



Name:
Enrolment No:

UNIVERSITY OF PETROLEUM AND ENERGY STUDIES
End Semester Examination, April 2024

Course: Performance Management
Program: BBA
Course Code: HRES 2003

Semester: IV
Time: 03 hrs.
Max. Marks: 100

Instructions:

SECTION A
10Qx2M=20Marks

S. No.		Marks	CO
Q 1	The basic component that requires forms to contain job title, division, pay grade or salary, and evaluation period is referred to as a. Accountabilities, objectives, and standards b. Competencies and indicators c. Basic employee information d. Major achievements and contributions	[2]	CO1
Q2	The basic component that requires forms to contain definitions of the various knowledge, skills, and abilities to be assessed together with their observable behaviors is referred to as: a. Accountabilities, objectives, and standards b. Competencies and indicators c. Basic employee information d. Major achievements and contributions	[2]	CO1
Q3	The feature that recommends that a form specify expectations about past and future performance is referred to as: a. Clarity b. Comprehensiveness c. Time orientation d. Descriptiveness	[2]	CO1
Q4	_____ is the feature of forms that ensures that raters provide evidence of performance regardless of the level of performance. a. Clarity b. Comprehensiveness c. Time orientation d. Descriptiveness	[2]	CO1

Q5	<p>The _____ method of computing an overall score relies on the weights given to indicate the relative importance of each performance dimension measured to prevent personal bias from entering the rating.</p> <p>a. Creative b. Mechanical c. Methodological d. Judgmental</p>	[2]	CO1
Q6	<p>The _____ meeting is a time to discuss how the system works and where the responsibility of the employee and the supervisor are outlined.</p> <p>a. System inauguration b. Self-appraisal c. Development plan d. Objective setting</p>	[2]	CO1
Q7	<p>During the _____ meeting, an employee's developmental needs and the resources and methods available to meet those needs are discussed.</p> <p>a. System inauguration b. Self-appraisal c. Development plan d. Objective setting</p>	[2]	CO1
Q8	<p>An employee's _____ is/are usually best equipped to rate how well the employee removes organizational barriers, shields employees from politics, and improves other employee's competence.</p> <p>a. Peers b. Customers c. Supervisor d. Subordinates</p>	[2]	CO1
Q9	<p>Suggestions to improve the quality of self-appraisals include all of the following, EXCEPT:</p> <p>a. Use comparative as opposed to absolute measurement systems. b. Allow employees to practice their self-rating skills. c. Assure confidentiality. d. Focus on the past.</p>	[2]	CO1
Q10	<p>Rating behaviors are influenced by:</p> <p>a. Motivation to provide accurate ratings. b. Motivation to distort ratings. c. A and B d. None of the above</p>	[2]	CO1

SECTION B 4Qx5M= 20 Marks			
Q11	What are some challenges in implementing effective performance management?	[5]	CO2
Q12	What are some key components of performance management?	[5]	CO2
Q13	Why is performance management important?	[5]	CO2
Q14	What is performance management?	[5]	CO2
SECTION-C 3Qx10M=30 Marks			
Q15	You're a manager of a remote team, and one of your team members has been consistently missing deadlines and producing subpar work. Other team members have expressed frustration about having to compensate for their colleague's shortcomings. How would you approach this situation using performance management techniques?	[10]	CO3
Q16	As an HR manager, you've noticed a trend where certain managers consistently rate their employees higher or lower than their peers during performance evaluations, despite similar levels of performance. This inconsistency has led to complaints from employees about unfair treatment. How would you address this issue and ensure a more equitable performance evaluation process?	[10]	CO3
Q17	As a team leader, you've noticed that one of your team members consistently achieves excellent results but displays disruptive behavior during team meetings, such as interrupting others and being dismissive of alternative viewpoints. How would you approach evaluating this team member's performance, considering both their results and behavior?	[10]	CO3
SECTION-D 2Qx15M= 30 Marks			
Q18	<p style="text-align: center;">Minimizing Biases in Performance Evaluation at Expert Engineering, Inc.</p> <p>Under various engineer titles, veteran engineer Demetri worked for Expert Engineering, Inc., for almost 15 years. The firm's performance evaluation history is both unique and long. He has recently been promoted to the position of Principal at the engineering firm. All principals are involved in evaluating engineers because the founders of the firm believed in multiple source evaluation and feedback to prevent favoritism and promote a merit-based culture. At the same time, the firm has a long history of using quality performance appraisal forms and review meetings to better ensure accurate performance evaluations. Several months ago, however, the firm initiated a big hiring initiative of a dozen new engineers, nine of whom turned out to be graduates from Purdue University, which is the same university from which Demetri graduated. Indeed, Demetri was active in moving forward the hiring initiative. There is tension and discontent among the other principals, who fear that a time of unchecked favoritism, biased performance ratings, and unfair promotion decisions is on the rise.</p>	30	CO3

	<ol style="list-style-type: none">1. Provide a detailed discussion of the intentional and unintentional rating distortion factors that may come into play in this situation.2. Evaluate the kinds of training programs that could minimize the factors you have described. What do you recommend and why?		
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