Question 1:
Describe the nine (9) characteristics of an effective 360 degree feedback system. (10)

The nine (9) characteristics of an effective 360 Degree Feedback System are as follows:

- Anonymity (Student explains what this means. One should not who rated whom.)
- Only those involved in observing the employee perform should participate in the performance appraisal.
- Top management support is required. Top management provide the resources and time in which the system operates, if support is not there then the system will not be effective.
• The benefits accruable to all who will participate in the 360 Degree Feedback System must be clearly explained to participants.
• Follow up on given feedback must be seriously attended to with the objective of wanting to ensure that the employee improves his / her performance.
• The 360 Degree Feedback system must be solely used for the purposes of developing employees not for other purposes such as victimizing them.
• Questionnaires used must reflect real that raters can recall if queried and can relate to.
• The system must be kept simple and not complicated. It must be user friendly.
• Implementation must be supported by use of effective communication and people must be trained in the use of the system.

(The students are expected to clearly describe the nine characteristics that should be in place to ensure that the 360 Degree Feedback System is effective when implemented.)

Question 2:
Identify the three intentional rating errors during reviews of employee performance and the reasons behind these errors. (10)

• Leniency error – awarding scores to subordinates than they actually deserve. The reasons being to encourage to encourage employees; avoiding a record of poor performance; and avoiding confrontation with employees.

• Severity error – intentional error where rater wants to punish a rude subordinate or would like to drive the subordinate out of the organization.

• Central tendency error – the rate awards average scores to avoid taking a position. The rate plays it safe as he/she is not criticized for favouritism by management or confronted by subordinates for being stingy.

Question 3
Choose and discuss five (5) developmental activities that you believe are relevant to one’s job and can be identified as requiring development of the skills of an employee. (10)

• Coaching
• Mentorship programme
• Job enrichment
• Special assignments or project work
• Conferences
• E-learning
- Guided reading
- Learning from colleagues
- Professional membership
- Getting formal qualifications

(Students choose any five developmental activities from the list given above and discuss them).

Question 4:
Discuss the common reasons for organizing work around teams in the workplace. (10)

- Teams leverage skills needed to deal with increased competition due to globalization. Increased competition from globalization can be dealt with in a better way or more effectively through teamwork. Teams are considered more effective because they have element of diversity in them and teams work collectively and pool their ideas together than would an individual employee. Together as team people are stronger.
- If teams are well organized and coordinated and synergy and cooperation is built into them skills possessed by team members can be optimally utilized especially in organisations that have flatter organization structures. The flatter the structure, the more flexible it is to tape into the skills of team members across the whole organization.
- Production of services and products have become complex and to this end need the effort and energy of a team to manage the complexities which are associated with production processes.
- Organisations are becoming more complex as well as the products and services that consumers need. This trend is pressurizing organisations to keep their eyes on the ball and teams are believed to be in a position to respond faster to these new and ever changing demands.

Question 5:
For coaching to be a success, there are certain skills that a coach should possess. Discuss. (10)

- First and foremost, a coach must have good questioning and listening skills (must possess a whole array of skills that allows him/her to support learning on the part of the one to be coached.
- The coach must be skilled or an expert in the occupation concerned – must possess requisite skills, knowledge and attributes to coach those who need coaching
- Must be able or find it not difficult to build rapport and trust with those to be coached; referred to as trusting and collaborative relationship
- Must have a good discerning ability that the employee and not the line manager or coach is the director of change. The coach is only there to guide and lead the one to be coached.
• Must have very good listening skills and also be able to ask high impact questions which are open ended.
• Must have facilitation skills as he/she is there to advise, guide and support the employee.
• He/she must have very good motivational skills and be observant in the he/she should observe careful if the employee is doing the right things and make the most of opportunities provided to improve performance.

[GOOD LUCK]