

# Tutorial letter 101/3/2014

## Performance Management

## HRM3706

## Semesters 1 & 2

## Department of Human Resource Management

**IMPORTANT INFORMATION:**

This tutorial letter contains important information about your module.

BAR CODE

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**Please note:**

This tutorial letter should be read in conjunction with the brochure *My studies @ Unisa* and Tutorial Letter **HRMALL6/301/4/2014**.

It is strongly recommended that you register for and use **myUnisa** (see the brochure *My studies @ Unisa* for details) as this will give you direct access to important information and allow you to perform tasks such as updating your personal information, submitting assignments, confirming receipt of assignments, obtaining assignment marks, examination timetables and results, joining online discussion forums and many more.

Dear Student

## 1 INTRODUCTION

Welcome to the module, Performance Management (HRM3706). We trust that you will have a stimulating and successful year of study.

As you progress on your journey through this dynamic module, you will soon realise how interesting performance management actually is. We believe that you will congratulate yourself on having chosen this subject because of its relevance to everyday life and, of course, in the organisational context. We know that you will find this module inspiring and of much practical value. Performance management is an important aspect of human resource management. Performance management is a key tool for transforming people's talent and motivation into a strategic business advantage. After all, the performance of an organisation depends on the performance of its people, regardless of the organisation's size, purpose and other characteristics. This module will expose you to many significant aspects of performance management in organisations. We recommend that you commence your studies as soon as possible as this module is not only intensive, but also comprehensive.

This tutorial letter refers to the module HRM3706, Performance Management and contains module-specific information related to the tutorial matter for the module, the purpose and outcomes of the module, relevant contact details, module-related resources, student support services, a module-specific study plan, assessment information (assignments and examinations guidelines) and frequently asked questions.

Over and above the inventory letter and other items, you should also have received the brochure *My studies @ Unisa*, which contains important information. The Department of Despatch should have supplied you with the following **tutorial matter** for this module:

- one study guide – Only Study Guide for HRM3706
- three module-specific tutorial letters – Tutorial Letter 101 (this one), Tutorial Letter 201 (feedback on Assignment 01 and examination guidelines) and Tutorial Letter 202 (feedback on Assignment 02).

Tutorial Letters 201 and 202 will be sent to all registered students a few weeks after the due dates of the assignments, whether you submitted the assignment or not.

**Note:** Some of this tutorial matter may not be available when you register. Such tutorial matter will be posted to you as soon as possible, but is also available on myUnisa.

## 2 PURPOSE OF AND OUTCOMES FOR THE MODULE

### 2.1 Purpose

The purpose of this module is to equip you with knowledge and skills for managing performance in organisations.

### 2.2 Outcomes

The module outcomes are those outcomes that you must achieve in order to complete the module successfully and be effective in the workplace. You will have to achieve the following broad outcomes for this module:

- Discuss aspects related to developing and implementing performance management systems, approaches and practices in organisations.
- Apply theoretical and practical principles regarding the management of work performance.
- Analyse the appropriateness and compliance of existing performance management systems in organisations.

## 3 LECTURER AND CONTACT DETAILS

### 3.1 Lecturer

The lecturer for this module is:

Mr Louis Maré	
<b>Office number:</b>	Unisa, Muckleneuk campus, AJH van der Walt Building, Room 3-72
<b>Fax number:</b>	(012) 429 6081
<b>Postal address:</b>	The Lecturer Performance Management (HRM3706) Department of Human Resource Management PO Box 392 Unisa 0003

You may also contact your lecturer via the HR helpdesk (see details in section 3.2 below) or via the course contact option on myUnisa.

Please address all correspondence on **academic** matters, such as enquiries about the **contents** of assignments, to the lecturer. Administrative enquiries should be directed to the relevant department. See section 3.3 on the next page.

**To avoid disappointment, make an appointment beforehand if you wish to see the lecturer personally.**

You may enclose more than one letter in an envelope, but do not address enquiries to different departments in the same letter. Letters to lecturers should not be included with assignments. Always write your **student number** and the **module code** at the top of any correspondence to the university. If you contact the lecturer by e-mail always include the module code and your student number in the subject line.

### 3.2 Department

Should you wish to contact the lecturers telephonically or by e-mail, you may do so via the Department of Human Resource Management's helpdesk. The details are as follows:

<b>Telephone number:</b>	012 429 8701
<b>E-mail address:</b>	<a href="mailto:hrmacademics@unisa.ac.za">hrmacademics@unisa.ac.za</a> <b>(Always include your student number and the module code in the subject line of e-mail messages that you send to this e-mail address)</b>

If you use the above telephone number or e-mail address your enquiry will be directed to the appropriate person.

### 3.3 University

Any enquiries about administrative matters should be addressed to the section concerned with your problem. Consult the brochure *My studies @ Unisa* or Tutorial Letter HRMALL6/301/4/2014 in this regard.

**Always have your student number at hand when phoning the university.**

## 4 MODULE-RELATED RESOURCES

### 4.1 Prescribed books

There is **NO** prescribed book for this module

### 4.2 Recommended books

Please consult the following books when you study this module. They will better lay a good foundation for performance management and will enhance your understanding so that you are able to master the learning outcomes outlined in each study unit in the study guide.

- 1 Aguinis, H. (2014). *Performance management*. Third edition. Upper Saddle River, NJ: Pearson Prentice Hall.
- 2 De Waal, A. (2007). *Strategic performance management. A managerial and behavioral approach*. New York: Palgrave Macmillan.

### 4.3 Electronic Reserves (e-Reserves)

There are no e-reserves for this module.

## 5 STUDENT SUPPORT SERVICES FOR THE MODULE

### 5.1 myUnisa

I urge you to use myUnisa as much as possible. I will be actively visible on the HRM3706 course site throughout the semester. Please interact with other students on the discussion forum, ask questions and talk about the module. The best way to learn is to participate. We can learn from each other. I hope to chat to you soon!

### 5.2 Additional information

For information on the various student support systems and services available at Unisa (eg student counselling, tutorial classes, language support), please consult the brochure *my Studies @ Unisa*. Information on how to establish contact with fellow students, the use of myUnisa and tutor support is also provided in Tutorial Letter HRMALL6/301/4/2014.

## 6 MODULE-SPECIFIC STUDY PLAN

Given the limited time you have to work through the prescribed material, complete the assignments and prepare for the examination, we have drawn up a study plan for you. This study plan gives some guidelines indicating when you should **at least** have completed certain sections of the study material. Remember though that these are only guidelines – you should always work at your own pace and you may even prefer to draw up a time management schedule that is better suited to your particular situation. You can also use the electronic schedule on myUnisa or the study plan included in the brochure *My studies @ Unisa* to compile a comprehensive plan for all your modules if you prefer.

The study plan consists of four columns. The first column indicates the sections of the study guide to be worked through in the given week. Please note that you should also work through the sections of the study guide in conjunction with associated articles in the electronic reserves (e-Reserves). The third column indicates the assignment that you should be working on for any particular module. The last column indicates where you should be in terms of your preparation and revision for the examination.

The following study plan is applicable to Semester 1 of 2014:

<b>SEMESTER 1 (January – June 2014)</b>			
<b>Study guide</b>	<b>Recommended books</b>	<b>Assignment</b>	<b>Preparation for the examination*</b>
<b>Week 1 (27 January – 2 February 2014)</b>			
<b>Orientation:</b> Read tutorial letters, foreword and orientation in the study guide and the introduction to topics in the study guide.			
<b>Week 2 (3 – 9 February 2014)</b>			
Study units 1 and 2.	Identify any chapters in recommended books relevant to this study unit.	Work on self-assessment questions in study unit 1 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	
<b>Week 3 (10 – 16 February 2014)</b>			
Study units 3 and 4.	Identify any chapters in recommended books relevant to this study unit.	Work on self-assessment questions in study unit 2 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	
<b>Week 4 (17 – 23 February 2014)</b>			
Study units 5 and 6.	Identify any chapters in recommended books relevant to this study unit.	Start with Assignment 01.  Work on self-assessment questions in study unit 3 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	
<b>Week 5 (24 February – 2 March 2014)</b>			
Study units 7 and 8.	Identify any chapters in recommended books relevant to this study unit.	Continue to work on Assignment 01.  Work on self-assessment questions in study unit 4 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	

<b>SEMESTER 1 (January – June 2014)</b>			
<b>Study guide</b>	<b>Recommended books</b>	<b>Assignment</b>	<b>Preparation for the examination*</b>
<b>Week 6 (3 – 9 March 2014)</b>			
Study units 9 and 10.	Identify any chapters in recommended books relevant to this study unit.	Complete Assignment 01 and send to Unisa before 7 March 2014.  Work on self-assessment questions in study unit 5 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess answers.	
<b>Week 7 (10 – 16 March 2014)</b>			
Study units 1 to 4.	Identify any chapters in recommended books relevant to this study unit.	Start with Assignment 02.  Work on self-assessment questions in study unit 6 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	
<b>Week 8 (17 – 23 March 2014)</b>			
Study units 5 to 7.	Identify any chapters in recommended books relevant to this study unit.	Work on Assignment 02.  Work on self-assessment questions in study unit 7 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers	
<b>Week 9 (24 – 30 March 2014)</b>			
Study units 8 to 10.	Identify any chapters in recommended books relevant to this study unit.	Complete Assignment 02 and send to Unisa before 31 March 2014.  Work on self-assessment questions in study unit 8 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess answers.	



<b>SEMESTER 1 (January – June 2014)</b>			
<b>Study guide</b>	<b>Recommended books</b>	<b>Assignment</b>	<b>Preparation for the examination*</b>
<b>Week 10 (31 March – 6 April 2014)</b>			
Study units 1 & 2.	Identify any chapters in recommended books relevant to this study unit.	Work on self-assessment questions in study unit 9 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	Study study units 1 & 2.
<b>Week 11 (7 – 13 April 2014)</b>			
Study units 3 & 4.	Study relevant legislation relevant to performance management as discussed in study unit 10.	Work on self-assessment questions in study unit 10 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	Study study units 3 & 4.
<b>Week 12 (14 – 20 April 2014)</b>			
Study units 5 & 6.			Study study units 5 & 6.
<b>Week 13 (21 – 27 April 2014)</b>			
Study units 7 & 8.			Study study units 7 & 8.
<b>Week 14 (28 April – 4 May 2014)</b>			
Study units 9 & 10.			Study study units 9 & 10.
<b>Weeks 15 – 20 (5 May – 13 June 2014)</b>			
Study units 1 – 10.			Revise study units 1 – 10. <b>Examination begins 5 May 2014 and ends 13 June 2014*.</b>

\* Examination dates are subject to change, which means that you may have to adapt your study plan if changes occur.

For your convenience we have also included a proposed study plan for Semester 2:

<b>SEMESTER 2 (July - November 2014)</b>			
<b><i>Study guide</i></b>	<b><i>Recommended books</i></b>	<b><i>Assignment</i></b>	<b><i>Preparation for the examination*</i></b>
<b>Week 1 (14 – 20 July 2014)</b>			
<b><i>Orientation:</i></b> Read tutorial letters, foreword and orientation in the study guide and the Introduction to topics in the study guide.			
<b>Week 2 (21 – 27 July 2014)</b>			
Study units 1 and 2.	Identify any chapters in recommended books relevant to this study unit.	Work on self-assessment questions in study unit 1 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	
<b>Week 3 (28 July – 3 August 2014)</b>			
Study units 3 and 4.	Identify any chapters in recommended books relevant to this study unit.	Work on self-assessment questions in study unit 2 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	
<b>Week 4 (4 – 10 August 2014)</b>			
Study units 5 and 6.	Identify any chapters in recommended books relevant to this study unit.	Start with Assignment 01.  Work on self-assessment questions in study unit 2 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	

<b>SEMESTER 2 (July - November 2014)</b>			
<b><i>Study guide</i></b>	<b><i>Recommended books</i></b>	<b><i>Assignment</i></b>	<b><i>Preparation for the examination*</i></b>
<b>Week 5 (11 – 17 August 2014)</b>			
Study units 7 and 8.	Identify any chapters in recommended books relevant to this study unit.	Work on Assignment 01.  Continue working on self-assessment questions in study unit 2 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	
<b>Week 6 (18 – 24 August 2014)</b>			
Study units 9 and 10.	Identify any chapters in recommended books relevant to this study unit.	Complete Assignment 01 and send to Unisa before 22 August 2014.  Start with Assignment 02.  Work on self-assessment questions in study unit 2 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	
<b>Week 7 (25 – 31 August 2014)</b>			
Study units 1 to 5.	Identify any chapters in recommended books relevant to this study unit.	Work on Assignment 02.  Work on self-assessment questions in study unit 2 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	
<b>Week 8 (1 – 7 September 2014)</b>			
Study units 6 to 10.	Identify any chapters in recommended books relevant to this study unit.	Complete Assignment 02 and send to Unisa before 5 September 2014.  Work on self-assessment questions in study unit 2 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	

<b>SEMESTER 2 (July - November 2014)</b>			
<b>Study guide</b>	<b>Recommended books</b>	<b>Assignment</b>	<b>Preparation for the examination*</b>
<b>Week 9 (8 – 14 September 2014)</b>			
Study units 1 to 10.	Identify any chapters in recommended books relevant to this study unit.	Work on self-assessment questions in study unit 2 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	
<b>Week 10 (15 – 21 September 2014)</b>			
Study units 1 & 2.	Identify any chapters in recommended books relevant to this study unit.	Work on self-assessment questions in study unit 2 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	Study study units 1 & 2.
<b>Week 11 (22 – 28 September 2014)</b>			
Study units 3 & 4.	Study relevant legislation relevant to performance management as discussed in study unit 10.	Work on self-assessment questions in study unit 2 as well as questions in Assignment 03 (self-assessment assignment) relevant to this study unit and assess your answers.	Study study units 3 & 4.
<b>Week 12 (29 September – 5 October 2014)</b>			
Study units 5 & 6.			Study study units 5 & 6.
<b>Week 13 (6 – 12 October 2014)</b>			
Study units 7 & 8.			Study study units 7 & 8.
<b>Week 14 (13 – 19 October 2014)</b>			
Study units 9 & 10.			Study study units 9 & 10.
<b>Weeks 15 – 20 (20 October – 28 November 2014)</b>			
Study units 1 -10.			Revise study units 1 -10.  <b>Examination begins 20 October 2014 and ends 28 November 2014*</b>

\* Examination dates are subject to change, which means that you may have to adapt your study plan if changes occur.

Refer to the brochure *My studies @ Unisa* for guidance in terms of general time management and planning skills.

## 7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

No practical work or work-integrated learning is required for this module.

## 8 ASSESSMENT

### 8.1 Assessment plan

Unlike residential universities, Unisa does not require students to write tests to gain admission to the examination. Assignments are used for this purpose.

The assignments serve as an important criterion to determine whether you have studied the topic in the study guide systematically and are able to research certain prescribed objectives. At the same time, you become conversant with the standards applied at the university, broaden your knowledge of your subject and gain valuable practice in answering questions.

Three assignments are set for this module. **Both Assignments 01 and 02 are compulsory.** They must be submitted to the university for assessment and will contribute towards your final mark for this module. **Assignment 03 is a self-assessment assignment and may not be submitted to the University for assessment (See ANNEXURE C). Assignment 03 is applicable to both Semesters 1 and 2.** You may complete it after you have studied the relevant sections of the work. Try to answer the assignment questions without consulting the study guide and the relevant articles. After you have completed this assignment, assess your answers by using the guidelines provided in **ANNEXURE D**.

**You have to submit Assignment 01 before the due date in order to be admitted to the examination.** Assignment 01 consists of multiple-choice questions, while Assignments 02 and 03 contain essay questions and case studies.

Since you are expected to adopt a scientific approach to your assignments, study the guidelines for answering assignments and examination questions in ANNEXURE B of Tutorial Letter HRMALL6/301/4/2014. Pay special attention to the key concepts for assignments and examinations, and the guidelines for answering case studies to ensure that you understand how to avoid plagiarism. Make sure that you meet the administrative requirements in this annexure when submitting assignments.

Your final assessment mark for the module will be a combination of your assignment mark and the examination mark.

You earn a year mark by submitting Assignments 01 and 02. The marks obtained for these assignments will be combined with your examination mark in order to calculate the final assessment mark for this module. The assignment marks will contribute a maximum of 20% (10% each) to the final assessment mark for the module, while the examination mark will contribute 80%.

Note that only the submission of Assignment 01 on/before the due date is required for admission to the examination although the marks obtained for both compulsory assignments

contribute towards your final mark. Therefore, although you will be admitted to the examination even if you do not submit Assignment 02, you will forfeit 10% of your final mark. You will have to obtain a minimum of 50% for the year mark and the examination mark combined for the final assessment mark in order to pass the module.

**Please take note of the subminimum rule at Unisa that applies to the final assessment mark (year mark combined with your examination mark).**

**Subminimum rule**

**Irrespective of the year mark obtained, a subminimum of 40% must be obtained in the examination. In line with the Unisa assessment policy, your year mark will not be taken into account if you obtain less than 40% in the examination. In such an event the mark obtained in the examination will be the final mark.**

**You will therefore fail a module if your examination mark is less than 40%.**

See Tutorial Letter HRMALL6/301/4/2014 for more information on the calculation of your final assessment mark.

The completion of assignments provides an excellent opportunity for you to ensure that the work you do during the course of the year contributes towards your final assessment mark. You are therefore advised and encouraged to do every assignment (including the self-assessment assignments that should not be submitted to Unisa for marking) and obtain a good mark in the assignments.

## **8.2 Assignment numbers and due dates for assignments**

There are three assignments for this module for each semester. Assignments 01 and 02 are compulsory. Assignment 03 is a self-assessment assignment and may not be submitted to the university for assessment (see Annexure C).

Specific due dates have been determined for the assignments. A few weeks after the due date for each assignment you will receive a tutorial letter with the answers and guidelines for dealing with that assignment. These guidelines should be studied in preparation for any examination questions that may stem from assignment questions.

The assignments for 2014 are provided in annexure A, B and C of this tutorial letter. The due dates of the various assignments and their unique numbers (where applicable) are reflected below.

Assignment number	FIRST SEMESTER		SECOND SEMESTER	
	Due date	Unique number	Due date	Unique number
01	7 March 2014	313835	22 August 2014	365992
02	31 March 2014	321253	5 September 2014	368585
03	Self-assessment	n/a	Self-assessment	n/a

**Assignments 01 and 02 and their respective unique numbers differ for the two semesters. Please make sure that you provide the correct unique number when submitting assignments.**

### 8.3 Content of assignments

For the completion of assignments, you should study mainly the following study units in the study guide.

ASSIGNMENT	SEMESTER 1	SEMESTER 2
<b>01</b>	Study units 1 to 10	Study units 1 to 10
<b>02</b>	Study units 1,2, 3, 7, 8 and 9	Study units 2, 3, 4, 6, 8 and 9
<b>03</b>	Study units 1, 3, 7, 8 and 9	Study units 1, 3, 7, 8 and 9

The assignment questions are provided in annexures A, B and C of this tutorial letter. Feedback on the self-assessment assignments can be found in annexure D of this tutorial letter.

### 8.4 Submission of assignments

There are three methods to submit your assignments: you may post it to Unisa, you may submit it online via myUnisa or via your cellphone. If you are submitting Assignment 02 online via myUnisa please ensure that your document is in a **pdf format**. No other format will be accepted.

### 8.5 Assignment enquiries

Enquiries about the receipt of assignments or assignment marks may be directed to the Directorate of Student Assessment Administration (see the brochure *My studies @ Unisa* for details). Assignment information can also be obtained by accessing myUnisa.

Please note that, even if you submit your assignment before the due date, it will be sent to the lecturer for assessment only after the due date of the assignment. No assignments will therefore be assessed before the due date.

## 9 OTHER ASSESSMENT METHODS

There are no other assessment methods for this module.

## 10 EXAMINATION

The examination is your opportunity to demonstrate that you have achieved the outcomes of this module.

## 10.1 Requirements for admission to the examination

**Admission to the examination is automatic provided you have submitted Assignment 01 on or before the due date for the assignment.** Students who do not submit this compulsory assignment will **NOT** be granted admission to the examination. **No extension** for the submission of the assignment will be granted.

## 10.2 Format of the examination paper

The format of the examination paper will be as follows:  
The paper will cover study units 1 to 10.

The examination paper will consist of **five** essay questions (25 marks each), of which you will be expected to answer **three** (total: 75 marks). These questions may be subdivided into paragraph questions. Note that there will be **no multiple-choice questions** in the examination paper.

The duration of the examination is **two** hours.

**Examples of previous examination papers have been placed on myUnisa by the examinations department. Please note that these examination papers are provided to give you an idea of the expected format of your examination and you should not regard them as an indication of questions that are likely to appear in the examination you will write. However, please refer to the specific examination guidelines provided in this tutorial letter, as the format of examination papers may vary from year to year. No further previous examination papers will be provided, nor can we provide you with memoranda for the example papers provided.**

Please do not contact your lecturers for copies of previous examination papers or the availability of examination papers on myUnisa, as this is a function performed by the Examination Department.

## 10.3 Guidelines on preparing for the examination

### What should you study for the examination?

All study units must be studied for the exam.

Make detailed notes or summaries of the study units as we suggested in the study guide and study these for the examination.

### Composition of the examination paper:

- **ALL** study units in the study guide will be covered more or less equally in the examination.
- The format of the essay-/paragraph-type questions will be similar in format to the theoretical assignment questions in Tutorial Letter 101 and the questions in the study guide.
- The relevant South African legislation, as indicated in study unit 10, **MUST** be studied for the examination

As far as the examination is concerned, there are essentially two sources from which examination questions are derived. The assignments are the first source. In the assignments you have the opportunity to work through the relevant tutorial matter and formulate answers



using the study guide. In this tutorial letter and subsequent tutorial letters you are also given guidelines on how you should have answered the assignment questions and what you should have included in your answer. A wise student will make an effort to master this aspect of the work so that he/she can handle any examination question that may be taken from this source.

The self-assessment questions in the study guide constitute the second source of questions for the examination. These questions will help you to achieve the learning outcomes. They also give you the opportunity to apply your newly acquired knowledge and help you to develop your insight into and understanding of the learning material. Our advice is that you should also work on these questions and that you should assess yourself against the theoretical requirements spelt out in the study guide.

In your preparation for the examination you should take into consideration the following guidelines:

- Compile a roster for revising the work and arrange study leave timeously.
- Reformulate the learning outcomes as questions. Try to answer them first without referring from the study guide.
- Revise all the assignments and the guidelines for the assignments in the tutorial letters.
- Revise all the self-assessment questions at the end of each study unit in the study guide.
- Make notes of important concepts, principles and processes and test your understanding and knowledge of these.
- In your study plan allow time for more than one revision.
- Learn actively. Do not merely read through the study material – practise what you will need to do in the exam. For instance, if you expect to have to answer an essay-type question, you need to practise writing essay-type questions. Do one complete question to check how much you can write in, say, 40 minutes so that you will know how to plan your time in the exam.
- Plan and practise the framework of possible questions. Spend five minutes sketching a quick mind map of how you would answer a 40-minute question.

Please refer to the brochure *My studies @ Unisa* and Tutorial Letter HRMALL6/301/4/2014 for general examination guidelines and examination preparation guidelines.

#### **10.4 Supplementary examinations**

Supplementary examinations may be granted by the university, provided you received a sub-minimum of 40% in the examination. You cannot apply for a supplementary examination.

### **11 FREQUENTLY ASKED QUESTIONS**

A number of frequently asked questions and answers appear in Annexure C of Tutorial Letter HRMALL6/301/4/2014. These questions are relevant to all the modules offered by the Department of Human Resource Management.

### **12 CONCLUSION**

You are now ready to begin with the Performance Management module. We trust that you will approach your studies with enthusiasm and commitment. You are welcome to contact me should you experience any problems with your studies.

I wish you a very successful and rewarding semester!

**Mr Louis Maré**

Lecturer: HRM3706

**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

**UNISA**

**ANNEXURE A: COMPULSORY ASSIGNMENTS (SEMESTER 1)**

You may submit assignments by posting them in the assignment envelopes provided and then placing them in the Unisa assignment boxes or via myUnisa or via your cell phone. See the brochure *My studies @ Unisa* for details.

If you mail the assignment to Unisa PLEASE DO NOT SUBMIT THE MARK-READING SHEET IN AN ASSIGNMENT COVER AND STAPLE IT. Insert only the completed mark-reading sheet in an envelope and mail it to Unisa or place it in an assignment box. Alternatively, you can submit the assignment on myUnisa.

Assignment 01 comprises 20 multiple-choice questions. Different assignments are set for Semesters 1 and 2. In this assignment you are required to select the most appropriate option from the “answer section” of each question (options 1 to 4). Choose the option which you think is the correct (most appropriate) one. In other words, if you think that statement 4 in question 1 is correct, then you select option 4 to the appropriate question number (in this case it is question 1) on the mark-reading sheet.

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**Submit this assignment if you are registered for the first semester.**

ASSIGNMENT 01 FOR SEMESTER 1	
(Study units 1 to 10)	
Due date	Unique number
7 March 2014	313835

- 1 Which of the following are the two main components of the definition of performance management?
- a Continuous process
  - b Performance of individuals
  - c Alignment with strategic goals
  - d Performance of teams

Choose the correct option:

- 1 a b
- 2 a c
- 3 a d
- 4 b d

- 2 Which of the following statements are correct?
- a Performance management requires managers to ensure that employees' activities and output are congruent with the organisation's goals.
  - b Performance management is a once-off process.
  - c Performance management involves setting goals and objectives, observing performance and receiving ongoing coaching and feedback.
  - d Performance management systems that do not make explicit the employees' contribution to the organisational goals are not true performance management systems.

Choose the correct option:

- 1 a b c
- 2 a b d
- 3 b d
- 4 a c d

- 3 Which of the following statements, regarding the performance planning stage, are correct?
- a It involves a meeting between the supervisor and the employee at the beginning of the performance management cycle.
  - b The performance management process is discussed and agreed upon.
  - c During this stage the employees' performance is monitored.
  - d It includes a discussion about results and behaviours.

Choose the correct option:

- 1 b c
- 2 a b d
- 3 b c d
- 4 a c d

- 4 During the \_\_\_\_\_ stage the achievement of the developmental goals are evaluated.

- 1 performance execution
- 2 performance assessment
- 3 prerequisites
- 4 performance planning

- 5 Which one of the following reflects the correct order of the stages of performance management?

- 1 Prerequisites, performance planning, performance review, performance assessment, performance execution, performance renewal and recontracting.
- 2 Prerequisites, performance planning, performance execution, performance assessment, performance review, performance renewal and recontracting.
- 3 Performance planning, prerequisites, performance execution, performance assessment, performance review, performance renewal and recontracting.
- 4 Prerequisites, performance execution, performance assessment, performance review, performance planning, performance renewal and recontracting.

6 The following are important prerequisites before a performance management system is implemented, **except** knowledge of the \_\_\_\_\_.

- 1 organisation's mission
- 2 organisation's strategic goals
- 3 job in question
- 4 indirect link between employee performance and organisational goals

7 Which of the following statements are correct?

- a To ensure that strategic goals cascade down to the organisation and lead to concrete actions, a conscious effort must be made to link them with individual performance.
- b The presence of a strategic plan does not guarantee that the information will be used effectively as part of the performance management system.
- c Knowledge of the job in question is one of the prerequisites before a performance management system is implemented.
- d The results of the previous performance appraisal of each employee are important when cascading down the organisation's strategic goals.

Choose the correct option:

- 1 a b c
- 2 c d
- 3 a c d
- 4 d

8 The following activities are included in the performance assessment stage, **except** evaluating the \_\_\_\_\_.

- 1 desired behaviours
- 2 desired results
- 3 achievement of developmental goals
- 4 indirect link between employee and organisational performance

9 What is the correct sequence of cascading an organisation's strategic goals?

- a Formulating the organisation's strategic plan.
- b Formulating the unit's strategic plan.
- c Compiling and revising job descriptions.
- d Clarifying individual and team performance results.

Choose the correct option:

- 1 a c d e
- 2 a b c d
- 3 a b d c
- 4 b a d c

- 10 Which of the following statements are correct?
- a Performance appraisal should be seen as a separate personnel function.
  - b Performance should be evaluated to determine training needs and levels of remuneration.
  - c Only employers benefit from appraising employee performance.
  - d Employee performance should be appraised in order to determine the extent to which their energy is directed towards delivering specific outputs.

Choose the correct option:

- 1 a b c
- 2 b d
- 3 a c d
- 4 c d

**Read the following scenario and answer question 11:**

The line manager at Kinky Hair Outlets, Mr Rossouw, is applying a half-yearly performance management system in an informal manner. Unfortunately, his subordinates are not happy with the way he conducts it. Some feel he does not treat everyone the same.

- 11 When Mr Rossouw conducts the performance management system in this manner, it is usually \_\_\_\_\_.
- a consistent
  - b comparable
  - c not well structured
  - d fair
  - e not well planned

Choose the correct option:

- 1 a b d
- 2 c e
- 3 a c
- 4 b e

- 12 Which of the following statements regarding performance appraisal are correct?
- a The emphasis is on ratings and evaluation.
  - b The emphasis is on performance planning, review, development and improvement.
  - c The focus is on performance management.
  - d The emphasis is on relative evaluation of individuals.

Choose the correct option:

- 1 a b
- 2 c d
- 3 a d
- 4 b c

13 Which of the following statements regarding performance management are correct?

- a A continuous process with periodic or performance review discussions.
- b Emphasis is on performance planning, review, development and improvement.
- c Focus is on performance appraisal and generation of ratings.
- d Ownership is with line managers.

Choose the correct option:

- 1 a c
- 2 c d
- 3 a b c
- 4 a b d

14 Which of the following statements are related to the purpose and value of performance appraisal?

- a Career guidance can be given.
- b Selection and placement success can be evaluated.
- c Defining and setting of performance standards.
- d Remuneration can be adjusted.

Choose the correct option:

- 1 b c
- 2 c d
- 3 a b d
- 4 a b c

15 The following statements relate to performance appraisal, **except** \_\_\_\_\_.

- 1 numerical scales are used
- 2 there are agreed upon rules for evaluation
- 3 performance standards are set after the evaluation process
- 4 information on past performance is available

16 Which of the following statements are correct?

- a Performance management systems usually include measures of both behaviour and results of employees' work.
- b Performance does not include the results of an employee's behaviour, but only behaviours themselves.
- c Performance is about what employees produce or the outcome of their work.
- d An informal performance management is well planned and structured.

Choose the correct option:

- 1 a c
- 2 a b
- 3 a b d
- 4 a b c

- 17 Which of the following are some of the purposes of teams?
- a To improve products, services and productivity in businesses who are facing increased global competition.
  - b To provide greater flexibility in organisations going through downsizing and restructuring.
  - c Products and services are becoming obsolete, requiring many people contributing their diverse talents to various projects.
  - d Rapidly changing business environments are also responsible for the popularity of teams because teams can respond more quickly and more effectively to changes than can individuals working alone.

Choose the correct option:

- 1 a b c
- 2 b c d
- 3 a b d
- 4 a c

- 18 Which of the following are main reasons for introducing pay-for-performance rewards?

- a To support strategic objectives
- b To manage labour costs
- c To attract, retain and motivate talent
- d To encourage life-long learning in the organisation

Choose the correct option:

- 1 b d
- 2 b c d
- 3 a b c
- 4 a c

- 19 The economic objective of performance-related rewards can be broken down into the following three specific purposes, **except**\_\_\_\_\_.

- 1 increasing task motivation
- 2 altering performance standard
- 3 transforming employee values and attitudes
- 4 increasing labour cost flexibility



20 Objectives included in developmental plans should be:

- a practical
- b time oriented
- c generic
- d specific
- e linked to a standard

Choose the correct option:

- 1 a b c
- 2 c d e
- 3 a b c d
- 4 a b d e

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<b>ASSIGNMENT 02 FOR SEMESTER 1</b>	
<b>(Study units 1, 2, 3, 7, 8 and 9)</b>	
<b>Due date</b>	<b>Unique number</b>
31 March 2014	321253

**LEARNING OUTCOMES:**

***On completion of this assignment, you should be able to:***

- Evaluate different approaches to performance management and feedback.
- discuss why job analysis is essential for the development of a performance appraisal and feedback system
- explain how poorly-designed performance measures can contribute to performance deficiencies and how well-designed performance measures can contribute to improving performance.
- Explain why financial measures should not be scrapped on the balanced scorecard (BSC).
- Explain why reliance only on financial measures in managing organisational performance is not a good idea.
- Discuss the cause-and-effect relationship among the four BSC perspectives.

**Question 1**

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

**Managing HR at TRW**

TRW is a business with nearly 100 000 employees worldwide who work in four core businesses: automotive, aeronautical systems, space and electronics, and information systems. When business conditions started to decline, top-level managers sought to revitalise the company by instituting numerous change initiatives. One initiative created a companywide performance management process with two components: performance appraisal and career development. Instead of several paper-based forms that were unique to each business unit, top management wanted a single, integrated approach that communicated the behaviours needed for the company's profitability. Profit-related behaviours included creating trust, energising people, embracing change, building teamwork, and being customer oriented. The global design team, which operated as a virtual team, recognised that delivering online performance management tools was the best solution. However, because not all employees had access to the company's e-mail hub, a parallel paper-based process was also needed.

Within three months, a new performance appraisal form was created. Managers evaluated performance against specific goals and rated their subordinates' performance-related behaviours using a four-point scale. For each point on the scale, a paragraph explained what the rating meant.

A year after implementing the new system, managers and subordinates alike, found the new online performance management tools to be both more efficient and effective in achieving uniform and comprehensive performance measurement, feedback and career planning.

- 1.1 Evaluate TRW's approach to performance management and feedback. In your answer you also have to refer to the advantages and disadvantages of TRW's approach. (12)
- 1.2 Why is job analysis essential for the development of a performance appraisal and feedback system? (4)
- 1.3 Explain the following:
  - 1.3.1 How poorly-designed performance measures can contribute to performance deficiencies. (2)
  - 1.3.2 How well-designed performance measures can contribute to improving performance. (2)

**[20]**

Technical presentation: **[5]**

## **Question 2**

- 2.1 You are in a study group and you are discussing the issues surrounding the balanced scorecard. Some of your fellow students argue that the financial perspective on the balanced scorecard (BSC) should be scrapped (see figure 9.1 in the study guide).
  - 2.1.1 Motivate why the financial measures should not be scrapped completely on the balanced scorecard. (5)
  - 2.1.2 Provide reasons why reliance on only financial measures in managing organisational performance is not a good idea. (5)
- 2.2 Discuss the cause-and-effect relationship among the four BSC perspectives. (10)

**[20]**

Technical presentation: **[5]**

## ***Guidelines on how to approach this assignment***

We advise that you work through the following steps in answering the assignment questions.

- Read the case study several times before you attempt to answer the questions.
- Study the sections in the study guide that are relevant to the case study.
- It is important to relate your answer to the case study. In other words, you should not merely copy the information from the study guide without linking it to the case study. You will not get all the marks if you do that, notwithstanding the correctness of the information you provide!

**Assessment criteria**

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

<b>QUESTION 1</b>		
<b>1.1 Evaluate TRW’s approach to performance management and feedback. In your answer you also have to refer to the advantages and disadvantages of TRW’s approach. (12)</b>		
<b>Poor performance (0–4)</b>	<b>Average performance (5–7)</b>	<b>Excellent performance (8–12)</b>
<ul style="list-style-type: none"> <li>No evaluation provided.</li> <li>Inability to identify any relevant advantages and disadvantages of TRW’s approach.</li> </ul>	<ul style="list-style-type: none"> <li>Limited evaluation provided.</li> <li>Limited ability to identify any relevant advantages and disadvantages of TRW’s approach.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation provided with clear substantiation of the answer.</li> <li>Ability to identify relevant advantages and disadvantages of TRW’s approach.</li> </ul>
<b>1.2 Why is job analysis essential for the development of a performance appraisal and feedback system? (4)</b>		
<b>Poor performance (0–1)</b>	<b>Average performance (2–3)</b>	<b>Excellent performance (4)</b>
<ul style="list-style-type: none"> <li>Inability to motivate why job analysis is essential for the development of a performance appraisal and feedback system.</li> </ul>	<ul style="list-style-type: none"> <li>Limited ability to motivate why job analysis is essential for the development of a performance appraisal and feedback system.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly motivated why job analysis is essential for the development of a performance appraisal and feedback system.</li> </ul>
<b>1.3 Explain the following:</b>		
<b>1.3.1 How poorly-designed performance measures can contribute to performance deficiencies. (2)</b>		
<b>1.3.2 How well-designed performance measures can contribute to improving performance. (2)</b>		
<b>Poor performance (0–1)</b>	<b>Average performance (2–3)</b>	<b>Excellent performance (4)</b>
<ul style="list-style-type: none"> <li>Inability to explain how poorly-designed performance measures can contribute to performance deficiencies and how well-designed performance measures can contribute to improving performance.</li> </ul>	<ul style="list-style-type: none"> <li>Limited ability to explain how poorly-designed performance measures can contribute to performance deficiencies and how well-designed performance measures can contribute to improving performance</li> </ul>	<ul style="list-style-type: none"> <li>Fully able to explain how poorly-designed performance measures can contribute to performance deficiencies and how well-designed performance measures can contribute to improving performance.</li> </ul>
<b>Question 2</b>		
<b>2.1.1 Motivate why the financial measures should not be scrapped completely on the balanced scorecard. (5)</b>		
<b>Poor performance</b>	<b>Average performance</b>	<b>Excellent performance</b>

<b>(0–2)</b>	<b>(3)</b>	<b>(4–5)</b>
<ul style="list-style-type: none"> <li>Inability to motivate why the financial measures should not be scrapped completely on the balanced scorecard.</li> </ul>	<ul style="list-style-type: none"> <li>Limited ability to motivate why the financial measures should not be scrapped completely on the balanced scorecard.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly motivated why the financial measures should not be scrapped completely on the balanced scorecard.</li> </ul>
<b>2.1.2 Provide reasons why reliance on only financial measures in managing organisational performance is not a good idea. (5)</b>		
<b>Poor performance (0–2)</b>	<b>Average performance (3)</b>	<b>Excellent performance (4–5)</b>
<ul style="list-style-type: none"> <li>No reasons provided why reliance on only financial measures in managing organisational performance is not a good idea.</li> </ul>	<ul style="list-style-type: none"> <li>Limited reasons provided why reliance on only financial measures in managing organisational performance is not a good idea.</li> </ul>	<ul style="list-style-type: none"> <li>Fully explained why reliance on only financial measures in managing organisational performance is not a good idea.</li> </ul>
<b>2.2 Discuss the cause-and-effect relationship among the four BSC perspectives. (10)</b>		
<b>Poor performance (0–4)</b>	<b>Average performance (5–7)</b>	<b>Excellent performance (8–10)</b>
<ul style="list-style-type: none"> <li>No discussion provided on the cause-and-effect relationship among the four BSC perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Limited discussion on the cause-and-effect relationship among the four BSC perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Fully explained the cause-and-effect relationship among the four BSC perspectives.</li> </ul>

<b>TECHNICAL PRESENTATION AND LAYOUT (10 marks)</b>		
<b>Poor performance (0–4)</b>	<b>Average performance (5–7)</b>	<b>Excellent performance (8–10)</b>
<ul style="list-style-type: none"> <li>• Did not use headings and sub-headings.</li> <li>• Did not include a table of contents.</li> <li>• Did not include an introduction.</li> <li>• Did not acknowledge sources.</li> <li>• Did not include a conclusion.</li> <li>• Did not include a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>• Used some headings and sub-headings.</li> <li>• Included a limited table of contents.</li> <li>• Included an introduction.</li> <li>• Acknowledged some sources, mostly using the correct referencing technique.</li> <li>• Included a conclusion.</li> <li>• Included a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>• Used headings and sub-headings throughout the assignment.</li> <li>• Included a detailed descriptive table of contents.</li> <li>• Included a relevant introduction.</li> <li>• Acknowledged sources, using the correct referencing technique.</li> <li>• Included a sufficient conclusion</li> <li>• Included a bibliography in the correct format, listing all relevant sources</li> </ul>

$$40 + 10 = 50 \times 2 = 100$$

***Common mistakes when answering questions of this nature:***

In a similar assignment question asked previously the following common mistakes were noted:

- Some students copied information directly from the study guide without acknowledging the source.
- Others could not or did not link the theory to the information provided.
- Others again could not apply the information from the sources such as the study guide to the practical situation in the information provided.
- Some students could not explain how they would translate the theory into the practical tasks needed to deal with the performance management aspects in the assignments, thereby losing valuable marks.

Please take note of these mistakes and guard against them when you formulate your answers to the questions of this assignment.

***The answers to this assignment will be provided in Tutorial Letter HRM3706/202/1/2014 which will be posted to you after the due date for Assignment 02. This tutorial letter will also be available on myUnisa.***

**ANNEXURE B: COMPULSORY ASSIGNMENTS (SEMESTER 2)**

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**Submit this assignment if you are registered for the second semester.**

ASSIGNMENT 01 FOR SEMESTER 2	
(Study units 1–10)	
Due date	Unique number
22 August 2014	365992

- 1 The following advantages of group incentives can be identified:
- The competition among co-workers is replaced by cooperation
  - The strength of rewards is increased since they are now paired with social rewards
  - The performance of another group member can serve as a model
  - It may produce unintended side effects, such as competition among groups

Choose the correct option:

- a b d
- a b c
- b c d
- c d

2 Developmental plans have the following specific objectives:

- a improve performance in current job.
- b sustain performance in current job.
- c encourage continuous learning, performance improvement and personal growth.
- d prepare employees for advancement.
- e enrich employees' work experience.

Choose the correct option:

- 1 a b c
- 2 c d e
- 3 a b c d
- 4 a b d e

3 The following problems are associated with pay-for-performance plans:

- a A poor performance management system is in place.
- b Rewards are not considered significant.
- c Managers are not accountable.
- d Incentives undermine intrinsic interest in the job.
- e Extrinsic motivation exists at the expense of intrinsic motivation.

Choose the correct option:

- 1 a b d e
- 2 a b c e
- 3 b c d
- 4 a d e

4 The following are characteristics of performance management, **except** \_\_\_\_\_.

- 1 the emphasis is on performance planning, analysis, review, development and improvement
- 2 there are review mechanisms to ensure objectivity in ratings
- 3 there are review mechanisms essentially to bring performance improvements
- 4 the emphasis is on improving the performance of individuals and the department or team

5 Consider the following statement from a packaging organisation:

“We will provide the packaging that gives ultimate value to our customers.”

This is an example of a \_\_\_\_\_ statement.

- 1 mission
- 2 vision
- 3 strategy
- 4 goals



6 A \_\_\_\_\_ statement refers to a statement of where the organisation intends to be in the long run. For example,

“we will become the pioneers in financial services”.

- 1 goal
- 2 vision
- 3 mission
- 4 strategy

7 Knowledge of the job in question can be determined through the process of \_\_\_\_\_.

- 1 job description
- 2 individual performance
- 3 job analysis
- 4 team performance

8 Which of the following are identified as constraints that managers might experience in attempting to observe an employee's performance regarding developmental plans?

- a Time constraints
- b Learning constraints
- c Situational constraints
- d Activity constraints

Choose the correct option:

- 1 a b
- 2 b c d
- 3 a b c d
- 4 a c d

9 Developmental plan activities can include the following:

- a on the job training.
- b job descriptions.
- c mentoring.
- d job analysis.
- e courses.

Choose the correct option:

- 1 a b
- 2 b c d
- 3 a b c
- 4 a c e

10 Coaching plays an important role in employee performance improvement. To turn feedback into results, coaches need to do the following:

- a establish development objectives
- b communicate effectively
- c set performance standards
- d document performance
- e diagnose performance problems

Choose the correct option:

- 1 a b c
- 2 a b d e
- 3 c d e
- 4 b c

11 Critical success factors (CSFs) have to meet the following criteria:

- a CSFs should only cover financial information.
- b A CSF is never quantitative.
- c CSFs are clear and concise.
- d Each objective should be measured with no more than two effort CSFs.

Choose the correct option:

- 1 b c d
- 2 a b
- 3 a c
- 4 a b c

12 A key performance indicator (KPI) should meet the following criteria:

- a The definition of a KPI includes a comparison between things.
- b The definition of a KPI should be concise, easy to understand and complete.
- c A definition of a KPI does not include a reporting frequency.
- d A KPI can be measured by the organisation.

Choose the correct option:

- 1 a b c
- 2 a c
- 3 a b d
- 4 a b c

13 The Balanced Score Card (BSC) includes the following perspectives:

- a The innovative and learning perspective.
- b The internal perspective.
- c The external perspective.
- d The financial perspective.
- e The customer perspective.

Choose the correct option on the next page:

- 1 a b d e
- 2 a c d e
- 3 b c d e
- 4 a b c d

14 Performance-related rewards serve to transform employee values, attitudes and behaviour so as to elicit higher levels of organisational commitment, membership behaviour and/or organisational citizenship behaviour. This is the \_\_\_\_\_ objective of performance-related rewards.

- 1 economic
- 2 cultural
- 3 motivational
- 4 political

15 The following conditions should be in place for the successful implementation of the Balanced Score Card (BSC):

- a Ensure a clearly defined strategy.
- b Ensure that senior and line managers are committed to the scorecard.
- c Use a standardised implementation approach.
- d Objectives and strategic goals must be in place.
- e Implement a pilot study to experiment with the scorecard.

Choose the correct option:

- 1 a b c d
- 2 a c d e
- 3 a b d e
- 4 b c d e

16 The following factors should be considered to conduct performance appraisals legally:

- a Performance appraisals should not be used to punish or retaliate.
- b Appraisals should not be used to discriminate against employees.
- c Timely feedback should be provided.
- d Employees should have the opportunity to comment on their appraisal results.
- e Appraisal results should be used as the sole basis for promotion and termination decisions.

Choose the correct option

- 1 a b c d
- 2 a c d e
- 3 a b d e
- 4 b c d e

17 The following concepts are often relevant in the case of litigation related to the implementation of a performance management system:

- a Employment at will.
- b Corporate failures.
- c Negligence.
- d Defamation.
- e Adverse impact.

Choose the correct option:

- 1 a b c d
- 2 a b d e
- 3 a b c e
- 4 a c d e

18 Benefits of strategic performance management include the following:

- a High quality of information
- b Timely information
- c Management support
- d Corporate culture
- e Efficient communication

Choose the correct option:

- 1 a b c d
- 2 a b c e
- 3 a b d e
- 4 a c d e

19 The shortcomings of traditional organisational performance management systems include the following:

- a One-sided information
- b Information overload
- c Low relevance of information
- d Aligned culture
- e Lack of communication

Choose the correct option:

- 1 a b c d
- 2 a b d
- 3 a b c e
- 4 a b d e

20 The aims and purposes of strategic performance management include the following:

- a Creating continuing improvement in organisational performance.
- b Performing benchmarks.
- c Individual and organisational learning.
- d Focus on short-term improvements in organisational performance.

Choose the correct option:

- 1 a b c
- 2 a b d
- 3 a c d
- 4 b c d

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### **ASSIGNMENT 02 FOR SEMESTER 2**

**(Study units 2, 3, 4, 6, 8 and 9)**

<b>Due date</b>	<b>Unique number</b>
5 September 2014	368585

#### **LEARNING OUTCOMES**

***On completion of this assignment, you should be able to***

- discuss the advantages and disadvantages of 360-degree appraisals
- discuss how team performance should be managed
- discuss the challenges and principles involved when organisations include team performance in their performance management system
- advise organisations on the design, content, and supervisors' roles in development plans
- motivate the importance of Critical success factors (CSFs) and Key performance indicators (KPIs) in performance management systems

#### **Question 1**

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

#### **360-DEGREE APPRAISALS**

In Durham, North Carolina, 170 GE employees work in nine teams to produce the GE90 jet engines that Boeing installs in its long-range 777 aircraft. Each team "owns" the engines they build – from the beginning of the assembly process to getting them loaded onto a truck for delivery. These teams generally receive no instructions except for the date on which the engine is to be shipped from the plant. Getting the engine produced is the team goal, but that goal can be reached only if the teams effectively manage themselves. Team members order tools and parts, schedule their vacations, training, and overtime, adjust the production process to improve their efficiency, monitor their product quality, and take responsibility for diagnosing and resolving problems that arise among members of a team. Decisions about these and all other issues that the teams face are made by consensus, which was a founding principle for the plant. The process of reaching agreement on decisions is a way of life here.

The plant manager, Paula Sims, keeps everyone's attention focused on the common goal: making perfect jet engines correctly, quickly, and cheaply. She co-ordinates the efforts of all the teams and ensures that resources are available for growth and improvement. In this culture of continuous feedback she listens carefully to monitor her own effectiveness. She also listens when the plant has to solve a problem. To get the solutions, the plant manager is expected to listen, not decide. For major issues a task force is formed to decide how to address the

problem. Then the task force takes responsibility for finding solutions. The plant manager informs her seniors how the task force plans to proceed and she makes sure the senior managers are on board with the plan.

Sims wants you, the HR manager for the plant, to help her install 360-degree appraisals for everyone in the plant, including her. These appraisals will not replace the existing performance measures, they will simply be added on as a new element in the performance management process.

- 1.1 You have expressed some concerns about Sims plan to install 360-degree appraisals in the plant. Explain to her the advantages and disadvantages of 360-degree appraisals. (5)
- 1.2 Advise Sims on how team performance in the plant should be managed. In your answer you should also refer to the challenges and principles involved when organisations include team performance in their performance management system. (15)

**[20]**

Technical presentation: **[5]**

## **Question 2**

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

### **A DEVELOPMENTAL PLAN: WHAT SOLUTION CAN IT BRING?**

Tammie, your close friend, came to pay you a visit. You quickly realised from his face that he was somehow troubled. He initially denied this when you asked, but later admitted it.

“My friend, I don’t know how to explain this so that you will understand. I was recently promoted to a supervisory position. I could even say this position was actually imposed on me because I did not want it. There is too much responsibility attached to this new position, which is what I’m actually scared of. I’m not confident that I have all the competencies and skills needed to become a supervisor. I’m better off in my current position. I’ve been in this position for the past seven years, and think I’m still doing fine. What makes things worse is that they even want to force me to take a management development training course, which they claim will prepare me for the position. I’m not convinced. In a nutshell, my friend, the leadership position is not priority to me. So, do me a favour. Please go speak to the management of my organisation. Just tell them that I am really not interested in their offer.”

You thought about this for some few days and although you found it difficult, you decided, for the sake of your friend, to meet with the management of Tammie’s organisation.

- 2.1 From Tammie’s complaints, you have realised that there is a serious need for a developmental plan in this organisation. Advise the management of this organisation on the following:
  - 2.1.1 How can a developmental plan help solve Tammie’s problem and prevent such a problem from occurring again in the organisation? (4)
  - 2.1.2 Who should design these developmental plans, and why these parties? (4)

- 2.1.3 What should be included in the developmental plan document? (4)
- 2.1.4 What is the direct supervisor's role in the development of such plans? (3)
- 2.2 Justify the use of CSFs and KPIs in performance management systems. (5)

[20]

Technical presentation: [5]

**Guidelines on how to approach this assignment**

We would advise you to work through the following steps when answering the assignment questions.

- Read the case studies several times before you attempt to answer the questions.
- Study the sections in the study guide relevant to the case study.
- Where possible, refer to the case study in your answer. In other words, you should not merely copy the information from the study guide without linking it to the case study. You will not get all the marks if you do this, notwithstanding the correctness of the information you provide!

**Assessment criteria**

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

<b>QUESTION 1</b>		
<p><b>1.1 You have expressed some concerns about Sims plan to install 360-degree appraisals in the plant. Explain to her the advantages and disadvantages of 360-degree appraisals. (5)</b></p>		
<b>Poor performance (0–2)</b>	<b>Average performance (3)</b>	<b>Excellent performance (4–5)</b>
<ul style="list-style-type: none"> <li>• No explanation of the advantages and disadvantages of 360-degree appraisals.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited explanation of the advantages and disadvantages of 360-degree appraisals.</li> </ul>	<ul style="list-style-type: none"> <li>• Full explanation of the advantages and disadvantages of 360-degree appraisals.</li> </ul>
<p><b>1.2 Advise Sims on how team performance in the plant should be managed. In your answer you should also refer to the challenges and principles involved when organisations include team performance in their performance management system. (15)</b></p>		



<b>Poor performance (0–5)</b>	<b>Average performance (6–10)</b>	<b>Excellent performance (11–15)</b>
<ul style="list-style-type: none"> <li>No advice provided on how team performance should be managed.</li> <li>No references to the challenges and principles involved when organisations include team performance in their performance management system.</li> </ul>	<ul style="list-style-type: none"> <li>Limited advice provided on how team performance should be managed.</li> <li>Limited references to the challenges and principles involved when organisations include team performance in their performance management system.</li> </ul>	<ul style="list-style-type: none"> <li>Provided sufficient advice on how team performance should be managed.</li> <li>Clearly referred to the challenges and principles involved when organisations include team performance in their performance management system.</li> </ul>
<b>QUESTION 2</b>		
<b>2.1 From Tammie’s complaints, you have realised that there is a serious need for a developmental plan in this organisation. Advise the management of this organisation on the following:</b>		
<b>2.1.1 How can a developmental plan help to solve Tammie’s problem and prevent such a problem from occurring again in the organisation? (4)</b>		
<b>Poor performance (0–1)</b>	<b>Average performance (2–3)</b>	<b>Excellent performance (4)</b>
<ul style="list-style-type: none"> <li>No advice provided on how a developmental plan can help to solve Tammie’s problem and prevent such a problem from occurring again in the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Limited advice provided on how a developmental plan can help to solve Tammie’s problem and prevent such a problem from occurring again in the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Substantial advice provided on how a developmental plan can help to solve Tammie’s problem and prevent such a problem from occurring again in the organisation.</li> </ul>
<b>2.1.2 Who should design these developmental plans, and why these parties? (4)</b>		
<b>Poor performance (0–1)</b>	<b>Average performance (2–3)</b>	<b>Excellent performance (4)</b>
<ul style="list-style-type: none"> <li>No indication of who should design these developmental plans, and why it should be these parties.</li> </ul>	<ul style="list-style-type: none"> <li>Limited indication of who should design these developmental plans, and why it should be these parties.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly indicated who should design these developmental plans, and why it should be these parties.</li> </ul>
<b>2.1.3 What should be included in the developmental plan document? (4)</b>		
<b>Poor performance (0–1)</b>	<b>Average performance (2–3)</b>	<b>Excellent performance (4)</b>
<ul style="list-style-type: none"> <li>No indication of what should be included in the developmental plan document.</li> </ul>	<ul style="list-style-type: none"> <li>Limited indication of what should be included in the developmental plan document.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly indicated what should be included in the developmental plan document.</li> </ul>
<b>2.1.4 What is the direct supervisor’s role in the development of such plans? (3)</b>		

Poor performance (0–1)	Average performance (2)	Excellent performance (3)
<ul style="list-style-type: none"> <li>No indication of the direct supervisor’s role in developmental plans.</li> </ul>	<ul style="list-style-type: none"> <li>Limited indication of the direct supervisor’s role in developmental plans.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly indicated the direct supervisor’s role in developmental plans.</li> </ul>
<b>2.2 Justify the use of CSFs and KPIs in performance management systems (5)</b>		
Poor performance (0–2)	Average performance (3)	Excellent performance (4–5)
<ul style="list-style-type: none"> <li>No justification provided for the use of CSFs and KPIs in performance management systems.</li> </ul>	<ul style="list-style-type: none"> <li>Limited justification provided for the use of CSFs and KPIs in performance management systems.</li> </ul>	<ul style="list-style-type: none"> <li>Substantial justification provided for the use of CSFs and KPIs in performance management systems.</li> </ul>

<b>Technical presentation and layout (10 marks)</b>		
Poor performance (0–4)	Average performance (5–7)	Excellent performance (8–10)
<ul style="list-style-type: none"> <li>Did not use headings and sub-headings.</li> <li>Did not include a table of contents.</li> <li>Did not include an introduction.</li> <li>Did not acknowledge sources.</li> <li>Did not include a conclusion.</li> <li>Did not include a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Used some headings and sub-headings.</li> <li>Included a limited table of contents.</li> <li>Included an introduction.</li> <li>Acknowledged some sources, mostly using the correct referencing technique.</li> <li>Included a conclusion</li> <li>Included a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Used headings and sub-headings throughout the assignment.</li> <li>Included a detailed descriptive table of contents.</li> <li>Included a relevant introduction.</li> <li>Acknowledged sources, using the correct referencing technique.</li> <li>Included a sufficient conclusion.</li> <li>Included a bibliography in the correct format, listing all relevant sources.</li> </ul>

$$40 + 10 = 50 \times 2 = 100$$

***The answers to this assignment will be provided in Tutorial Letter HRM3706/202/2/2014 which will be posted to you after the due date of assignment 02. This tutorial letter will also be available on myUnisa.***

***Common mistakes when answering questions of this nature***

In a similar assignment question asked previously the following common mistakes were noted:

- Some students copied information directly from the study guide without acknowledging the source.
- Others could not or did not link the theory to the case study.
- Others again could not apply the information from the sources such as the study guide to the practical situation in the case study, this resulted in these students scoring very low marks for their assignments.

Please take note of these mistakes and guard against them when you formulate your answers to the assignment questions.

## ANNEXURE C: SELF-ASSESSMENT ASSIGNMENT

### SELF-ASSESSMENT ASSIGNMENT (APPLICABLE TO BOTH SEMESTERS)

Note that the questions in the self-assessment assignment (03) are good examples of possible examination questions and should be used as such in your preparation for the examination. For your convenience a mark has been allocated for each question. As a general guideline we suggest that you write at least three to five pages (depending on your handwriting) per 25-mark question. Do not expect a high mark if you do not produce the correct volume and content.

#### ASSIGNMENT 03

(THIS ASSIGNMENT COVERS STUDY UNITS: 1, 3, 7, 8, AND 9.)

**THIS ASSIGNMENT IS APPLICABLE TO SEMESTERS 1 AND 2,  
AND MUST NOT BE SENT TO THE UNIVERSITY FOR ASSESSMENT.**

#### *Learning outcomes of this assignment*

- distinguish between the terms CSF and KPI
- link employee performance to performance of the organisation as a whole
- identify the important aspects of performance management/ performance appraisal
- comment on the rater's errors committed during the performance appraisal process
- justify the need for a BSC in managing organisational performance
- explain the pitfalls to avoid when introducing a BSC

#### **QUESTION 1**

- 1.1 Distinguish between the terms CSF and KPI and briefly explain why they were developed. Substantiate your distinction with the aid of a diagram. (10)
- 1.2 "Performance management creates a link between employee performance and organisational goals; and it makes an employee's contribution to the organisation explicit."  
Justify this statement by interpreting the role played by each stage in the performance management process as far as the statement is concerned. Also indicate the danger of omitting any stage. (15)

**[25]**

#### **QUESTION 2**

Read the following case study and then answer the questions that follow.

### **PERFORMANCE APPRAISAL IN ABSENTIA**

Katso Mothiba, the line manager at Buang Communications Networks, realises that he should have submitted the performance appraisal report of his unit to the departmental manager. His unit comprises ten technicians. He quickly sends an e-mail to the departmental secretary, requesting her to send him a list of names of all technicians in his unit. When he receives this information, he prints the document and goes home. That night Katso does not sleep. He spends the whole night rating each technician in their absence. He just gives any rating he thinks of to each of them. The worst part is that none of the technicians know that they are being rated!

- 2.1 What aspects of performance appraisal/ performance management does Katso Mothiba fail to comply with? (5)
- 2.2 There are several rater's errors that Katso could find himself making during the performance appraisal. Alert him to these errors and provide him with examples of each error. (20)
- [25]**

### **QUESTION 3**

Read the paragraph below and then answer the questions that follow.

#### **WHO'S THE BOSS!**

In 1995, when Ronald Baron became ABSA's chairman and Tony Thomson became president, they had one major goal: to focus the entire workforce on success. This is a simple idea, but not so easy to implement. How would they get entry-level bank tellers to think of their work not just as a means to a pay cheque, but a direct contribution to ABSA's shareholders?

The answer was what ABSA managers call a balanced scorecard approach. To be competitive, managers realised, the bank had to meet the needs of all its stakeholders. In order to achieve this, every single department and every employee had to understand how their work contributed to the success of meeting stakeholder needs. Each employee's performance would thus also be evaluated according to how he/she enabled the bank to meet the needs of stakeholders. It looked like the newly appointed tellers did not understand this approach and they have come to see you as their line manager for clarity on this new approach.

- 3.1 Firstly, explain to the new tellers why we need a balanced scorecard in managing organisational performance. (10)
- 3.2 According to the balanced scorecard approach, who are the bank's four stakeholders and how should ABSA satisfy each stakeholder's needs? (8)
- 3.3 Briefly discuss with the management of ABSA any seven implementation pitfalls that should be avoided when introducing a balanced scorecard approach. (7)
- [25]**

**Total [75]**

***Guidelines to answering this assignment are provided in Annexure D of this tutorial letter.***

## ANNEXURE D: COMMENTS ON SELF-ASSESSMENT ASSIGNMENT



Have you attempted to answer these questions before looking at the answers?

Self-assessment means that you need to answer the questions and then assess your answers by means of the guidelines provided.

Do not read the answers if you have not yet attempted to answer the questions yourself.

### ASSIGNMENT 03

**REFER TO RELEVANT SECTIONS IN STUDY UNITS 1, 3, 7, 8  
AND 9 IN THE STUDY GUIDE.**

#### QUESTION 1

- 1.1 Distinguish between the terms CSF and KPI and briefly explain why they were developed. Substantiate your distinction with the aid of a diagram. (10)**

First, refer to Figure 7.2 in the study guide. This is an example of a diagram you should have provided together with the following explanation:

If you look at this figure you will notice that critical success factors (CSFs) are generally broad in nature. Generally, they provide a qualitative description of an element of the strategy in which the organisation has to excel in order to be successful. A CSF is quantified (made measurable) by a key performance indicator (KPI). The use of CSFs and KPIs enables measurement and thus control of strategic objectives. If performance indicators that measure the execution of the strategy and the creation of value are not included in the performance management process, it will remain unclear whether strategic objectives and value creation are being achieved.

Furthermore, refer to Table 8.1, where you will find examples of CSFs and KPIs. This will help you understand these concepts better so that you can distinguish between them.

- 1.2 “Performance management creates a link between employee performance and organisational goals; and it makes an employee’s contribution to the organisation explicit.” Justify this statement by interpreting the role played by each stage in the performance management process as far as the statement is concerned. Also indicate the danger of omitting any stage. (15)**

#### **Stage 1: The prerequisite stage**

This is the stage during which the mission and strategic goals of the organisation as well as the details of the job in question are clarified.

Therefore, the omission of this stage would result in employees and departmental managers not knowing exactly how they can contribute to the performance of the organisation as a whole. In other words, they would not know what is expected of them.

**Stage 3: Performance execution**

This is the stage in which employees strive to achieve the goals they agreed upon, in line with developmental plans. In other words, during this stage employees should monitor themselves to see whether they are on the right track; that is, whether they are likely to achieve what they agreed upon in the planning stage.

The omission of this stage would therefore result in no work being done at all. Therefore, there would be nothing to review/evaluate.

**Stage 4: Performance assessment**

This is the evaluation/monitoring stage, in which the employer and the manager need to monitor the extent to which the desired behaviour is being displayed and the extent to which employees are on the right track to achieve the desired results.

Therefore, if this stage were to be omitted, managers would not be able to determine whether the goals of the developmental plans are being achieved or not, and what actions should be taken to improve employee performance where necessary.

**Stage 5: Performance review**

This stage involves a meeting between employees and managers during which employees receive feedback on their performance. Based on the outcomes of this meeting, employees are rewarded or are required to review their developmental plans and make the necessary adjustments to insure improvement in the future.

The omission of this stage would deny employees the opportunity to receive rewards for outstanding performance as well as the opportunity to improve their future performance.

**Stage 6: Performance renewal and recontracting**

This is the stage in which the information gathered from other stages is analysed, so that the correct action can be taken in the next cycle. The omission of this stage would result in managers having no idea what actions are to be taken in order to improve future performance.

In other words, they would not have a clue as to what is wrong with the current situation, how it went wrong and how it could be rectified.

[25]

**QUESTION 2**

Read the case study below and then answer the questions that follow.

**PERFORMANCE APPRAISAL IN ABSENTIA**

Katso Mothiba, the line manager at Buang Communications Networks, realises that he should have submitted the performance appraisal report of his unit to the departmental manager. His unit comprises ten technicians. He quickly sends an e-mail to the departmental secretary, requesting her to send him a list of names of all technicians in his unit. When he receives this information, he prints the document and goes home. That night Katso does not sleep. He spends the whole night rating each technician in their absence. He just gives any rating he thinks of to each of them. The worst part is that none of the technicians know that they are being rated!.

**2.1 What aspects of performance appraisal/management does Katso Mothiba fail to comply with? (5)**

The performance appraisal in the case study violates many aspects of performance appraisal/performance management.

- It looks like the employees did not know what goals they were supposed to achieve, since it sounds like they knew nothing about the existence of this process.
- Employees were rated in absentia. They did not get an opportunity to raise any of their concerns. Performance appraisal should involve both the rater and the ratee.
- Employees were rated on non-job-related issues, since Katso did not refer to any records.
- Katso was subjective, since he provided ratings by merely looking at the list of names. He did not consider any job information.
- No feedback was provided to employees, so they would not know how they could improve.

You may come up with a long list of aspects which Katso did not comply with, especially if you have studied study units 1 to 3. Pay close attention to the performance management process in figure 1.1.

**2.2 There are several rater's errors that Katso could find himself making during the performance appraisal. Alert him to these errors and provide him with examples of each. (20)**

**[25]**

Refer to activity 3.11 in the study guide in this regard. You provided practical examples of rater's errors during the performance management process when you did this activity. Go through it again, together with the feedback, and see if you can come up with some more examples to help Katso.

**QUESTION 3**

Read the paragraph below and then answer the questions that follow.

**WHO'S THE BOSS!**

In 1995, when Ronald Baron became ABSA's chairman and Tony Thomson became president, they had one major goal: to focus the entire workforce on success. This is a simple idea, but not so easy to implement. How would they get entry-level bank tellers to think of their work not just as a means to a pay cheque, but a direct contribution to ABSA's shareholders?

The answer was what ABSA managers call a balanced scorecard approach. To be competitive, managers realised, the bank had to meet the needs of all its stakeholders. In order to achieve this, every single department and every employee had to understand how their work contributed to the success of meeting stakeholder needs. Each employee's performance would thus also be evaluated according to how he/she enabled the bank to meet the needs of stakeholders. It looked like the newly appointed tellers did not understand this approach and they have come to see you as their line manager for clarity on this new approach.



**3.1 Firstly, explain to the new tellers what the balanced scorecard is and why we need it in managing organisational performance. (10)**

Organisations need a balanced scorecard to measure not just how they have been doing, but also how well they are doing (current indicators) and can expect to do in the future (leading indicators). Gone are the days when organisations were only concerned about the bottom line! For instance, if you were to ask almost anyone how they would measure company performance, they might give you a funny look and say, “how much money the company makes, of course! Isn’t it obvious?” and to a certain extent, they would be right. Profitability, gross revenue, return on capital, and so on are critical, bottom-line kind of results that companies must deliver to survive. However, if senior management only focuses on the financial health of the organisation, several unfortunate consequences arise.

Firstly, financial measures are lagging indicators of success. This means that how high or low these numbers go depends on a wide variety of events that may have happened months or years before and that you have no immediate control of in the present. For instance, think of a pilot in a plane that is falling from the sky. The pilot then only realises that he/she should have done routine maintenance and, of course, filled up with fuel! Bad time to realise this, isn’t it? Secondly, the consequence of focusing only on financial measures is that they have to do directly with the customers who use the organisation’s products or service. Decisions may be made that help the organisation financially, but that hurts the long-term relationship with the organisation’s customers, who may eventually reduce their purchases or leave the organisation altogether. How many of you have been in the spot of having to pay for car repairs that you need, but you know that you are paying too much and will never go back to that service station again? Many of us have had such experiences. These are the kind of problems that can be experienced by organisations if they measure performance only in financial terms. Instead of such a short-sighted, after-the-review company performance measure, we need a more comprehensive view with an equal emphasis on outcome measures (the financial measures or lagging indicators), measures that will tell us how well the company is doing now (current indicators) and measures of how it might do in the future (leading indicators). These indicators are all covered by the balanced scorecard.

**3.2 According to the balanced scorecard approach, who are the bank’s four stakeholders and how should ABSA satisfy each stakeholder’s needs? (8)**

These stakeholders are shareholders from the financial perspective, internal perspective (employees’ multiskilling, processes), innovative/growth perspective (how the organisation should learn in order to grow) as well as the customer perspective (organisations’ clients). Refer to figure 9.1 in this regard and study the explanation accompanying this figure. You will notice that all stakeholders’ interests are taken care of. Also study section 9.3 in the study guide to establish a chain of cause-effect relationships among the four BSC perspectives. Isn’t it interesting to learn how interdependent these perspectives are?

**3.3 Briefly discuss with the management of ABSA any seven implementation pitfalls that should be avoided when introducing the balanced scorecard approach. (7)**

Several pitfalls that should be avoided when introducing the balanced scorecard approach are clearly indicated and discussed in section 9.1 of the study guide. Provide ABSA management with practical examples of how each pitfall occurs.

[25]

**TOTAL: [75]**