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# Citrus Business Management Programme

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Module 7

**Manage Your Business:  
Human Resources**

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Summative PoE Guide

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Scientific  **Roets**



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# Contents

|                                                           |           |
|-----------------------------------------------------------|-----------|
| <b>Assessor Orientation</b>                               | <b>4</b>  |
| Background Information                                    | 4         |
| Unit Standard Information                                 | 5         |
| Associated Qualification                                  | 7         |
| Learner Details                                           | 8         |
| <b>Section 1: Summative Assessment Activities</b>         | <b>9</b>  |
| S116394.1 – Work Samples and Research Summaries           | 9         |
| S116394.2 – Work Samples and Simulation                   | 17        |
| S116394.3 – Workplace Example and Knowledge Questionnaire | 26        |
| S116394.4 – Work Samples with Process Notes               | 29        |
| S116394.5 – Work Sample                                   | 34        |
| S116394.6 – Reflective Knowledge Questionnaire            | 39        |
| <b>Section 2: Summative Assessment Activities</b>         | <b>42</b> |
| S120389.1 – Knowledge Questionnaire                       | 42        |
| S120389.2 – Research Report                               | 45        |
| S120389.3 – Reflective Diary                              | 48        |
| S120389.4 – Personal Action Plan                          | 51        |



# Assessor Orientation

## Background Information

The main theme of this module is the establishment of admin and financial management systems in entrepreneurial business. Note that this module has been contextualised for Agribusiness.

The module will cover aspects such as:

- ❖ Administration systems for:
  - processing payments
  - coordinating marketing and promotional activities
  - controlling and keeping records of confidential information
  - monitoring and controlling staff performance and discipline
- ❖ Understanding the financial aspects involved in running an Agribusiness
- ❖ Cash flow management
- ❖ Accounting systems
- ❖ Analysis of financial statements
- ❖ Financial decision making

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

4. Manage a new venture by applying business principles and techniques.
  - 4.1 A business plan for a new venture is developed using strategic planning principles and techniques.
  - 4.2 Guidelines for the implementation and monitoring the strategic action plan are formulated in terms of milestones and timeframes.
  - 4.3 Financial management planning principles and techniques are applied in order to manage the business in an efficient and effective manner.
  - 4.4 Production and / or operations management is applied in a chosen business opportunity.

This module comprises of 2 unit standards and attracts 10 credits.

|                  |                                |                        |                                  |   |   |   |
|------------------|--------------------------------|------------------------|----------------------------------|---|---|---|
| <b>Section 1</b> | <b>Business Administration</b> | <a href="#">114805</a> | Manage general administration    | C | 4 | 4 |
| <b>Section 2</b> | <b>Financial Management</b>    | <a href="#">114590</a> | Manage finances of a new venture | C | 4 | 6 |

## Unit Standard Information

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

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

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

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

#### PURPOSE OF THE UNIT STANDARD

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

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

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

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

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

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

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

## UNIT STANDARD RANGE

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

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

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

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

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

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

## PURPOSE OF THE UNIT STANDARD

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

The qualifying learner is capable of:

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

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

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

## UNIT STANDARD RANGE

N/A

## information

### Unit Standard References

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

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

### Associated Qualification

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

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

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

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

This qualification replaces:

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

## Learner Details

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

## information

### *Important*

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

# Section 1: Summative Assessment Activities

## *S116394.1 – Work Samples and Research Summaries*

- ✓ Work individually to complete this activity.
- ✓ Please complete this activity in pen (do not write in pencil).
- ✓ Time to spend on this activity: 2 hours.

### **Instructions:**

1. Collect two workplace samples of organisational policies from the list below:
  - 1.1. Employment equity policy
  - 1.2. Skills development policy
  - 1.3. Disciplinary code and / or policy
  - 1.4. Performance management policy
  - 1.5. Recruitment and selection policy
  - 1.6. Remuneration negotiations policy

Make copies of the two policies you collected and attach it to the next page. (4)





2. Now summarise the content of each of the two chosen policies by answering the following questions:

2.1. Policy 1

2.1.1. What aspect of HR management does this policy address? (1)

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2.1.2. What is the organisation's position on this element? (1)

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2.1.3. Why is it necessary to have a policy related to this element? (1)

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2.1.4. Who are the role-players in the organisation who are involved in implementing this policy? (2)

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2.1.5. Where would the elements of this policy typically be implemented? (1)

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2.1.6. When would people in the organisation need to consult this policy to make sure they are following the correct procedure? (1)

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2.1.7. How would you know whether the policy is implemented correctly across the organisation? (1)

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2.2. Policy 2

2.2.1. What aspect of HR management does this policy address? (1)

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2.2.2. What is the organisation's position on this element? (1)

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2.2.3. Why is it necessary to have a policy related to this element? (1)

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2.2.4. Who are the role-players in the organisation who are involved in implementing this policy? (2)

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2.2.5. Where would the elements of this policy typically be implemented? (1)

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2.2.6. When would people in the organisation need to consult this policy to make sure they are following the correct procedure? (1)

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2.2.7. How would you know whether the policy is implemented correctly across the organisation? (1)

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3. Write brief summaries on what you would include in organisational policies for each of the following human resource management elements:

3.1. Employment equity (2)

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3.2. Skills development (2)

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### 3.3. Grievance procedures (2)

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### 3.4. Performance evaluation (2)

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### 3.5. Recruitment and selection (2)

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### 3.6. Remuneration negotiations (2)

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### 3.7. Disciplinary hearings (2)

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4. Write a brief summary of the steps you would follow to make sure that a policy is legal, practical and relevant to your specific workplace. (3)

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5. Explain how you would ensure that workplace policies are implemented correctly. (2)

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## S116394.2 – Work Samples and Simulation

- ✓ Work individually to complete this activity.
- ✓ Please complete this activity in pen (do not write in pencil).
- ✓ Time to spend on this activity: 1 hour.

### Instructions:

1. Think about your own job (or a job function you know) on a citrus farm or in the citrus packhouse. Draft a job description for this job, using the elements below:

#### 1.1. Job title (1)

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#### 1.2. Identification information (4)

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#### 1.3. Job summary (3)

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The image contains two logos. The top logo is for 'citrus academy', featuring a green spiral icon above the text 'citrus academy' in a green, lowercase, sans-serif font. The bottom logo is for 'CRW', featuring a stylized circular icon with a leaf and four colored segments (red, yellow, green, and blue) next to the letters 'CRW' in a grey, uppercase, sans-serif font.

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2. Answer the following questions::

2.1. How would you go about recruiting someone to fill this position (for the job description you prepared)? (3)

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2.2. How would you ensure that the people with the right skills, knowledge and attitudes know about the job you are advertising and can apply? (2)

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2.3. Once you have managed to find the correct person for a job, how can you make sure that they know and understand what is expected from them in terms of job duties as well as organisational rules and regulations? (2)

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2.4. How will you know that the rules and regulations of your workplace are legal? (2)

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3. Prepare samples of each of the following:

3.1. A flowchart to explain the steps in the organisational recruitment process. Attach a picture or copy of your flowchart below and label it "Flowchart 3.1". (4)



3.2. A sample of the job advert you will place in a newspaper, trade journal or on the internet advertising this job. Attach a copy of your advert below and label it "Advert 3.2". (3)



3.3. A letter inviting three people from your workplace to serve on an interview panel for this job vacancy. Attach a copy your invitation letter below and label it "Letter 3.3". (2)



3.4. A list of interview questions that the panel should ask during the interview. Attach a copy your interview questionnaire below and label it "Questionnaire 3.4" (5)



- 3.5. A flowchart explaining the process to follow when conducting salary negotiations during the recruitment process. Attach a copy of your flowchart below and label it "Flowchart 3.5". (3)



3.6. A simple employment contract for this specific job. Attach a copy of your employment contract below and label it "Employment Contract 3.6". (10)



## S116394.3 – Workplace Example and Knowledge Questionnaire

- ✓ Work individually to complete this activity.
- ✓ Please complete this activity in pen (do not write in pencil).
- ✓ Time to spend on this activity: 2 hours.

### Instructions:

1. Collect a copy of your organisational disciplinary code and procedure, as well as the organisational grievance procedure. If the organisation where you are completing your experiential learning does not have these policies, procedures or codes, you may write a summary of the content you would include if you were to design the documents for them.

Attach a copy of the disciplinary code and grievance procedure below and label it "Disciplinary Code and Grievance Procedure". (4)



2. Answer the following questions:

2.1. Why is it important to have a disciplinary code and grievance procedure in a formal working environment? (2)

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2.2. How would you ensure that your organisational disciplinary code and procedures adhere to legal requirements? (1)

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2.3. Why is it important to assign timeframes to dispute resolution procedures? (2)

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2.4. How would you ensure that your organisation's disciplinary code and procedure "makes sense" for the type of industry and is in line with organisational culture? (2)

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2.5. Which communication channels and structures would you recommend for an organisation to ensure that disputes are resolved quickly and efficiently? (2)

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2.6. Why is it important to train people "how" to implement disciplinary and dispute resolution procedures? (2)

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2.7. Why is it important to review and update your organisational disciplinary code and procedures regularly? (2)

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## S116394.4 – Work Samples with Process Notes

- ✓ Work individually to complete this activity.
- ✓ Please complete this activity in pen (do not write in pencil).
- ✓ Time to spend on this activity: 2 hours.

### Instructions:

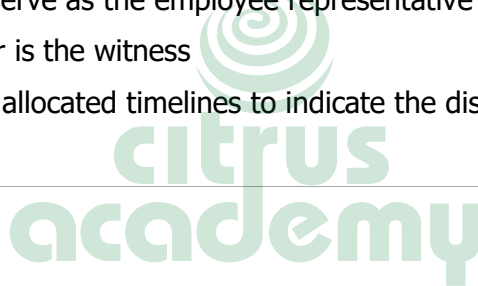
1. Refer to the case study below for background information:

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

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

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

- 1.1. Draw a flowchart with allocated timelines to indicate the disciplinary process that should be applied. (6)

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2. What was the transgression in the above case? (1)

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3. What kind of evidence do you think may be necessary to prove the case? (2)

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4. What actions would you recommend the organisation takes to investigate the case before the disciplinary hearing takes place? (2)

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5. Make a list of the documents that will be needed to communicate and keep records during the disciplinary process. (4)

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6. What other kinds of supporting information / documentation may be needed during the hearing (that should be requested from the workplace beforehand)? (2)

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7. If you had to help the witnesses prepare for the case, what would you do? (2)

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8. If you were the spray pump operator and you had to present your case, what would you say?  
Write only key points. (3)

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9. If you were the human resource manager / chairperson for the hearing, what questions would you prepare to ask the witnesses? (3)

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10. Explain what you understand "mitigating" circumstances to mean. (1)

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11. Explain what you understand "extenuating" circumstances to mean. (1)

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12. Give an example of something that may be used to illustrate mitigating or extenuating circumstances in this case. (1)

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13. If the parties to this hearing are dissatisfied with the outcome of the enquiry, they may appeal the process. Draft a flowchart showing the steps that could be used in an appeals process. (3)



## S116394.5 – Work Sample

- ✓ Work individually to complete this activity.
- ✓ Please complete this activity in pen (do not write in pencil).
- ✓ Time to spend on this activity: 30 minutes.

### Instructions:

Make an appointment with your workplace supervisor and ask them to assist you by conducting a performance review.

Who was the person being reviewed?

Who was performing the review?

Use the template below to conduct the review.

### Performance Appraisal - General Background:

The purpose of this exercise is to:

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

### Section A: Personal Development Programme

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

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

- b. Mistakes made:

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

c. Qualifications or expertise improved:

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

d. Promises made by management:

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

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

a. Strengths: Management ability

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

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 |
|--------------|-------------------|
|              |                   |
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f. Weaknesses: Interpersonal

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

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

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

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

3. Problems experienced over the reporting period:

a. Technical

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

b. Problem projects

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

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

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

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

| Your opinion | Manager's opinion |
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|              |                   |
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Signature: Team Member

Signature: Manager

\_\_\_\_\_

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

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

Now make the following observations or recommendation for your workplace:

1. What policies and procedures are in place to manage workplace performance? (2)

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2. If there are no policies or procedures in place, what would you recommend the organisation includes in such a policy and procedure document? (2)

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3. How could you ensure that performance reviews remain objective (the reviewer cannot penalise the person being reviewed unfairly)? (2)

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4. How could you ensure that the review feedback given to the employee is always constructive? (1)

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5. How would you recommend the workplace goes about keeping records of the performance review process? (1)

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## S116394.6 – Reflective Knowledge Questionnaire

- ✓ Work individually to complete this activity.
- ✓ Please complete this activity in pen (do not write in pencil).
- ✓ Time to spend on this activity: 1 hour.

### Questions:

1. For each of the following pieces of labour legislation, give a brief description of the elements that are governed by this law:

#### 1.1. Employment Equity Act (1)

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#### 1.2. Basic Conditions of Employment Act (1)

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#### 1.3. Labour Relations Act (1)

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#### 1.4. Skills Development Act (1)

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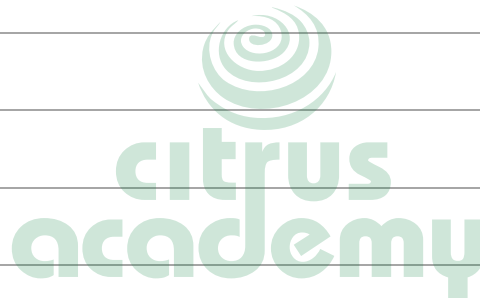
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1.5. Occupational Health and Safety Act (1)

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1.6. Compensation for Occupational Injuries and Diseases Act (1)

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2. How would you go about ensuring that labour legislation is enforced at all levels of the organisation? (1)

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3. How would you ensure that everyone in the organisation knows exactly what their rights and responsibilities are in terms of labour legislation? (1)

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4. Give an example of something you could do to encourage employees to adhere to the rules of labour legislation? (1)

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5. If it came to your attention that there are elements of labour legislation that are not implemented or being adhered to in your organisation, what could you do to remedy the situation? (1)

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6. If the organisation consistently fails to adhere to labour legislation, what could the consequences be? (1)

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## Section 2: Summative Assessment Activities

### *S120389.1 – Knowledge Questionnaire*

- ✓ Work individually to complete this activity.
- ✓ Please complete this activity in pen (do not write in pencil).
- ✓ Time to spend on this activity: 2 hours.

#### **Questions:**

1. Define the term “motivation” in your own words. (2)

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2. Give an example of how motivated employees behave in your workplace. (1)

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3. Give an example of a “personal motivation trigger” and explain how it motivates you. (2)

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4. Give an example of a typical “trigger” of motivation for employees in your workplace. Explain how it impacts workplace behaviour. (2)

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5. Think of a time in your organisation when an employee (or multiple employees) was / were demotivated. Explain what the reasons were and what the consequences were for the workplace. (3)

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6. As a leader in the workplace, how would you know whether your employees are motivated or demotivated? (1)

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7. Give an example of something you could monitor to measure the levels of employee motivation (even if you did not physically see the employees every day). (2)

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8. To be motivated you have to be inspired and you have to inspire others. Think of a time when you were inspired by events or something you read or saw. Explain what happened and how it motivated you. (2)

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## S120389.2 – Research Report

- ✓ Work individually to complete this activity.
- ✓ Please complete this activity in pen (do not write in pencil).
- ✓ Time to spend on this activity: 2 hours.

### Instructions:

1. Select any one of the motivation theories from the list below:

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

2. Which theory did you select? (1)

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3. Now do research online and then prepare a two- to three-page research report communicating the information. Include the following:

- 3.1. Main concepts of the theory. (5)
- 3.2. The suitability of this theory to your workplace or organisation (give examples to explain your reasoning). (3)
- 3.3. The suitability of this theory of motivation as a "self-motivation" tool (give examples to explain your reasoning). (3)
- 3.4. Actions you could take to implement the principles of this theory in your workplace or work team, in order to increase employee motivation. (5)

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## S120389.3 – Reflective Diary

- ✓ Work individually to complete this activity.
- ✓ Please complete this activity in pen (do not write in pencil).
- ✓ Time to spend on this activity: 30 minutes.

### Instructions:

Refer to the motivation quiz you completed in the classroom with your study partner. Now write a journal or diary regarding the following reflection points:

1. My current levels of motivation to succeed and be a good leader. (2)

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2. Personal factors / actions that motivate and inspire me to succeed and be a good leader. (2)

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3. Ways in which I can maintain high levels of motivation. (2)

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4. Ways in which I can work on my own levels of confidence. (2)

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5. Ways in which I can improve my own levels of resiliency. (2)

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6. Ways in which I can be a more consistently inspiring leader. (2)

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7. New goals and challenges I want to set myself in order to be more motivated. (2)

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8. Ways in which I can create an enabling environment as a leader to make sure my employees or teammates are also highly motivated and inspired. (2)

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## S120389.4 – Personal Action Plan

- ✓ Work individually to complete this activity.
- ✓ Please complete this activity in pen (do not write in pencil).
- ✓ Time to spend on this activity: 1 hour.

### Instructions:

Prepare an action plan with details on how you intend to improve workplace motivation for your work team.

Include the following information in your action plan:

1. Techniques that leaders could use to motivate their team. (2)
2. The importance of always leading by example, and how being a role-model contributes to team motivation. (2)
3. Ways in which one could give your team:
  - 3.1. More recognition (2)
  - 3.2. Better information (2)
  - 3.3. Improved communication (2)
  - 3.4. Empathy (1)
  - 3.5. Empowerment to make better decisions (2)
  - 3.6. A supportive and inspirational work environment (2)
4. Feedback mechanisms that you could put in place to improve motivation. (2)
5. Ways in which you can empower your team to be more productive and to contribute better in the workplace. (2)
6. Ways in which you could use personal success stories within the team to motivate everyone else in the team. (2)

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