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# Citrus Business Management Programme

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Module 7

**Manage Your Business:  
Human Resources**

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Formative PoE Guide

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P.O. Box 461, Hillcrest, 3650  
(031) 765-3410

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**Content originator:**

Scientific Roets (Pty) Ltd, P.O. Box 461, Kokstad, 4700

**Additional content and adaptation:**

Citrus Academy

**Learning programme and material developer:**

Carol Harington (Rapid Skills Warehouse)

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# Assessor Orientation

## Background Information

The main theme of this module is human resources management and the need for workplace motivation. Note that this module has been contextualised for agribusiness.

The module will cover aspects such as:

- ❖ Human resource policies and procedures.
- ❖ Human resource administration:
  - job descriptions
  - recruitment
  - selection panels
  - employment contracts
- ❖ Development, facilitation and monitoring of the disciplinary policy, process and procedures.
- ❖ Interpretation and implementation of labour relations legislation.
- ❖ The concept of motivation and its importance in enhancing performance levels.
- ❖ How to apply theories of motivation as a leader.
- ❖ Techniques to enhance self-motivation and leadership performance.
- ❖ Applying strategies to motivate others.

This module contributes to the exit level outcome and associated criteria:

- 4. Manage a new venture by applying business principles and techniques.
  - 4.5 Sound human resources management techniques are applied in order to set up a productive and motivated workforce for a business.
  - 4.6 Administrative principles and procedures are applied for sound administration and record-keeping.

This module comprises of 2 unit standards and attracts 15 credits.

|                  |                                    |                        |                                                                                              |   |   |   |
|------------------|------------------------------------|------------------------|----------------------------------------------------------------------------------------------|---|---|---|
| <b>Section 1</b> | <b>Human Resources Management</b>  | <a href="#">116394</a> | Implement and manage human resource and labour relations policies and acts                   | C | 5 | 9 |
| <b>Section 2</b> | <b>Motivation in the Workplace</b> | <a href="#">120389</a> | Explain and apply the concept, principles and theories of motivation in a leadership context | C | 4 | 6 |

## Unit Standard Information

### Implement and manage human resource and labour relations policies and acts

| SAQA US ID                                         | UNIT STANDARD TITLE                                                        |                           |                            |                      |
|----------------------------------------------------|----------------------------------------------------------------------------|---------------------------|----------------------------|----------------------|
| 116394                                             | Implement and manage human resource and labour relations policies and acts |                           |                            |                      |
| ORIGINATOR                                         |                                                                            |                           |                            |                      |
| SGB Primary Agriculture                            |                                                                            |                           |                            |                      |
| PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY |                                                                            |                           |                            |                      |
| -                                                  |                                                                            |                           |                            |                      |
| FIELD                                              |                                                                            |                           | SUBFIELD                   |                      |
| Field 01 - Agriculture and Nature Conservation     |                                                                            |                           | Primary Agriculture        |                      |
| ABET BAND                                          | UNIT STANDARD TYPE                                                         | PRE-2009 NQF LEVEL        | NQF LEVEL                  | CREDITS              |
| Undefined                                          | Regular                                                                    | Level 5                   | Level TBA: Pre-2009 was L5 | 9                    |
| REGISTRATION STATUS                                |                                                                            | REGISTRATION START DATE   | REGISTRATION END DATE      | SAQA DECISION NUMBER |
| Reregistered                                       |                                                                            | 2015-07-01                | 2018-06-30                 | SAQA 10105/14        |
| LAST DATE FOR ENROLMENT                            |                                                                            | LAST DATE FOR ACHIEVEMENT |                            |                      |
| 2019-06-30                                         |                                                                            | 2022-06-30                |                            |                      |

*In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.*

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

#### PURPOSE OF THE UNIT STANDARD

A learner achieving this unit standard will be able to analyse policy, procedures, agreements and conditions of employment applicable at the workplace environment and take the full responsibility to optimise and maintain efficiencies in policies. The learner should be able to identify trends and have the ability to implement acceptable systems to deal with this.

In addition the learner will be well positioned to extend the learning into systems thinking and the motivation of a productive workforce at all levels. The profession and agribusiness will benefit from higher productivity levels and a positive external image projected through this.

Learners will understand the importance of the application of business principles in agricultural production with specific reference to human resources.

They will be able to operate farming practices as businesses and will gain the knowledge and skills to move from a subsistence orientation to an economic orientation in agriculture. Farmers will gain the knowledge and skills to access mainstream agriculture through a business-orientated approach to agriculture.

#### LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that a learner attempting this unit standard will demonstrate competence against the unit standard or equivalent:

- NQF 4: Assume co-responsibility and participation in human resources management.

## UNIT STANDARD RANGE

Whilst range statements have been defined generically to include as wide a set of alternatives as possible, all range statements should be interpreted within the specific context of application.

Range statements are neither comprehensive nor necessarily appropriate to all contexts. Alternatives must however be comparable in scope and complexity. These are only as a general guide to scope and complexity of what is required.

### Explain and apply the concept, principles and theories of motivation in a leadership context

| SAQA US ID                                           |                     | UNIT STANDARD TITLE                                                                          |                       |                      |
|------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------------|-----------------------|----------------------|
| 120389                                               |                     | Explain and apply the concept, principles and theories of motivation in a leadership context |                       |                      |
| ORIGINATOR                                           |                     |                                                                                              |                       |                      |
| SGB Administration                                   |                     |                                                                                              |                       |                      |
| PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY   |                     |                                                                                              |                       |                      |
| -                                                    |                     |                                                                                              |                       |                      |
| FIELD                                                |                     |                                                                                              | SUBFIELD              |                      |
| Field 03 - Business, Commerce and Management Studies |                     |                                                                                              | Public Administration |                      |
| ABET BAND                                            | UNIT STANDARD TYPE  | PRE-2009 NQF LEVEL                                                                           | NQF LEVEL             | CREDITS              |
| Undefined                                            | Regular-Fundamental | Level 4                                                                                      | NQF Level 04          | 6                    |
| REGISTRATION STATUS                                  |                     | REGISTRATION START DATE                                                                      | REGISTRATION END DATE | SAQA DECISION NUMBER |
| Reregistered                                         |                     | 2015-07-01                                                                                   | 2018-06-30            | SAQA 10105/14        |
| LAST DATE FOR ENROLMENT                              |                     | LAST DATE FOR ACHIEVEMENT                                                                    |                       |                      |
| 2019-06-30                                           |                     | 2022-06-30                                                                                   |                       |                      |

*In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.*

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

## PURPOSE OF THE UNIT STANDARD

This Unit Standard is suitable for learners will be working within a Public Sector, Local Government, commercial or community environment, and will fulfill a leadership role as part of their job. This Unit Standard will also add value to public officials who are seeking to develop a career pathway towards an accomplished integrated development planner or public sector management and administration specialist.

The qualifying learner is capable of:

- Explaining the concept of motivation and its importance in enhancing performance levels.
- Explaining and apply theories of motivation in a leadership context.
- Applying techniques to enhance self motivation and leadership performance.
- Applying strategies to motivating others in a leadership context.

## LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in Communication at NQF Level 3, or the equivalent thereof.

## UNIT STANDARD RANGE

N/A

## information

### Unit Standard References

The SAQA registered unit standards associated with this learning program are included in this guide for your information.

Please do not hesitate to ask the facilitator or assessor to explain anything that you do not understand or need help with.

### Associated Qualification

This unit standard forms part of the learner support materials for the following qualification:

#### Further Education and Training Certificate: New Venture Creation

| SAQA QUAL ID                                                |                                                      | QUALIFICATION TITLE                                              |                                                  |                         |
|-------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------|-------------------------|
| 66249                                                       |                                                      | Further Education and Training Certificate: New Venture Creation |                                                  |                         |
| ORIGINATOR                                                  |                                                      |                                                                  |                                                  |                         |
| Task Team - New Venture Creation                            |                                                      |                                                                  |                                                  |                         |
| PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY          |                                                      |                                                                  | NQF SUB-FRAMEWORK                                |                         |
| SERVICES - Services Sector Education and Training Authority |                                                      |                                                                  | OQSF - Occupational Qualifications Sub-framework |                         |
| QUALIFICATION TYPE                                          | FIELD                                                | SUBFIELD                                                         |                                                  |                         |
| Further Ed and Training Cert                                | Field 03 - Business, Commerce and Management Studies | Generic Management                                               |                                                  |                         |
| ABET BAND                                                   | MINIMUM CREDITS                                      | PRE-2009 NQF LEVEL                                               | NQF LEVEL                                        | QUAL CLASS              |
| Undefined                                                   | 149                                                  | Level 4                                                          | NQF Level 04                                     | Regular-Unit Stds Based |
| REGISTRATION STATUS                                         |                                                      | SAQA DECISION NUMBER                                             | REGISTRATION START DATE                          | REGISTRATION END DATE   |
| Reregistered                                                |                                                      | SAQA 10105/14                                                    | 2015-07-01                                       | 2018-06-30              |
| LAST DATE FOR ENROLMENT                                     |                                                      | LAST DATE FOR ACHIEVEMENT                                        |                                                  |                         |
| 2019-06-30                                                  |                                                      | 2022-06-30                                                       |                                                  |                         |

*In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.*

This qualification replaces:

| Qual ID | Qualification Title                                                     | Pre-2009 NQF Level | NQF Level    | Min Credits | Replacement Status |
|---------|-------------------------------------------------------------------------|--------------------|--------------|-------------|--------------------|
| 23953   | Further Education and Training Certificate: New Venture Creation (SMME) | Level 4            | NQF Level 04 | 162         | Complete           |

## Learner Details

|                                                        |                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First name:                                            |                                                                                                                                                                                                                                                                                                                                                                  |
| Surname:                                               |                                                                                                                                                                                                                                                                                                                                                                  |
| ID number:                                             |                                                                                                                                                                                                                                                                                                                                                                  |
| Mobile phone contact number:                           |                                                                                                                                                                                                                                                                                                                                                                  |
| E-mail address:                                        |                                                                                                                                                                                                                                                                                                                                                                  |
| Postal address:                                        |                                                                                                                                                                                                                                                                                                                                                                  |
| Dates on which you completed this formative PoE guide: |                                                                                                                                                                                                                                                                                                                                                                  |
| Declaration:                                           | <p>I hereby confirm that:</p> <ul style="list-style-type: none"> <li>• I received the assessment plan and schedule.</li> <li>• I understand my rights in terms of special needs, re-assessment, feedback and appeals against assessment decisions.</li> <li>• I completed the formative assessment independently without assistance from anyone else.</li> </ul> |
| Date:                                                  |                                                                                                                                                                                                                                                                                                                                                                  |
| Place:                                                 |                                                                                                                                                                                                                                                                                                                                                                  |
| Signature:                                             |                                                                                                                                                                                                                                                                                                                                                                  |
| Signature of Assessor:                                 |                                                                                                                                                                                                                                                                                                                                                                  |

## information

### Important

Please remember that this document is seen as legal evidence of your competence. It is very important that you sign and date each section where requested. Your signature confirms that this work is your own and that you have not committed fraud in any way.

# Learner Assessment Plan and Schedule

## What?

What is it that I will be assessed in?

- ❖ You will be assessed in the outcomes for unit standard 116394 and 120389.

What will be expected of me during the formative assessment?

- ❖ You have to complete ALL the activities in the formative portfolio of evidence guide during the course of the learning.
- ❖ If you are assigned a teamwork or paired practice activity, it is your responsibility to attach key notes, a copy, a picture or a sample of the evidence produced by your team. (Please do NOT leave blank activities).
- ❖ Please write in pen at all times.
- ❖ Please make sure that you sign and date the pages where requested.

What will be expected of me during the summative assessment?

- ❖ Please work alone to complete these activities and questionnaires. If you copy work from others or let them copy your work, you will automatically be declared not yet competent.
- ❖ Please do NOT leave blank activities.
- ❖ Please write in pen at all times.
- ❖ Please make sure that you sign and date the pages where requested.

## Where?

Where will the assessment take place? (Venue)

- ❖ All assessments will take place at the training centre in the training room under supervision of the evidence collecting facilitator.

## Who?

Who is the assessor?

- ❖ The assessors are Zama Madikizela and Mpho Mazubane.

How can I contact the assessor if something unforeseen happens?

- ❖ You can contact them at the Scientific Roets office on (039) 727-1515 or via email: [zama@scientificroets.com](mailto:zama@scientificroets.com) or [mpho@scientificroets.com](mailto:mpho@scientificroets.com).

## When?

On which date and at what time will the assessment take place or should my formative PoE be handed in?

- ❖ The formative assessment activities are completed during the presentation of the learning programme module.

- ❖ Your completed formative portfolio of evidence has to be handed in on Friday of this training week at the close of the day.
- ❖ The summative assessments take place after the completion of each chapter.
- ❖ The facilitator will put up a schedule of times for summative assessments in the classroom.
- ❖ Please check it carefully and make sure you prepare by revising the information in your formative PoE and by completing the self-assessment exercise in your learner workbook.

## How?

How will I be assessed, and what kinds of assessment instruments are included in this PoE?

Formative assessment includes a range of team and individual learning activities as follows:

- ❖ Section 1 Formative Assessment Activities
  - F116394.1 – Team Research Analysis Questionnaire
  - F116394.2 – Class Discussion and Team Document Framework Presentations
  - F116394.3 – Brainstorming Session and Mind Map with Key Notes
  - F116394.4 – Team Role-play with Key Notes
  - F116394.5 – Paired Role-play with Key Notes
  - F116394.6 – Team Research Presentation
- ❖ Section 2 Formative Assessment Activities
  - F120389.1 – Team Research Analysis Questionnaire
  - F120389.2 – Team Research Presentation
  - F120389.3 – Paired Work Sample Quiz
  - F120389.4 – Team Work Sample Presentation

Summative assessment includes the following assessment instruments:

- ❖ Section 1 Summative Assessment Activities
  - S116394.1 – Work Samples and Research Summaries
  - S116394.2 – Work Samples and Simulation
  - S116394.3 – Workplace Example and Knowledge Questionnaire
  - S116394.4 – Work Samples with Process Notes
  - S116394.5 – Work Sample
  - S116394.6 – Reflective Knowledge Questionnaire
- ❖ Section 2 Summative Assessment Activities
  - S120389.1 – Knowledge Questionnaire
  - S120389.2 – Research Report
  - S120389.3 – Reflective Diary
  - S120389.4 – Personal Action Plan

## What do I need?

For your formative assessment you will need:

- ❖ Your formative PoE guide
- ❖ Your learner guide
- ❖ A dictionary
- ❖ Access to your learning team members
- ❖ Access to the internet
- ❖ Stationery

For your summative assessment you will need:

- ❖ Your summative PoE guide
- ❖ A dictionary
- ❖ Access to the internet
- ❖ Stationery

## Who else may be involved?

Are there other people who need to be involved in this assessment process?

For the formative assessment, you may work with the other members of your learning team.

For the summative assessment the following people will form part of the process:

The evidence collecting facilitators:

- ❖ Their role is to guide and support you in the collection of the evidence and to prepare you for summative assessment.

The assessor:

- ❖ The assessor will evaluate all the formative and summative evidence of assessment that you include in your portfolios and determine if it shows that you are competent in the outcomes of the unit standard(s).
- ❖ He / she will also give you feedback on your competence and guide you in case you need to submit additional evidence of your competence.

The moderator:

- ❖ The moderator will do spot checks on evidence and make sure that the assessment process has been completed correctly.

## How will I know if the process is complete?

What will happen once I have completed this assessment process and the workbook has been handed in?

- ❖ The portfolios are submitted to the assessor for marking and evaluation.
- ❖ During the week when you are at home you will receive feedback via telephone call, SMS or email from the assessor.

- ❖ On your first day back in class, you will receive the formal written feedback document from the assessor. You need to read it carefully and sign it off. It is important to complete the supplementary activities or re-assessment as communicated by the assessor to be able to reach competence.
- ❖ The process is only complete after you have received feedback and a final competence declaration from the assessor.

## What if?

What if I am not ready to be assessed?

- ❖ If you feel that you are not ready to be assessed, you should contact the evidence collecting facilitator to make alternative arrangements.
- ❖ You should also inform the assessor via email of the reasons why you feel that you are not ready for assessment, and confirm what alternative arrangement has been agreed.
- ❖ Attach a copy of your written request to the first page of this portfolio of evidence.

What if I have a special need, for example, a translator or I struggle to write?

- ❖ If you have a special need (you need a translator or you struggle to write fast or you are living with a disability), then it is important that you inform the evidence collecting facilitator and the assessor at the BEGINNING of the learning week in writing, please.
- ❖ Attach a copy of your written request to the first page of this portfolio of evidence.

What if I get sick on the day of assessment?

- ❖ If you are sick on the day of assessment, you should contact the evidence collecting facilitator to make alternative arrangements.
- ❖ You also need to submit a doctor's note.
- ❖ You should also inform the assessor via email of the fact that you were sick and confirm what alternative arrangement has been agreed.
- ❖ Attach a copy of your written request and the doctor's note to the first page of this portfolio of evidence.

What if I am not happy with the assessor's decision?

- ❖ You have the right to appeal the assessor's competence decision.
- ❖ The appeals procedure and application form is available from the evidence collecting facilitator on request.

# Section 1: Formative Assessment Activities

## *F116394.1 – Team Research Analysis Questionnaire*

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 2 hours.

### **Instructions:**

1. Think of developing the ideal citrus production business. Let us call it Utopia Farm. Write down a brief vision describing what this business looks like.

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2. Now discuss each of the following elements of this imaginary Utopia Farm business, and write down how you see this element working. (For each element use the 5WH method: What? Why? Where? When? Who? How?)

### 2.1. Employment equity

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## 2.2. Skills development

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## 2.3. Grievance procedures

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## 2.4. Performance evaluation

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## 2.5. Recruitment and selection

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## 2.6. Remuneration negotiations

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## 2.7. Disciplinary hearings

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3. The elements your team discussed and analysed above can be collected and summarised to form a typical human resources policy for any organisation. Write down the steps your team would follow to formalise the thoughts and ideas you captured above to record these into formal organisational policies.

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## F116394.2 – Class Discussion and Team Document Framework Presentations

- ✓ Hold a class discussion on each of the topics below.
- ✓ Record key notes as a reminder for your own records.
- ✓ Time to spend on this activity: 1 hour.

### Questions:

1. How does one go about recruiting the correct staff to do the different jobs required on a citrus farm or in a citrus packhouse?

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2. How can you make sure that you recruit the right person for the right job?

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3. How can you ensure that the people with the right skills, knowledge and attitudes know about the job you are advertising and can apply?

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4. Once you have managed to find the correct person for a job, how can you make sure that they know and understand what is expected of them in terms of job tasks as well as organisational rules and regulations?

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5. How will you know that the rules and regulations of your workplace are legal?

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6. Now work as a team to develop a series of graphics and frameworks to explain each of the following:
- 6.1. A flowchart to explain the steps in the organisational recruitment process. Attach a picture or copy of your team's flowchart below and label it "Flowchart 6.1".



6.2. A checklist of items to include in a job advert you may place in a newspaper, trade journal or on the internet. Attach a copy or write key notes of your team's checklist below and label it "Checklist 6.2".



- 6.3. An infographic explaining how you would go about convening (putting together) a selection or interview panel for an interview related to a team leader position. Attach a copy or picture of your team's infographic below and label it "Infographic 6.3".



6.4. A flowchart explaining the process to follow when conducting salary negotiations during the recruitment process. Attach a copy or picture of your team's infographic below and label it "Infographic 6.4".



6.5. A framework for an employment contract. Attach a copy of your team's framework below and label it "Framework 6.5".



## *F116394.3 – Brainstorming Session and Mind Map with Key Notes*

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 90 minutes.

### **Instructions:**

1. The facilitator will allocate two or three of the following topics to each team:

Hold a series of team brainstorming sessions on the two or three topics you were given, in order to design a mind map with key notes on each of the subjects. At the end of the activity, you will present your mind map to the rest of the class.

Topics:

- 1.1. Why it is important to have a disciplinary code and grievance procedure in a formal working environment.
  - 1.2. How to ensure that your organisational disciplinary code and procedures adhere to legal requirements.
  - 1.3. Why it is important to assign timeframes to dispute resolution procedures.
  - 1.4. How to ensure that your organisation's disciplinary code and procedure "makes sense" for the type of industry and is in line with organisational culture.
  - 1.5. The communication channels and structures that are required to ensure that disputes are resolved quickly and efficiently.
  - 1.6. Why it is important to train people how to implement disciplinary and dispute resolution procedures.
  - 1.7. Why it is important to review and update your organisational disciplinary code and procedures regularly.
2. Which topics did your team work on? Attach a copy or picture of your team's mind map behind this page, and label it "Mind Map 1".

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3. Write key notes on the mind map topics presented by all the different teams:
- 3.1. Why it is important to have a disciplinary code and grievance procedure in a formal working environment.

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- 3.2. How to ensure that your organisational disciplinary code and procedures adhere to legal requirements.

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- 3.3. Why it is important to assign timeframes to dispute resolution procedures.

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- 3.4. How to ensure that your organisation's disciplinary code and procedure makes sense for the type of industry and is in line with organisational culture.

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3.5. The communication channels and structures that are required to ensure that disputes are resolved quickly and efficiently.

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3.6. Why it is important to train people how to implement disciplinary and dispute resolution procedures.

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3.7. Why it is important to review and update your organisational disciplinary code and procedures regularly.

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## F116394.4 – Team Role-play with Key Notes

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 1 hour.

### Instructions:

1. Read the following case study, and refer to the documents and examples in your learner study guide to role-play a disciplinary response to the case presented.

Roles:

- ❖ HR manager
- ❖ Farm foreman
- ❖ Spray pump operator
- ❖ Union representative
- ❖ Stores manager

The case:

The spray pump operator on Happy Orange Farms is suspected of stealing 5 litres of diesel from the tractor every day and giving it to his cousin who comes to visit him during lunch time. The spray pump operator says it is not true, and it is all a conspiracy between the foreman and the stores manager because they do not like him.

It has been decided to conduct a disciplinary enquiry into the case in order to determine what action should be taken.

- ❖ The farm foreman is the charging officer
- ❖ The HR manager is the chairperson
- ❖ The union rep will serve as the employee representative
- ❖ The stores manager is the witness

1.1. Capture reflective key notes on the role-play:

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## F116394.5 – Paired Role-play with Key Notes

- ✓ Work in pairs to complete this activity.
- ✓ Time to spend on this activity: 30 minutes.

### Instructions:

1. Read the following case study, use the template below to simulate a performance evaluation.

Roles:

- ❖ HR manager
- ❖ Farm foreman

The case:

The farm foreman has been working with Happy Lemon Farms for the past three years. It is the policy to hold performance reviews every six months. The performance review is normally conducted by the HR manager.

The farm foreman is doing quite well at work and he / she is eager to be promoted. In order to be promoted he / she will need to undertake a learnership of diploma studies.

He / she also needs to improve some minor workplace behaviour issues. The issues include occasional late-coming on Mondays and interpersonal conflicts with some of the team members.

The HR manager has the mandate to recommend employee performance counselling or motivate for training and development as required. The farm foreman is the charging officer.

- 1.1. One person in the pair should take the role of foreman whilst the other takes the role of HR manager. Now simulate the performance review process and complete the templates below:

### Performance Appraisal - General Background:

The purpose of this exercise is to:

1. Ensure that you understand your unique contribution to the company and the duties that are expected of you.
2. To give feedback to you regarding your performance over the last period.
3. To give recognition to exemplary performers in our team.
4. To obtain feedback regarding aspects that may hinder your performance of your duties.
5. To discuss career growth and planning.

### Section A: Personal Development Programme

1. Report on the following for the last period (\_\_\_\_\_ dates)
  - a. Successes achieved:

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
|              |                   |

b. Mistakes made:

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
|              |                   |

c. Qualifications or expertise improved:

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
|              |                   |

d. Promises made by management:

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
|              |                   |

2. Comment on your personal abilities in the following spheres:

a. Strengths: Management ability

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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b. Strengths: Interpersonal

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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c. Strengths: Technical

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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d. Strengths: Other

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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e. Weaknesses: Management ability

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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f. Weaknesses: Interpersonal

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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g. Weaknesses: Technical

| Your opinion | Manager's opinion |
|--------------|-------------------|
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h. Weaknesses: Other

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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i. Development opportunities:

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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3. Problems experienced over the reporting period:

a. Technical

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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b. Problem projects

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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c. Expertise

| Your opinion | Manager's opinion |
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|              |                   |
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d. Personal

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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4. Career and future ambitions

| Your opinion | Manager's opinion |
|--------------|-------------------|
|              |                   |
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5. Any other comments

| Your opinion | Manager's opinion |
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|              |                   |
|              |                   |

Signature: Team Member

\_\_\_\_\_

Signature: Manager

\_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## F116394.6 – Team Research Presentation

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 1 hour.

### Instructions:

1. Select any one of the following pieces of labour legislation as your research topic. (Teams should pick different pieces of legislation.)
  - 1.1. Employment Equity Act
  - 1.2. Basic Conditions of Employment Act
  - 1.3. Labour Relations Act
  - 1.4. Skills Development Act
  - 1.5. Occupational Health and Safety Act
  - 1.6. Compensation for Occupational Injuries and Diseases Act
2. Which piece of legislation did your team choose to research?

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3. Prepare for your team's presentation by answering the following questions:
  - 3.1. Write a brief summary of the elements governed by this piece of legislation.

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3.2. How would you go about ensuring that the piece of legislation is enforced at all levels of the organisation?

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3.3. How would you ensure that everyone in the organisation knows exactly what their rights and responsibilities are in terms of this piece of legislation?

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3.4. Give an example of something you could do to encourage employees to adhere to the rules in this piece of legislation?

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3.5. If it came to your attention that there are elements of this piece of legislation that is not implemented or being adhered to in your organisation, what could you do to remedy the process?

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3.6. If the organisation consistently fails to adhere to the legislation, what could the consequences be?

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## Section 2: Formative Assessment Activities

### *F120389.1 – Team Research Analysis Questionnaire*

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 2 hours.

#### **Instructions:**

1. Read the following article as research background about workplace motivation. Now think about and discuss the different work environments that the different team members are exposed to.

#### **Motivation Mystery: How to Keep Employees Productive**

In my previous post, I explored the importance of positive work environments and one key benefit is that great workplaces can help motivate employees.

It makes sense. Employees that are happy tend to be more productive, which is better for a business's bottom line. Lots of research has shown the relationship between employee satisfaction / perception and a company's success. I have seen it first-hand for more than two decades. Motivated employees can make all the difference in a successful company.

There are a number of incentives that I have found to be helpful. Here are five:

- Bonuses: Employees usually respond to bonuses and other financial incentives as a way to reward great performances.
- Perks: I saw good responses to perks that were not simply financial, such as casual days at the office, half days, office parties and social activities outside of the office.
- Amenities: Workplace amenities like a gym, cafeteria, or day-care centre are nice incentives for employees to come to work and to stay focused on their projects.
- Education: I believe that people respond to educational incentives and a number of companies offer incentives that pay for additional education. They are great because your workforce can become more skilled and you are creating loyalty.
- Positive recognition: Recognising someone in public for a job well done can make a big difference. I think it is important to provide positive reinforcement. Programs that recognise employees can go a long way toward motivating someone.

And there are so many more ways to motivate employees. Entire books have been written on the subject. These five suggestions are just meant to get you thinking about ways to motivate employees.

Although entrepreneurs should remember that motivating employees is very important, it is also important to keep them happy. Obviously, an unhappy employee is hard to keep motivated. Motivating employees is good, but keeping them happy is the real secret.

I've found that the right combination of incentives / motivation and a positive work environment can keep employees happy and more productive.

2. Discuss and answer the following questions about workplace motivation. Write down key notes on your team's discussions and conclusions.

2.1. What do you think the term "motivation" means?

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2.2. Give an example of how motivated employees behave in your workplace.

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2.3. In your opinion, what triggers your own motivation?

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2.4. Give an example of a typical trigger of motivation for employees in your workplace.

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2.5. Think of a time in your organisation when an employee (or multiple employees) was / were demotivated. Explain what the reasons were and what the consequences were for the workplace.

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2.6. As a leader in the workplace, how would you know whether your employees are motivated or demotivated?

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2.7. Give an example of something you could monitor to measure the levels of employee motivation (even if you did not physically see the employees every day).

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2.8. To be motivated you have to be inspired and you have to inspire others. Think of a time when you were inspired by events or something you read or saw. Explain what happened and how it motivated you.

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## F120389.2 – Team Research Presentation

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 2 hours.

### Instructions:

1. Select any two motivation theories from the list below:

- ❖ Herzberg's Hygiene Factors Theory
- ❖ Taylor's Theory
- ❖ Mayo's Theory
- ❖ Maslow's Hierarchy of Needs Theory

2. Which two theories did your team select?

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3. Now do research online and use the questionnaire below to prepare for your team's classroom presentation. Briefly describe the main concepts of each of the two theories that your team selected.

3.1. Theory 1

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3.2. Theory 2

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3.3. How are the two theories similar?

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3.4. How do the two theories differ?

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4. In your team's opinion, which theory is more suitable as a motivation model in your workplace? Explain why.

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5. Do you think that one of the theories of motivation is more suitable as a self-motivation tool? Explain your answer.

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6. How would you go about implementing the concepts of your chosen theory to improve motivation in your own workplace?

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## F120389.3 – Paired Work Sample Quiz

- ✓ Work in pairs to complete this activity.
- ✓ Time to spend on this activity: 30 minutes.

### Instructions:

1. Answer the questions in the following quiz to determine what motivates you.

| Rate each statement in relation to how it describes you: | Rarely                   | Maybe                    | A Lot                    |
|----------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| You prefer work with a "jobs for life" philosophy        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want warm relationships with others                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You seek to influence the actions of others              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You live life with high esteem                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want to work with well-established organisations     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rate each statement in relation to how it describes you: | Rarely                   | Maybe                    | A Lot                    |
| You desire recognition by others                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You seek opportunities to excel                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You prefer team-orientated managers                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You desire opportunities to serve a cause                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You seek continual feedback from others                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rate each statement in relation to how it describes you: | Rarely                   | Maybe                    | A Lot                    |
| You seek full understanding of your values and work      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You seek dominance over others                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You enjoy tasks that fulfil a higher purpose             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                                                                 |                          |                          |                          |
|-----------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| You like to get symbols of worth                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You prefer regular appraisal                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Self-Motivation Question</b>                                 |                          |                          |                          |
|                                                                 | Rarely                   | Maybe                    | A Lot                    |
| You seek a learning environment                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want real control over people and resources                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You seek ownership of projects or resources                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You like to participate in decision-making                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You prefer control over your own time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Rate each statement in relation to how it describes you:</b> |                          |                          |                          |
|                                                                 | Rarely                   | Maybe                    | A Lot                    |
| You desire recognition of achievement                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want freedom from close supervision                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want individual payment agreements                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You need adequate support structures                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want the honour for your successes                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Rate each statement in relation to how it describes you:</b> |                          |                          |                          |
|                                                                 | Rarely                   | Maybe                    | A Lot                    |
| You prefer the fellowship of like-minded individuals            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want to be the one to determine strategy                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want recognition for the value of your work                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want the authority to make strategic decisions              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                                                          |                          |                          |                          |
|----------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| You need a lack of constraints                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rate each statement in relation to how it describes you: |                          |                          |                          |
|                                                          | Rarely                   | Maybe                    | A Lot                    |
| You are energised by a supportive climate                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want tangible symbols of being valued                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want real rewards for your efforts                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You prefer a complex or technical challenge              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want respect from others                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rate each statement in relation to how it describes you: |                          |                          |                          |
|                                                          | Rarely                   | Maybe                    | A Lot                    |
| You are energised by completing jobs                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You like new opportunities to acquire wealth             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want positive feedback for good performance          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You respect professional qualifications and status       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You need long-term commitment                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rate each statement in relation to how it describes you: |                          |                          |                          |
|                                                          | Rarely                   | Maybe                    | A Lot                    |
| You enjoy public recognition                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You seek recognition of your advanced skills             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You seek work that meets basic human needs               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You need cooperative colleagues                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You want real decision-making power                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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## F120389.4 – Team Work Sample Presentation

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 1 hour.

### Instructions:

1. Work as a team to design a poster or mind map that can be used as a framework for improving workplace motivation. Prepare to present your team mind map or poster to the rest of the class. Include the following information in your mind map or poster:
  - 1.1. Techniques that leaders could use to motivate their team.
  - 1.2. The importance of always leading by example, and how being a role-model contributes to team motivation.
  - 1.3. Ways in which one could give your team:
    - 1.3.1. More recognition
    - 1.3.2. Better information
    - 1.3.3. Improved communication
    - 1.3.4. Empathy
    - 1.3.5. Empowerment to make better decisions
    - 1.3.6. A supportive and inspirational work environment
  - 1.4. Feedback mechanisms that you could put in place to improve motivation.
  - 1.5. Ways in which you can empower your team to be more productive and to contribute better in the workplace.
  - 1.6. Ways in which you could use personal success stories within the team to motivate everyone else in the team.

Attach a copy or picture of your team poster or mind map below and label it "Motivation Framework".

- presentations

The image features two logos. The top logo is for 'citrus academy', with 'citrus' in a light green sans-serif font and 'academy' in a darker green sans-serif font, both in lowercase. Above the text is a stylized green citrus fruit. The bottom logo is for 'CRW', with the letters in a grey sans-serif font. To the left of the letters is a stylized orange fruit with a green leaf, divided into four colored segments: red, yellow, green, and orange.

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