: low-sales-volume routes, which had many small retailers, and high-sales-volume routes, which had only a few retailers but where each retailer sold much more products. An analysis of the new performance data showed that sales skills had the greatest impact on the low-volume routes. More specifically, being able to negotiate greater shelf space was critical to sales and customer satisfaction on these routes. On high-volume routes, driving and delivery skills had the greatest impact on sales and customer satisfaction, primarily because of the tight delivery windows large retailers imposed on RSRs. Based on the insights, performance goals and measures were adapted to reflect differences in the types of routes. Frito-Lay was able to restructure the job of RSRs so that the most important tasks for the specific type of route assigned to RSRs were the highest priority. The new measures made it possible to track performance on the tasks that mattered most and helped RSRs understand how to increase sales and maximise their commissions.

2.1 The circumstances as discussed in this case study, had implications for performance goals, performance measures, and the restructuring of jobs at Frito-Lay. Discuss these implications in more detail. (6)

This is a practical question which tests your ability to apply the theory to the case study.

The implications:

- Performance goals and measures were adapted to reflect differences in the types of routes.
- Frito-Lay was able to restructure the job of route sales representatives RSRs so that the most important tasks for the specific type of route assigned to RSRs were the highest priority.
- The new measures made it possible to track performance on the tasks that mattered most and helped RSRs understand how to increase sales and maximise their commissions.

2.2 What are the main benefits of performance management for the employees and the organisation, as demonstrated in this case study? (6)

Refer to section 1.6 in the study guide.

Benefit/Contribution	Example from case study
Motivation to perform is increased; raised self-esteem; enhanced self-insight and development; improved competencies; retaining employees in the company is enhanced.	New performance measures helped RSRs understand how to increase sales and maximise their commissions.
Managers gain insight about subordinates; more fair and appropriate administrative actions; clearer differentiation between good and poor performers.	Jobs of RSRs were restructured so that the most important tasks for the specific type of route assigned to RSRs were the highest priority. Supervisors now evaluate each RSR on sales, driving and delivery tasks, and merchandising tasks at the retailers.
The definition of a job and criteria are clarified; managers gain insight about subordinates.	Performance goals and measures were adapted to reflect differences in the types of routes.
Organisational goals are made clear; manager's view of performance is communicated more clearly.	New performance measures made it possible to track performance on tasks that mattered most.

> 2.3   Identify and discuss the performance measurement approach(es) that Frito-Lay use(s) in
>   this case study.   (13)

Refer to sections 3.7.2 and 3.7.3 in the study guide.

Frito-Lay uses the results and behavioural performance measurement approaches.

Frito-Lay initially only used the results approach. Example from case study: The performance of the RSRs (route sales representatives) was generally measured using sales figures, because the job was paid on commission.

The results approach emphasizes the outcomes and results produced by the employees. It does not consider the traits employees may possess or how employees do the job. This is basically a bottom-line approach that is not concerned about employee behaviours and processes, but instead, focuses on what is produced (e.g. sales, number of accounts produced, time spent with clients on the telephone, number of errors). Defining and measuring results usually takes less time than defining and measuring behaviours needed to achieve these results. Also, the results approach is usually seen as more cost effective because results can be less expensive to track than behaviours. Overall, data resulting from a result approach seem to be objective and are intuitively very appealing.

After some time, however, Frito-Lay also included the behaviour approach in their measurement. Example from case study: When Frito-Lay discovered it was having difficulty meeting profitability goals because of low productivity and high turnover of the RSRs, other performance measures were introduced to help solve the problem. Supervisors now evaluate each RSR on sales, driving and delivery tasks, and merchandising tasks.

The behaviour approach emphasises what employees do on the job and does not consider employees' traits or the outcomes resulting from their behaviours. This is basically a process-oriented approach that emphasises how an employee does the job.

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QUESTION 3

Read the following case study and answer the questions that follow:

TEAM PERFORMANCE MANAGEMENT: WHAT ARE THE IMPLICATIONS?

Public Service Works is a large public service department. The department's performance management system reflects its focus on results, as well as its need for creativity, imagination, and continuous improvement. Under its current framework, the system links individual performance to that of the team or unit concerned, as well as to that of the department.

Therefore, the current situation in this department is as follows:

Unit business-plan goals are linked to the business plan and business priorities of the department; performance goals and measures grow out of each unit's business plan; employee performance measures are aligned with those of the department; and units, teams and individuals are rewarded and recognised on the basis of these measures.

The department's team structure consists primarily of work or service teams that are aligned with the department's units. Because of the close relationship with local government entities, however, the department also utilises network teams that focus on governmental regulatory needs as they relate to public service providers, and project teams, that are assembled on an ad-hoc basis, to work on various projects originating from network teams.

3.1 Distinguish between the different teams used at Public Service Works, and justify the existence of each in the organisation. (9)

Refer to section 4.2 in the study guide.

Work or service teams are aligned with the departmental units. They are also known as process teams. These intact teams are engaged in routine tasks, including service tasks. In most cases such teams will involve multiskilling, with each team member cross trained to be able to undertake all of the work done by the team.

Network teams focus on governmental regulatory needs as they relate to public service providers, because of the close relationship with local government entities. These teams include members who are not constrained by time or space and members who are not limited by organisational boundaries. Usually, team members are geographically dispersed and stay in touch via telecommunications technology such as e-mail, videoconferencing, and of course, telephone. Their work is extremely non-routine. Network teams usually include a combination of temporary and full-time workers, customers, vendors, and even consultants.

Project teams are assembled on an ad-hoc basis, to work on various projects originating from network teams. These teams are assembled for a specific purpose and are expected to disband as soon as their

specific tasks have been completed. Their tasks are outside the core production and operational areas of the organisation and therefore not as routine as those of work or service teams. Project teams include members from different functional areas who may not know each other's specialties and, therefore, are highly dependent on one another's high level of specific knowledge and usually sophisticated skill sets.

Project teams also have a high degree of autonomy. While membership will be on a full-time basis, the team's existence may range from short-term to virtually permanent, depending on the nature and the recurrence of the project work.

3.2	Advise the management of Public Service Works about the effect the different teams have on performance management, and how it relates to the department. (16)

Refer to section 4.2 in the study guide.

The current situation in this department is as follows:

The department's performance management system reflects its focus on results as well as its need for creativity, imagination, and continuous improvement. The department's system links individual performance to that of the team or unit concerned, as well as to that of the department. Unit business-plan goals are linked to the business plan and business priorities of the department; performance goals and measures grow out of each unit's business plan; employee performance measures are aligned with those of the department; and units, teams and individuals are rewarded and recognised on the basis of these measures.

The department's team structure consists primarily of work or service teams that are aligned with the department's units. Because of the close relationship with local government entities, however, the department also utilises network teams that focus on governmental regulatory needs as they relate to public service providers, and project teams, that are assembled on an ad-hoc basis, to work on various projects originating from network teams.

Against this background, you should advise the management as follows:

The type of team in question should be considered before performance measures are put in place.

Work or Service teams: These teams are aligned with the department's units, the business plan goals and the business priorities of the department. As service or work team members have similar responsibilities and everyone is familiar with the competencies needed to do the job, and as they can observe one another's performance on a daily basis, team members can clearly benefit from peer ratings.

Network teams: These teams are transitory and engage in unique tasks on an as-needed-basis. It is difficult to measure specific outcomes, as their work is extremely non-routine, and team members are not constrained by time or space or limited by organisational boundaries. Instead, performance management of network teams should emphasise the future instead of the past. Management should therefore focus on developing the individual competencies, such as the team members' capacity to solve problems, adapt, to be flexible and to innovate.

Project teams: These teams do not stay together for long periods of time, and therefore the measure of results at the end of a project may not benefit the team's development since the team is likely to disband as soon as the project is finished.

Instead, performance measurements should be taken periodically while the team works on the project so that corrective action can be taken when necessary before the project has been completed.

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QUESTION 4

Read the following case study and answer the questions that follow:

Evaluating employee performance in absentia: good practice?

Lindi is a sales manager at a large pharmaceutical company. The fiscal year will end in one week. She is overwhelmed by the end-of-the-year tasks, including reviewing the budgets that are likely to be allocated to her in the following year, responding to customers' phone calls, and supervising a group of 10 sales people. It is a very hectic time, probably the most hectic time of the year. She receives a phone call from the human resource (HR) department: "Lindi, we have not yet received your performance appraisals for your 10 employees; they are due by the end of the fiscal year." Lindi thinks, "Oh, those performance appraisals…. What a waste of time!" From Lindi's point of view, completing those seemingly meaningless forms has no value whatsoever.

She does not see her subordinates in action because they are in the field, visiting customers most of the time. Their sales figures, which depend more on the products offered and geographic territory covered, than on individual effort or the motivation of each salesperson, are the only tangible evidence of their performance. Besides, nothing has been forthcoming in terms of rewards, regardless of her ratings. These are lean times in her organisation, and salary adjustments are based on seniority rather than on merit. She has less than three days in which to hand in her forms. What will she do? She decides to follow the path of least resistance, which is giving her employees average ratings. In this way, Lindi believes the employees will be happy with their ratings and she will not have to deal with complaints or follow-up meetings. Lindi fills out the forms in less than 20 minutes and gets back to her "real job".

> 4.1 Which stage of the performance management process resembles what Lindi is doing in this scenario? Give reasons for your answer. (5)

Refer to section 1.3 in the study guide.

What Lindi is doing in this scenario is resembled in stage 5, the performance review stage of the performance management process. However, Lindi did not have an appraisal meeting with her employees to review their assessments and give them feedback on their performance. She took the shortcut and followed the one-sided approach by only focusing on evaluating her employees' performance (completing the forms) and assigning average ratings, in their absence. Lindi assumed, without involving them in any discussion or providing them with feedback, that her employees will be satisfied with their average ratings.

> 4.2 Identify the rater's error that Lindi is making in this scenario. Substantiate your answer. (4)

Refer to section 3.9 in the study guide.

Lindi is making the central tendency error. The central tendency error occurs when raters only use the middle points on the rating scale and avoid using the extremes. The result is that most or all employees are rated as "average", although it should be obvious that some of Lindi's employees worked harder than others. This is also an intentional type of error and is mainly caused by Lindi's desire to play it safe, for instance, everyone is rated 3 on the scale of 1 to 5.

4.3	Advise Lindi that performance management comprises six stages. To make her understand, analyse the role played by each of the following stages of the performance management process in ensuring that employee performance contributes to the performance of the organisation as a whole:	
	(a) Prerequisite stage	(4)
	(b) Performance planning stage	(4)
	(c) Performance assessment stage	(4)
	(d) Performance recontracting and renewal stage	(4)

Refer to sections 1.3 and study unit 2 in the study guide.

(a) Prerequisite stage
This is where the mission and strategic goals of the organisation, as well as the KSAs (knowledge, skills and abilities) of the job in question, are clarified.

Having this stage in the performance management process will provide employees with the knowledge of how exactly their daily duties can contribute to the achievement of the goals of the organisation as a whole.

(b) Performance planning stage
This is the stage in which the manager clarifies to the employees the results and behaviour expected from them. This is also the stage where the manager and the employees agree on the developmental plan.

Since targets are well set during this stage, it enables managers to measure the performance of employees at the end of the cycle. Employees will also know exactly what outcomes are expected from them, the behaviour they need to display, and the performance standards expected from them.

(c) Performance assessment stage
This is the stage where the employee and the manager assess the extent to which the desired behaviour has been displayed, and whether the desired results have been achieved, as well as the extent to which the goals stated in the developmental plan have been achieved. This stage also clarifies what actions are to be taken to improve employee performance where it is necessary.

(d) Performance renewal and re-contracting stage
This is the stage where the information gathered during other stages is analysed so that corrective actions can be taken in the next performance cycle.

During this stage managers get an indication as to what actions should be taken in order to improve the future performance of their employees. Although this component is identical to the performance planning stage, this component uses information gathered during the review period, to make adjustments as needed. For example, some new key accountabilities and competencies may be included in the next performance cycle, to ensure that employee performance contributes to the performance of the organisation as a whole.

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Assessment criteria

Look closely at the assessment criteria in the following table. The assessment criteria will give you an idea of what we expected from you in each of the assignment categories.

QUESTION 1

1.1 Critically analyse how Rother Homes structured their performance appraisal to comply with the essence of performance appraisal. (10)

Poor performance (0 – 4)	*Average performance* (5 – 6)	*Excellent performance* (7 – 10)
• Inability to provide a critical analysis of how Rother Homes structured their performance appraisal to comply with the essence of performance appraisal.	• Limited ability to provide a critical analysis of how Rother Homes structured their performance appraisal to comply with the essence of performance appraisal.	• Fully able to provide a critical analysis of how Rother Homes structured their performance appraisal to comply with the essence of performance appraisal.

1.2 Critically analyse how Rother Homes structured their management development to fulfill development objectives. (15)

Poor performance (0 – 6)	*Average performance* (7 – 10)	*Excellent performance* (11 – 15)
• Inability to provide a critical analysis of how Rother Homes structured their management development to fulfill development objectives.	• Limited ability to provide a critical analysis of how Rother Homes structured their management develop-ment to fulfill development objectives.	• Fully able to provide a critical analysis of how Rother Homes structured their management development to fulfill develop-ment objectives.

QUESTION 2

2.1 The circumstances as discussed in this case study, had implications for performance goals, performance measures, and the restructuring of jobs at Frito-Lay. Discuss these implications in more detail. (6)

Poor performance (0 – 2)	*Average performance* (3 – 4)	*Excellent performance* (5 – 6)

Poor performance	Average performance	Excellent performance
• Inability to discuss the implications for performance goals, performance measures, and the restructuring of jobs at Frito-Lay.	• Limited ability to discuss the implications for performance goals, performance measures, and the restructuring of jobs at Frito-Lay.	• Fully able to discuss the implications for performance goals, performance measures, and the restructuring of jobs at Frito-Lay.

2.2 What are the main benefits of performance management for the employees and the organisation, as demonstrated in this case study? (6)

Poor performance (0 – 2)	Average performance (3 – 4)	Excellent performance (5 –6)
• Inability to discuss the main benefits of performance management for the employees and the organisation, as demonstrated in this case study.	• Limited ability to discuss the main benefits of performance management for the employees and the organisation, as demonstrated in this case study.	• Fully able to discuss the main benefits of performance management for the employees and the organisation, as demonstrated in this case study.

2.3 Identify and discuss the performance measurement approach(es) that Frito-Lay use(s) in this case study. (13)

Poor performance (0 – 5)	Average performance (6 – 8)	Excellent performance (9 – 13)
• Inability to identify and discuss the performance measurement approach(es) that Frito-Lay use(s) in this case study.	• Limited ability to identify and discuss the performance measurement approach(es) that Frito-Lay use(s) in this case study.	• Fully able to identify and discuss the performance measurement approach(es) that Frito-Lay use(s) in this case study.

QUESTION 3

3.1 Distinguish between the different teams used at Public Service Works, and justify the existence of each in the organisation. (9)

Poor performance (0 – 4)	Average performance (5 – 6)	Excellent performance (7 – 9)
• Inability to distinguish between the different teams used at Public Service Works, and to justify the existence of each in the organisation.	• Limited ability to distinguish between the different teams used at Public Service Works, and to justify the existence of each in the organisation.	• Fully able to distinguish between the different teams used at Public Service Works, and to justify the existence of each in the organisation.

3.2 Advise the management of Public Service Works about the effect the different teams have on performance management, and how it relates to the department. (16)

Poor performance (0 – 7)	Average performance (8 – 11)	Excellent performance (12 – 16)
• Inability to advise the management of Public Service Works about the effect the different teams have on performance management, and how it relates to the department.	• Limited ability to advise the management of Public Service Works about the effect the different teams have on performance management, and how it relates to the department.	• Fully able to advise the management of Public Service Works about the effect the different teams have on performance management, and how it relates to the department.

QUESTION 4

4.1   Which stage of the performance management process resembles what Lindi is doing in this scenario?

(5)

Poor performance (0 – 1)	Average performance (2 – 3)	Excellent performance (4 – 5)
• Inability to identify and discuss the stage of the performance management process that resembles what Lindi is doing in this scenario.	• Limited ability to identify and discuss the stage of the performance management process that resembles what Lindi is doing in this scenario.	• Fully able to identify and discuss the stage of the performance management process that resembles what Lindi is doing in this scenario.

4.2   Identify the rater's error that Lindi is making in this scenario. Substantiate your answer.   (4)

Poor performance (0 – 1)	Average performance (2)	Excellent performance (3 – 4)
• Inability to identify the rater's error that Lindi is making in this scenario, and to substantiate the answer.	• Limited ability to identify the rater's error that Lindi is making in this scenario, and to substantiate the answer.	• Fully able to identify the rater's error that Lindi is making in this scenario, and to substantiate the answer.

4.3   Advise Lindi that performance management comprises six stages. To make her understand, analyse the role played by each of the following stages of the performance management process in ensuring that employee performance contributes to the performance of the organisation as a whole:

(a)   Prerequisite stage   (4)

(b)   Performance planning stage   (4)

(c)   Performance assessment stage   (4)

(d)   Performance recontracting and renewal stage   (4)

The following criteria apply to each of the four stages that students have to analyse:

Poor performance (0 – 1)	Average performance (2)	Excellent performance (3 – 4)
• Inability to analyse the role played by the prerequisite stage in ensuring that employee performance contributes to the performance of the organisation as a whole.	• Limited ability to analyse the role played by the pre-requisite stage in ensuring that employee performance contributes to the performance of the organisation as a whole.	• Fully able to analyse the role played by the pre-quisite stage in ensuring that employee performance contributes to the performance of the organisation as a whole.
Poor performance (0 – 1)	**Average performance (2)**	**Excellent performance (3 – 4)**
• Inability to analyse the role played by the performance planning stage in ensuring that employee performance contributes to the performance of the organisation as a whole.	• Limited ability to analyse the role played by the performance planning stage in ensuring that employee performance contributes to the performance of the organisation as a whole.	• Fully able to analyse the role played by the performance planning stage in ensuring that employee performance contributes to the performance of the organisation as a whole.
Poor performance (0 – 1)	**Average performance (2)**	**Excellent performance (3 – 4)**
• Inability to analyse the role played by the performance assessment stage in ensuring that employee performance contributes to the performance of the organisation as a whole.	• Limited ability to analyse the role played by the performance assessment stage in ensuring that employee performance contributes to the performance of the organisation as a whole.	• Fully able to analyse the role played by the performance assessment stage in ensuring that employee performance contributes to the performance of the organisation as a whole.
Poor performance (0 – 1)	**Average performance (2)**	**Excellent performance (3 – 4)**
• Inability to analyse the role played by the performance recontracting and renewal stage in ensuring that employee performance contributes to the performance of the organisation as a whole.	• Limited ability to analyse the role played by the performance recontracting and renewal stage in ensuring that employee performance contributes to the performance of the organisation as a whole.	• Fully able to analyse the role played by the performance recontracting and renewal stage in ensuring that employee performance contributes to the performance of the organisation as a whole.

25 x 4 = 100

5   EXAMINATION

In the past, I have received requests from students for examination hints and tips. As the paper will cover the whole syllabus (Study Units 1 to 10), no specific sections or study units will be demarcated for the examination.

Please refer to Tutorial Letter HRM3706/101/3/2015 and the myUnisa page for this module for information about the examination. You are welcome to contact me if you need further assistance and support for the examination.

6   CONCLUSION

We trust that this assignment has increased your understanding of the topics involved. Remember, it is essential for you to master the theory in this module, and to make sure that you can apply the theory when dealing with everyday practical situations regarding performance management.

You are most welcome to contact me about the assignments or about the study material. If you need to contact me with a query, try to formulate an answer to your query beforehand, so that we can use your ideas as the basis for a meaningful discussion.

I recommend that you complete self-assessment Assignment 03 and that you study the feedback on Assignments 01 and 02 as part of your preparation for the examination.

I wish you success with your studies.

Mr. L.S. Maré
LECTURER: **HRM3706**
Department of Human Resource Management
UNISA