



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF HUMAN SCIENCES, COMMERCE AND EDUCATION

DEPARTMENT OF MANAGEMENT

QUALIFICATION: BACHELOR OF HUMAN RESOURCES MANAGEMENT	
QUALIFICATION CODE: 07BHRM	LEVEL: 7
COURSE CODE: MEP711S	COURSE NAME: MANAGING EMPLOYEE PERFORMANCE
DATE: JULY 2022	PAPER: 1
DURATION: 3 HOURS	MARKS: 100

SUPPLEMENTARY/SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	Mr Elias Kandjinga Ms Sylvia Schubert
MODERATOR:	Ms Margaret L. Sezuni

INSTRUCTIONS
<ol style="list-style-type: none">1. Answer ALL the questions.2. You are expected to apply your subject knowledge to the case study.3. Write clearly and neatly.4. Number your answers clearly.

PERMISSIBLE MATERIALS

1. Examination paper
2. Examination script

THIS QUESTION PAPER CONSISTS OF 4 PAGES (Including this front page)

Section A

Question 1

[51]

Consider the following adaptation as a job description for the position of a student in a university. Universities are institutions that offer undergraduate and postgraduate qualifications. They award academic degrees in various academic disciplines. They are the center of knowledge creation and dissemination. As the main stakeholder of the university, students are expected to attend classes on time and regularly, give attention to quality and excellence in completing assessments and be prepared for classes with all necessary supplies. Overall, to be responsible scholars, students are expected to take care of university properties, attend special events and uphold the values of honesty and academic integrity. In addition, students are expected to respect themselves and others and organise their time well.

- 1.1. Performance consists of both task and contextual dimensions. With reference to the above, identify performance dimensions that can be regarded as tasks as well as contextual dimensions. **(8)**

- 1.2. Formulate two performance standards (objectives) for each of the task dimension you have identified above. **(12)**

- 1.3. Draw up a performance appraisal form for this position to be used to evaluate the performance of students. **(25)**

- 1.4. Within the context of performance management and the university policies and guidelines, as a student what are your primary responsibilities? **(6)**

SECTION B

[49]

Question 2

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

Hitting the target and missing the point

Shimaneni, a newly appointed Director of Human Resources, tries to improve on staff appraisals. A robust system of annual appraisals can contribute to employees feeling engaged and provide a basis for staff development. So how does Shimaneni get things wrong? Shimaneni company was proud of its track record on health and safety and had a comprehensive staff welfare programme in place. As a newly appointed Director of Human Resources, Shimaneni, was determined to make her mark. One of the areas she identified for improvement was appraisals. They were supposed to happen every twelve months but last year only 73% had been completed on time. She knew, from her previous job, that appraisals were a great way of getting staff engagement and could really help people see how their job contributed to company performance.

Shimaneni and her team worked hard on getting the numbers up. She pushed line managers to get appraisal dates in their diaries and pulled staff off other duties to make sure that they attended. She set all managers a target of 90% completion within their teams and was clear that there would be no excuses accepted for failing. There was a lot of grumbling, but Shimaneni was a forceful character. At the end of the 12-month period Shimaneni could report to the Board that, this year, 92% of appraisals had been completed on time. It was a great improvement. When the results of the staff survey came in three months later, Shimaneni was bitterly disappointed. Levels of satisfaction with the appraisal process had hardly changed – only 26% reported that the appraisal had been ‘useful or very useful’. The number who replied positively to the statement ‘I feel engaged in the business and understand my contribution’ had fallen by 12%. ‘Where did I go wrong?’ Shimaneni asked herself.

Management and leadership; the Open University

- 2.1. When the results of the staff survey came in three months later, Mrs. Shimaneni was bitterly disappointed. Levels of satisfaction with the appraisal process had hardly changed – only 26% reported that the appraisal had been ‘useful or very useful’. Discuss six (6) desirable features that make appraisal forms particularly effective. **(12)**

- 2.2. Coaching helps turn feedback into results. Considering that Ms Shimaneni is a forceful character, discuss seven (7) ways she can use to improve employees' satisfaction and engagement score of 26% and 12% respectively? **(14)**
- 2.3. Identify and discuss in relation to the case study how Shimaneni can use the two types of systems to evaluate employees' competencies. **(8)**
- 2.4. In a short summary, how did the Managing Employee Performance course shape your understanding of an ideal performance management system in the organisation? Do you foresee applying what you have learned hitherto/thus far, how? **(15)**

Total: 100

