
Citrus Business Management Programme

Module 7

**Manage Your Business:
Human Resources**

Learner 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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Directions

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

Using the Learner Guide

This learning material has been developed to assist the learner wishing to complete this unit standard. The guide contains all necessary learning to ensure that the learner will attain the competencies required by the unit standard.

The learner guide is accompanied by formative and summative portfolio of evidence (PoE) guides. Please ensure that you have access to these guides as well. The learner guide was designed to be used by a learner during the presentation of a skills programme based on the unit standard and to be kept afterwards by the learner for reference purposes. The PoE guides were designed to be completed during and after the presentation of the skills programme and forms part of the assessment process.

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.

Section 1	Human Resources Management	116394	Implement and manage human resource and labour relations policies and acts	C	5	9
Section 2	Motivation in the Workplace	120389	Explain and apply the concept, principles and theories of motivation in a leadership context	C	4	6

Learning Outcomes

This learner guide has the following learning outcomes:

Section 1 – Human Resource Management

1. Be responsible for the development and maintenance of effective human resource policies and practices, including policy and procedures on employment equity, skills development, grievance procedures, performance evaluation, remuneration negotiations and disciplinary hearings.
 - 1.1. The ability is demonstrated to take responsibility to develop and maintain human resource policy on employment equity.
 - 1.2. The ability is demonstrated to take responsibility to develop and maintain human resource policy on skills development.
 - 1.3. The ability is demonstrated to take responsibility to develop and maintain human resource policy on performance evaluation.
 - 1.4. The ability is demonstrated to take responsibility to develop and maintain human resource policy on recruitment and selection criteria.
 - 1.5. The ability is demonstrated to take responsibility to develop and maintain human resource policy on training.
 - 1.6. The ability is demonstrated to take responsibility to develop and maintain human resource policy remuneration.
2. Be responsible for the drafting of job descriptions, recruitment, selection panels, and employment contracts. Terms and conditions of employment include starting date and probation period, duration of employment, remuneration, notice period, leave (sick leave, family responsibility leave, maternity, annual / vacation), hours of work and overtime, other benefits and deductions.
 - 2.1. The ability to take responsibility to organise and participate in the recruitment process is demonstrated.
 - 2.2. The ability to take responsibility to organise and participate in selection panels is demonstrated.
 - 2.3. The ability to participate in salary negotiations is demonstrated.
 - 2.4. The ability to establish employment conditions of a particular category of employment in accordance with relevant policy is demonstrated.
 - 2.5. The ability to reflect applicable terms and conditions of employment for the relevant category of employment in the employment contract is demonstrated.
 - 2.6. The ability to suitably cover exceptional terms and conditions in the contract of employment if applicable is demonstrated.
 - 2.7. Contracts of employment are submitted for approval to the authorised person(s).

- 2.8. Categories of employment are established correctly in accordance with the organisation structure and organisational needs.
3. Be responsible for the institute and facilitation of disciplinary policies, actions and hearings. Responsibility and participation in organisation disciplinary policy, procedures and disciplinary code of conduct. Disciplinary action is accurately recorded according to organisation disciplinary procedures.
 - 3.1. The ability to participate in disciplinary hearings is demonstrated.
 - 3.2. The ability to identify and classify transgression(s) is demonstrated.
 - 3.3. The ability to implement procedures to handle and implement offences is demonstrated.
 - 3.4. Proof that allegations or charges are correctly analysed and adequately investigated is demonstrated.
 - 3.5. The fact that all relevant information is requested from the employer is demonstrated.
 - 3.6. The fact that the employee and witnesses are properly prepared for the hearing is demonstrated.
 - 3.7. The fact that the employee's case is sufficiently and effectively presented is demonstrated.
 - 3.8. The fact that witnesses are appropriately questioned and cross-questioned is demonstrated.
 - 3.9. The fact that pleas in mitigation are properly prepared and presented is demonstrated.
 - 3.10. The fact that relevant appeals are lodged in terms of the disciplinary procedure is demonstrated.
4. Develop, facilitate and monitor disciplinary policy, process and procedures.
 - 4.1. The fact that the disciplinary policy and procedures adhere to legislation requirements is demonstrated.
 - 4.2. The fact that the disciplinary policy and procedures contain agreed timeframes for resolution of issues is demonstrated.
 - 4.3. The fact that the disciplinary policy and procedures are aligned to the type of business and culture of the organisation is demonstrated.
 - 4.4. The fact that effective communication structures and media are utilised to communicate the disciplinary policy and procedures to all relevant stakeholders is demonstrated.
 - 4.5. The fact that appropriate and effective training techniques are established to ensure that the disciplinary policy and procedure are easily accessible to all stakeholders is demonstrated.
 - 4.6. The fact that timeframes are established to ensure regular review of the effectiveness of the disciplinary policy and procedures is demonstrated.
 - 4.7. The fact that the disciplinary policy and procedures are amended in accordance with review findings is demonstrated.
5. Institute performance evaluation committees and manage the performance evaluation process, including performance evaluation policy and procedures, performance evaluation moderating committees, feedback.

- 5.1. Active involvement in the application of the performance evaluation process is demonstrated.
- 5.2. Involvement in the training and communication of the performance evaluation process is demonstrated.
- 5.3. The ability to evaluate each employee according to procedures is demonstrated.
- 5.4. The ability to organise a moderating committee according to organisation policy is demonstrated.
- 5.5. The ability to ensure that all employees receive the necessary feedback to ensure transparency is demonstrated.
6. Participate in the implementation of applicable labour legislation such as the Employment Equity Act, BCEA, LRA, SDA, SDL, OHSACT and COIDA.
 - 6.1. Labour legislation according to workplace procedures is communicated to all levels and implemented.
 - 6.2. Employees and managers are encouraged to develop their skills.
 - 6.3. The ability to motivate employees to adhere to safety regulations is demonstrated.
 - 6.4. The ability to enforce the employment equity principles at all levels of the organisation is demonstrated.

The ability to identify trends in employment and apply corrective systems to bring them into line with legislation and company procedures is demonstrated.

Section 2 – Motivation in the workplace

1. Explain the concept of motivation and its importance in enhancing performance levels.
 - 1.1. The term motivation is defined and discussed with examples.
 - 1.2. Motivating triggers are discussed with examples.
 - 1.3. Motivation is discussed in relation to its impact on performance levels.
 - 1.4. The negative impact of demotivation is discussed with examples.
 - 1.5. Typical indicators for measuring motivation levels are identified and selected for a leadership context.
 - 1.6. Motivation is discussed from an inspirational perspective and the importance of inspiration in driving self and others is explained with examples.
2. Explain and apply theories of motivation in a leadership context.
 - 2.1. Two theories of motivation are compared in terms of how each enables people to be motivated in both the personal and work environment.
 - 2.2. A theory is chosen and explained in terms of its application to self.
 - 2.3. A theory is chosen and explained in terms of its application to a team.
 - 2.4. An action plan is compiled to motivate self and others based on the chosen theories.
3. Apply techniques to enhance self-motivation and leadership performance.
 - 3.1. Self-motivation levels are analysed and motivational problem areas identified in relation to leadership abilities.
 - 3.2. A plan to enhance self-motivation is outlined and implemented within a given timeframe.

- 3.3. Techniques for sustaining self-motivation are identified and implemented in a leadership context.
- 3.4. Leadership principles and skills are applied to enhance self-motivation in work context.
 - 3.4.1. Leadership principles and skills include but are not limited to resilience, consistency, goal setting and creating new challenges, creating and enabling environment.
- 4. Applying strategies to motivating others in a leadership context.
 - 4.1. The techniques leaders can use to motivate a team are identified and applied in own work context.
 - 4.2. The importance of leading by example is discussed and the concept of being a role-model in a leadership context is explained with examples.
 - 4.3. The importance that recognition, information, communication, empathy, decision-making and environment plays in motivating others is discussed with examples.
 - 4.4. The importance of creating a positive, conducive environment is discussed in relation to motivation.
 - 4.5. Feedback mechanisms are identified and applied in order to effectively motivate others.
 - 4.6. An action plan for motivating own work teams is outlined and implemented within given timeframes.
 - 4.7. The concept of empowerment is discussed as it relates to the motivating others in a leadership context.
 - 4.8. The role of personal success in inspiring self and others is discussed with examples.

Note that the following critical outcomes are also developed and assessed in an integrated manner, as part of this learning module:

- 1. Collecting
- 2. Communicating
- 3. Demonstrating
- 4. Identifying
- 5. Organising
- 6. Science
- 7. Working

Keep these learning goals in mind throughout your work related to this module.

There is an opportunity for self-assessment and a progress check at the end of this learner guide. Make time to assess yourself and ask the facilitator, assessor, your workplace mentor or coach for help if you are unsure of the answers.

Section 1: Human Resource Management

Learning Goals and Pathways

In order to start operating a business effectively, you have to establish a sound human resource management system and ensure that your business operates within the legal framework of the different laws that govern human resources and labour in the workplace.

This section will help you to examine and understand some of the typical human resource management administration tasks and systems in business.

This section is presented in chapters 1 to 6 of the guide.

The learning goals for this module include:

1. Be responsible for the development and maintenance of effective human resource policies and practices. (Include policy and procedures on employment equity, skills development, grievance procedures, performance evaluation, remuneration negotiations and disciplinary hearings).
2. Be responsible for the drafting of job descriptions, recruitment, selection panels, and employment contracts. (Terms and conditions of employment include starting date and probation period, duration of employment, remuneration, notice period, leave (sick leave, family responsibility leave, maternity, annual / vacation), hours of work and overtime, other benefits and deductions).
3. Be responsible for the institute and facilitation of disciplinary policies, actions and hearings. (Responsibility and participation in organisation disciplinary policy, procedures and disciplinary code of conduct. Disciplinary action is accurately recorded according to organisation disciplinary procedures).
4. Develop, facilitate and monitor disciplinary policy, process and procedures.
5. Institute performance evaluation committees and manage the performance evaluation process. (Performance evaluation policy and procedures, performance evaluation moderating committees, feedback).
6. Participate in the implementation of applicable labour legislation. (Employment Equity Act, BCEA, LRA, SDA, SDL, OHSACT, COIDA)

Chapter 1

Human Resources Policies and Procedures

The Need for Structure in Human Resource Management

Within the work environment, rules, policies, procedures and regulations enable both employees and employers to know what is required of them to be able to form an effective and efficient team, best able to accomplish the tasks required to use the inputs of production to produce quality products at the correct price to market to demanding consumers.

If the relationships and the manner in which these relationships and tasks are not defined then chaos would ensue in the business. Nobody would know who was in charge and able to take decisions. Inputs would be wasted and deadlines not met.

Can you think why rules and regulations between employers and employees should be put in place?

The Human Resource Function of a New Venture

Every business will have to deal with human resources issues. These tasks can be undertaken by the manager of a business or a human resources officer.

Let us take a look at what this person should be able to do.

- ❖ Handle payroll as well as all PAYE (Pay-As-You-Earn), UIF (Unemployment Insurance) and SDL (Skills Development Levy) registrations and payments to SARS (before the 7th of every month).
- ❖ Ensure that all employees are registered with the compensation commissioner.
- ❖ Keep a record of all sick, family, study and vacation leave and the administration involved.
- ❖ Carry out wage and salary surveys to ensure that the organisation's wage and salary levels are in line with those of other related organisations.
- ❖ The development of incentive schemes such as compensation systems to increase employee efficiency and motivation.
- ❖ Implementing pension schemes and advising employees with regard to their pension and other privileges.
- ❖ Maintaining personal details and statistics (Personnel files for every employee).
- ❖ Preparing accurate job descriptions and other recruitment aids (such as interview sheets, advertising and induction).
- ❖ Implementing health and safety regulations, accident prevention and first aid facilities.
- ❖ Manage employee training and development and succession planning.

- ❖ Employee communication, for example, sending out important information to employees through newsletters, notice boards, information sessions and business meetings.
- ❖ Be able to complete and submit annual workplace skills plans (WSP) and annual training reports (ATR) to the relevant SETA.
- ❖ Be aware of and ensure company compliance with all labour legislation.
- ❖ Be aware of BBEE and Employment Equity requirements.

Policies and Procedures

Every work situation will have its own particular rules and regulations. What works for one business may not be relevant or applicable to another. When you start your business you will identify, over time, those rules and regulations that will be necessary for your business. Here are a few examples of policies, rules and regulations:

- ❖ Rules for vehicle use
- ❖ Disciplinary procedure (written warning forms)
- ❖ Basic conditions of employment
- ❖ Career planning process
- ❖ Credit card rules
- ❖ First-day induction procedure
- ❖ Interview procedure (reference check procedure, pre-employment evaluation)
- ❖ Fleet card rules
- ❖ Grievance procedure (and forms)
- ❖ Laptop and projectors rules
- ❖ Invoicing rules
- ❖ Job descriptions
- ❖ Leave policy
- ❖ Log books for vehicles
- ❖ Employment contracts
- ❖ Resignation procedure
- ❖ Personal information forms
- ❖ Petty cash rules (and forms)
- ❖ Purchasing policy (and forms)

Can you think of others that may be important for your working environment?

Employment Equity

Employment Equity Act, 1998 (Act No. 55 of 1998)

- ❖ The Act aims to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair

discrimination and by implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce.

- ❖ Organisations who employ more than 50 workers or have a turnover of more than R 2 million per year are required to draft and implement an Employment Equity Plan.

It is the responsibility of all South African business owners to take steps to promote equal opportunities and fair employment practices in the workplace by eliminating unfair discrimination in any employment policy or practice. This can be achieved through the elimination of unfair discrimination and the implementation of affirmative action to redress the disadvantages previously experienced by people from designated groups. The aim is to ensure that those people enjoy equitable representation in all occupational categories and levels of an employer's workforce.

We all know that in pre-1994 South Africa many people were discriminated against unfairly, and measures are required to address the inequities of the past. Therefore, it is necessary to introduce measures that will ensure equal opportunities for all those people who were disadvantaged by discriminatory laws and practices. To assist with this process, the government requires that employers must prepare, implement and submit employment equity plans (when they have more than 50 employees or a turnover of more than R 2 million per year). An employment equity plan must contain specific affirmative action measures to achieve equitable representation at all occupational levels. This should be done in consultation with the employees of that particular workplace.

Employment Equity Plan

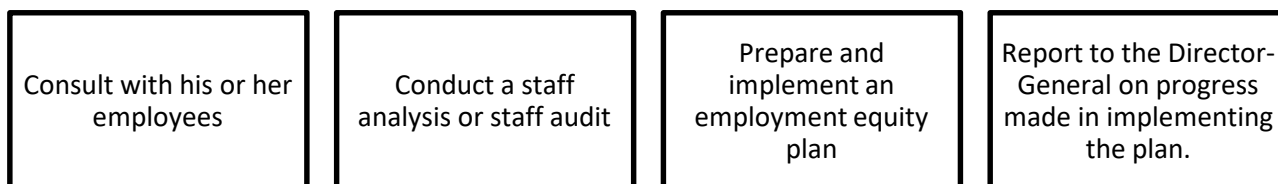
The employment equity plan of a designated employer must state the following aspects in order to achieve reasonable progress in the employer's workforce:

- ❖ The objectives to be achieved for each year of the plan
- ❖ The affirmative action measures to be implemented as prescribed in the Act
- ❖ Where underrepresentation of people from designated groups has been identified by the analysis, the numerical goals to achieve the equitable representation of suitably qualified people from designated groups within each occupational category and level in the workforce, the timetable within which this is to be achieved, and the strategies intended to achieve those goals
- ❖ The timetable for each year of the plan for the achievement of goals and objectives other than numerical goals
- ❖ The duration of the plan, which may not be shorter than one year or longer than five years
- ❖ The procedures that will be used to monitor and evaluate the implementation of the plan and whether reasonable progress is being made towards implementing employment equity
- ❖ The internal procedures to resolve any dispute about the interpretation or implementation of the plan
- ❖ The persons in the workforce, including senior managers, responsible for monitoring and implementing the plan
- ❖ Any other prescribed matter

- ❖ An employment equity plan may contain any other measures that are consistent with the purpose of the Employment Equity Act

The employment equity plan of a designated employer must be made available to employees once agreed upon through the consultation process.

The Duties of a Designated Employer



Consultation

- ❖ The employer must consult and attempt to reach consensus on the conduct of the staff, analysis, preparation and implementation of the equity plan and the report to be submitted to the Director-General.
- ❖ The employer must consult with trade unions, workplace forums and representations of non-union employees.
- ❖ The employer has to disclose relevant information that will allow effective consultation.

Analysis

- ❖ The employer must conduct an analysis of its employment practices, policies and procedures and identify employment barriers.
- ❖ The analysis must include a profile of the workforce within each occupational category and level. Underrepresentation must be identified.

Equity Plan

- ❖ The employer must prepare and implement an equity plan, which must include the following:
 - The objectives to be achieved for each year of the plan
 - The affirmative action measures to be implemented
 - The numerical goals to achieve the equitable representation of suitably qualified people from designated groups within each occupational category and level, the timetable within which this is to be achieved and the strategies intended to achieve those goals
 - The timetable for each year of the plan for the achievement of objectives other than numerical goals
 - The duration of the plan (not shorter than one year and not longer than five years)
 - The procedures for the monitoring and evaluating the plan and whether reasonable progress is being made
 - The internal dispute resolution procedures to resolve disputes about the

- interpretation or implementation of the plan
 - The persons, including senior managers, responsible for monitoring and implementing the plan
- ❖ The plan must be displayed at the workplace and made available to employees.

Reporting to Director General

- ❖ Employers with less than 150 employees must submit a report to the Director-General within twelve months of becoming a designated employer and thereafter every two years.
- ❖ Employers with more than 150 employees must submit a report within six months of becoming a designated employer and thereafter once every year.
- ❖ The report has to refer to progress made in the implementation of affirmative action and must include information on the remuneration and benefits received in each occupational category and level.
- ❖ The report is a public document.
- ❖ A public company must publish the report in its annual financial report.
- ❖ A report in respect of an organ of state is to be tabled in Parliament.

Designated Groups

- ❖ Black people, which is used in a broad context to include Africans, Coloureds and Indians
- ❖ Women
- ❖ People with disabilities

Affirmative Action Measures

- ❖ Measures to identify and eliminate employment barriers, including unfair discrimination, which adversely affect people from designated groups
- ❖ Measures designed to further diversity in the workplace based on equal dignity and respect of all people
- ❖ Making reasonable accommodation for people for designated groups in order to ensure that they enjoy equal opportunities and are equitably represented in the workplace. For instance, adjusting or modifying a job or the working environment that will enable a person from a designated group to have access to or to participate or advance in employment
- ❖ Measures to ensure the equitable representation and suitably qualified people from designated groups at all occupational levels
- ❖ Measures to retain and develop people from designated groups, and to implement appropriate training measures

Developing an Employment Equity Policy and Procedure

Step 1	Appoint a senior manager who will take responsibility for the development and implementation of the plan. In smaller enterprises, the owner can personally take responsibility for this process. It should be kept in mind that this could be a time-consuming process.
Step 2	Inform workers of the contents of the Act as well as the process that will be followed in drafting the plan. This kind of information can be given in various ways such as by means of pamphlets or an information session.
Step 3	Consult with your employees over the drafting and contents of the plan. A consultative forum can be established for this purpose. Such a forum should consist of representatives from the designated groups (black people, women and the disabled) as well as the non-designated groups. If there is a representative trade union in the workplace, the trade union representative should also take part in the process. Employees from all categories and levels of employment should be included in the process.
Step 4	Analyse your existing policies, practices and procedures in order to identify barriers that prevent people from the designated groups from being appointed, promoted and receiving equal treatment. You will need to look at recruitment, pre-employment testing, job assignment, training, remuneration, disciplinary procedures and dismissals. Try to establish to which degree people from the designated groups are underrepresented in the various levels of employment in your workplace. Draw up a profile of your workforce and compare this with the availability of people in that field in your area. Also, compare your workforce with that of similar organisations
Step 5	Set targets for the promotion of people from designated groups. This may include: ➤ the removal of barriers which prevent the appointment ➤ training and promotion of black people, women and the disabled
Step 6	Decide on the duration of the plan (between one and five years) and set dates for the achievement of specific aims.
Step 7	Allocate people, finances, time and infrastructure to the process.
Step 8	Inform all employees about the content, duration, and targets of the plan. Inform them who will be responsible for the implementation of the plan.
Step 9	Monitor and implement the plan.
Step 10	Report to the Department of Labour.

Skills Development

A skilled workforce is an essential requirement for the growth of any country's economy. Therefore, training and development is becoming increasingly important. It is also important to create a career plan for each staff member. This will assist them and you to choose the correct training courses for their career development. For example, potential managers should attend courses in financial literacy so that they can work with budgets and other

financial information. In a new venture, it would be good if all staff possess basic skills for typing and telephone etiquette.

Never underestimate the importance of the training and developmental needs of your employees. Skills development and being challenged are two of the primary motivators of human beings. Well-skilled employees should be constantly encouraged to attend training that will benefit both themselves and the company.

Skills Development Act 97 of 1998

Now let us take a look at some of the purposes of the Skills Development Act 97 of 1998.

- ❖ The development of skills of the South African workforce to improve:
 - the quality of life of workers
 - their prospects of work and labour mobility
 - productivity in the workplace and competitiveness of employers
 - promotion of self-employment
 - the delivery of social service
- ❖ To increase investment in education and training in the labour market.
- ❖ To encourage employers to use the workplace as an active learning environment in order to:
 - provide employees with opportunities to acquire new skills
 - provide opportunities for new entrants to the labour market to gain work experience
 - employ persons who find it difficult to be employed.
- ❖ To encourage workers to participate in leadership and other training programmes.
- ❖ To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education.
- ❖ To ensure the quality of education and training in and for the workplace.
- ❖ To assist work seekers to find work, retrenched workers to re-enter the labour market and employers to find qualified employees.
- ❖ To provide and regulate employment.
- ❖ To provide an institutional framework to devise and implement national sector and workplace strategies to develop and improve the skills of the South African workforce.
- ❖ To provide for learnerships that lead to recognised occupational qualifications.
- ❖ To provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund.

The Purpose of Training and Development

The purpose of training and development of your staff include:

Improved Performance

Employees who perform poorly because of skills deficiencies need to be sent for training. Sometimes a new or newly promoted employee does not possess the skills and abilities required to be competent on the job. Therefore training will be necessary to fill the gap between the employee's predicted and actual performance.

Satisfying Personal Growth Needs

Training and development can play a dual role by providing activities that result in both greater organisational effectiveness and increased personal growth for all employees. For instance, most employees are achievement-oriented and need to face new challenges on the job.

Updating Employee Skills

Owners or managers of new ventures must ensure that they are always aware of technological advances that will make their new venture function more effectively. Employee skills must be updated through training so that technological advances are integrated into the new venture.

Avoiding Managerial Obsolescence

Managerial obsolescence may be defined as the failure to keep pace with new methods and processes that enable employees to remain effective. Rapidly changing technical, legal and social environments have affected the way managers perform their jobs, and management personnel who fail to adapt to these changes become obsolete and ineffective.

Solve Organisational Problems

Training is expected to solve managerial problems such as personal conflicts, unclear policies and standards, scheduling delays, inventory shortages, and high levels of absenteeism, labour management disputes and a restrictive legal environment. Training personnel, universities and training and development providers assist employees in solving problems and performing their job more effectively.

Orientation of New Employees

During the first few days on the job, new employees form their initial impressions of the organisation and its managers. These impressions may range from favourable to very unfavourable and may influence their job satisfaction and productivity. Therefore there is a need to orient new employees to the organisation / venture and the job.

Preparation for Promotion and Managerial Succession

One way to attract, retain and motivate personnel is through a systematic programme of career development. Training enables an employee to acquire the skills needed for promotion, and it eases the transition from the employee's present job to the one involving greater responsibilities. Businesses that fail to provide such training often lose their most promising employees.

Fostering the Principles of “Life-Long Learning” In an Organisation

The human resource manager or business owner should ensure that principles of learning are not neglected because this may lead to training and development that fails to achieve desired results. Therefore, it is important for the employees to become familiar with the basics of adult learning. Let us examine the principles of learning:

Motivation

Sometimes the need for training and development is not clear to all the employees. They may consider it a waste of time and resist being taken away from their jobs. Therefore it is important to motivate employees and show them how the training will help them accomplish personal and organisational growth. It is also important to involve the employees when planning the training that you think they should undertake.

Participation

Another way of inspiring employees is through active participation in the training and development process. Active participation in the learning process through conferences and discussion enables employees to become directly involved in the act of learning.

Feedback

Feedback on progress in courses reduces anxiety and lets employees know what they must do to improve.

Organisation

Learning material should be organised to address gaps in that particular field of work.

Repetition

Practice is important whether the skills being learned are technical (for example operating a computer) or behavioural (communication or interpersonal skills). After some time has passed, learners can be asked to repeat the behaviour or information as a way of recalling and refreshing their prior learning.

Application

Job training is useless if what is learned is not applied at work. Some ways in which learning can be transferred in the workplace can include:

- ❖ Maximise the similarity between the training and development and the job.
- ❖ Provide as much experience as possible with the task being taught.
- ❖ Provide for a variety of examples when teaching concepts or skills.
- ❖ Label or identify important features of a task.

- ❖ Make sure the training and development is rewarded on the job.
- ❖ Design the training and development so that the learners can see its applicability.
- ❖ Use questions to guide learners attention.

Developing a Skills Development Policy

A skills development policy within a company should outline the process associated with education, training and skills development, and should highlight the roles of individuals and structures within the workplace that are responsible for it as required by the Skills Development Act of 1998.

- ❖ This policy assists in developing the professional capacity of employees thus promoting a good service.
- ❖ Promotes an integrated strategic approach in addressing education, training and development.
- ❖ Enables the coordination, monitoring and evaluation of training and development programmes through the skills development committee.
- ❖ Facilitates access to training thus ensuring mobility and progression within every employee's career path.
- ❖ Creates life-long learning in pursuit of the principle of the learning organisation.
- ❖ Ensures that training becomes increasingly driven by needs and links strategically to the broader human resource management practices and programmes aimed at enhancing employment equity and representation.

The skills development policy should include guidelines such as:

- ❖ Before the company sends its employees for courses or skills programmes, it must make sure that the course is occupationally based and accredited.
- ❖ It must be approved by their manager and be in line with the specific work that the employee is specialising in.
- ❖ Approval must be obtained prior to attending any workshops, seminars and conferences.
- ❖ An application must be submitted to the relevant manager and to a human resource manager for recommendations and approval.
- ❖ An application should be evaluated by means of the following criteria:
 - Will the training intervention enhance the performance of the employee?
 - Fair exposure to ensure that all deserving employees are afforded an opportunity to be nominated for external training interventions.
 - Alignment with employee's personal development plans and of the workplace skills plan.
- ❖ Employees who attend training interventions are required to submit reports on workshops, seminars and conferences they have attended to their line managers within one month of attendance.
- ❖ The responsible human resource manager will submit a request to the accounting officer for approval before officials can attend skills programmes.

The following internal processes regarding education, training and development should be followed:

- ❖ Conduct needs analysis annually to assist in compiling the workplace skills plan.
- ❖ Monthly and quarterly reporting towards the annual report on skills development areas for the department.
- ❖ Financial assistance by the company to allow employees to study towards relevant qualifications.
- ❖ Attendance of training courses.
- ❖ Participation in formal development programmes leading to qualifications, such as formal studies through accredited institutions and learnerships.
- ❖ Mentorship and career counselling.
- ❖ Liaison with the role players that include SETAs.

The South African Qualifications Authority Act, NO.58 of 1995

This Act, which provides for the development and implementation of a national qualifications framework (NQF) is designed to give national recognition to learning that takes place after compulsory education to encourage the reduction of the skills imbalance in South Africa. To ensure that the Act becomes a reality, the government appointed a number of individuals to serve on a body known as the South African Qualifications Authority (SAQA).

SAQA has adopted a ten-level framework, divided into three bands:

- ❖ Levels 1 to 4 equate to high school grades 9 to 12 or vocational training
- ❖ Levels 5 to 7 are college diplomas and technical qualifications
- ❖ Levels 8 to 10 are university degrees

Opportunities for Staff Development

Skills development in the workplace will ensure that the employees receive adequate theoretical and practical training to equip them to perform at prescribed levels of skills in certain trades and occupations. Skills development will also play an important role in reducing poverty, reducing crime, increasing employment, and increasing economic growth. Employers are encouraged to invest in their employees' education and training and they will receive adequate long-term returns on this investment.

It is recommended that the workplace must have a skills development facilitator (SDF) who is responsible for drawing up a skills development strategy that fits the workplace / company profile, the needs of the sector in which the company operates and the national skills development strategy. Once he / she has studied the company profile he / she will be in a better position to collate the following information about the company:

- ❖ The numbers and types of positions
- ❖ Competencies related to the positions
- ❖ The number of staff from designated groups it is necessary to train to perform the functions required by the positions.

- ❖ Accredited training programmes incorporating a learnership programme

Second, in accordance with the Employment Equity Plans, the SDF should indicate:

- ❖ The various training options possible
- ❖ The dates on which training interventions are scheduled
- ❖ Who will benefit
- ❖ How they will benefit
- ❖ How the company can meet its proposed target regarding the company profile that reflects the demographics of the region

All training must be provided by accredited training programmes, either in-house or provided by accredited training agencies.

Implementing Training Options

Types of training that can be considered in the workplace:

Training type		
Up-skilling	→	Which of the strategic business priorities imply new technologies and more sophisticated working methods that will require particular "up-skilling" of certain employees?
Re-skilling	→	Which of the strategic business priorities imply staff redeployment to different jobs and different kinds of work that will require "re-skilling" of certain employees?
Multi-skilling	→	Which of the strategic business priorities imply upgrading of lower level employees that will require "multi-skilling" of the affected employees?
Refresher training	→	Which of the strategic business priorities imply reinforcement of current business practices that will require "refresher training" of current employees?
Initial training	→	Which of the strategic business priorities imply business expansion that will require "initial training" of new employees?

Performance Management and Evaluation

Personnel evaluation should be done in the workplace in a manner that will grow the employee instead of demoralising that particular individual. Personnel evaluation should be done to ensure that employees are contributing towards the goals of the company, while reviewing the employee's current job description, and establishing goals for the future. The evaluation process should encompass the reviewing and discussion of job expectations, objectives, and duties, to ensure that the evaluation relates to the specific responsibilities, job assignments, and standards that have been passed on to the employee for that specific review period.

Here are some of the topics that can be used in the evaluation process:

Completion of task given	How effective is the individual in terms of meeting the goals and finishing tasks in time?
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Teamwork	How reliable is the individual to members of his team?
Planning	Is the individual effective in terms of anticipating needs, establishing objectives, understanding goals and procedures, and meeting budgets and schedules?
Flexibility	How well does the individual adapt to a changing work requirement?
Communication	Does the individual provide information to others on a timely basis within and outside the company? How effective is the individual in dealing with clients, both inside and outside the company?
Costs	Is the individual effective in terms of operating at the lowest cost?

Guidelines for personnel evaluations should be recorded and provided to the employee in policy statements, negotiated agreements, and / or personnel evaluation manuals so that evaluations are consistent, equitable, and fair.

Access to evaluation information should be limited to persons with established legitimate permission to review and use the information so that confidentiality is maintained and privacy protected.

The evaluator should respect human dignity and act in a professional manner, so that the employee's self-esteem, motivation, professional reputation, performance, and attitude toward personnel evaluation are enhanced.

Personnel evaluations should encompass both strengths and weaknesses so that strengths can be built upon and weaknesses addressed as soon as possible.

Personnel evaluations should inform users (interview panel or supervisors or managers) and employees of areas in need of professional development, so that all the workplace personnel can better address the missions and goals of that particular workplace, fulfil their roles and responsibilities, and meet the needs of the clients.

Recruitment and Selection

The basic ambition of recruitment is to find, at the least cost, competent applicants who will remain with the new venture. It is imperative to get people who are qualified and not people who are underqualified or overqualified (they might get frustrated and eventually leave the new venture). Sometimes you may be very positive about an applicant that you have recruited but it turns out to be an unsuccessful recruitment for reasons you did not consider at the time of the interview. In order to ensure that the recruitment exercise is worthwhile, a cost-benefit analysis can be undertaken. Costs that should be taken into consideration when undertaking a recruitment exercise includes:

- ❖ The cost of advertising vacancies
- ❖ The cost of reviewing applications
- ❖ The cost of interviewing applicants
- ❖ The cost of testing / assessing a large group of applicants
- ❖ The cost of orienting and training new applicants

These costs should then be compared to the benefit that the employee will bring to the enterprise. Is the position a key position to increase the income, market penetration and sales of the enterprise? Would the employee bring about cost savings by, for example,

reducing staff turnover? Would the new employee free up the time of a more costly employee? For example, the managing director might be spending 80 percent of her time typing up the minutes of meetings, whereas a secretary would be able to do it much quicker, easier and cheaper. This would free up the MD to pursue new contracts and clients.

When this cost / benefit analysis is done you will see that it makes sense to spend a bit more money on the recruitment of a key employee as compared to an employee that will not make a strategic impact on the bottom-line, such as a gardener.

When important employees are recruited it makes sense to do a thorough recruitment exercise. Do not cut corners! Take time to assess ALL applications, spend enough time interviewing each short-listed candidate. Take the time to call references provided on CVs. Organisations often do not know, except in extremely costly situations, how much potential they have lost when they reject an applicant who could have been a successful employee.

The recruitment policy is aimed at attracting and retaining high calibre employees who are suitably qualified to perform the inherent requirements of the job in general, and specific project tasks and assignments in particular. It is also aimed at facilitating effective and efficient recruitment and selection processes. It is also aimed at aligning recruitment and selection practices with all legal and ethical requirements and also to ensure that recruitment and selection decisions take objective criteria into account and that procedures are fair. It also ensures that it promotes an equal opportunity in the workplace by eliminating unfair discrimination.

Selection Phases and the Recruitment Process

There are two selection phases:

- ❖ Selecting candidates from CVs submitted to the company on a continuous basis for interviews or selecting candidates sourced from adverts for interviews
- ❖ Selecting candidates after interviews for the position

The same criteria and factors must be considered for each of these phases.

Records must be kept of reasons for not selecting a candidate at any stage of this process. Such record must be kept for a minimum of twelve months in terms of the current legislation.

example

Recruitment process

The following steps must be followed:

- Human resource department will receive all applications and will screen the applications against the established minimum criteria as listed in the job specification. This will take place within a time frame agreed with human resources.
- The screening includes, but is not limited to, document review and telephonic or initial interviewing.
- The purpose is to screen out applications that do not meet the minimum criteria for the position as specified. Where applications do not meet the minimum criteria, the human resource department must inform the candidates of this.

- The next stage of the selection process is where the human resource department reviews screened applications in order to assess the extent to which they meet or exceed the requirements for the position.
- It is at this stage that the human resource department will schedule competency and behavioural assessments as appropriate in terms of the job specifications.
- The human resource department ensures that each candidate receives feedback regarding the assessments.

example

Interview process

When selecting job candidates for an interview, the following process must be followed:

- Determine whether the candidate is suitably qualified to perform the inherent requirements of the job.
- Reference checking may be used to assess whether a candidate is suitably qualified for the position.
- Reference questions may relate to an objective assessment of whether the candidate meets the competency criteria of the job in question.

Succession Planning

Where there is an identified successor who has been properly assessed and developed in line with the requirements for the position, this person must be considered for the vacancy in the first instance. Care must be taken that this is an unbiased and objective process.

There must be adequate historical documentation, proof of training and development and sound assessment and counselling data where appropriate to support decisions taken regarding identifying successors in the company.

Remuneration

The aim of a remuneration policy is to ensure a reward system that recognises individual team contributions to achieving companies' objectives and motivates high levels of performance. The aim is to communicate and support organisational values and strategies and create focus on key organisational objectives through the performance management system. It allows a company to compete effectively in the labour market and to recruit and retain high calibre staff. This will also ensure fairness and equity in the company.

An effective remuneration policy allows a company to pay market-related remuneration commensurate with the company's resources and the ability to pay. Affordability and other factors are taken into account when deciding on an employee's remuneration. Remuneration should be determined in terms of a clearly defined policy administered by a remuneration committee comprised of elected representatives, a remuneration expert and the company manager.

practical

Complete the following formative assessment:

F116394.1 – Team Research Analysis Questionnaire



Chapter 2

Human Resources Administration

The Recruitment Process

As mentioned previously recruitment entails finding, at the least cost, competent applicants who will remain with the new venture. As a starting point, the recruitment process should be informed by the employer's employment equity plan, including the recommended affirmative action provisions. Employers should have written policies and practices that outline their approach to recruitment and selection.

This document should reflect the values and goals of the employer's intention to redress past inequalities. Where an employer utilises the services of recruitment agencies, it should make the recruitment agency aware of its employment equity policy. When advertising positions, employers should refer to their employment equity policy and indicate their position on affirmative action.



Planning Recruitment and Employment Practices

It is important to ensure that you do not overstaff your new venture because this will lead to excessive costs. It is also important to ensure that you do not understaff your new venture because this will cause the quality of your product or service to suffer and opportunities to be missed. Human resource planning ensures that, by systematically reviewing human resources requirements, the numbers of employees with the required skills are available when they are needed. Remember: "Failing to plan is planning to fail!" Generally, an HR plan runs from year to year.

A human resources plan will determine:

- ❖ How many people are needed in the enterprise?
- ❖ What specific skills are needed by employees that they do not currently possess for example what are the current skills gaps?

Once a vacancy is established that needs to be filled, a process should be followed to ensure that the best possible applicant, with an ability to be an above-average employee, is attained.

Every business or organisation must be able to attract a sufficient number of job candidates who have the abilities and aptitudes that will help the business or organisation achieve its objectives. Therefore it is important for every organisation to have a recruitment policy. Usually, the recruitment policy includes the information of whether:

- ❖ Internal or external recruitment may take place
- ❖ Relatives of existing employees may be employed
- ❖ Part-time or any type of flexi-time workers will be considered

- ❖ People over retirement age may be employed
- ❖ Principles of affirmative action will be taken into consideration

Job Descriptions

Once employed, each employee is given specific tasks and responsibilities in the workplace. Before they start working they sign a contract agreement. In that contract agreement, there is a section highlighting their roles and responsibilities within that particular organisation or workplace. This is called a job description. A job description should guide the employee to not only meet the employer's expectations but exceed them.

A specific job description usually contains identification information and a job summary, job duties and responsibilities.

Identification Information

The first part of a job description offers:

- ❖ The job title
- ❖ The location of the job (department or branch)
- ❖ Reporting structure
- ❖ The compiler of the job description
- ❖ The date of the job analysis
- ❖ Verification (name of person authorising or approving the job description)

Job Summary

This is a short written statement that concisely summarises the purpose of the job.

Job Duties and Responsibilities

This section must be comprehensive and accurate, as it influences all other parts of the job description. Job duties and responsibilities explain what is done, how it is done, and why it is done. Some organisations combine the job description and job specification, and the skills required to do the job successfully, instead of the responsibilities and duties. The resulting document is not a job description in the true sense of the word, but rather a skills profile.

Compiling a Job Specification

Things to consider when compiling a job specification:

- ❖ List the three to five most important responsibilities of the job, beginning with an action verb.
- ❖ List one, or more, of the important job duties associated with each responsibility, also starting with an action verb.
- ❖ Write clearly, unambiguously, and concisely but do not omit any important responsibilities or duties.
- ❖ Any job performance standards, time limits, and abnormal working conditions must be identified in this section of the job description.

The Basic Elements of an Employment Contract

Every employment contract must adhere to the Basic Conditions of Employment Act as a minimum. Further specifications can be added (but not deducted) from these specifications for a particular line of work or position within a company.

The Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997)

This Act gives effect to the right to fair labour practices as referred to in section 23(1) of the South African constitution. It does so by establishing and making provision for the regulation of basic conditions of employment. The Republic of South Africa is a member state of the International Labour Organisation and there are obligations with which to comply.

Labour law in South Africa is considered by some as restrictive of job creation and not conducive to active employment by employers. Others, however, feel that labour laws are so well-formulated and clear that it is very easy for an employer to know what the rules are. We need to take the good with the bad it seems!!

Let us look at some of the employment conditions as clearly stated in the Basic Conditions of Employment Act.

Vacation Leave

Vacation leave is, in terms of common law a, privilege. This means that, as a matter of course, the employee is not entitled to any paid vacation leave. Parties may agree at the conclusion of the contract that the employer will grant the employee a certain number of days' vacation leave. This leave may be taken only after completion of a certain prescribed period such as a year's service.

Sick Leave

Sick leave is not paid leave in terms of the common law either. The employee is paid only for the period actually worked. The parties may agree on paid leave when they conclude their contract of employment.

If the period of sickness is brief, the employer may not terminate the services of the employee. If, however, the employee is absent for an unreasonably long period the employer may have the right to dismiss – this differs from instance to instance.

Once again, rules pertaining to sick leave have been created by legislation. The Basic Conditions of Employment Act, in section 22, provides for 30 to 60 working days' paid sick leave during a three-year cycle, depending upon whether the person works a five-day or six-day week.

Annual Leave

Annual leave is leave with full pay and is calculated over a twelve-month cycle. An employee is entitled to a minimum of 21 consecutive days' leave per year. The parties may conclude an agreement which provides for leave of at least one day for every seventeen days of completed work or one hour for every seventeen

hours worked. Leave is extended by one day for every public holiday which falls within the leave period.

Annual leave must be granted to the employee within the first six months of completion of the leave cycle or in accordance with an agreement between the parties. Leave must be taken and may not be exchanged for money, but if an employee has leave upon the termination of employment, such leave must be paid out.

Annual leave may not run concurrently with a period of notice to terminate services or any period of leave the employee is entitled to, except during a period of unpaid leave. This means annual leave may not run concurrently with a period of paid sick leave, maternity leave or family responsibility leave that the employee is entitled to.

Maternity Leave

An employee is entitled to four consecutive months' maternity leave. Maternity leave commences at four weeks before the expected date of confinement or on a date necessitated by the employee's health or that of her unborn child, unless a medical practitioner or midwife recommends otherwise.

An employee may not work for six weeks after the birth of her child unless a medical practitioner or a midwife certifies that she is fit to do so. An employee who has a miscarriage during the third trimester or bears a stillborn child is entitled to maternity leave for six weeks after the miscarriage or stillbirth.

An employee is required to notify her employer four weeks in advance and in writing of the intended date of commencement of maternity leave and the return date of work. Maternity leave is unpaid leave. However, an employee is entitled to claim maternity benefits in terms of the Unemployment Insurance Fund Act.

Family Responsibility Leave

Employees are entitled to three days paid leave per annual leave cycle. This leave is granted for the birth, illness or death of a child or death of a spouse, life partner, parent, grandparent, grandchild or sibling.

Only employees who work for four days or more per week are entitled to this leave and they become so entitled once the first four months of employment have been completed. Before paying the employee for family responsibility leave, the employer may require proof of the event for which leave was sought.

Ordinary Working Hours

An employee should work a maximum of 45 hours per week. If working for five days or fewer per week, the employee should work a maximum of nine hours per day. If working for more than five days per week, the employee should work a maximum of eight hours per day.

If the employee's duties include serving the public, the maximum may by agreement be extended by fifteen minutes per day up to a maximum of 60 minutes per week to enable the employee to continue performing those duties after the completion of ordinary hours of work.

Overtime

Overtime may be worked only by agreement. An agreement between an employer and an individual employee lapses after one year if it was concluded at the commencement of or within the first three months of employment. There is no limit on overtime hours per day.

There is a maximum of ten hours overtime per week. A collective agreement may increase overtime hours to fifteen hours per week. The increased overtime hours may apply for a maximum of two months in any twelve month period.

One and a half times the hourly rate should be paid to the employee, or parties can agree to normal hourly rate plus paid time off at the rate of 30 minutes for every hour of overtime worked. Alternatively, parties can agree to no pay and only paid time off at the rate of 90 minutes for every hour of overtime worked.

Sunday is considered as overtime if the employee does not ordinarily work on Sundays. Thus, when the maximum weekly overtime hours are calculated, the hours worked on a Sunday must be included.

Compressed Working Week

A written agreement between the employer and the employee may allow the employee to work a maximum of twelve hours per day without receiving overtime pay, provided the employee does not work more than 45 ordinary hours or more than ten hours' overtime in any week or on more than five days in any week.

This allows for employees to work a compressed working week, for example, only three or four days per week, but longer hours per day without forfeiting any pay or the employer having to incur the expense of paying overtime rates.

Averaging Hours of Work

Ordinary hours of work and overtime may, in terms of a collective agreement, be averaged over a maximum period of four months, subject to the average ordinary hours not exceeding 45 hours per week and the average overtime not exceeding five hours per week. The first two collective agreements providing the averaging working hours each lapse after twelve months, that is, these arrangements must be reviewed on an annual basis for the first two years, after which the parties may agree to extend such agreement indefinitely.

Meal Intervals and Rest Periods

An employee must have a meal interval of at least one hour after five hours of continuous work. By agreement, the parties may reduce meal intervals to no less than 30 minutes or dispense with the meal interval if the employee works for fewer than six hours per day. The meal interval is unpaid, but the employee must be remunerated if he is required to work or to be available for work during the meal interval.

A daily rest period of at least twelve consecutive hours between ending and recommencing work is prescribed, while the weekly rest period must be at least 36 consecutive hours, which must include Sunday unless otherwise agreed. Rest periods may be varied by written agreement between the employer and the employee. In respect of weekly rest periods, such an agreement may provide for

the rest period of at least 60 consecutive hours for every two weeks. Alternatively, the weekly rest period may be reduced for up to eight hours in any week, provided the rest period in the following week is extended equivalently. Daily rest periods may be reduced to ten hours in the case of an employee who lives on the premises of his workplace and whose meal intervals last for at least three hours.

Work on Sundays and Public Holidays

Work performed on a Sunday by an employee who does not normally work on Sundays is considered overtime and the hours so worked form part of the overtime hours. If an employee ordinarily works on Sundays, he must be paid one and a half times his hourly rate. If an employee does not ordinarily work on Sundays he must be paid double his hourly rate. In both instances, the employee must receive at least an ordinary day's wages or rates referred to, whichever is the greater amount. The parties may agree on the ordinary rate plus time off.

An employee who works on a public holiday must be paid at least double his daily rate or he must be paid his normal daily rate plus the amount for actual time worked, whichever is the greater. These payments are in respect of public holidays that fall on days that would otherwise have been working days.

If a shift worked by an employee falls on a Sunday and another day, the whole shift is deemed to have been worked on the Sunday, unless the greater portion of the shift was worked on the other day, in which case the whole shift is deemed to have been worked on the other day. The same provision is applicable to work on public holidays.

Night Work

Night work is defined as work done between 6 pm and 6 am. The employer must pay to the employee the allowance, which may be a shift allowance or which may take the form of reducing working hours. Transportation must be available between the employee's place of residence and the workplace at the commencement and conclusion of the employee's shift.

Night work on a regular basis is defined as work of more than one hour between 11 pm and 6 am on at least five occasions per month or 50 occasions per year. An employer who requires an employee to perform night work on a regular basis must inform him of any health hazards associated with the work. At the request of the employee, the employer must enable him to undergo a medication examination concerning those hazards and, where practicable, transfer the employee to suitable day work if he suffers from a health condition associated with the performance of night work.

information

Easy tip

As well as the advice given above, imagine drawing all the standard operating procedures (SOPs) required for a particular function and compiling them as the "job duties and responsibilities" of each employee!! In this way, each employee will not only know what is expected of them in

general, but the SOP also provides them with accurate details on every activity that they must do and how to do them.

Compiling your standard operating procedures in this manner will assist with many aspects of your organisation.

- You can collate relevant SOPs for particular employees' job descriptions.
- You can combine all the SOPs with your quality management system (QMS) documents and refer to them in your TQM system where relevant.
- You can defend an error made by an employee in a disciplinary hearing or dismissal procedure.
- Staff induction and on-the-job training is much easier because everything a new recruit must do is written in an easy format to refer to.

practical

Complete the following formative assessment:

F116394.2– Class Discussion and Team Document Framework Presentations


citrus
academy



Chapter 3

Workplace Disciplinary Policy, Process and Procedures

Disciplinary and Grievance Policies and Procedures

It is important to understand the responsibilities of the employer and employees in order to be aware where wrong-doings may be occurring in a business. Let us look at the responsibilities of the employer and employees in the business.

Duties of Employers vs Employees

Employer	Employee
➤ To accept the employee in his service ➤ To provide the employee with work ➤ To pay the agreed remuneration ➤ To provide safe working conditions ➤ To comply with statutory duties	➤ To make his personal service available ➤ To warrant his competence and reasonable efficiency ➤ To obey the employer ➤ To maintain good faith ➤ To be subordinate to the employer ➤ To exercise reasonable care when using the employer's property ➤ To refrain from misconduct

Some employees do not follow the rules and sometimes employers do not follow the rules.

When an employee is dissatisfied with something in the workplace a grievance procedure can be followed. An example of a company grievance procedure is shown below:

Grievance Procedure

1. Scope

This procedure shall apply to all permanent and fixed term employees of the company.

2. Purpose

The purpose is to formalise the procedure whereby employee complaints and grievances may be channelled and resolved:

- ❖ at the lowest possible level in the company
- ❖ as speedily as possible
- ❖ In a manner acceptable to the parties concerned

3. Principals

All references to the male gender shall apply equally to the female gender.

A grievance is defined as any cause of dissatisfaction on the part of an employee or group of employees arising out of the working situation but shall exclude:

- ❖ Claims or demands for changes in wages or conditions of employment which shall be defined in terms of the wage agreement between the company and the majority representative trade union
- ❖ Dissatisfaction over disciplinary action taken by the company which shall be dealt with in terms of the appeals procedure

It is the policy of the company that every employee shall:

- ❖ Be given a fair and equitable hearing by his immediate supervisor or manager concerning any complaint or grievance he may wish to raise with the company
- ❖ Have the right to appeal against decisions concerning the outcome of grievances raised

The company undertakes that no employee or representative shall be victimised as a result of any formal grievance being submitted.

The company recognises the right of employees to representation during the stages of this procedure on the understanding that:

- ❖ Employees who are union members will normally be represented by their shop steward in terms of this procedure.
- ❖ Should any employee (including non-union members) choose not to be represented by a shop steward, then he may elect not to be represented, he can select an employee from within his working area to be his representative in terms of this procedure.
- ❖ Before any employee or representative absents himself from his workplace, in terms of this procedure, he shall obtain the prior approval of his immediate supervisor / manager. This approval shall not be unreasonably withheld.

4. Procedure

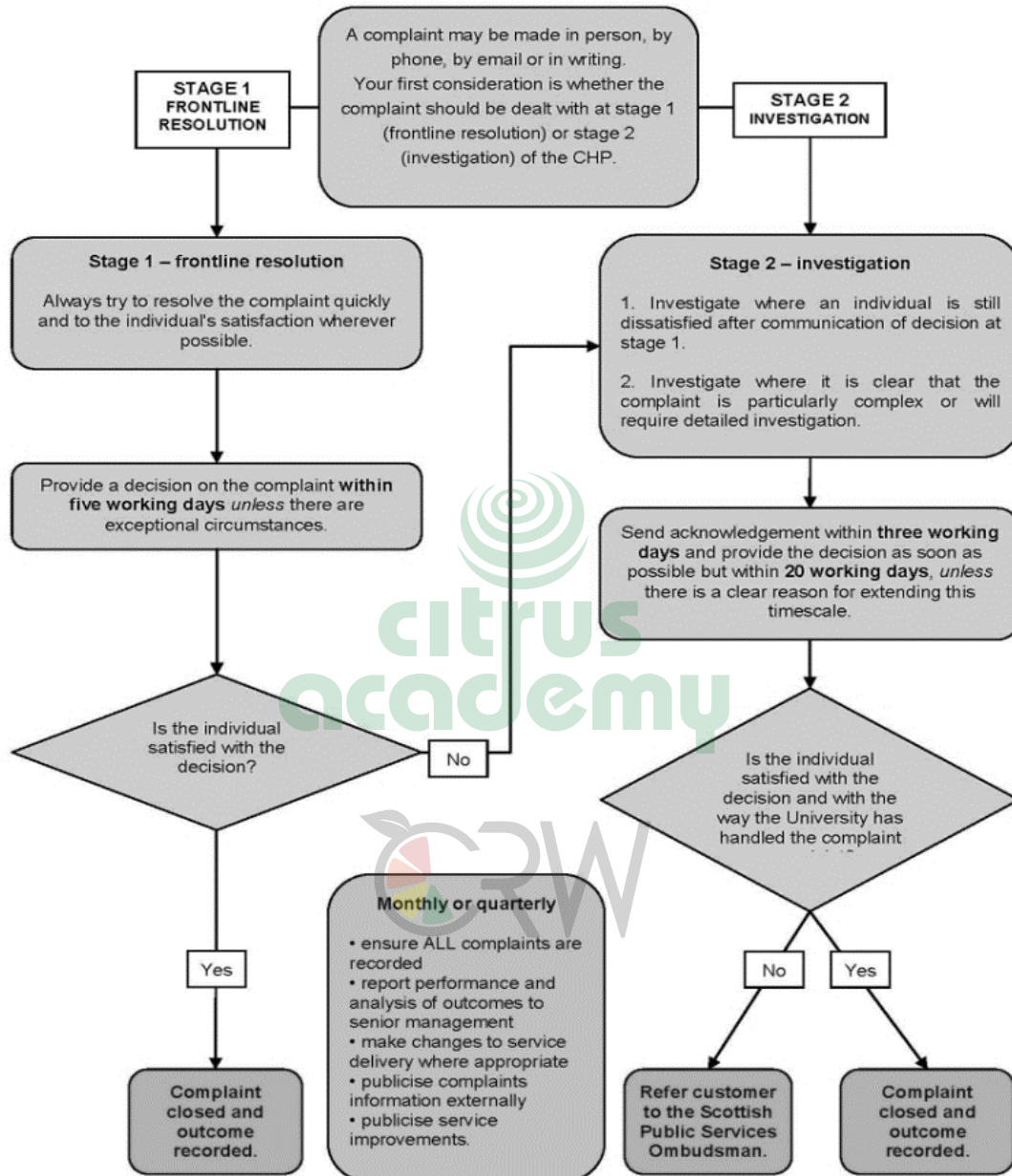
Step 1	An employee who believes he has a grievance must first raise such grievances with his immediate supervisor / manager verbally, within two days. He may elect to have a representative present if he so wishes. The immediate superior must endeavour to resolve the grievance and communicate the outcome to the employee. This should be done as soon as possible but in any event, within a maximum period of two (2) working days from the grievance being lodged with him. Should the employee feel that the matter must be pursued further, he may progress to Step 2 within two days. In the event of an employee having a complaint about his immediate superior, he may, with his representative, approach the next reporting level to his immediate superior directly for the purpose of resolving his particular grievance.
---------------	--

Step 2	If the employee elects to proceed with his grievance, he should approach the next reporting level to his immediate supervisor / manager. He may elect to have a representative accompany him. The immediate supervisor / manager shall consider the grievance and attempt to resolve it within a period of two (2) days from it being lodged with him. If the employee is still not satisfied, he may elect to proceed to Step 3.
Step 3	The employee and his representative shall approach the financial manager or a factory manager. This manager shall arrange for a grievance form to be completed and shall arrange for a grievance hearing to be chaired by the department head concerned. This hearing shall be attended by the grievant, his representative and the supervisor / manager to whom the grievance was originally lodged. This meeting shall be held within five (5) working days of Step 3 being initiated by the employee. This meeting shall consider and attempt to resolve the grievance. The outcome shall be communicated to the employee within two (2) working days of the meeting by the department head. If the employee is still dissatisfied, then Step 4 becomes effective.
Step 4	In the event of the grievance not being settled through Steps 1 to 3, the matter shall be referred to the negotiating committee. The committee will meet and endeavour to resolve the matter within a maximum period of five (5) working days.
Step 5	If the grievance is still not resolved, it shall be handled in terms of the disputes procedure.



example

Grievance procedure chart



example

Grievance form	
Name:	
Department:	
Nature of complaint:	
Employee's signature:	Date:
Date of grievance hearing:	
Persons present:	
Outcome (or reason for failure to reach a settlement):	
Grievance satisfactorily resolved?	
Yes / No:	Date:
Employee's signature:	Manager's signature:

When an employee has broken the rules, the employer uses a disciplinary procedure to resolve the problem. An example of a disciplinary code is shown below.

example

Disciplinary code and procedure

1. Introduction
 - 1.1. This Disciplinary Code and Procedure is adopted both for the fair treatment of employees who should be aware of the standards expected of them and the success of the company.
 - 1.2. The practice and attitudes in the industry change with time and new norms of acceptable industrial relations behaviour emerge. Thus, this document is meant to lay down guidelines rather than rigid standards of behaviour. Accordingly, this Disciplinary Code and Procedure may be altered, amended, varied, modified or added to upon giving reasonable notice thereof by the company to the employee. In addition, this Disciplinary Code is not exhaustive of the standards of behaviour expected. Employees who thus commit acts or are guilty of omissions which fall short of acceptable standards will render themselves subject to appropriate disciplinary action. Without derogating from the foregoing the company shall not be obliged to give any warnings in respect of misconduct which would justify summary dismissal at common law (provided that even in such event the company shall permit and afford a fair hearing).
 - 1.3. Notwithstanding the fact that certain unacceptable behaviour is prescribed to receive a specified number of warnings in terms of the Disciplinary Code, an employee may be dismissed for accumulated misconduct of a varying nature even although he might not otherwise be liable to be dismissed in respect of any one particular category of misconduct.
 - 1.4. The employee acknowledges that the Disciplinary Code ("the code") and Procedure governs the terms of his employment and undertakes to duly and faithfully observe the code in the performance of his duties.
 - 1.5. The code and the procedure recognises:
 - ❖ The right of management to take appropriate disciplinary measures against an employee who has failed to observe the code in the performance of his duties or in relation to the workplace or environment;
 - ❖ The right of an employee to be given a fair hearing.
 - 1.6. This disciplinary code and procedure shall not apply in cases of industrial action unless the company decides otherwise.
 - 1.7. Any reference in this code and procedure to a "worker representative" shall mean a worker representative who is a co-employee.
2. The Code
 - 2.1. The employee shall:
 - ❖ Perform his duties in a responsible and diligent manner.
 - ❖ Protect and promote the interests of the company at all times to the best of his ability with due regard to the interests of management and his fellow employees.
 - ❖ Obey and execute with due care and skill reasonable instructions which are given to him.
 - ❖ Observe the company's normal hours of work.
 - ❖ Observe the safety rules and regulations prescribed by management and by law.
 - ❖ Keep his vehicle, utensils, equipment and workplace in a good, neat and tidy order and condition.
 - ❖ Wear the prescribed clothing and safety apparel.
 - ❖ Promptly report damage to the property of the company.
 - ❖ Take all steps to ensure that no shortage in stock, materials or cash occurs.
 - ❖ Is changed into working clothing before he clocks in.
 - ❖ Be at his station of work at the commencing time of work.
 - ❖ Report immediately to the production manager (and in his absence the general manager) any injury which occurs at the workplace.
 - 2.2. The employee shall not:
 - ❖ Commit any act or be guilty of any omission which undermines the industrial peace, growth or stability of the company or the maintenance and promotion of sound employee / management relationships.
 - ❖ Absent himself from work without just cause.
 - ❖ Report for duty under the influence of alcohol or drugs.
 - ❖ Make use of drugs or consume intoxicating liquor whilst on duty or during breaks in the course of working hours.
 - ❖ Use or be in unauthorised possession of a dangerous weapon.
 - ❖ Willfully or deliberately damage or cause destruction to or attempt to damage or destroy the property of the company.
 - ❖ Embark upon or be involved in or conspire to commit any act of industrial sabotage or espionage.
 - ❖ Absent himself from work without permission and in the case of absence on account of illness the failure to present a valid doctor's or registered hospital certificate which certifies and justifies such absence.
 - ❖ Commit or attempt to commit theft, fraud or forgery.
 - ❖ Be in unauthorised possession of property of the company or any other person.
 - ❖ Fight with or assault a fellow employee or attempt to do so.
 - ❖ Use abusive or insulting language.
 - ❖ Clock in any employee or allow an employee to clock in on his behalf;
 - ❖ Change from working clothing before the sounding of the signal in respect thereof.
3. Procedure
 - 3.1. In the event of unlawful industrial action, these procedures shall not apply to the dismissal of employees unless the company decides otherwise.
 - 3.2. Subject to 3.1, in the event of a breach of the Code the following procedure shall apply:
 - 3.2.1. Warnings:
 - ❖ In the case of:- a breach of clauses 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10, 2.1.9, 2.1.12, 2.2.2, 2.2.8 and 2.2.14, of the Code, a written warning will be given to the employee by the third authority (the first written warning);
 - ❖ In the event of the employee persisting in or committing a further breach of clauses 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 and / or 2.1.11 of the code after a first warning has been given, a further written warning will be given to the employee by the third authority (the second written warning).
 - 3.2.2. The written warning shall:
 - ❖ Be given to the employee, where possible and practical, within 24 (twenty-four) hours of such breach being brought to the attention of the third authority;
 - ❖ Set forth the nature of the breach and the consequences thereof;
 - ❖ Be signed by the employee and the third authority and, subject to clause 3.2.3 below should the employee fail or refuse or decline to sign then this fact shall be noted by the third authority on the written document concerned;
 - ❖ Be transmitted to the administrative department of the company and a copy thereof shall be handed to the employee concerned.

- 3.3. Should an employee decline or refuse to sign the written warning, when requested to do so by the third authority, then the third authority shall be entitled to request his worker representative or a shop steward to sign the written warning on behalf of the employee, but any failure to sign such written warning shall not invalidate same or any subsequent proceedings.
4. The Enquiry -
 - 4.1. Should the employee:
 - ❖ Commit a breach of clauses 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.9, 2.2.10, 2.2.11 and / or 2.2.13 of the code; or
 - ❖ Persist in or commit a further breach of clauses 2.1.12, 2.2.2, 2.2.8, 2.2.12 and / or 2.2.14 of the code after a first written warning has been given to the employee; or
 - ❖ Persist in or commit a further breach of clauses 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 and / or 2.1.11 of the code after a second written warning has been given to the employee; an enquiry will be held.
 - 4.2. The enquiry will be initiated by the third authority who shall complete a disciplinary action form.
 - 4.3. The disciplinary action form shall:
 - ❖ Where practical and possible be given to the employee within 48 (forty-eight) hours of the breach or further breach, as the case may be, being brought to the attention of the third authority;
 - ❖ Set forth the nature of the breach or the further breach, as the case may be;
 - ❖ Be signed by the third authority and the employee concerned;
 - ❖ Be transmitted to the administrative department of the company and a copy thereof shall be handed to the employee.
 - 4.4. Should the employee refuse to sign the disciplinary action form when requested to do so by the third authority, the third authority shall be entitled to request the worker committee representative concerned or a shop steward to sign the disciplinary action form on behalf of the employee but any failure to sign such disciplinary action form by the employee or the worker representative, as the case may be, shall not invalidate same or any subsequent proceedings.
 - 4.5. The Second Authority shall, where practical and possible, within 7 (seven) days after receipt of the disciplinary action form convene an enquiry which shall be presided over by him and shall be attended by the third authority, the employee and his worker representative or shop steward.
 - 4.6. At the commencement of the enquiry the disciplinary action form shall be read to the employee who shall then either personally or with the assistance of his shop steward or any other person in the employ of the company nominated by the employee (who is prepared to assist the employee) be entitled to lead evidence in his defence.
 - 4.7. The third authority shall be entitled at any stage of the enquiry to call any person as a witness and to examine such person.
 - 4.8. A witness called by the employee may be cross-examined by the third authority and re-examined by the employee.
 - 4.9. A witness called by the third authority may be cross-examined by the employee or the shop steward or other representative of the employee recognised as such by the company, as the case may be, and re-examined by the third authority.
 - 4.10. The second authority shall be entitled:
 - ❖ To put questions to any witness called either by the employee or the third authority;
 - ❖ To call any person in evidence and put questions to such person and the third authority and the employee respectively shall thereafter be entitled to put questions to such witness on matters arising from the questions put by the second authority to the witness.
 - 4.11. After the evidence has been led, the employee or his said representative shall be given the opportunity to address the second authority.
 - 4.12. After the employee or his representative aforesaid has addressed the second authority, the second authority shall consider the evidence admitted at the enquiry and, if satisfied that the employee has committed the breach complained of, shall impose the penalty prescribed in clause 5, provided that if the second authority is satisfied that with due regard to all relevant considerations the imposition of a lesser penalty is in the interests of justice, he shall be entitled to impose such lesser penalty.
 - 4.13. The second authority shall, in appropriate circumstances, be entitled to deviate from any or all of the above procedures and to prescribe and regulate the procedure to be applied.
5. Penalties

If the second authority is satisfied that the employee concerned has committed a breach of the code, he shall impose the following penalty:

 - ❖ in the case of a breach of clauses 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10, 2.1.11, 2.1.12, 2.2.2, 2.2.8, 2.2.14 of the code and after the employee has been given a first or second written warning, as the case may be - dismissal;
 - ❖ in the case of a breach of clauses 2.2.1, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.9, 2.2.10, 2.2.11, 2.2.12, of the code - summary dismissal.
6. Appeal
 - 6.1. If the employee feels aggrieved by the decision taken by the second authority in the exercise of this powers set out in clause 4 and 5 he may appeal.
 - 6.2. The appeal shall be heard by the first authority.
 - 6.3. The employee shall complete a notice of appeal.
 - 6.4. The notice of appeal will be signed by the employee or his aforesaid representative concerned and delivered to the aforesaid first authority within 72 (seventy-two) hours after the employee has been notified in writing of the decision of the second authority.
 - 6.5. The appeal shall be heard by the first authority within 72 (seventy-two) hours in the ordinary course of work after receipt of the notice of appeal.
 - 6.6. The employee may appear and conduct his appeal either in person or with the assistance of a shop steward or any other person in the employ of the company nominated by the employee (and who is willing to so assist) and shall be entitled to be heard in argument. The employee shall not, in the ordinary course, be entitled to lead further evidence at the hearing of the appeal save and except on good cause shown.
 - 6.7. The company may appoint any person in the employ of the company to appear on its behalf to oppose the appeal or to represent it at the hearing. Such person shall likewise be entitled to be heard in argument. The company likewise shall not be entitled to lead any further evidence at the hearing of the appeal, save and except on good cause shown.
 - 6.8. After hearing argument the first authority may:
 - ❖ Dismiss the appeal;
 - ❖ If he is of the opinion that the second authority has not acted in accordance with the relevant provisions of this code and procedure, give an order opposite to the decision of the second authority or amend the decision of the second authority.
 - 6.9. The decision of the first authority shall be conveyed to the employee immediately it is made.
7. General
 - 7.1. A copy of each warning shall be placed in the employee's personnel file.
 - 7.2. The hearing of the enquiry shall be minuted.
 - 7.3. An employee's work record and previous disciplinary actions taken against such employee shall, amongst other things, be taken into account in determining the severity of any contemplated disciplinary action to be taken against him.
 - 7.4. An employee shall be entitled to have an interpreter assist him at the enquiry or the appeal, as the case may be, provided that such interpreter is a person in the employ of the company.
 - 7.5. Where an offence by an employee is regarded as serious by the third authority or the second authority, as the case may be, and where it is considered unsafe or patently undesirable for an employee to continue his duties, the employee may be temporarily suspended from duty without loss of remuneration pending the enquiry. The third authority or the second authority, as the case may be, must immediately and by the speediest means report the suspension to the first authority for his confirmation or otherwise of the action taken.

- 7.6. Each written warning shall remain in force for a period of twelve (12) months after the date upon which it is given to the employee.
7.7. Cumulative misconduct by an employee may result in his dismissal even though his final incident of misconduct would not otherwise have been adequate in itself to found his dismissal.

The first step of a disciplinary process is a written warning. An example of a written warning is shown below:

example

Written warning

Employee's name:		
Designation:		Company no:
Employee's representative:		
Designation:		Company no:
Section:		

Unacceptable behaviour (specify the degree to which the behaviour is unacceptable):

Improvements required (specify the improvements / acceptable standard(s) applicable and review date by which such improvements must be affected):

Employee obligation / agreed actions (specify the actions which the employee has agreed to undertake in order to correct the sub-standard behaviour. Include any time period):

Possible consequences (specify any possible further actions should the individual not achieve the required behaviour standard):

Warning issued by:		Signed:	
Designation:		Date:	
Employee:	accepts / refuses		
Signed:		Date:	
Endorsement:	Due to the employee's refusal to sign this written warning form, it is endorsed following an investigation in terms of the disciplinary procedure.		
Warning endorsed by:		Signed:	
Designation:		Date:	

If the employee feels that the written warning is not fair, then he can request a disciplinary enquiry. This is because a written warning will remain on his record, negatively influencing his career at the company or future prospects.

example

Disciplinary enquiry record

A disciplinary enquiry form is shown below:

Date of enquiry:		Starting time:	
Venue:			
Persons present:			
Chairperson:			
Personnel / IR / HR representative:			

Initiator:	
Employee representative(s):	
Employee(s):	
Interpreter:	
Introduction:	1. Introduce parties and explain purpose of enquiry. 2. Explain the roles of the parties. 3. Establish whether an interpreter is required. 4. Confirm employee satisfied with the representative.
Note: If employee indicates that no representative or interpreter is required, this should be recorded in writing and preferably signed by the employee.	
❖ Check whether notice of enquiry was received. ❖ Explain the procedure for the enquiry (briefly).	
How do you feel that breaking company rules and regulations should be addressed?	

practical

Complete the following formative assessment:

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

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

Chapter 4

Performance Management

The Performance Evaluation Process

Human resource officers / managers, line managers and company managers may be involved in the performance evaluation process. Performance evaluation should take place annually or more frequently if deemed necessary.

An employer cannot expect an employee to improve his work performance if he / she does not know that they are doing something incorrectly or ineffectively. In this regard, it is then important to train employees on the importance and purpose of performance evaluation so that it becomes a part of the year that an employee looks forward to, not a procedure that is feared.

To ensure fairness, the same process should be followed for all employees. Often a performance evaluation process entails:

- ❖ The completion of a self-evaluation form by an employee
- ❖ The completion of an evaluation form by a line-manager
- ❖ A discussion between the employee, the line manager and the human resource officer or company manager regarding the responses captured in the self-evaluation form and evaluation form
- ❖ Feedback to the employee:
 - Agreement on remedial action if required
 - Recommendations for improvements
 - Praise for work well done (sometimes this can be in the form of improved remuneration or benefits)

Below is a template that could be used during the performance appraisal.

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 (November 2016 – November 2017)

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

b. Strengths: Interpersonal

Your opinion	Manager's opinion

c. Strengths: Technical

Your opinion	Manager's opinion

--	--

d. Strengths: Other

Your opinion	Manager's opinion

e. Weaknesses: Management ability

Your opinion	Manager's opinion

f. Weaknesses: Interpersonal

Your opinion	Manager's opinion

g. Weaknesses: Technical

Your opinion	Manager's opinion

h. Weaknesses: Other

Your opinion	Manager's opinion

i. Development opportunities:

Your opinion	Manager's opinion

3. Problems experienced over the reporting period:

a. Technical

Your opinion	Manager's opinion

b. Problem projects

Your opinion	Manager's opinion

c. Expertise

Your opinion	Manager's opinion

d. Personal

Your opinion	Manager's opinion

e. Career and future ambitions:

Your opinion	Manager's opinion

f. Any other comments:

Your opinion	Manager's opinion

Signature: Team Member

Date: _____

Signature: Manager

Date: _____

Section B: Performance Appraisal and Score

Evaluate your performance by giving yourself a score out of 10 for the following items (where 10 is for excellence and 1 is completely inadequate):

Item	Weight	Score out of 10	Provide evidence / example for this score	Score out of 100
	(How important is this item)	(Please complete)		(will be calculated)
Quality of work delivered (reports, meetings, designs, training)	15			
Punctuality (meetings, opening time)	5			
Efficiency (cost savings)	10			
Client satisfaction	15			
Generating income	15			
Innovation (new ideas implemented)	10			
Interpersonal relationships: Internally	5			
Interpersonal relationships: with clients	10			
Teamwork	5			
Self-discipline	5			
Own development	5			
Total score	100			

practical

Complete the following formative assessment:
F116394.5– Paired Role-play with Key Notes

Chapter 5

Labour Relations Legislation

Communicating Labour Legislation

During this unit standard, you have been introduced to several pieces of labour legislation applicable to South Africa. These include:

- ❖ The Basic Conditions of Employment Act
- ❖ The Skills Development Act
- ❖ The Employment Equity Act

Other labour legislation that should be consulted with regard to human resources includes:

- ❖ The Occupational Health and Safety Act
- ❖ The Labour Relations Act
- ❖ The Broad Based Black Economic Empowerment Act

Creating Awareness of These Acts

It is a requirement of every business to ensure that the Basic Conditions of Employment Act and the Occupational Health and Safety Act are openly displayed on the work premises. Employees must be made aware that they can consult any of these documents at any time to ensure that they are being fairly treated and that their safety at the workplace is being adequately addressed.

Furthermore, the company's policies and procedures manual should be made available to every employee during their induction at the company. This company policies and procedures manual should provide the employee with everything they need to know about:

- ❖ Recruitment
- ❖ Induction
- ❖ Basic Conditions of Employment Act
- ❖ The company's response to the Employment Equity Act
- ❖ Sexual harassment
- ❖ Skills development
- ❖ Disciplinary procedures
- ❖ Grievance procedures
- ❖ Performance evaluation
- ❖ Remuneration
- ❖ Health and safety
- ❖ Company rules

Encouraging Skills Development

Ensure that your employees continually strive to improve their skills. This can be encouraged by:

- ❖ Offering bursaries
- ❖ Including skills planning and career planning in the performance appraisal process
- ❖ Rewarding achievement

Motivating Employees and Adhering to Safety

Regulations

To ensure that employees adhere to safety regulations:

- ❖ Display the Occupational Health and Safety Act in the workplace
- ❖ Include the company policy on health and safety in the company policies and procedures manual
- ❖ Provide adequate protective clothing and equipment if required
- ❖ Ensure that employees are aware of the correct use of protective clothing and equipment
- ❖ Ensure that first aid kits are available in the workplace
- ❖ Ensure that an employee is trained in basic first aid
- ❖ Refresh emergency procedures regularly
- ❖ Ensure that safety equipment such as fire extinguishers are serviced annually
- ❖ Ensure that emergency evacuation pathways are clear of obstacles at all times

Employment Equity

Employment equity principles are an important element of business in South Africa. The Department of Labour requires that all companies with more than 50 employees or companies with a turnover of more than R 2 million per year must complete the annual employment equity plan and report. Failing to do so will result in financial penalties to the company.

Putting the employment equity plan into action is a useful tool to improve on the broad based black economic empowerment (BBBEE) scorecard. An improved score on the BBBEE scorecard holds direct financial benefits for every company and is reason enough to encourage the implementation of employment equity policies and procedures in any company.

Trends in Employment

South African labour legislation is dynamic and versatile. It pays to keep abreast of changes and new developments since there are many interesting and useful changes that are brought into the legislation from time to time.

The South African government also offers incentives (mostly tax rebates) to companies who make an effort to:

- ❖ Improve their BBBEE scores
- ❖ Provide skills development to their employees
- ❖ Take on interns and apprentices

The government also penalises companies that do not adhere to:

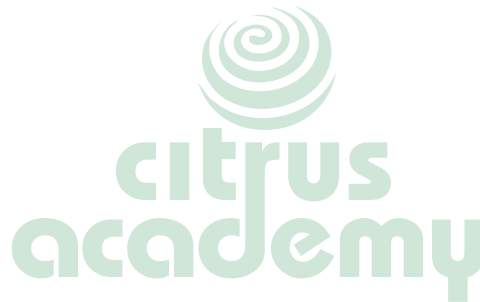
- ❖ Employment equity targets and reporting
- ❖ Occupational health and safety standards
- ❖ Basic conditions of employment

It thus makes direct financial sense to ensure that your enterprise keeps abreast of labour legislation and complies with these requirements.

practical

Complete the following formative assessment:

F116394.6– Team Research Presentation



Section 1: Self-Assessment and Progress Check

Be responsible for the development and maintenance of effective human resource policies and practices. (Include policy and procedures on employment equity, skills development, grievance procedures, performance evaluation, remuneration negotiations, disciplinary hearings)	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability is demonstrated to take responsibility to develop and maintain human resource policy on employment equity.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability is demonstrated to take responsibility to develop and maintain human resource policy on skills development.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability is demonstrated to take responsibility to develop and maintain human resource policy on performance evaluation.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability is demonstrated to take responsibility to develop and maintain human resource policy on recruitment and selection criteria.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability is demonstrated to take responsibility to develop and maintain human resource policy on training.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability is demonstrated to take responsibility to develop and maintain human resource policy remuneration.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Be responsible for the drafting of job descriptions, recruitment, selection panels, and employment contracts. (Terms and conditions of employment include starting date and probation period, duration of employment, remuneration, notice period, leave (sick leave, family responsibility leave, maternity, annual / vacation), hours of work and overtime, other benefits and deductions).	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment

The ability to take responsibility to organise and participate in the recruitment process is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to take responsibility to organise and participate in selection panels is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to participate in salary negotiations is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to establish employment conditions of a particular category of employment in accordance with relevant policy is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to reflect applicable terms and conditions of employment for the relevant category of employment in the employment contract is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to suitably cover exceptional terms and conditions in the contract of employment if applicable is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Contracts of employment are submitted for approval to the authorised person(s).	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Categories of employment are established correctly in accordance with the organisation structure and organisational needs.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Be responsible for the institute and facilitation of disciplinary policies, actions and hearings.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Responsibility and participation in organisation disciplinary policy, procedures and disciplinary code of conduct. Disciplinary action is accurately recorded according to organisation disciplinary procedures.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment

The ability to participate in disciplinary hearings is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to identify and classify transgression(s) is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to implement procedures to handle and implement offences is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Proof that allegations or charges are correctly analysed and adequately investigated is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that all relevant information is requested from the employer is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that the employee and witnesses are properly prepared for the hearing is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that the employee's case is sufficiently and effectively presented is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that witnesses are appropriately questioned and cross-questioned is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that pleas in mitigation are properly prepared and presented is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that relevant appeals are lodged in terms of the disciplinary procedure is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment

Develop, facilitate and monitor disciplinary policy, process and procedures.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that the disciplinary policy and procedures adhere to legislation requirements is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that the disciplinary policy and procedures contain agreed timeframes for resolution of issues is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that the disciplinary policy and procedures are aligned to the type of business and culture of the organisation is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that effective communication structures and media are utilised to communicate the disciplinary policy and procedures to all relevant stakeholders is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that appropriate and effective training techniques are established to ensure that the disciplinary policy and procedure are easily accessible to all stakeholders is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that timeframes are established to ensure regular review of the effectiveness of the disciplinary policy and procedures is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The fact that the disciplinary policy and procedures are amended in accordance with review findings is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Institute performance evaluation committees and manage the performance evaluation process. (Performance evaluation policy and procedures, performance evaluation moderating committees, feedback).	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The active involvement in the application of the performance evaluation process is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment

Involvement in the training and communication of the performance evaluation process is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to evaluate each employee according to procedures is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to organise moderating committee if according to organisation policy is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to ensure that all employees receive the necessary feedback to ensure transparency is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Participate in the implementation of applicable labour legislation. (Employment Equity Act, BCEA, LRA, SDA, SDL, OHSACT, COIDA)	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Labour legislation according to workplace procedures are communicated to all levels and implemented.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Employees and managers are encouraged to develop their skills.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to motivate employees to adhere to safety regulations is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to enforce the employment equity principles at all levels of the organisation is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The ability to identify trends in employment and apply corrective systems to bring them into line with legislation and company procedures is demonstrated.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment

Section 2: Workplace Motivation

Learning Goals and Pathways

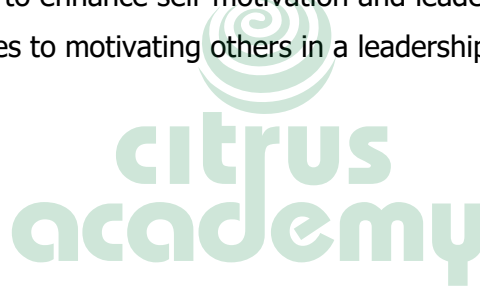
Motivation refers to the energy and commitment with which an individual or group performs a task or role. It affects almost every aspect of business. At the most basic level, motivated staff work harder. They may get more done in less time which reduces labour costs. This shows in higher productivity for the business.

This section will help you to explore and understand the theories and practices of nurturing workplace motivation.

This section is presented in chapters 7 to 10 of the guide.

The learning goals for this module include:

1. Explain the concept of motivation and its importance in enhancing performance levels.
2. Explain and apply theories of motivation in a leadership context.
3. Apply techniques to enhance self-motivation and leadership performance.
4. Applying strategies to motivating others in a leadership context.



Chapter 6

The Concept and Importance of Workplace Motivation

What Is Motivation?

Do you know the definition of motivation? More importantly, do you know why you need to know?

Have you ever found it hard to do something that needed to be done? Have you ever had a hard time getting others to do or accomplish necessary tasks?

The difference or gap between what needs to be done and what is not being done can be closed using motivation.

definition

Motivation

Motivation is the internal condition that activates behaviour, gives it direction and energises and directs goal-oriented behaviour.

Simply put:

Motivation is the will to do work. This comes from the enjoyment of the work itself and / or from the desire to achieve certain goals such as earn more money or achieve a promotion.

"To keep a lamp burning we have to keep putting oil in it"...

Mother Teresa

Intrinsic or Extrinsic

People are motivated by certain forces that can be either intrinsic or extrinsic. Intrinsic is when the force comes from within oneself. Extrinsic is when external forces, positive or negative, produce a behavioural change.

Extrinsic motivation comes from outside the performer. Money is the most obvious example, but coercion and threat of punishment are also common extrinsic motivations.

In sports, the crowd may cheer the performer on, and this motivates him or her to do well. Trophies are also extrinsic incentives. Competition is often extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity.

Other examples would include circumstances, situations, rewards or punishment, both tangible and intangible that participation in results in an external benefit.

Tangible benefits could include monetary reward or a prize. Intangible could include things like adoration, recognition and praise.

Intrinsic motivation would include involvement in a behavioural pattern, thought process, action, activity or reaction for its own sake and without an obvious external incentive for doing so. A favourite hobby is an example or the love of playing tennis where the motivation comes from rewards inherent to the task or activity itself.

One is said to be intrinsically motivated when engaging in an activity “with no apparent reward except for the activity itself”. Research has found that this form of motivation is usually associated with high educational achievement and enjoyment by students.

Motivating Triggers

People can be motivated to accomplish their goals by both positive and negative triggers.

Positive Motivational Triggers

- ❖ There is a wide range of positive ways to motivate a team but it is important to remember that these should also be implemented fairly.
- ❖ Offering rewards and incentives – bear in mind that rewards must be deserved and recognition should be given only to those who have earned it.
- ❖ Encouraging healthy competition – this can be advantageous but if the competition becomes unhealthy then this option could be seen as a negative motivational trigger.
- ❖ Another example of a positive motivational trigger would be that of an individual wanting to achieve a goal because they will receive personal satisfaction from achieving it.
- ❖ Sometimes people are inspired to do something because they saw another person doing it. It could be something they were uncertain of but the person doing it made it look easy. If you felt the passion in your heart to do this thing then you became unstoppable.

Negative Motivational Triggers

Some managers believe that they can achieve results from their teams by shouting and swearing at them or by threatening them with disciplinary action. However, although this “fear factor” can indeed produce results, the effects will probably be much more short-term and will mean that staff members are not focused on achieving objectives but rather on simply keeping their jobs! Alternatively, setting unrealistic targets can also have a negative impact. No matter how hard the team works, they cannot reach the target and therefore can become demotivated.

An example of a negative motivational trigger for an individual would be where someone is around negative people, including teachers, parents or other people you look up to, who do not believe you would be able to accomplish a specific task or fulfil an ambition. To prove them wrong your inner drive has been triggered and you are motivated to succeed.

Summary

Motivating triggers can be positive or negative depending on the situation and the individual. You can never prescribe what will trigger your motivational levels, and it is important to note that each member of a team can respond in different ways to

motivational factors. What drives some may, in fact, be what leads to poor performance in others!

Motivation and Performance Levels

Motivation is a powerful tool in the work environment that can lead to employees working at their most efficient levels of production and being the most important success factor.

This is underlined by the formula of Mullins which shows the connection between Motivation and Performance:

Performance = Ability x Motivation.

Motivated staff members usually experience job satisfaction. They regard the office as a pleasant place to live and work and are usually happy and fulfilled people. This has a positive effect on relationships in a business.

Studies have shown that:

- ❖ Motivated employees always look for better ways to do a job
- ❖ Motivated employees are more quality oriented
- ❖ Motivated workers are more productive

Motivation in business can have several effects on how the business performs.

It can:

- ❖ Direct behaviour toward particular goals
- ❖ Lead to increased effort and energy
- ❖ Increase initiation of, and persistence in, activities
- ❖ Enhance cognitive processing
- ❖ Determine what consequences are reinforcing
- ❖ Lead to improved performance

The Negative Impact of Demotivation

Demotivation is caused not simply by a lack of motivators but the existence of certain situations that cause dissatisfaction and discourage individuals from pursuing desired goals. People who are inadequately motivated tend to make only a minimal effort, therefore reducing overall productivity potential.

An example of this is demotivated sales employees who make minimal effort in the business because they are uninspired or not motivated in any way. This, in turn, leads to very poor sales for the business as a whole. In such an example it is clear that it is not just the employee who is to blame but also the manager and possibly other external de-motivators such as a general feeling of failure in the whole division, inadequate infrastructure or poor sales aids / resources. Despite the consequences of demotivation, it is clear that the group is underperforming due to a lack of motivation.

Typical Indictors for Measuring Motivation Levels

Knowing how motivation, or lack thereof, can impact on performance levels it should be an important aspect for managers, supervisors or people in a leadership context to be able to measure motivation levels. If negative motivation levels are not detected

then demotivation will set in (motivation levels will continue to fall). Once demotivation grips a workplace, performance levels drop accordingly and the goals and objectives of that organisation will not be met. Therefore it is important for leaders to make use of indicators to measure the levels of motivation of their workforce.

The following indicators can be used:

- ❖ Indirect but still measurable, clear signs such as:
 - Increased sick leave
 - High turnover of staff
 - Negative atmosphere amongst staff
 - Poor results in general
- ❖ Employee satisfaction surveys such as:
 - Yes / No questions
 - True / False questions
 - Point systems
 - Checklists
 - Likert scale

It is worth looking at The Likert Scale in a little more detail as it is, by far, the most common method for collecting data regarding job satisfaction.

It is named after its inventor, psychologist Rensis Likert.

When a Likert Scale is used to measure motivation levels, a respondent is asked to evaluate a statement according to objective or subjective criteria and the level of agreement or disagreement is measured.

The five ordered response levels that are commonly used are:

1. Strongly disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree

Sometimes a four-point scale is used. This is a forced choice method since the middle option of "neither agree nor disagree" is not available.

Discussing Motivation from an Inspirational Perspective

If you have ever been lacking motivation or stuck in a rut you will value the benefits of being inspired. Sufficient inspiration will motivate you to take consistent action.

To successfully motivate someone, you first have to understand that most successful motivation only happens if the person approaches this willingly and enthusiastically. You have to want to be motivated. It is almost impossible to motivate someone who does not want to be urged. All you can do is threaten them.

If the person wants to be motivated, then you can assist them in discovering the steps by using a series of probing questions to help them clearly identify specifically what they want.

When a person receives inspiration then they are in a position to want to be motivated. The inspired person is enthusiastic and willing and this ignites a motivational flame in the person. Without the inspiration, it is very difficult to become fully motivated in a task.

People are inspired in different ways. For instance, inspiration could come from:

- ❖ Quotes or sayings
- ❖ Novels and books
- ❖ Movies
- ❖ Music or a special song
- ❖ Stories
- ❖ Posters

To look more specifically at receiving inspiration from books and stories is the success story of the book called "Chicken Soup for the Soul", co-authored by Jack Canfield and Mark Hansen. They realised how inspiring real people's stories are, so they published a book where real people share real stories.

The success of their book is illustrated in this paragraph found on their web page, (www.chickensoup.com):

"Today, fifteen years after it began, Chicken Soup for the Soul means more to people than just books. According to Harris Polls, 88.7 percent of the public not only recognises the Chicken Soup for the Soul brand but knows what it is. With more than 112 million books sold to date, almost 200 titles in print and translations into more than 40 languages, Chicken Soup for the Soul is one of the world's best-known phrases. Chicken Soup for the Soul reaches people well beyond the bookstore, with CD & DVD collections, company-sponsored samplers, greeting cards, children's entertainment products, pet food, flowers and many other products in line with Chicken Soup for the Soul's purpose. Chicken Soup for the Soul is currently implementing a plan to expand into all media by working with TV networks on several shows and developing a major internet presence dedicated to life improvement, emotional support and inspiration."

Because of their inspirational stories, "Chicken Soup for the Soul" is a world leader in life improvement.

Another means of receiving inspiration is from quotes.

example

Inspirational quotes

Here are a few examples of inspirational quotes for leaders:

- Do not follow where the path may lead. Go instead where there is no path and leave a trail. - Harold R. McAlindon
- The real leader has no need to lead—he is content to point the way. - Henry Miller
- Go to the people. Learn from them. Live with them. Start with what they know. Build with what they have. But with the best leaders, when the work is done, the task accomplished, the people will say, "We have done this ourselves." - Lao Tzu

- If your actions inspire others to dream more, learn more, do more and become more, you are a leader. - John Quincy Adams
- I light my candle from their torches. - Robert Burton
- Leadership does not always wear the harness of compromise. - Woodrow Wilson
- Let he who would be moved to convince others, be first moved to convince himself. - Thomas Carlyle
- When fortune knocks upon the door open it widely – When the sun shines make hay.
- By asking for the impossible obtain the best possible.
- A man should live if only to satisfy his curiosity.
- The work praises the man.
- Deliberate often, decide once.
- To teach is to learn – By learning you will teach by teaching you will learn.
- A trade not properly learned is an enemy.
- Be not afraid of growing slowly, be afraid only of standing still.
- Be proactive, begin with the end in mind, put first things first, think win-win, and seek first to understand then to be understood, synergize, and sharpen the saw.

Are there inspirational quotes that inspire you? Do you stick them up on your bathroom mirror so that you can see them every morning? You should!!!

You must have seen an inspirational movie, like "Long Walk to Freedom" about the life of Nelson Mandela or sports movies like "Beyond the River" about Dusi canoe marathon legends Siseko Ntondini and Piers Cruickshanks.

In conclusion, it is important to bear in mind that people are motivated in different manners and what motivates one person will not necessarily motivate another person. What is clear though is that people trying to motivate themselves or others often need to be inspired first before they become motivated.

practical

Complete the following formative assessment:

F120389.1 – Class Discussion with Key Notes

Chapter 7

Theories of Motivation

Comparing Different Theories of Motivation

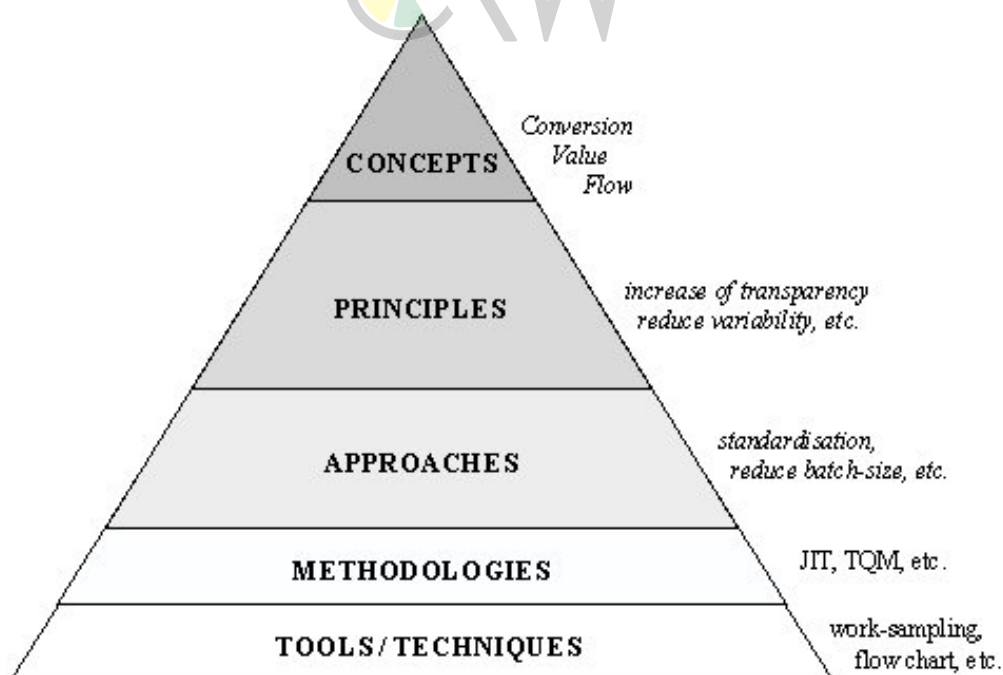
There are a number of different theories as to what motivates people. Unfortunately, not all these theories reach the same conclusions!

Below we look at two very common theories that have been developed over the last 100 years or so.

Taylor's Theory

Frederick Winslow Taylor (1856 – 1917) put forward the idea that workers are motivated mainly by pay. His "Theory of Scientific Management" argued the following:

- ❖ Workers do not naturally enjoy work and so need close supervision and control.
- ❖ Therefore managers should break down production into a series of small tasks.
- ❖ Workers should then be given appropriate training and tools so they can work as efficiently as possible on one set task.
- ❖ Workers are then paid according to the number of items they produce in a set period of time (piece-rate pay).
- ❖ As a result, workers are encouraged to work hard and maximise their productivity.
- ❖ Taylor's methods were widely adopted as businesses saw the benefits of increased productivity levels and lower unit costs. The most notable advocate was Henry Ford who used them to design the first ever production line, making Ford cars. This was the start of the era of mass production.



Taylor's approach has close links with the concept of an autocratic management style (managers take all the decisions and simply give orders to those below them) and Macgregor's Theory X approach to workers (workers are viewed as lazy and wish to avoid responsibility).

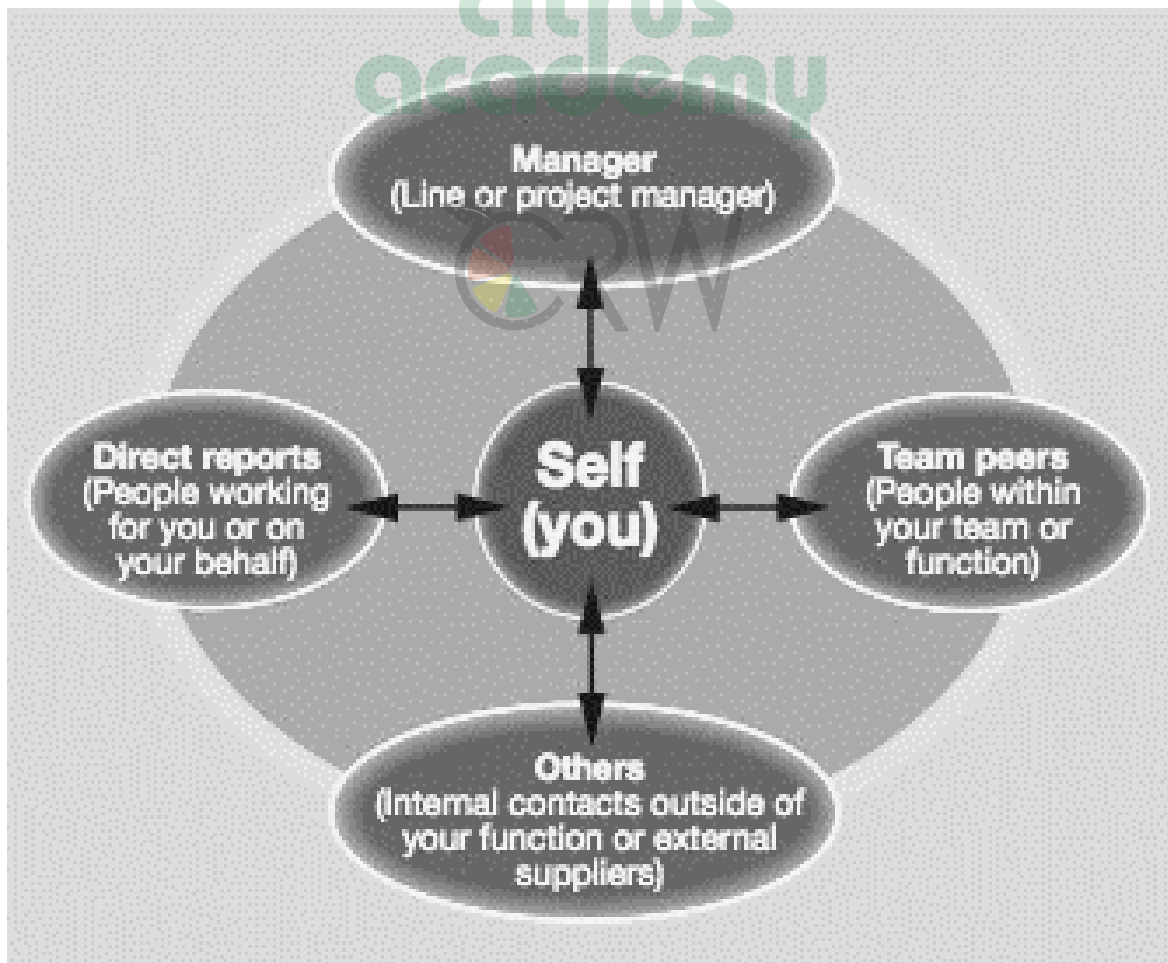
However, workers soon came to dislike Taylor's approach as they were only given boring, repetitive tasks to carry out and were being treated little better than human machines. Firms could also afford to lay off workers as productivity levels increased.

Mayo's Theory

Elton Mayo (1880 – 1949) believed that workers are not just concerned with money but could be better motivated by having their social needs met whilst at work (something that Taylor ignored). He introduced the "Human Relation" school of thought, which focused on managers taking more of an interest in the workers, treating them as people who have worthwhile opinions and realising that workers enjoy interacting together.

Mayo conducted a series of experiments at the Hawthorne factory of the Western Electric Company in Chicago. He isolated two groups of women workers and studied the effect on their productivity levels of changing factors such as lighting and working conditions. He expected to see productivity levels decline as lighting or other conditions became progressively worse.

What he actually discovered surprised him: whatever the change in lighting or working conditions, the productivity levels of the workers improved or remained the same.



From this Mayo concluded that workers are best motivated by:

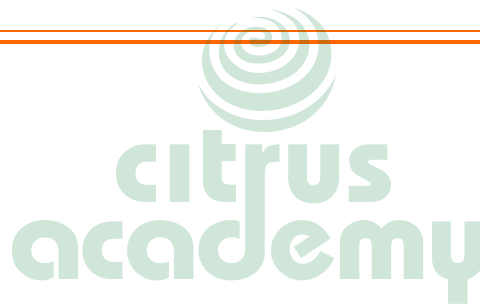
- ❖ Better communication between managers and workers (Hawthorne workers were consulted over the experiments and also had the opportunity to give feedback).
- ❖ Greater manager involvement in employees' working lives (Hawthorne workers responded to the increased level of attention they were receiving).
- ❖ Working in groups or teams (Hawthorne workers did not previously regularly work in teams).

In practice, therefore, organisations should reorganise work-ethic to encourage greater use of teamwork and introduce personnel departments to encourage greater manager involvement in looking after employees' interests. His theory most closely fits in with a paternalistic style of management.

practical

Complete the following formative assessment:

F120389.2– Team Research Presentation



Chapter 8

Techniques to Enhance Self-motivation and Leadership Performance

Choosing a Theory for Self-motivation

Goal-setting Theory

This theory is based on the notion that individuals sometimes have the drive to reach a clearly defined end-state. Often, this end-state is a reward in itself.

A goal's efficiency is affected by three features:

Proximity

An ideal goal should present a situation where the time between the initiation of behaviour and the end state is close. This explains why some children are more motivated to learn how to ride a bike than mastering algebra.

Difficulty

A goal should be moderate, not too hard or too easy to complete. In both cases, most people are not optimally motivated, as many want a challenge (which assumes some kind of insecurity of success). At the same time, people want to feel that there is a substantial probability that they will succeed.

Specificity

Specificity concerns the description of the goal. The goal should be objectively defined and intelligible for the individual. A classic example of a poorly specified goal is to earn a lot of money. Most people have no idea how much effort they need to reach that goal.

Motivating Factors Theory

Douglas Vermeeren has done extensive research into why many people fail to get to their goals. The failure is directly attributed to motivating factors. Vermeeren states that unless an individual can clearly identify their motivating factor or their significant and meaningful reasons why they wish to attain the goal, they will never have the power to attain it.

Research in goal theory has identified the following distinctive groups into which a motivating factor can be placed:

Mastery versus Performance

Mastery orientation is described as an individual's wish to become proficient in a topic to the best of his or her ability. The individual's sense of satisfaction with the work is not influenced by external performance indicators such as compliments or money. Mastery orientation is associated with deeper

engagement with the task and greater perseverance in the face of setbacks. Mastery orientation is thought to increase an individual's intrinsic motivation.

Performance orientation is described as an individual's wish to achieve highly on external indicators of success, such as salary, awards or promotion. The individual's sense of satisfaction is highly influenced by how others perceive them, and so it is associated with discouragement if nobody knows that they have achieved. Performance orientation is also associated with higher states of anxiety. In addition, the desire for recognition increases the temptation to cheat or to engage in short-cuts instead of keeping quality in mind.

Performance orientation is thought to increase an individual's intrinsic motivation if they perform well, but to decrease motivation when they perform badly.

Task versus Ego Involvement

A person is described as task-involved when he is interested in the task for its own qualities. This is associated with higher intrinsic motivation. Task-involved individuals are less threatened by failure because their own ego is not tied up in the success of the task.

A person who is ego-involved will be seeking to perform the task to boost their own ego, for the praise that completing the task might attract, or because completing the task confirms their own self-concept (for example clever, strong or funny). Ego-involved individuals can become very anxious or discouraged in the face of failure because such failure challenges their self-concept.

Approach versus Avoidance Goals

Not all goals are directed towards approaching a desirable outcome, for example, good sales results. Goals can also be directed towards avoiding an undesirable outcome such as being fired or going bankrupt. It is thought that approach goals contribute positively to intrinsic motivation whereas avoidance goals do not.

Analysing Self-motivation Levels

Self-motivation is the ability to motivate oneself, to find a reason and the necessary strength to do something, without the need of being influenced to do so by another person. To be self-motivated is to continue working in a careful and consistent manner, without failing to complete the task at hand.

Motivation is one of life's great mysteries. To address this challenge, we must first realise that people actually can motivate only themselves. Thus, the real job of motivation involves creating the conditions that facilitate self-motivation. An example of this is managers who try their hardest to motivate certain workers, but if the worker is not willing to be motivated the manager is fighting a losing battle.

External influences do make it easier or more difficult for a person to be motivated, but at the end of the day it comes down to how self-motivated the individual is.

If one was to look for a common trait in successful leaders or business people, it would be clearly evident that all of them would have high levels of self-motivation. If an organisation or business is going to be successful it is needless to say how important it is for the leader or CEO to be highly self-motivated.

A person's self-motivation levels are determined by their ability (or their self-perceived ability), capacity and skill in achieving the desired outcome. If a leader does not have the

necessary skills or the ability to achieve a desired goal, their self-motivational levels will be low and this, in turn, will have an impact on the rest of the organisation.

Enhancing Self-motivation

Self-motivational Plan

Day 1. Take one hour to get clear on your main objective. You need to get clear on what you want to accomplish. It should be specific. Use the hour to get your thoughts and feelings written down on paper. Do not worry about how you are going to get what you want. You will figure that out later.

Day 2. Make a list of the reasons why you want what you want. This is an important list. The items that you put on this list provide the foundation for your inspiration. Write down every reason that you can think of - the more the better.

Day 3. Set a goal. Based on the first two steps set a goal to get what you want. Set work habit goals. Set daily, weekly and monthly goals. When you have goals you have direction. This keeps you focused on your objective which motivates you to take action. You will become excited to take action because you expect to get what you want by hitting your goals.

Day 4. Create a plan for getting what you want. Lay out a step by step plan. This keeps you on track. Having a plan also eliminates confusion. When you are clear about what needs to be done you are more enthused to do it.

Day 5. Get to work. Now that you have your inspiration, goal and plan you are ready to get started. Do not wait. Start from where you are. That alone will give a rush of excitement. You will feel better because you see movement. As you do the work according to your plan and goals you will gain a positive outlook on your future. You will feel inspired to take the necessary action to get what you want.

Sustaining Self-motivation

"If I really want to improve my situation I can work on the one thing over which I have control – myself" - Stephen R. Covey

Self-motivation is the combination of desire, values, and beliefs that drives you to take action. These three motivating factors, and / or lack of them, are at the root of why people behave the way they do. Because you ultimately control your values, beliefs, and desires, you can influence your motivations. This means, if you consider something important and assign value to it, you are more likely to do the work it takes to attain the goal.

When motivation originates from an internal source and is combined with a realistic goal and circumstance, the odds of a good outcome are greatly increased. For this reason, self-motivation must be sustained. These are some of the techniques that can be used in sustaining self-motivation:

- ❖ Make sure your vision is clear, that your objectives are SMART – Specific, Measurable, Achievable, Realistic and Time-bound.
- ❖ Without a vision or without regularly revisiting your vision, the time you spend doing anything becomes irrelevant.
- ❖ Creating a distinct vision for each project / task is essential, especially as a leader, as you set the example by building personal vision and showing others how to do it. Without vision, you will quickly become demotivated and this will, in turn, rub off on

your staff which will result in an unsuccessful institution where the set objectives are not being met.

- ❖ Make sure your life is in balance by paying equal attention to the four dimensions that make up our lives, namely: physical, mental, spiritual and socio-emotional (relationship with other people). By bringing all four dimensions together and integrating them into your life you become whole and rediscover your fire in life. In other words, you discover your true purpose in life - your true mission.
- ❖ Be self-aware and aware of the world around you. You can only exercise effective control over your life when you understand yourself first. You have to be aware of who you are, aware of your inherent strengths and your weaknesses or limitations. You must try to have an understanding of the world around you. Learn from the past, understand the present and prepare for the future.
- ❖ Practice self-development. Do better what you are already doing or look at different ways of doing things. In so doing you will feel renewed. Self-development and self-renewal is about action. Do it now! You become a more effective and committed person.
- ❖ Discover your hidden potential (what you and others do not know about yourself).

If a leader does not use these techniques to sustain self-motivation, they will soon lose interest in what they are doing, which will be to the detriment of the overall goal.

Applying Leadership Principles and Skills

"The task of a leader is to develop more leaders, not followers!"

Any leader has two basic responsibilities:

- ❖ The achievement of predetermined goals by means of effective planning, setting of objectives, policy-making, decision-making, organisation, coordination and control.
- ❖ The creation and maintenance of harmonious employee relationships by means of effective leadership, motivation, communication and negotiation skills.

The effective leader should be able to enhance self-motivation in people so as to achieve the set objectives in a happy work environment where everyone feels as if they have contributed to the success of the organisation.

To enhance self-motivation a leader should constantly remind others of the shared vision and focus their energies on that vision.

Leaders will display characteristics from one of the following styles:

- ❖ Laissez-faire leadership style. This form of leadership displays more a lack of leadership as the leader is uninvolved, leaves decision-making up to others, little attention is paid to planning or organising, minimal communication takes place, tasks are delegated without the leader taking responsibility and there is little or no control. A result of this form of leadership is demotivated employees who work haphazardly, experience little job satisfaction and become bored with their everyday tasks as there is a lack of challenging goals.
- ❖ Autocratic leadership style. Employees are motivated but they are motivated out of fear rather than self-motivation. In other words, the leader may be seen as successful because the goals are being met, but he will not be seen as effective because the employees are not enjoying what they are doing or feel they are part of the organisation. This leads to poor human relationships, with no self-development resulting in a high staff turnover.

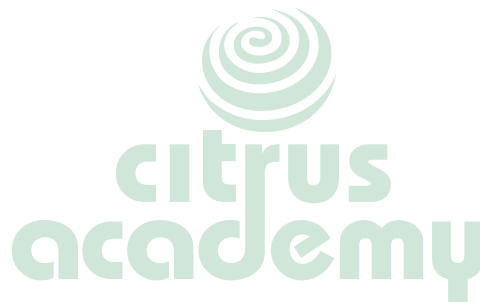
- ❖ Democratic leadership style. Here employees, clients, and service providers feel self-motivated to realise the set goals. High job satisfaction is experienced and there is two-way communication and movement of ideas and information. Human relationships are good and the prevailing atmosphere is one where all can develop to their full potential. As a result staff turnover is low.

There is not a single correct leadership style and different styles will be used by different people in different situations. However it is very clear that certain styles are more conducive to sustaining self-motivation, and it is these that leaders should use more often if they are to be successful and effective leaders.

practical

Complete the following formative assessment:

F120389.3 – Paired Work Sample Presentation



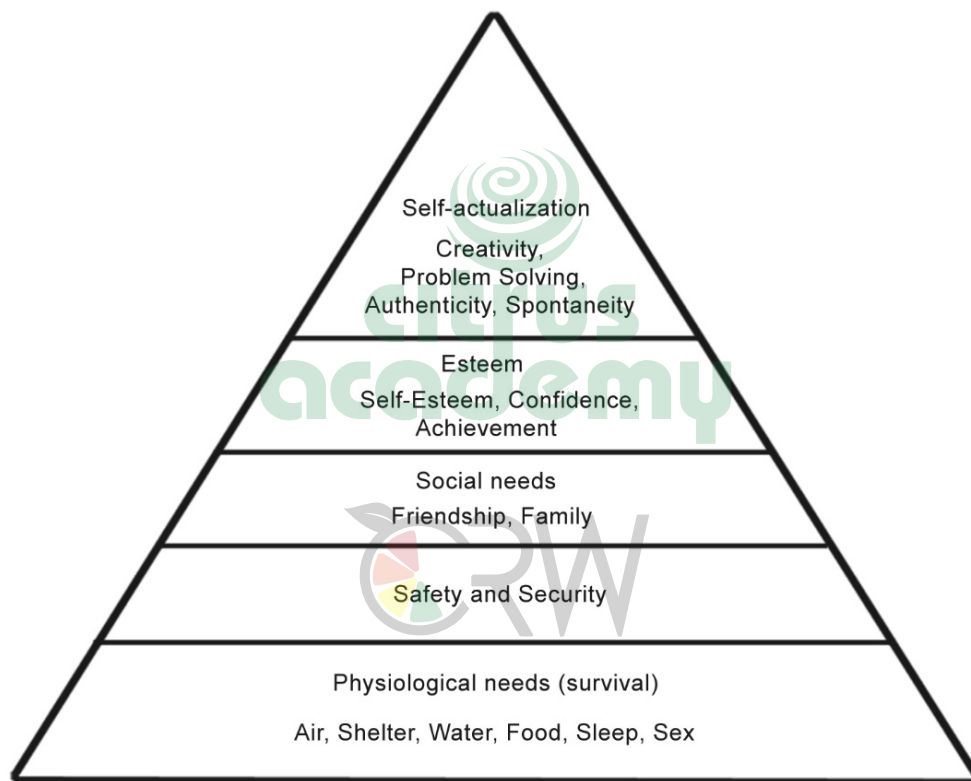
Chapter 9

Strategies to Motivate Others

Choosing a Theory for Team Motivation

Maslow's Theory – Hierarchy of Human Needs

In 1954, Abraham Maslow published his research and findings on the basis of motivation. He called it the "Hierarchy of Human Needs". This simple idea has become a fundamental framework for understanding how people are motivated and how they become successful and productive. The hierarchy is represented as a tiered triangle, where each tier must be achieved before the next tier can be reached.



The bottom four tiers are called "deficiency needs". These are the basic needs that all people need to fulfil and that are necessary before an individual can become successful and productive. The top tier is a "growth need". A growth need does not go away but serves to motivate one further. Let us examine each tier as it applies to employee motivation:

Tiers 1 & 2 – Physiological and Safety Needs

Conventionally, employers only took care of physiological needs such as the need for food, water, clothing and necessities to support life. They quickly found that only taking care of the most basic of needs was not enough to motivate employees. Chances are that your employees feel secure in their physiological needs.

Tiers 3 & 4 – Belonging and Esteem Needs

Before employees can effectively be creative, ethical, effective problem solvers and otherwise reach the level of self-actualization, they need to have their “Belonging and Esteem” needs met. Giving your employees the tools to build their self-esteem, gain respect from others and find confidence can be very difficult. While you can directly control the most basic needs (tiers 1 and 2), you can only give employees the tools to fulfilling these more complicated needs.

Without satisfying belonging and esteem needs, employees will never do their best.

Tier 5 – Self Actualisation

When you take care of an employee’s physiological, safety, belonging and esteem needs, they can truly do their best. Self-actualisation is the point where an employee shines, creates his best ideas, loves to work, and puts everything he can into his profession. You only find employees at this level of productivity at organisations that motivate them through fulfilling their needs.

Maslow’s Theory Applied in the Workplace

Maslow’s theory provides some important management implications when applied to a team. Examples of some opportunities to motivate a team at specific tier levels are:

- ❖ Physiological needs – provide lunch breaks, rest breaks and wages that are sufficient to purchase the essentials of life.
- ❖ Safety needs – provide a safe working environment, job security and retirement benefits.
- ❖ Social needs – create a sense of community via team-based projects and social events.
- ❖ Esteem needs – recognise achievements to make employees feel appreciated and valued. Offer job titles that convey the importance of that position.
- ❖ Self-actualisation – provide employees with challenges and opportunities to reach their full career potential

It is important to remember that not all your employees / staff members will be driven by the same needs, so you will need to motivate different people in different ways. A manager must recognise what tier / level each of his employees is at so that he can use the needs that must be met at that level as motivating levers.

Action Plan to Motivate Self and Others

Organisation of Tasks and Goals

Besides the very direct approaches to motivation, beginning in early life, there are solutions which are more abstract but perhaps nevertheless more practical for self-motivation and motivating others.

Virtually every motivation guidebook includes at least one chapter about the proper organisation of one’s tasks and goals.

It is usually suggested that it is critical to maintain a list of tasks, with a distinction between those which are completed and those which are not, thereby moving some of the required motivation for their completion from the tasks themselves into a “meta-task”, namely the processing of the tasks in the task list, which can become a routine. The viewing of the list of completed tasks may also be considered motivating, as it can create a satisfying sense of accomplishment.

Other forms of information organisation may also be motivational, such as:

Mind Maps

A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualise, structure, and classify ideas, and as an aid in study, organisation, problem-solving, decision-making and writing.

The elements of a given mind map are arranged intuitively according to the importance of the concepts and are classified into groupings, branches, or areas, with the goal of representing semantic or other connections between portions of information. Mind maps may also aid recall of existing memories.

By presenting ideas in a radial, graphical, non-linear manner, mind maps encourage a brainstorming approach to planning and organisational tasks. Though the branches of a mind map represent hierarchical tree structures, their radial arrangement disrupts the prioritising of concepts typically associated with hierarchies presented with more linear visual cues. This orientation towards brainstorming encourages users to enumerate and connect concepts without a tendency to begin within a particular conceptual framework (for example the mind maps used during this course).

- ❖ Bullet points may be more useful to less visually orientated persons.

Task Analysis

In common language, a task is part of a set of actions which accomplish a job, problem or assignment. Task analysis is the analysis or a breakdown of exactly how a task is accomplished, such as what sub-tasks are required. Task analysis includes a detailed description of both manual and mental activities, task and element durations, task frequency, task allocation, task complexity, environmental conditions, necessary clothing and equipment, and any other unique factors involved in or required for one or more people to perform a given task.

Task analysis often results in a hierarchical representation of what steps it takes to perform a task for which there is a goal and for which there is some lowest-level “action” that is performed. Task analysis is also used in business. It is a model that can be applied to plan a new strategy, from the people who should be involved, what actions need to be taken, what the objectives are, what the outcome should be, what resources are necessary, and the deadlines for each action.

Techniques to Motivate a Team

At its most elementary level, leadership means that one person influences another. An organisation that supports the concepts of shared leadership encourages employees at all levels to assume this role where it is appropriate. The function of leadership includes stating

basic values, announcing goals, organising resources, reducing tensions between individuals, creating coalitions, coalescing workers and encouraging better performance.

There is a direct correlation between the implementation of shared leadership practice and product improvement, higher morale, and innovative problem solving, which leads to a more hospitable environment for instituting change. Top management cannot make the system work without employees taking on shared leadership roles. By all employees taking on shared leadership roles it gives them a greater sense of being part of a team and contributing to the overall success of the organisation, this, in turn, leads to greater motivation.

Some tips include:

- ❖ Leaders should strive to be better communicators with their employees.
- ❖ Leaders need to listen to their employee's ideas, encouraging them to be part of the planning process by airing their viewpoints.
- ❖ Interview staff members to find out what their needs are.
- ❖ Make use of an appraisal interview to highlight their attributes.
- ❖ Be positive and make sure you are visible (walk about, smile and greet people rather than be stuck behind a desk all the time).
- ❖ Congratulate staff when they deserve it, thank them in public and write them letters of thanks.
- ❖ Trust your employees by giving them opportunities to lead, in so doing you will be providing recognition, responsibility and challenging them.
- ❖ Encourage employees and provide help so they can achieve their potential and ambitions. Provide opportunities for them to go on courses or to study further.
- ❖ Encourage fun activities for employees, where they are able to socialise outside of the work environment.

If leaders make use of these techniques, employees will feel their physiological, security, social, self-esteem and self-actualization needs are being met. If these needs are being met then you should be confident that you have motivated your team.

Leading by Example and Being a Role Model

"Example is not the main thing in influencing others, it is the only thing." - Albert Schweitzer

"Not the cry but the flight of the wild duck leads the flock to fly and to follow." - Chinese Proverb

"I have always thought the actions of men the best interpreters of their thoughts." - John Locke

As a leader, you must establish principles concerning the way people should be treated and the way goals should be pursued. You must create standards of excellence and then set an example for others to follow.

You need to aspire to be a transformational leader. Transformational leadership is about implementing new ideas. These individuals continually change themselves. They stay flexible and adaptable and continually improve those around them.

The transformational leader encourages followers by acting as a role model, motivating through inspiration, stimulating intellectually, and giving individualised consideration for needs and goals.

Transformational leaders are always visible and will stand up to be counted rather than hide behind their troops. They build trust and strengthen relationships. They stand firm against the winds of resistance and give their followers the courage to continue the quest. They show by their attitudes and actions how everyone else should behave. They also make continued efforts to motivate and rally their followers, constantly doing the rounds, listening, soothing and enthusing.

Alexander the Great

Alexander the Great, the king of Macedonia, was one of the most superb leaders of all time. He became king at the age of nineteen, when his father, Philip II, was assassinated. In the next eleven years, he conquered much of the known world, leading his armies against numerically superior forces. Yet, when he was at the height of his power, the master of the known world, the greatest ruler in history to that date, he would still draw his sword at the beginning of a battle and lead his men forward into the conflict.

He insisted on leading by example.

Alexander felt that he could not ask his men to risk their lives unless he was willing to demonstrate by his actions that he had complete confidence in the outcome. The sight of Alexander charging forward so excited and motivated his soldiers that no force on earth could stand before them.

(www.1000ventures.com)

Factors around Motivating Others

Employees are your internal customers, in a sense. You want the service and support to be the best in the world because that is how it needs to be to keep your customers returning to you. How does that differ from your employees? It only makes sense that you should strive to keep your employees feeling as though their job is the best, most fulfilling work environment they have ever had or will ever have.

If they do not, nothing is stopping them from going to someone else, and staff turnover is expensive. Here are a few basics to try at your workplace to ensure that you are doing everything you can to motivate your staff:

- ❖ Communicate. Keeping the communication channels open allows team members to have a sense of control over their lives.
 - Ask. Ask them how they like their job, they will tell you. If you notice a re-occurring theme, you might want to address it.
 - Listen. Do not just hear them talking. Active listening is a vital skill to the survival of any workplace. The vast majority of resignations are as a result of employees not feeling appreciated.
- ❖ Recognise regularly. Show them that you notice their hard work. Let them know that you appreciate what they have done, and do it publicly. People want others to know when they have worked hard because it gives them a feeling of satisfaction to know that they had a hand in shaping the team's environment. It also raises the bar for the rest of the team.
- ❖ Empathise. By showing empathy or compassion it shows that you understand an employee's situation. Empathetic leaders will be better able to help employees identify the situation and then develop a plan to improve it.

- ❖ Have a little fun. Do not lock your ability to have fun behind your suits. Let them play around a little. If it starts to get out of hand, that is why you are there. Bring it back to being productive fun. Make a game out of accomplishing a task, tape a picture of a dog driving a mini-van on someone's computer screen. Enjoy yourself. You spend more time at work than you do awake in your own home. If you find a job you love, you will never work a day in your life.
- ❖ Foster friendly competition. It is in our genes. We need to compete against one another, to prove to ourselves and everyone out there that we can do it, and do it the best. The Olympic Games is a good example, with the vast majority of the countries on the face of the planet competing against one another.
- ❖ Be friendly with everyone, but do not become friends. Favouritism is a hard accusation to live down, especially if it is true. Do not put yourself in a position that could result in an environment of favouritism. Giving preferential treatment to a person, on a non-work related basis, is unfair. Unfairness in the workplace leads to high staff turnover.
- ❖ Share. Allow your team to be part of the planning and problem-solving process. People who are part of the decision-making process become the owners of it, thus it gives them a personal interest in seeing the plan succeed. Communication is also clearer as everyone has a better understanding of what role they must play as part of the team.
- ❖ Coach, and accept coaching. Nothing will take your legs out from under you quicker than thinking you are doing a great job, only to find out later that you are not. Also, do not make the mistake of thinking you always have the best idea. When managers do not listen to their employees and include them in the action planning process, they feel like their opinions do not matter. When your employees feel like their opinions do not matter, start putting up the "Now Hiring" signs. Everyone likes to feel like they can effect change too.

Creating a Positive, Conducive Environment

Motivation in the workplace is valuable in terms of both revenue and production. Look for simple ways to make it more pleasant to come to work and to enjoy working at your facility. This can mean providing a clean, well-stocked break room with free coffee and snacks, or it could mean elevating the dress code (to make a more professional environment) or relaxing the dress code (to promote a more hip, enjoyable working environment).

Consider the lighting, cubicle arrangements, parking, equipment and schedule. The physical environment can make a big difference in motivation in the workplace.

Develop Morale and Esprit de Corps

Morale is the mental, emotional, and spiritual state of a person. Almost everything you do will have an impact on your organisation. You should always be aware how your actions and decisions might affect it. Esprit de corps means team spirit. It is defined as the spirit of the organisation or collective body. In French, it literally means "spirit of the body". It is the consciousness of the organisation that allows the people within it to identify with and feel a part of. Is your workplace a place where people cannot wait to get away from, or is it a place that people enjoy spending a part of their lives?

Feedback Mechanisms to Motivate Others

Performance Reviews

Regular performance appraisals help keep motivation levels high. During formal reviews, managers should begin by explaining what employees do well and correctly. As they point out problems, they should also suggest ways the employee can improve and solicit plans from the employee. Managers should be sure to show that they want to help employees improve. They should also discuss long-term career goals and plan ways for employees to learn more on the job.

As you become responsible for managing other people, you will likely need to conduct performance appraisals. These face-to-face discussions (ideally undertaken at least every twelve months) provide an opportunity for a manager and employee to review the employee's work and to improve motivation and performance. Unfortunately, many managers dislike conducting appraisals and, even worse, a lot of employees fail to see the value in them. In reality, an appraisal can be a great opportunity for understanding and improvement if it is done right.

Performance appraisals give you an opportunity to review your employees' past performance, plan their future work and role within the organisation, and agree on specific goals. A face-to-face appraisal can:

- ❖ Permit on-the-spot coaching, in which you can identify development needs and set up development activity.
- ❖ Elicit useful feedback from the employee, which can reinforce your relationship.
- ❖ Help the employee's career progression and increase his or her motivation.
- ❖ Provide an opportunity to delegate more responsibility to the employee.

The good appraisal presupposes that even the best performance can be improved.

You and your employee can be more comfortable during the appraisal when you:

- ❖ Allow enough time. Few appraisals will be accomplished properly in less than an hour. Some may last two or three hours or more and yet be time well spent.
- ❖ Create a suitable environment. Appraisals should be held somewhere private, comfortable, perhaps less formal than across a desk, yet suitably business-like.
- ❖ Put the individual at ease. Remember that, even with good communication beforehand, appraisals may be viewed as somewhat traumatic.
- ❖ Allow no disturbances. Pausing to take even one telephone call will suggest to the employee that he or she is low priority.

Pay attention throughout the year. Successful appraisal is the culmination of a years' worth of thinking on the part of both manager and employee. Not only for the sake of the annual appraisal but also as good management practice, managers should spend enough time with the employee over the course of the year to fairly evaluate

performance. You should maintain good records on any performance matters, so you do not have to rely on memory for the actual appraisal.

Make sure employees know that they will be appraised annually and encourage them to keep their own notes and records so they will be prepared to discuss their performance as well as their aspirations.

Relevant background information needs checking, for example, the employee's job description (which may need amendment after the appraisal), specific past objectives, possible changes to the job, responsibilities or circumstances and the records of any previous appraisals.

Prepare Carefully for the Appraisal

Notify the employee in writing that the annual appraisal is coming up. Set a mutually convenient day and time. Include in the written notification the purpose of the appraisal and any specific topics you wish to discuss. If you are going to use any forms or documents in the appraisal, give copies to the employee in advance.

Set aside time to prepare the appraisal. Study the person's file, making sure that you have all the information you need about what was supposed to happen during the year and what actually did happen.

Draft a provisional assessment of the employee's performance—brief notes are adequate. Then review those initial thoughts to check your rationale on each point. You may wish to talk to other people about the employee, although in the strictest confidentiality. When you think the employee needs to improve in a particular area, prepare some constructive suggestions to have ready, remembering that you will want the employee's point of view before you actually make the suggestion. Similarly, have suggestions ready for new tasks, projects, or other avenues for the employee's professional development.

Prepare an agenda for the meeting, using your own notes or a standard appraisal form.

Handle the Appraisal Effectively

During the appraisal meeting, you should direct the proceedings according to your prepared agenda without riding roughshod over the employee. As you make your points about the employee's performance, encourage the employee to respond, asking open-ended questions and listening carefully. The employee should do most of the talking, and it is up to you to make that happen.

Taking into account everything the employee tells you about his or her performance and work aspirations, set out action plans for performance improvement, additional responsibilities, training, or other changes. If an additional meeting would be helpful, set it up.

Conclude on a positive note. Always thank the person for the role he or she has played and for the past year's work. Follow up appraisals promptly, sending the employee a summary of the appraisal meeting and recapping the action plan.

What to Avoid

- ❖ You do not value appraisals as you should

Appraisals achieve the most when they are placed in a larger context and linked to ongoing operations. An effective appraisal should motivate the employee to improve and encourage him or her to take advantage of mentoring and other informal processes as well as formal training opportunities. A good appraisal will strengthen the manager-employee relationship throughout the year.

- ❖ You dwell too much on the past

Past performance should account for no more than 60 percent of the appraisal discussion. The rest of the time should be devoted to future activities, priorities, development needs and objectives.

- ❖ You are too critical

Successful appraisals are dynamic, positive discussions, not a witch-hunt or a chance to heap blame and humiliation on someone. If you do need to tackle a problem, do it when the problem arises, and do not just store it up for the appraisal!

- ❖ You communicate poorly

You must be clear, honest, and open in your comments. The more you hedge, the more chance there is that misunderstandings will creep in.

- ❖ You fail to follow up after the meeting

Soon after the appraisal, you must write your report of the outcome and send it to the employee, with an invitation for further discussion, if needed. Maintain a copy for your company files.

Action Plan for Motivating your Team

Action planning can develop a positive approach to inclusive access for different groups. Action planning is simply a way of auditing all aspects of your organisation and then determining what action you will take to improve what you can.

Action planning is not about improving only one aspect of your business. It is being holistic and looking at the whole of your organisation, including how inclusion and access impacts on:

- ❖ **Ethos** – the very building blocks used to run organisations such as governance, consultation, policy and planning
- ❖ **Organisation** – the day-to-day aspects of organisations like employment, organisational practices and procedures, health and safety provision and equipment
- ❖ **Buildings and spaces** – public spaces, facilities and staff and technical areas

Here are a few simple steps to creating your own action planning process:

1. Identify the current position
2. Develop your action plan

Here is a list of suggested areas for inclusion:

- ❖ Ethos, mission and governance
- ❖ Purpose of organisation
- ❖ Decision-making processes
- ❖ Governance

- ❖ Partners
- ❖ Operational
- ❖ Recruitment
- ❖ Employment
- ❖ Policies
- ❖ Meetings
- ❖ Systems
- ❖ Buildings

Any area that is not relevant to your organisation can be ignored, but do check that it is genuinely irrelevant and not just wishful thinking!

For anything which is planned, you should be able to determine whether it is planned to occur in the short-, medium- or long-term. You may have different timescales for this, but usually "short-term" relates to the next six months, "medium-term" the next twelve months and "long-term" within the next three years. These can be put into your action plan.

Then you need to look at the areas where action is needed and determine what actions you are going to take. You need to decide when you will be able to tackle them, or at least discuss them further. You might decide to have a specific business meeting or even a retreat to discuss them and determine a course of action. Once you have decided what to do to tackle a specific point, this can be added into your action plan.

Making it a Living Tool

Action plans are supposed to be active tools, not static documents. Make it a living tool. Items should be constantly added and later removed when they have been addressed. You can always add an action point stating that you will need to revisit a section or area again at a specific point in time, for example when planning to build a new building.

Action plans can vary in complexity, depending on the size and needs of the organisation. At their simplest, they are a list of what you will do, when. A more complex version might include details of:

- ❖ What the action will be
- ❖ What it aims to address
- ❖ How you will know when it has been actioned
- ❖ When the action will begin and when it will be completed
- ❖ How many worker hours it will take to complete
- ❖ Who will deliver it (internal staff or external person)
- ❖ How it will be monitored
- ❖ Who will check that it has been done
- ❖ How much it will cost
- ❖ How it will be implemented and / or sustained

Implementation

You need to work out the details of the implementation of your action plan.

You will need to find ways to disseminate the plan amongst your staff and others who need to see it. They need to be clear about the elements they will be responsible for and how they should feed information about their progress back into the plan itself.

What are you going to do if you come up against a block for a specific action? Have you got opportunities for staff to problem-solve together to try and remove blocks to action?

Review

The plan will need regular reviewing, perhaps through a series of monitoring meetings where the staff involved comes together. You may want to set targets based on the plan, or linked to specific outcomes that you expect once elements have occurred.

The impact of your plan needs to be measured. If you take the steps you have determined, what effect should they have? How are you going to monitor that? The formation of an action plan is the beginning of the story and not the end.

The Concept of Empowerment

Allow your team to be part of the planning and problem-solving process.

This helps with their development and allows you to coach them. Secondly, it motivates them. People who are part of the decision-making process become the owners of it, thus it gives them a personal interest in seeing the plan succeed. Thirdly, communication is clearer as everyone has a better understanding of what role they must play as part of the team. Next, it creates an open trusting communication bond. They are no longer just the doers for the organisation, they are now part of it! Finally, recognition and appreciation from a respected leader are powerful motivators.

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Complete the following formative assessment:

F120389.4 – Team Work Sample Presentation

Section 2: Self-Assessment and Progress Check

Explain the concept of motivation and its importance in enhancing performance levels.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The term motivation is defined and discussed with examples.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Motivating triggers are discussed with examples.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Motivation is discussed in relation to its impact on performance levels.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The negative impact of demotivation is discussed with examples.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Typical indicators for measuring motivation levels are identified and selected for a leadership context.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Motivation is discussed from an inspirational perspective and the importance of inspiration in driving self and others is explained with examples.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Explain and apply theories of motivation in a leadership context.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Two theories of motivation are compared in terms of how each enables people to be motivated in both the personal and work environment.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
A theory is chosen and explained in terms of its application to self.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment

A theory is chosen and explained in terms of its application to a team.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
An action plan is compiled to motivate self and others based on the chosen theories.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Apply techniques to enhance self-motivation and leadership performance.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Self-motivation levels are analysed and motivational problem areas identified in relation to leadership abilities.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
A plan to enhance self-motivation is outlined and implemented within a given timeframe.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Techniques for sustaining self-motivation are identified and implemented in a leadership context.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Leadership principles and skills are applied to enhance self-motivation in work context.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Leadership principles and skills include but are not limited to resilience, consistency, goal setting and creating new challenges, creating and enabling environment.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Applying strategies to motivating others in a leadership context.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The techniques leaders can use to motivate a team are identified and applied in own work context.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The importance of leading by example is discussed and the concept of being a role-model in a leadership context is explained with examples.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment

The importance that recognition, information, communication, empathy, decision-making and environment plays in motivating others is discussed with examples.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The importance of creating a positive, conducive environment is discussed in relation to motivation.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Feedback mechanisms are identified and applied in order to effectively motivate others.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
An action plan for motivating own work teams is outlined and implemented within given timeframes.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The concept of empowerment is discussed as it relates to the motivating others in a leadership context.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
The role of personal success in inspiring self and others is discussed with examples.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment

