FEEDBACK TUTORIAL LETTER

1st SEMESTER 2019

ASSESSMENT 1

FOR
Managing Employee Performance
MEP 711S
Dear student

The purpose of this tutorial letter is to provide feedback on Assignment and a few information on the examination. Please read the tutorial letter carefully to see where you have done well and where you could have improved.

FEEDBACK ON ASSIGNMENT

QUESTION 1

1.1

A lot of you have tried your level best here. You have created an average appraisal form although some of you just downloaded your company’s appraisal forms. Some of these downloaded forms lacked the basic elements covered in Chapter 6.

The marks allocation was as follow:

- Biographical information: 5
- Results: 5
- Competencies and their indicators: 5
- Rating system (at the beginning of the form): 5
- Comments and signatures line: 5

Total: 25

Most of you have missed the competencies and their indicators. Some of you failed to set SMART objectives (results) as well. Nevertheless, on average, there was a good performance on this question.
In addition, a few of you had a laundry list of objectives to be achieved. I wonder how an employee can achieve more than 10 performance standards in a given performance cycle. Remember that an appraisal form should not be a reproduction of the job description (JD).

1.2 Analysis of own form

The question was not to list the features of a good performance appraisal form as most of you have answered, but to analyse the form that you just created in 1.1. So instead of saying, for instance, a good appraisal form should be simple, descriptiveness etc., you should justify why you think your form is simple. Point out those elements and provide evidence from your form.

In general, most of you have done poor here. But I have noticed that this was because of lack of reading and ignorance.

1.3 Improvement plan

There is no correct format here. Whatever you design was fine as long as it had the actual developmental areas that an employee has to improve. Remember that the concentration was not to be on underperformers only, but on every employee to become a superior performer.

Most of you did not DRAW up the plan, but discussed the ways to improve performance. I have awarded you marks for that and did not penalise you in any manner. Generally, you have to discuss ways in which employees can be assisted to achieve targets.

I would have loved to see an in-depth discussion of the following in your dialogue or improvement plan:

- The employee expected standards (these standards must reasonable and achievable).
- Confirmation of the employee’s knowledge and understanding of the required performance standards
- An action plan aimed at addressing the causes or reasons identified for improvement
- Reasonable period time to work on the identified developmental areas
- Ongoing meeting between the line supervisor and subordinate to revisit the required performance and evaluate progress.
1.4 Writing a communication in preparation of an appraisal meeting:

You should just write a letter. Simple. From you, the line manager, to the subordinate stating the following:

- Purpose of the meeting
- Date
- Time
- Place
- Content of the meeting
- Format of the meeting
- What the employee should do before the meeting e.g. self-appraisal
- What to bring to the meeting etc.?

There should be ample time between the date of communication and the actual date of the meeting, preferably two weeks. This gives sufficient time to both parties to prepare for the appraisal meeting.

**QUESTION 2**

Most of you confused yourself between measuring approach and reward plan. This caused some of you to discuss the payment plan, like rewarding the staff member with the most closed loans etc. But the question asked you to identify the measuring approach.

There are 3 measuring approaches discussed in this subject, Result approach, Behaviour approach and Trait approach. The one that was applicable in this scenario is the result approach. The scenario indicated that employees are evaluated on who closed the most loans, who brought in the most revenue and who provided the most referrals. All these are results based approach, without paying attention to the behaviour - how this is done.
Unfortunately, the second mistake that most of you did was just to discuss the result approach in general. When you are given a case study your discussion must be linked to the scenario provided. So it was wrong to discuss the condition under which the result approach works better, without making any reference to the home loan scenario.

2.2 This requires the same answering style as 2.1. With the four coaching styles identified in the book, the driver style is the most appropriate to this scenario. However, I have also awarded marks to those who identified other style rather than the driver style, provided that they have justified their answers. I only did not award marks to those who mentioned all four, as I felt this was a gambling approach.

So once more, you were supposed to justify the driver style in relation to the home loan case scenario.

GENERAL COMMENTS:
You are guys are disappointing. This course is supposed to be done by third year, final year students, who are about to exit the university. Your standard of writing and reasoning is really below standards. You lack basic writing skills. Your assignments were not proof read, had spelling mistakes, grammar errors, paragraphs not aligned, wrong resources in your reference list, while turnitin is indicating other resources. Copying and pasting unnecessary information, plagiarism etc. Seriously, I am disappointed by the quality of work produced, in general, by MOST of you.

How do you explain that a final year student cannot write an assignment as per academic style? No table of content, no introduction, neither conclusions, even though this was indicated on the assignment instructions. How do you miss such a sentence: (15% is derived from how you have written your assignment (i.e. table of content introduction, conclusion, grammar and spelling, referencing, and overall impression)? As a results, these students missed the 15 marks, just like that. ALL and I repeat ALL of you cannot do proper referencing at this stage. What a disaster? I have just awarded you that reference mark out of courtesy. How do you expect to do your Honours where research is a big component, if you lack referencing skills at this stage? I am very much disappointed in you.
## EXAMINATION PREPARATION

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>• Read the guidelines and requirements of the examination paper before you start answering the questions.</th>
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<tr>
<td>Step 2:</td>
<td>• Read the question carefully.</td>
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| Step 3: | • Determine what is expected of you. This implies you need to:  
  o Identify the **action verb** in the questions; **DO NOT LIST WHEN YOU ARE ASKED FOR INSTANCE TO EXPLAIN**.  
  o Identify the topic the question is dealing with; and  
  o Review the mark allocation for the questions. |
| Step 4: | • Plan your response according to the requirements and mark allocation. |
| Step 5: | • Read the answer/response carefully to ensure that it is correct and that you have answered it comprehensively. |

### Exam Layout:

There is only one Section in the paper which consists of structured questions. There are 10 structured questions with a mark range of 4-20 and covering the entire module content. The questions require you to apply and integrate the whole content holistically.

Best luck with your examination preparations.

Kind regards

Yours in Education,

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