

# **Tutorial Letter 101/3/2018**

## **Contemporary Issues in Human Resource Management**

### **HRM3704**

#### **Semesters 1 and 2**

#### **Department of Human Resource Management**

This tutorial letter contains important information  
about your module.

BARCODE

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# 1 INTRODUCTION

Dear Student

Welcome to Contemporary Issues in Human Resource Management (HRM3704). You have made an excellent choice by selecting this interesting and dynamic module. I hope this module will heighten your interest in human resource management (HRM) and that you will be so inspired by the subject matter covered that you will complete the module successfully.

As a human resource (HR) specialist, you will be interested in the topics covered in this module, especially since you should be able to apply them to most aspects of your work. If you are not an HR specialist but are involved in management, this module will add value to your approach to people management. Even if you are not in a managerial position, this module will encourage you to imagine being in the position of a manager or a supervisor, and to reflect on how you would approach certain aspects and improve them. HRM has become a vibrant and challenging aspect of every manager's job description. As organisations face HR challenges on a daily basis, this module will help you to approach these challenges with confidence. Try to put the theory into practice by applying it to your experiences of managing people and to how you have been managed as a person, or simply enjoy integrating the study material or subject matter into your work!

This tutorial letter relates to the module HRM3704, Contemporary Issues in Human Resource Management, and contains module-specific information on the study material, information on the purpose of and outcomes for the module, relevant contact details, details of module-related resources, information on student support services, a module-specific study plan, information on assessment (assignments and examinations) and frequently asked questions. In addition to an inventory letter and other items, you should also have received the brochure entitled *Study @ Unisa*, which contains important information about your studies. You should receive the following **study material** for this module:

- one study guide: Only Study Guide for HRM3704
- one general tutorial letter: HRMALL6/301/4/2018
- three module-specific tutorial letters: Tutorial Letter 101 (this one), Tutorial Letter 201 (feedback on Assignment 01 and examination guidelines) and Tutorial Letter 202 (feedback on Assignment 02)

Tutorial Letters 201 and 202 will be available on myUnisa under **Official Study Material** to all registered students a few weeks after the due dates for the assignments, irrespective of whether or not students have submitted the assignments.

**Note:** Some of this tutorial matter may not be available when you register. Any such tutorial matter will be posted to you as soon as possible, but will also be available on myUnisa.

## 2 PURPOSE AND OUTCOMES

### 2.1 Purpose

The purpose of this module is to equip you with a well-rounded and systematic knowledge base regarding global contemporary issues related to HRM, and to explain to you how human resources can be managed in national and international contexts.

## 2.2 Outcomes

The module outcomes are those outcomes that you must achieve in order to complete the module successfully and to be effective in the workplace. You have to achieve the following learning outcomes for this module:

- Critically discuss global contemporary issues and perspectives related to HRM.
- Apply global contemporary issues and perspectives in organisations.
- Critically evaluate the relevance of global contemporary HR issues in organisations.

## 3 LECTURER(S) AND CONTACT DETAILS

### 3.1 Lecturer

The lecturer for this module is Mr CV Gumede and his contact details are as follows:

| <b>Mr CV Gumede</b>   |  |
|-----------------------|--|
| <b>Office number:</b> | Room 3-20, AJH van der Walt Building, Muckleneuk Campus, Unisa   |
| <b>Fax number</b>     | 086 229 2940   |
| <b>Postal address</b> | The Lecturer<br>Contemporary Issues in Human Resource Management (HRM3704)<br>Department of Human Resource Management<br>PO Box 392<br>Unisa<br>0003 |

You may also contact your lecturer via the HR helpdesk (see details in section 3.2 below) or via the **Course Contact** option on myUnisa.

Please address all correspondence about **academic** matters, such as enquiries about the **contents** of assignments, to the lecturer. Direct all **administrative enquiries** to the relevant department. See section 3.3 below.

You may enclose more than one letter in an envelope, but do NOT include letters containing enquiries to different departments in the same letter. Letters to lecturers should not be included with assignments. Always write your **student number** and the **module code, HRM3704**, at the top of any correspondence that you send to the University. If you contact the lecturer by e-mail, always include the module code and your student number in the subject line.

### 3.2 Lecturer availability

**To avoid disappointment, please make an appointment beforehand if you wish to see the lecturer in person.**

The lecturer for this module will be available to take phone calls on academic matters and/or to attend to students who may prefer to visit personally for academic engagement. However, the days and times of lecturer's availability will be communicated in the module page on myUnisa. These days and times are subject to change from time to time in order to accommodate the lecturer's work schedule and other commitments. The changes on the days and times will be communicated by the lecturer in advance through the announcement option on myUnisa as and

when this happen. Students are advised to check the module page on myUnisa before making phone calls or visiting the lecturer's office for academic enquiries/engagements.

### 3.3 Department

If you need to contact the lecturer telephonically or by e-mail, you may do so via the Department of Human Resource Management's helpdesk. The details are as follows:

|                          |  |
|--------------------------|--|
| <b>Telephone number:</b> | 012 429 8701   |
| <b>E-mail address:</b>   | <a href="mailto:hrmacademics@unisa.ac.za">hrmacademics@unisa.ac.za</a><br><b>(Always include your student number and the module code in the subject line of e-mail messages that you send to this e-mail address.)</b> |

### 3.4 University

Any enquiries about administrative matters should be addressed to the section concerned with your problem. Consult the brochure *Study @ Unisa* or Tutorial Letter HRMALL6/301/4/2018 in this regard.

**Always have your student number at hand when phoning the University.**

## 4 MODULE-RELATED RESOURCES

### 4.1 Prescribed books

There is one prescribed book for this module (HRM3704):

Brewster, C, Bothma, R, Carey, L, Grobler, P, Holland, P & Wörnich, S. 2012. *Contemporary issues in human resource management*. 4th edition. Cape Town: Oxford University Press. (ISBN: 9780195998306.)

**Previous editions of this book cannot be used; please ensure that you purchase the 4th edition.**

Prescribed books can be obtained from the University's official booksellers. You may access myUnisa for a list of the official booksellers that stock this book: Go to the myUnisa webpage (<https://my.unisa.ac.za>) and click on **Prescribed books** on the left. Now type in the relevant module code and check that the academic year selected is 2018. Once you click on **Display** you will find information on the prescribed book for the module as well as information about booksellers. Information about the booksellers is also available in the brochure *Study @ Unisa*.

If you have difficulty in obtaining the prescribed book from these booksellers, please contact the Prescribed Book Section as soon as possible, at 012 429 4152. You may also send an e-mail to [vospresc@unisa.ac.za](mailto:vospresc@unisa.ac.za) for assistance in this regard.

### 4.2 Recommended books

There are no recommended books for this module.

### 4.3 Electronic reserves (e-reserves)

There are no e-reserves for this module.

### 4.4 Library services and resources information

For brief information, go to [www.unisa.ac.za/brochures/studies](http://www.unisa.ac.za/brochures/studies).

For detailed information, go to the Unisa website at <http://www.unisa.ac.za/> and click on **Library**.

For research support and services of personal librarians, go to <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>.

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – [http://libguides.unisa.ac.za/Research\\_Skills](http://libguides.unisa.ac.za/Research_Skills)
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

## 5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes and language support), consult the brochure *Study @ Unisa*. Information on establishing contact with fellow students, using myUnisa and finding tutor support is also provided in Tutorial Letter HRMALL6/301/4/2018.

### 5.1 Information on tutorial offerings at Unisa

Unisa offers online tutorials (e-tutoring) to students registered for modules at NQF levels 5, 6 and 7, that is, qualifying first-year, second-year and third-year modules.

Once you have been registered for a qualifying module, you will be allocated to a group of students with whom you will be interacting during the tuition period, as well as an e-tutor who will be your tutorial facilitator. Thereafter you will receive an SMS with information about your group, the name of your e-tutor and instructions on how to log on to myUnisa in order to receive further information on the e-tutoring process.

Online tutorials are conducted by qualified e-tutors who are appointed by Unisa and are offered free of charge. All you need to be able to participate in e-tutoring is a computer with an internet connection. If you live close to a Unisa regional centre or a telecentre contracted with Unisa, please feel free to visit any of these to access the internet. E-tutoring takes place on myUnisa, where you are expected to connect with other students in your allocated group. It is the role of the e-tutor to guide you through your study material during this interaction process. To get the most out of online tutoring, you have to participate in the online discussions that the e-tutor facilitates.

## 5.2 Predatory providers of classes and examination support

Please be aware of the existence of multiple fraudulent and predatory providers of classes and examination guidance to Unisa students. Please note that Unisa do not have agreements with any of these agencies, schools or colleges to provide tuition or support to our students. Unisa also do not provide these predators with study material, guidelines or your contact information.

These providers may not have the necessary expertise to assist you and often charge exorbitant fees. If you receive an invitation from any agency or college, it is best to ask your lecturer whether the provider is a legitimate Unisa partner.

## 5.3 TVET Agreements

Unisa does have agreements with a number of TVET colleges to provide contact tuition and support to students in the following higher certificates:

- Higher Certificate in Economic and Management Sciences
- Higher Certificate in Banking
- Higher Certificate in Tourism
- Higher Certificate in Accounting Sciences

More information on this is available on the Unisa website.

## 6 STUDY PLAN

A study plan has been drawn up for you because you only have limited time to work through the prescribed material, to complete the assignments and to prepare for the examination. This study plan indicates by when you **at least** should have completed certain sections of the study material. Remember that these are only guidelines – you should always work at your own pace; you may even prefer drawing up your own time management schedule that is better suited to your particular situation. You can also use the electronic schedule on myUnisa or the study plan document in the brochure *Study @ Unisa* to compile a comprehensive plan for all your modules.

The study plan includes four columns. The first column indicates the sections of the study guide that you need to work through in the given week. Please note that you should also work through the relevant sections in the prescribed book (as indicated in column two) and the indicated study units in the study guide. The third column indicates the specific assignment you should be working on for a particular module. The last column indicates where you should be in terms of your preparation and revision for the examination.

The following study plan applies to semester 1 of 2018:

| FIRST SEMESTER (JANUARY–JUNE 2018)            |                            |                           |                                  |
|---|----------------------------|---------------------------|----------------------------------|
| Study guide                                   | Prescribed book            | Assignment                | Preparation for the examination* |
| <b>Week 1 (29 January–2 February 2018)</b>    |                            |                           |                                  |
| Orientation:<br>Study<br>study units 1 and 2. | Study<br>chapters 1 and 2. |                           |                                  |
| <b>Week 2 (5–9 February 2018)</b>             |                            |                           |                                  |
| Study   | Study                      | Start with Assignment 01. |                                  |

| <b>FIRST SEMESTER (JANUARY–JUNE 2018)</b> |                           |   |   |
|---|---------------------------|---|---|
| <b>Study guide</b>                        | <b>Prescribed book</b>    | <b>Assignment</b>   | <b>Preparation for the examination*</b> |
| study units 3 and 4.                      | chapters 3 and 4.         |   |   |
| <b>Week 3 (12–16 February 2018)</b>       |                           |   |   |
| Study study unit 5.                       | Study chapter 5.          | Work on Assignment 01.  |   |
| <b>Week 4 (19–23 February 2018)</b>       |                           |   |   |
| Study study unit 6.                       | Study chapter 6.          | Work on Assignment 01.<br>Complete self-assessment questions for Assignment 03 and assess answers.  |   |
| <b>Week 5 (26 February–2 March 2018)</b>  |                           |   |   |
| Study study unit 7.                       | Study chapter 7.          | Complete Assignment 01 and submit it in time to reach Unisa <b>on or before 28 February 2018.</b><br>Complete self-assessment questions for Assignment 03 and assess answers. |   |
| <b>Week 6 (5–9 March 2018)</b>            |                           |   |   |
| Study study unit 8.                       | Study chapter 8.          | Work on Assignment 02.<br>Complete self-assessment questions for Assignment 03 and assess answers.  |   |
| <b>Week 7 (12–16 March 2018)</b>          |                           |   |   |
| Study study unit 9.                       | Study chapter 9.          | Work on Assignment 02.  |   |
| <b>Week 8 (19–23 March 2018)</b>          |                           |   |   |
| Study study unit 10.                      | Study chapter 10.         | Complete Assignment 02 and submit it in time to reach Unisa <b>on or before 23 March 2018.</b>  |   |
| <b>Week 9 (26 - 30 March 2018)</b>        |                           |   |   |
| Study study unit 11.                      | Study chapter 11.         | Complete self-assessment questions.   |   |
| <b>FIRST SEMESTER (JANUARY–JUNE 2018)</b> |                           |   |   |
| <b>Study guide</b>                        | <b>Prescribed book</b>    | <b>Assignment</b>   | <b>Preparation for the examination*</b> |
| <b>Week 10 (2–6 April 2018)</b>           |                           |   |   |
| Study study units 12 and 13.              | Study chapters 12 and 13. |   |   |
| <b>Week 11 (9–13 April 2018)</b>          |                           |   |   |
|   |                           |   | Study chapters 1, 2 and 3.              |
| <b>Week 12 (16–20 April 2018)</b>         |                           |   |   |
|   |                           |   | Study chapters 4, 5 and 6.              |
| <b>Week 13 (23–27 April 2018)</b>         |                           |   |   |

| FIRST SEMESTER (JANUARY–JUNE 2018)   |                 |            |  |
|--------------------------------------|-----------------|------------|--|
| Study guide                          | Prescribed book | Assignment | Preparation for the examination*   |
|                                      |                 |            | Study chapters 7, 8 and 9.   |
| <b>Week 14 (30 April–4 May 2018)</b> |                 |            |  |
|                                      |                 |            | Study chapters 10 and 11.  |
| <b>Week 15 (7–11 May 2018)</b>       |                 |            |  |
|                                      |                 |            | Study chapters 12 and 13.  |
| <b>Weeks 16–20 (14 –18 May 2018)</b> |                 |            |  |
|                                      |                 |            | Revise all study units.<br><b>Examination* sessions begin on 7 May 2018 and end on 15 June 2018.</b> |

\*Examination dates are subject to change, which means that you will have to adapt your study plan if any changes arise.

Consult the *Study @ Unisa* brochure for guidance on general time management and planning skills.

A proposed study plan for Semester 2 of 2018 is also included for your convenience:

| SECOND SEMESTER (JULY–NOVEMBER 2018)       |                         |   |                                  |
|--|-------------------------|---|----------------------------------|
| Study guide                                | Prescribed book         | Assignment  | Preparation for the examination* |
| <b>Week 1 (16–20 July 2018)</b>            |                         |   |                                  |
| Orientation:<br>Study study units 1 and 2. | Study chapters 1 and 2. | Start with Assignment 01.   |                                  |
| <b>Week 2 (23–27 July 2018)</b>            |                         |   |                                  |
| Study study units 3 and 4.                 | Study chapters 3 and 4. | Work on Assignment 01.  |                                  |
| <b>Week 3 (30 July–3 August 2018)</b>      |                         |   |                                  |
| Study study unit 5.                        | Study chapter 5.        | Work on Assignment 01.<br>Complete self-assessment questions for Assignment 03 and assess answers.    |                                  |
| <b>Week 4 (6–10 August 2018)</b>           |                         |   |                                  |
| Study study unit 6.                        | Study chapter 6.        | Complete Assignment 01 and submit it in time to reach Unisa <b>on or before 10 August 2018.</b>       |                                  |
| <b>Week 5 (13 – 17 August 2018)</b>        |                         |   |                                  |
| Study study unit 7.                        | Study chapter 7.        | Start with Assignment 02.<br>Complete self-assessment questions for Assignment 03 and assess answers. |                                  |
| <b>Week 6 (20–24 August 2018)</b>          |                         |   |                                  |

| <b>SECOND SEMESTER (JULY–NOVEMBER 2018)</b>     |                          |  |   |
|---|--------------------------|--|---|
| <b>Study guide</b>                              | <b>Prescribed book</b>   | <b>Assignment</b>  | <b>Preparation for the examination*</b>   |
| Study study units 8.                            | Study chapter 8.         | Continue working on Assignment 02.<br>Complete self-assessment questions for Assignment 03 and assess answers. |   |
| <b>Week 7 (27 August–31 August 2018)</b>        |                          |  |   |
| Study study unit 9.                             | Study chapter 9.         | Complete self-assessment questions for Assignment 03 and assess answers.                                       |   |
| <b>Week 8 (3–7 September 2018)</b>              |                          |  |   |
| Study study unit 10.                            | Study chapter 10.        | Work on assignment 01.   |   |
| <b>Week 9 (10–14 September 2018)</b>            |                          |  |   |
| Study study unit 11.                            | Study chapter 11.        | Work on assignment 02 and submit it in time to reach Unisa <b>on or before 14 September 2018.</b>              |   |
| <b>Week 10 (17–21 September 2018)</b>           |                          |  |   |
| Study study unit 12 and 13.                     | Study chapter 12 and 13. | Complete self-assessment questions and assess answers.   |   |
| <b>Week 11 (24–28 September 2018)</b>           |                          |  |   |
|   |                          |  | Study chapters 1, 2 and 3.  |
| <b>Week 12 (1–5 October 2018)</b>               |                          |  |   |
|   |                          |  | Study chapters 4, 5 and 6.  |
| <b>Week 13 (8–12 October 2018)</b>              |                          |  |   |
|   |                          |  | Study chapters 7, 8 and 9.  |
| <b>Week 14 (15–19 October 2018)</b>             |                          |  |   |
|   |                          |  | Study chapters 10 and 11.   |
| <b>Week 15 (22–26 October 2018)</b>             |                          |  |   |
|   |                          |  | Study chapters 12 and 13.   |
| <b>Weeks 16–20 (29 October–3 November 2018)</b> |                          |  |   |
|   |                          |  | Revise all study units.<br><b>Examination* sessions start on 15 October 2018 and end on 23 November 2018.</b> |

\*Examination dates are subject to change, which means that you will have to adapt your study plan if any changes arise.

Refer to the brochure *Study @ Unisa* for guidance on general time management and planning skills.

## 7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

No practical work or work-integrated learning is required for this module.

## 8 ASSESSMENT

### 8.1 Assessment plan

Unlike residential universities, Unisa does not require students to write tests to gain admission to the examination. Assignments are used for this purpose.

The assignments serve as an important measure to determine whether you have studied the content of the study guide in a systematic fashion and are able to achieve certain prescribed objectives. At the same time, you become conversant with the standards applied at the University, broaden your knowledge of the specific subject and get valuable practice in answering questions.

Three assignments are set for this module. **Both Assignments 01 and 02 are compulsory.** They must be submitted to the University for assessment and will contribute to your final mark for this module. **Assignment 03 is a self-assessment assignment and should not be submitted to the University for assessment (see Addendum C).** You may complete it after you have studied the relevant sections of the work. Try to answer the assignment questions without consulting the study guide and the prescribed book. After you have completed the assignment, assess your answers according to the guidelines provided in **Addendum D**.

**You have to submit any of the two compulsory assignments before the due date in order to be admitted to the examination.** Assignment 01 consists of multiple-choice questions, while Assignments 02 and 03 contain essay questions and case studies.

As you are expected to adopt a scientific approach to your assignments, study the guidelines for answering assignment and examination questions in Addendum B of Tutorial Letter HRMALL6/301/4/2018. Pay special attention to the key concepts relating to assignments and examinations, and the guidelines for answering case studies to ensure that you understand how to avoid plagiarism. Make sure you meet the administrative requirements set out in this addendum when submitting assignments.

Your final assessment mark for the module is a combination of a year mark and the examination mark. You earn a year mark by submitting Assignments 01 and 02. The marks obtained for these assignments are combined with your examination mark to calculate the final assessment mark for this module. The assignment marks contribute a maximum of 20% (10% each) to the final assessment mark for the module, while the examination mark contributes 80%.

Please note that only the submission of any of the compulsory assignments on or before the due date is required for admission to the examination, although the marks obtained for both compulsory assignments contribute towards your final mark. If you submit only one assignment, you will be admitted to the examination but you will forfeit 5% of your final mark. You have to obtain a minimum of 50% for the year mark and the examination mark combined (i.e. for the final assessment mark) in order to pass the module.

Please note the subminimum rule at Unisa that applies to the final assessment mark (year mark combined with your examination mark).

### **Subminimum rule**

**Irrespective of the year mark obtained, a subminimum of 40% must be obtained in the examination. In line with the Unisa assessment policy, your year mark will not be taken into account if you obtain less than 40% in the examination. In such an event the mark obtained in the examination will be the final mark.**

**You will therefore fail a module if your examination mark is below 40%.**

See Tutorial Letter HRMALL6/301/4/2018 for more information on the calculation of your final assessment mark.

The completion of assignments gives you an excellent opportunity to ensure that the work you do in the course of the year contributes towards your final assessment mark. You are therefore advised and encouraged to complete every assignment (including the self-assessment assignment that should not be submitted to Unisa for marking) and to obtain a good mark for the assignments.

## **8.2 Assignment numbers**

There are THREE assignments per semester for this module . Assignments 01 and 02 are compulsory. Assignment 03 is a self-assessment assignment and should not be submitted to the University for marking and assessment (see Addendum C).

### **8.2.1 Unique assignment numbers and due dates for assignments**

Specific due dates have been determined for the assignments. A few weeks after the due date for each assignment, you will receive a tutorial letter that contains the answers to the assignment questions and feedback on how you should have completed the assignment. These answers and feedback should be studied in preparation for any examination questions that may arise from the assignment questions.

The assignments for 2018 are provided in Addendum A, B and C of this tutorial letter. The due dates for the various assignments, together with their unique numbers (where applicable), are reflected below:

| Assignment number | First semester   |               | Second semester   |               |
|-------------------|------------------|---------------|-------------------|---------------|
|                   | Due date         | Unique number | Due date          | Unique number |
| 01                | 28 February 2018 | 554440        | 10 August 2018    | 829085        |
| 02                | 23 March 2018    | 835566        | 14 September 2018 | 754380        |
| 03                | Self-assessment  | n/a           | Self-assessment   | n/a           |

**Assignments 01 and 02 and their respective unique numbers differ for the two semesters. Please make sure that you provide the correct unique number when submitting assignments.**

### 8.3 Submission of assignments

To complete the assignments, study mainly the following study units in the study guide together with the relevant sections in the prescribed book:

| Assignment    | Semester 1                             | Semester 2                            |
|---------------|--|---------------------------------------|
| Assignment 01 | Study units 1, 2, 3, 4, 5, 7, 9 and 11 | Study units 1, 2, 3, 4, 5, 6, 7 and 9 |
| Assignment 02 | Study units 3, 9 and 12                | Study units 2, 3, 6, 8, 11 and 13     |
| Assignment 03 | Study units 4 and 11                   | Study units 4 and 11                  |

### 8.4 Enquiries about assignments

Enquiries about the receipt of assignments or about assignment marks may be directed to the Directorate of Student Assessment Administration (see the brochure *Study @ Unisa* for details). Assignment information can also be obtained by accessing myUnisa.

Please note that even if you submit an assignment before the due date, it will only be sent to the lecturer for assessment after the due date. Therefore, no assignments will be assessed before the due date.

### 8.5 Other assessment methods

There are no other assessment methods for this module.

## 9 THE EXAMINATION

The examination is your opportunity to demonstrate that you have achieved the outcomes for this module.

### 9.1 Requirements for admission to the examination

**Admission to the examination is automatic, provided you have submitted any of the compulsory assignments on or before the due date. NO EXTENSION** will be granted for the submission of assignments.

### 9.2 Format of the examination paper

The examination paper will consist of the following sections and will be based on the fourth edition of the textbook, *Contemporary issues in human resource management*. The examination paper will consist of **five** questions (25 marks each), of which you must answer any **three** (total: 75 marks).

|                                    |                 |
|------------------------------------|-----------------|
| <b>TOTAL MARK FOR THE PAPER</b>    | <b>75 marks</b> |
| <b>DURATION OF THE EXAMINATION</b> | <b>2 hours</b>  |

Please note that there will be **no multiple-choice questions** in the examination paper.

A limited number of old examination papers are placed on myUnisa by the Examination Department. Please note that these examination papers are provided to give you an idea of the expected format of the examination paper – you should **not** regard them as an indication of questions that are likely to appear in the examination that you will be writing. Please refer to the specific examination guidelines provided in this tutorial letter, as the format of examination papers may vary from year to year. The University cannot provide any other previous examination papers or memoranda of question papers than those that are available on myUnisa.

Please do not contact your lecturer for copies of previous examination papers or about the availability of examination papers on myUnisa, as this is a function that is performed by the Examination Department.

### **9.3 Guidelines for examination preparation**

#### **What should you study for the examination?**

You should study all the study units of the study guide and those sections of the prescribed book that are relevant to the study units.

Further, you should complete the activities in the study guide. Study icons indicate the relevant sections in the prescribed book you should study in the chapters that are indicated. This implies that you should study a section and all its subsections, unless stated otherwise. Make detailed notes or summaries of these sections, as suggested in the study guide, and study these notes or summaries for the examination.

#### **Composition of the examination paper**

- All the learning outcomes will be covered more or less equally in the examination.
- The format of the essay or paragraph questions will be similar to the format of the theoretical assignment questions in Tutorial Letter 101 and the questions in the prescribed book.

Use the study guide as your starting point when preparing for the examination. In the assignments, you have the opportunity to work through the relevant study material and to formulate answers using either the study guide or the prescribed book, or both. In this and subsequent tutorial letters you are given feedback on how you should have answered the assignment questions and what you should have included in your answers. Wise students will make an effort to master this aspect of the work to ensure that they can answer any examination question that may be taken from this source.

The self-assessment questions will help you to achieve the learning outcomes and to apply your newly acquired knowledge. They will also assist you in developing insight into and an understanding of the study material. My advice to you is that you should also work on these questions and assess your answers against the theoretical requirements outlined in the prescribed book and/or the study guide. You can also work out answers to the review questions in the prescribed book.

Keep the following guidelines in mind when you are preparing for the examination:

- Compile a roster for revising the work and arrange study leave in good time.

- Reformulate the learning outcomes as questions.
- Revise all the assignments and also the answers to and feedback on the assignments in the tutorial letters.
- Revise all the self-assessment questions at the end of each study unit in the study guide.
- Make notes of important concepts, principles and processes, and test your understanding and knowledge of these concepts, principles and processes.
- Plan to allow time for more than one revision.
- Learn actively. Do not merely read through the study material; practise what you will need to do in the examination. If you expect to be asked to answer an essay-type question, for example, you should practise answering essay-type questions. Answer one complete question to check how much you can write in, say, 40 minutes so that you will know how to plan your time in the examination.
- Draw up a framework of possible questions and practise answering them. Spend five minutes sketching a mind map of how you would answer a 40-minute question.

Please refer to the brochure *Study @ Unisa* and Tutorial Letter HRMALL6/301/4/2018 for general examination-related guidelines.

## 10 FREQUENTLY ASKED QUESTIONS

A number of frequently asked questions and answers appear in Addendum C of Tutorial Letter HRMALL6/301/4/2018. These questions and answers are relevant to all the modules offered by the Department of Human Resource Management.

## 11 CONCLUSION

You are now ready to begin with this module, Contemporary Issues in Human Resource Management. I trust you will approach your studies with enthusiasm and commitment. You are welcome to contact me should you experience any problems with your studies.

I wish you success in your studies!

**Mr CV Gumede**  
**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**  
**UNISA**

## ADDENDUM

### ADDENDUM A: COMPULSORY ASSIGNMENTS (SEMESTER 1)

You may submit assignments by inserting them in the assignment envelopes provided. Place them in the Unisa assignment boxes, or submit them via myUnisa or via your cell phone. See the brochure *Study @ Unisa* for details in this regard. If you mail an assignment to Unisa, **please do not submit the mark-reading sheet in an assignment cover and staple it.**

Assignment 01 comprises 20 multiple-choice questions. **There will be NO multiple-choice questions in the examination.** Different assignments are set for semesters 1 and 2. In this assignment, you have to select the most appropriate option from the answer section for each question (options 1 to 4). Choose the option that you think is the correct (most appropriate) one. In other words, if you think that statement 4 in question 1 is correct, mark option 4 for the appropriate question number (in this case it is question 1) on the mark-reading sheet.

**You have to submit Assignment 01 to gain admission to the examination. The mark obtained for Assignment 01 will contribute 10% towards your final mark for this module. This assignment should reach Unisa in Pretoria on or before the due date.**

**Submit this assignment if you are registered for the FIRST SEMESTER.**

| Assignment 01 for Semester 1  |               |
|---|---------------|
| (Study units 1, 2, 3, 4, 5, 7, 9 and 11 )   |               |
| Study units 6, 8, 12 and 13 are not part of this assignment but they must still be studied for the examination. |               |
| Due date  | Unique number |
| 28 February 2018  | 554440        |

- 1 Telecommuting as an alternative workplace option involves \_\_\_\_\_
  - 1 replacing traditional offices with open-plan offices.
  - 2 performing work electronically wherever the worker chooses, for example from home.
  - 3 placing workers on different shifts or a travel schedule.
  - 4 implementing the concepts of hoteling.
  
- 2 The managerial-based approach is a combination of \_\_\_\_\_
  - 1 transactional leadership skills.
  - 2 transformational leadership skills.
  - 3 situational sensitivity.
  - 4 all of the above.
  
- 3 Owing to the unique situation of a self-managed work team, changes have to be made in the compensation system. In the past, employees were rewarded according to their job category, but in a team situation the system that is generally used is compensation for \_\_\_\_\_
  - 1 loyalty.
  - 2 individual performance.
  - 3 knowledge.

- 4 tenure (years of service).
- 4 The following are internal triggers of change, EXCEPT \_\_\_\_\_
- 1 administrative structures.
  - 2 the down turn in the economy.
  - 3 the changing nature of customers.
  - 4 the human resources.
- 5 The balanced scorecard has the following perspectives, EXCEPT \_\_\_\_\_
- 1 a financial perspective.
  - 2 an internal perspective.
  - 3 an innovation and learning perspective.
  - 4 a workforce mind-set and culture.
- 6 If an organisation is to function successfully, there should be relationship between the strategic management process and the strategic human resource management process. However, in many cases this relationship is non-existent, because \_\_\_\_\_
- 1 top management do not perceive a need for such a relationship.
  - 2 HR practitioners are perceived as “personnel experts” and not “experts in business”.
  - 3 HR information is sometimes incompatible with other information used in the strategy formulation process.
  - 4 all of the above.
- 7 Which type of team usually includes employees from each of the functional subunits and allows for the flexible, efficient deployment of personnel and resources to solve problems as they occur?
- 1 cross-functional team
  - 2 self-managed team
  - 3 executive team
  - 4 strategic change teams (SCTs)
- 8 The following is an enabler of global HRM:
- 1 efficiency
  - 2 global provision
  - 3 information exchange and organisational learning
  - 4 e-enabled HR and knowledge transfer
- 9 The \_\_\_\_\_ model or core-periphery model provides competitive advantage through the restructuring of the employment relationship.
- 1 global HRM
  - 2 best fit
  - 3 flexible-firm
  - 4 emerging HR organisation

- 10 According to Bass's research, transformational leadership consists of the following behavioural components, EXCEPT \_\_\_\_\_
- 1 charisma.
  - 2 inspiration.
  - 3 intellectual stimulation.
  - 4 benevolent authority.
- 11 Which ONE of the following is NOT a criticism of the flexible-firm model?
- 1 It is simplistic and too abstract to represent reality.
  - 2 Its promotion of variation in terms and conditions of employment leads to the creation of a (skilled) polarised workforce with an elite core workforce and a disenfranchised, low-skilled, low-wage peripheral workforce.
  - 3 It assumes that organisations have uniformly moved from ad hoc to explicit labour strategies in both the short and the long term.
  - 4 It provides a framework for analysis, insight and explanation with respect to the development of new work patterns.
- 12 There is growing recognition that a primary source of competitive advantage derives from an organisation's \_\_\_\_\_
- 1 marketing strategy.
  - 2 human resources.
  - 3 product development.
  - 4 motivation of employees.
- 13 The entrepreneur's role entails being innovative and able to initiate improvements as a leader. It is also a(n) \_\_\_\_\_ role.
- 1 interpersonal
  - 2 decision
  - 3 information
  - 4 disseminator's
- 14 Which ONE of the following is required before an organisation can be deemed ready for flexi work?
- 1 management commitment
  - 2 chief learning officer
  - 3 HR intranet sites
  - 4 selection
- 15 Tichy (1997) contends that organisations are continually confronted with three basic problems that must be managed effectively. Which of the following is NOT one of these problems?
- 1 a functional problem
  - 2 a political problem
  - 3 a cultural problem
  - 4 a technical problem

- 16 The biggest problem facing the resource-based approach is the possibility of \_\_\_\_\_
- 1 resistance from management.
  - 2 employee turnover.
  - 3 resistance from employees.
  - 4 resistance from labour unions.
- 17 Which ONE of the following is a theory of corporate governance?
- 1 agency theory
  - 2 deontological theory
  - 3 teleological theory
  - 4 Nozick's entitlement theory
- 18 The extrinsic motivation level in the interest alignment model of Gottschalg and Zollo implies that motivation is \_\_\_\_\_
- 1 influenced mostly by the goals of the organisation.
  - 2 the enjoyment the individual experiences in completing a task in the work environment.
  - 3 driven by the goal of engaging in behaviour that is compliant with the norms and values of the organisation.
  - 4 mostly directly influenced by the reward system that includes rewards for a given behaviour (including power and recognition).
- 19 The leader performs this role when he/she applies corrective action during a crisis or conflict situation.
- 1 figurehead
  - 2 disturbance handler
  - 3 resource allocator
  - 3 spokesperson
- 20 Numerical flexibility is \_\_\_\_\_
- 1 a quantitative approach to the utilisation of the workforce.
  - 2 a further process of adjusting the quantity and timing of labour input without modifying the number of employees.
  - 3 a structural response to the development of the flexible patterns of work.
  - 4 a mental frame of reference required to perform effectively in the job and the level of cognitive skill required.

**Total: 20 x 5 = 100**

**The answers to this assignment will be provided in Tutorial Letter HRM3704/201/1/2018, which will be posted to you a few weeks after the due date for the assignment. This tutorial letter will also be available on myUnisa.**

| Assignment 02 for Semester 1 |               |
|------------------------------|---------------|
| (Study units 3, 9 and 12 )   |               |
| Due date                     | Unique number |
| 23 March 2018                | 835566        |

**The mark obtained for Assignment 02 will contribute 10% to your final mark for this module. Submit this assignment if you are registered for the FIRST SEMESTER.**

### Learning outcomes

After completing this assignment, you should be able to;

- Understand and discuss the way in which organisations manage international transfer of employees
- Explain the difference between successful and unsuccessful leadership
- Identify several group models of leadership
- Discuss the implications of ethics governance and the governance of ethics for the HR function

### QUESTION 1

Read the case study below and then answer the questions that follow:

#### Mandlenkosi

Mandlenkosi is a large manufacturing company in South Africa. It has been in business for the last 16 years. Mandlenkosi has several smaller branches in India, New Zealand, Hawaii and Australia.

An administrative position became vacant in New Zealand some time ago. At the time, the administration of the New Zealand branch had been chaotic for a couple of years. Siphon Ngubeni was the executive vice-president of Mandlenkosi. He was known for leadership that produced questionable decisions. The truth is that his leadership was regarded as unsuccessful. Siphon was also known to be emotionally unstable. Siphon sought advice from the executive team on solving the administrative challenges in the New Zealand branch. One member of the executive team suggested the use of third-country nationals, because they were not expensive. The majority of members suggested that they appoint local people with the needed expertise.

Siphon decided to fill the administrative position in New Zealand with someone who was close to him to make sure that the work would be done well. Joseph Gani was an administrative assistant whose performance record left much to be desired. Siphon appointed him as senior administrative assistant and he had to relocate to New Zealand for two years. Part of his task was to train local junior assistants to take over the senior position in two years' time. Most senior managers were against Joseph's appointment and requested that a local person (Louis Ferreira) be appointed. Louis was an exceptional administrative assistant at Mandlenkosi. He had ten years' experience of all aspects of the complex systems that Mandlenkosi used. Siphon was angry at the executive management's failure to accept his choice. He later sent angry e-mails to all the executive team members, telling them that his choice could not be questioned

because he was the executive vice-president and he knew what he was doing. He told the team that Joseph was perfect for the overseas assignment.

When Joseph got the news, he was very excited that his friendship with Siphon was finally paying off. Siphon offered Joseph a generous expatriate relocation package that included a 30% salary increase and a bonus after the successful completion of the assignment. He would also receive a housing allowance and assistance with tax preparation, a full medical aid and subsidised tuition for his children at an international school. Joseph was not given any training as he was preparing to depart to New Zealand, as Siphon said that training was not necessary because Joseph had been in New Zealand before. Joseph was asked to use the internet to learn more about New Zealand.

Two years later Joseph came back to Mandlenkosi in South Africa after he had finished his work in New Zealand. On his arrival, he found that there was no unfilled positions suitable for him. As a result he found himself being used to do almost everything that was available to do; he really could not say what his job was. Joseph had hoped that he would be promoted to a better position because of his international experience. Joseph's salary had to be adjusted to a lower level because of the work he was now doing.

- 1.1 Critically discuss the expatriation cycle used by Siphon Ngubeni to fill the administrative position in New Zealand. (The cycle involves selection, training, development and repatriation.) (9)
- 1.2 One member of the executive team of Mandlenkosi suggested the use of a third-country national instead of sending someone from the organisation's home country. Do you support this choice? Substantiate your answer with reference to the advantages of using a third-country national. (4)
- 1.3 Critically discuss the qualities of an unsuccessful leader. Substantiate your answer with examples as displayed by Siphon in the case study. (5)
- 1.4 Based on your knowledge of how an executive team should operate, would you say that the work of the executive team of Mandlenkosi was effective? Give good reasons to substantiate your answer. (7)

**Total: [25]**

## QUESTION 2

Read the case study below and then answer the questions that follow:

### **Governance at FFB**

FFB is a government-owned enterprise. Its CEO is Miss Nxasana. Miss Nxasana and her board members were recently summoned by the parliamentary subcommittee on state-owned enterprises to answer questions about controversial administration decisions made by her and the FFB board. Employees of FFB had participated in a series of strikes and picketing to express their dissatisfaction with the wrong decisions that were always taken by the board and the CEO. The subcommittee on state-owned enterprises wanted clarity on why FFB was no longer making a profit. The responses of FFB were very poor and unclear; it became clear that they were telling a cover story.

The subcommittee on state-owned enterprises decided to commission an investigation into the activities of the board and the CEO herself. The findings of the investigation were published in a final report, which made it clear that the FFB board had appointed Miss Nxasana wrongfully, that Miss Nxasana did not have the relevant qualifications for the CEO position and that the CV she had presented to the board before her appointment showed that she lacked such qualifications. Miss Nxasana and some board members often used FFB funds to go on overseas holidays. Another surprising finding was that all board members were benefiting from tenders flowing from FFB. Furthermore, the investigation team found that three board members had lied about their previous work experience and qualifications. Lastly, Miss Nxasana had protected FFB board members and hid their (and her own) illicit deeds.

After the presentation of the report, it became clear that the FFB board was very irresponsible. Its social purpose, which included protecting the interests of all stakeholders (employees, suppliers, customers, the disadvantaged and the natural environment) was very neglected. The state-owned enterprises subcommittee decided to dissolve the FFB board. They appointed a consultant, who was an expert on corporate governance, to assist them in establishing a new board.

- 2.1 Critically discuss the meaning of corporate governance in an organisation. Substantiate your answer with examples from the case study. (4)
- 2.2 What is the purpose of corporate governance in an organisation? Substantiate your answer with examples from the case study. (4)
- 2.3 Is the top management of FFB unethical in their decision-making? Substantiate your answer with reference to stakeholder theory, agency theory, and the definition and purpose of corporate governance. (8)
- 2.4 Differentiate between traditional HRM activities and contemporary HRM activities. Substantiate your answer with references to the development and maintenance of corporate governance HRM practices. (9)

**Total: [25]**

**Total for Assignment 02: [50]**

### **Guidelines for answering this assignment**

I advise that you follow the steps outlined below to answer the assignment questions:

- Read all the information relating to change management, an international dimension of human resource management and flexible working patterns in the prescribed book.
- **Study the relevant case study or scenario carefully** before you attempt to answer the assignment questions.

### **Assessment criteria**

Take a close look at the assessment criteria in the following table. The assessment criteria will give you an idea of what is expected of you in each of the assignment categories.

| Poor performance<br>(1 to 22 out of 50)   | Average performance<br>(23 to 36 out of 50)  | Excellent performance<br>(37 to 50 out of 50)  |
|---|--|--|
| <p align="center"><b>Question 1.1</b></p> <p><b>Critically discuss the expatriation cycle used by Sipho Ngubeni to fill the administrative position in New Zealand. (The cycle involves selection, training, development and repatriation.)</b></p>   |  |  |
| <ul style="list-style-type: none"> <li>• No critical discussion of the expatriation cycle.</li> </ul>   | <ul style="list-style-type: none"> <li>• Limited critical discussion of the expatriation cycle.</li> </ul>   | <ul style="list-style-type: none"> <li>• Clear critical discussion of the expatriation cycle.</li> </ul>   |
| <p align="center"><b>Question 1.2</b></p> <p><b>One member of the executive team of Mandlenkosi suggested the use of a third-country national instead of sending someone from the organisation's home country. Do you support this choice? Substantiate your answer with reference to the advantages of using a third-country national.</b></p> |  |  |
| <ul style="list-style-type: none"> <li>• No understanding and knowledge of third-country nationals and failure to support the choice of a TCN. Failure to substantiate the answer with reference to the advantages of using third-country nationals.</li> </ul>   | <ul style="list-style-type: none"> <li>• Limited understanding and knowledge of third-country nationals and failure to support the choice of a TCN. Limited substantiation of the answer with reference to the advantages of using third-country nationals.</li> </ul> | <ul style="list-style-type: none"> <li>• Clear understanding and knowledge of third-country nationals and clear ability to support the choice of a TCN. Clear substantiation of the answer with reference to the advantages of using third-country nationals.</li> </ul> |
| <p align="center"><b>Question 1.3</b></p> <p><b>Critically describe the qualities of an unsuccessful leader that are displayed by Sipho in the case study.</b></p>  |  |  |
| <ul style="list-style-type: none"> <li>• No critical discussion of the qualities of an unsuccessful leader displayed by Sipho in the case study.</li> </ul>   | <ul style="list-style-type: none"> <li>• Limited critical discussion of the qualities of an unsuccessful leader displayed by Sipho in the case study.</li> </ul>   | <ul style="list-style-type: none"> <li>• Clear critical discussion of the qualities of an unsuccessful leader displayed by Sipho in the case study.</li> </ul>   |
| <p align="center"><b>Question 1.4.</b></p> <p><b>Based on your knowledge of how an executive team should operate, would you say that the work of the executive team of Mandlenkosi was effective? Give good reasons to substantiate your answer.</b></p>  |  |  |
| <ul style="list-style-type: none"> <li>• No understanding and knowledge of how executive teams operate, no knowledge of whether the executive team of Mandlenkosi is effective, and failure to give good reasons.</li> </ul>  | <ul style="list-style-type: none"> <li>• Limited understanding and knowledge of how executive teams operate, limited knowledge of whether the executive team of Mandlenkosi is effective, and failure to give good reasons.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Clear understanding and knowledge of how executive teams operate, clear knowledge of whether the executive team of Mandlenkosi is effective, and a clear substantiation of the answer with good reasons.</li> </ul>             |
| <p align="center"><b>Question 2.1</b></p> <p><b>Critically discuss the meaning of corporate governance in an organisation. Substantiate your answer with examples from the case study.</b></p>  |  |  |
| <ul style="list-style-type: none"> <li>• No critical discussion of the</li> </ul>   | <ul style="list-style-type: none"> <li>• Limited critical discussion of</li> </ul>   | <ul style="list-style-type: none"> <li>• Clear critical discussion of the</li> </ul>   |

|  |  |   |
|--|--|---|
| meaning of corporate governance in an organisation and no substantiation of the answer with examples from the case study.  | the meaning of corporate governance in an organisation and limited substantiation of the answer with examples from the case study.   | meaning of corporate governance in an organisation and clear substantiation of the answer with examples from the case study.  |
| <b>Question 2.2</b>  |  |   |
| <b>What is the purpose of corporate governance in an organisation? Substantiate your answer with examples from the case study.</b>   |  |   |
| No understanding of the purpose of corporate governance in an organisation and failure to substantiate the answer with case study examples.  | Limited understanding of the purpose of corporate governance in an organisation and limited substantiation of the answer with case study examples.   | Clear understanding of the purpose of corporate governance in an organisation and clear substantiation of the answer with case study examples.  |
| <b>Question 2.3</b>  |  |   |
| <b>Is top management of FFB unethical in their decision-making? Substantiate your answer with reference to stakeholder theory, agency theory, and the definition and purpose of corporate governance.</b>  |  |   |
| No understanding of whether the FFB management is ethical in their decision-making, and failure to substantiate the answer with reference to stakeholder theory, agency theory, and the definition and purpose of corporate governance.  | Some understanding of whether the FFB management is ethical in their decision-making and limited substantiation of the answer with reference to stakeholder theory, agency theory, and the definition and purpose of corporate governance.         | Clear understanding of whether the FFB management is ethical in their decision-making and clear substantiation of the answer with reference to stakeholder theory, agency theory, and the definition and purpose of corporate governance.         |
| <b>Question 2.4</b>  |  |   |
| <b>If you, as an HRM3704 student, could assist the chair of the parliamentary subcommittee, how would you explain the difference between traditional HRM activities and contemporary HRM activities? Substantiate your answer with reference to the development and maintenance of corporate governance HRM practices.</b> |  |   |
| No understanding of the difference between the traditional HRM activities and contemporary HRM activities, and failure to substantiate the answer with reference to the development and maintenance of corporate governance HRM practices.   | Some understanding of the difference between the traditional HRM activities and the contemporary HRM activities, and limited substantiation of the answer with reference to the development and maintenance of corporate governance HRM practices. | Clear understanding of the difference between the traditional HRM activities and the contemporary HRM activities, and clear substantiation of the answer with reference to the development and maintenance of corporate governance HRM practices. |
| <b>Technical presentation and layout</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Did not use headings and subheadings.</li> <li>• Did not include a table of contents.</li> </ul>  | <ul style="list-style-type: none"> <li>• Used some headings and subheadings.</li> <li>• Included a limited table of contents.</li> </ul>   | <ul style="list-style-type: none"> <li>• Used headings and subheadings throughout the assignment.</li> <li>• Included a detailed, descriptive</li> </ul>  |

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Did not include an introduction.</li> <li>• Did not acknowledge sources.</li> <li>• Did not include a conclusion.</li> <li>• Did not include a bibliography.</li> </ul>  | <ul style="list-style-type: none"> <li>• Included an introduction.</li> <li>• Acknowledged some sources, mostly using the correct referencing technique.</li> <li>• Included a conclusion.</li> <li>• Included a bibliography.</li> </ul>  | <ul style="list-style-type: none"> <li>• table of contents.</li> <li>• Included a relevant introduction.</li> <li>• Acknowledged sources using the correct referencing technique.</li> <li>• Included a sufficient conclusion.</li> <li>• Included a bibliography in the correct format, listing all relevant sources.</li> </ul>   |
| <b>General</b>  |  |   |
| <ul style="list-style-type: none"> <li>• Took little or no notice of the case study/ or scenario.</li> <li>• Not aware of the meaning of the case study or scenario in relation to the assignment.</li> <li>• Poor use of language.</li> <li>• Writing style is haphazard; no paragraphs or no clear development of ideas.</li> <li>• Did not follow the structure of the assignment (e.g. by using headings and subheadings).</li> <li>• Style is too much like a summary without fully developed ideas.</li> <li>• Handwriting is extremely difficult to read.</li> <li>• No references to sources included.</li> </ul> | <ul style="list-style-type: none"> <li>• Understands the meaning and relevance of the case study or scenario.</li> <li>• Analysed the meaning of the case study or scenario but did not apply it to the assignment.</li> <li>• Language use – a number of mistakes that do not affect the meaning.</li> <li>• Style of writing is easy to follow, but there is no clear development of ideas.</li> <li>• The presentation follows a predetermined structure and format.</li> <li>• Some ideas are fully developed and substantiated.</li> <li>• The overall impression (whether the answer is typed or handwritten) is one of neatness.</li> <li>• Sources are referenced, but incorrectly.</li> </ul> | <ul style="list-style-type: none"> <li>• Fully understands the meaning and relevance of the case study or scenario.</li> <li>• Analysed the deeper meaning of the case study or scenario and applied it to the assignment.</li> <li>• Language use – a few mistakes that do not affect the meaning.</li> <li>• Style of writing is easy to follow and logical.</li> <li>• The presentation follows a predetermined structure and format.</li> <li>• Ideas are fully developed and substantiated.</li> <li>• The overall impression (whether the answer is typed or handwritten) is one of neatness.</li> <li>• Sources are correctly referenced.</li> </ul> |

**Total: 25 x 2 = 50**

### Common mistakes made in answering questions of this nature

In a similar assignment question asked previously, the following common mistakes were noticed:

- A few students copied information directly from the study guide and/or the prescribed book without acknowledging the source.
- Some students could not or did not link the theory to the information provided.
- A number of students could not apply the information obtained from the sources such as the study guide and the prescribed book to a relevant practical situation.
- Some students could not explain how they would translate the theory into the practical tasks of dealing with the HR aspects in the assignments, and so they lost valuable marks.

Please note these mistakes and guard against them when you formulate your answers to the assignment questions.

**Suggested solutions to this assignment will be provided in Tutorial Letter HRM3704/202/1/2018, which will be posted to you after the due date for Assignment 02. This tutorial letter will also be available on myUnisa.**

## **ADDENDUM B: COMPULSORY ASSIGNMENTS (SEMESTER 2)**

You may submit assignments by inserting them in the assignment envelopes provided and then placing them in the Unisa assignment boxes or by submitting them via myUnisa or via your cell phone. See the brochure *Study @ Unisa* for details in this regard. If you mail an assignment to Unisa, **please do not submit the mark-reading sheet in an assignment cover and staple it.** Insert only the completed mark-reading sheet in an envelope and mail it to Unisa or place it in an assignment box. Alternatively, you may submit the assignment on myUnisa.

Assignment 01 comprises 20 multiple-choice questions. **There will be NO multiple-choice questions in the examination.** Different assignments are set for semesters 1 and 2. In this assignment you have to select the most appropriate option from the answer section for each question (options 1 to 4). Choose the option that you think is the correct (most appropriate) one. In other words, if you think that statement 4 in question 1 is correct, then select option 4 for the appropriate question number (in this case, it is question 1) on the mark-reading sheet.

**You have to submit Assignment 01 to gain admission to the examination. The mark obtained for Assignment 01 will contribute 10% to your final mark for this module. This assignment should reach Unisa in Pretoria on or before the due date.**

**Submit this assignment if you are registered for the SECOND SEMESTER.**

| <b>Assignment 01 for Semester 2</b>         |                      |
|---|----------------------|
| <b>(Study units 1, 2, 3, 4, 5, 6 and 7)</b> |                      |
| <b>Due date</b>                             | <b>Unique number</b> |
| 10 August 2018                              | 829085               |

1 Strategic human resources management (SHRM) has the following advantages, EXCEPT,

- 
- 1 The organisation is able to implement mobility flexibility
  - 2 Cooperation between the HRM department and line managers improves
  - 3 Sustained competitive advantage is created for the organisation
  - 4 Innovation potential and responsiveness of the company is improved

2 According to authors Nadler and Spencer, the following leadership activities must be performed by executive teams in order to lead an organisation successfully, EXCEPT

- 
- 1 governance.
  - 2 developing strategy.
  - 3 maintaining the present operational environment.

- 4 leading strategic-change teams (SCTs).
3. The \_\_\_\_\_ period was characterised by tremendous organisational changes such as globalisation, mergers, acquisitions, re-engineering and downsizing.
- 1 organistic
  - 2 mechanistic
  - 3 strategic
  - 4 legalistic
- 4 The process paradigm is anchored in both the \_\_\_\_\_
- 1 resource-based view and the best-practices theory.
  - 2 best practices paradigm and the charisma-based approach.
  - 3 transactional based approach and the best-practices paradigm.
  - 4 transformational approach and the resource-based view.
- 5 While charismatic leadership seeks to keep followers weak and dependent, \_\_\_\_\_ leadership seeks to empower and to elevate followers.
- 1 transactional
  - 2 transformational
  - 3 strategic
  - 4 behavioural
- 6 A social influence process mediated by advanced information systems to produce a change in attitudes, feelings, thinking, behaviour and/or performance in individuals, groups and/or organisations is called \_\_\_\_\_
- 1 e-leadership.
  - 2 management.
  - 3 leadership.
  - 4 e-learning.
- 7 Numerical flexibility is \_\_\_\_\_
- 1 a quantitative approach to the utilisation of the workforce.
  - 2 a further process of adjusting the quantity and timing of labour input without modifying the number of employees.
  - 3 a structural response to the development of the flexible patterns of work.
  - 4 a mental frame of reference required to perform effectively in the job and the level of cognitive skill required.
8. The formulation of an HR strategy does not take place in isolation, but is influenced by both external and internal factors. Which ONE of the following is NOT an external factor?
- 1 economics
  - 2 social factors
  - 3 operational factors
  - 4 politics

- 9 Which form of flexibility is concerned with encouraging and facilitating the establishment, development or relocation of enterprises through the relaxation, amendment or exemption of public policy?
- 1 financial flexibility
  - 2 regulatory flexibility
  - 3 procedural flexibility
  - 4 numerical flexibility
10. Which ONE of the following statements is applicable to the new talent mind-set?
- 1 HR is responsible for people management.
  - 2 Bold actions are taken to build the talent pool needed.
  - 3 A two-day succession planning exercise is done annually.
  - 4 Managers have to work with the people they inherit.
11. In their seminal work on talent management, Michaels, Handfield-Jones & Axelrod (2001) identify five key areas for organisations to act upon if they are going to make talent a source of competitive advantage. Which ONE of the following is NOT one of them?
- 1 instilling a talent-focused mind-set
  - 2 crafting a winning employee value proposition
  - 3 focusing on talent management in periods of skills shortages
  - 4 differentiating and affirming people
- 12 The balanced scorecard has the following perspectives, EXCEPT \_\_\_\_\_
- 1 a financial perspective.
  - 2 an internal perspective.
  - 3 an innovation and learning perspective.
  - 4 a workforce mind-set and culture.
- 13 Which form of flexibility is based on the principle of relating the size of the workforce to the levels of economic activity easily and at short notice?
- 1 financial flexibility
  - 2 regulatory flexibility
  - 3 procedural flexibility
  - 4 numerical flexibility
- 14 Hotelling as an alternative workspace option involves \_\_\_\_\_
- 1 allowing employees to work from their hotel rooms by connecting to the internet.
  - 2 creating a network of smaller workplaces located close to the employee's home or the customer.
  - 3 supplementing traditional office spaces instead of replacing them, by doing work electronically from where the employee chooses.
  - 4 sharing workspaces that are furnished, equipped and supported with typical office services, and that can be reserved by the hour, day or week instead of being permanently assigned to workers.

- 15 In terms of the \_\_\_\_\_, a compensation range is specified and companies stay within this range.
- 1 old talent mind-set
  - 2 old recruiting strategies
  - 3 new talent mind-set
  - 4 new recruiting strategies
- 16 Implementing the workforce scorecard involves the following challenge, EXCEPT, the \_\_\_\_\_
- 1 perspective
  - 2 metrics
  - 3 workforce
  - 4 execution
- 17 Which of the following is important to check if the organisational is ready for flexi work?
- 1 management commitment
  - 2 chief learning officer
  - 3 HR intranet sites
  - 4 selection
- 18 Which of the following is a component of managerial based leadership?
- 1 Successful leadership
  - 2 Emotional sensitivity
  - 3 Situational sensitivity
  - 4 Heroic leadership
- 19 Which function uses an integrated set of HR activities to ensure that an organisation attracts, retains, motivates and develops the talented people it needs now and in the future?
- 1 HR scorecard
  - 2 talent management
  - 3 recruitment
  - 4 HR development
- 20 Which type of team usually includes employees from each of the functional subunits and allows for the flexible, efficient deployment of personnel and resources to solve problems as they occur?
- 1 cross-functional team
  - 2 self-managed team
  - 3 executive team
  - 4 strategic change teams (SCTs)

**Total: 20 x 5 = 100**

The answers to this assignment will be provided in Tutorial Letter HRM3704/201/2/2017, which will be posted to you a few weeks after the due date for the assignment. This tutorial letter will also be available on myUnisa.

| Assignment 02 for Semester 2            |               |
|---|---------------|
| (Study units 6, 8, 9,10,11, 12 and 13 ) |               |
| Due date                                | Unique number |
| 14 September 2017                       | 754380        |

**The mark obtained for Assignment 02 will contribute 10% to your final mark for this module. Submit this assignment if you are registered for the second semester.**

### Learning outcomes

After completing this assignment, you should be able to:

- Explain and discuss the shareholder and stakeholder models of corporate responsibility and how the two models reflect different theories of the corporation.
- Describe the barriers to organisational change and how to overcome them
- Identify and discuss issues that arise in the employment relationship from the perspective of utilitarianism, Kantian deontology, justice and rights
- Identify the forces that trigger change in organisations
- Understand and discuss the way in which organisations manage international transfers of employees
- Discuss five key areas to make talent a source of competitive advantage
- Discuss strategies for dealing with the 'war for talent'
- Describe the workplace of the twenty-first century

### QUESTION 1

Read the case study below and then answer the questions that follow:

#### Strategic Human Resource Management

The School of Business Administration at Mzingazi University is one of 12 government-supported business schools in the country. It is located in Mbonambi, a city with a diversified industrial base. Mzingazi is the only government-supported tertiary institution in town. Three small private universities provide competition to the school.

The school has recently experienced a leadership change. Prof Erik Ngoepe, dean of the faculty since 2008, retired. During his administration, enrolment increased from 1 202 undergraduates and 76 MBA students in the 2008–2009 academic year to 2 089 undergraduates and 218 MBA students in the 2012–2013 academic year. Prof Erik Ngoepe was well liked by the students, the faculty and the central administration of Mzingazi. However, he did not lead the school in any new direction and basically concentrated on “doing the same things better”. The “same things” involved an emphasis on traditional programmes (e.g. accounting, marketing, finance), teaching undergraduate students aged 18 to 22 years in daytime programmes and teaching a small number of full-time MBA students. The MBA students were mostly graduates of the school’s undergraduate programme who had decided

to spend an additional two years on campus to obtain the second degree. Prof Erik Ngoepe successfully increased the proportion of faculty members with doctoral degrees from 56% in 2008 to 85% in 2013. During the 2013–2014 academic year, the dean's selection committee (consisting of faculty members, students, alumni, central administration and local business representatives) met frequently, screened more than 100 applicants and personally interviewed six. Although the selection committee arrived at no consensus, the majority supported Dr Ben Ntshangse for the deanship. An offer was made and after several weeks of negotiation, Dr Ntshangase accepted the deanship. His background included a DBA (doctorate in business administration) from a prestigious business school, and executive leadership positions in marketing at a variety of national and international corporations. He left the position of executive director of marketing at an international corporation to accept the deanship.

Dr Ben Ntshangase made it clear during the screening interviews that if he were selected, the school would be "moving in new directions and exploring new markets". It was clear that Dr Ben Ntshangase did not want to be a pen-pusher – he was an innovator and an entrepreneur. When pressed for specifics, he indicated that he "would have to study the situation in more detail".

When the new dean arrived on campus in January 2015, he immediately convened a cross-functional team for strategic planning to (1) evaluate the school's external and internal environments, opportunities, constraints and competitive advantages, and (2) recommend a new set of long-term missions, goals, objectives and programmes. The cross-functional team consisted of two senior professors, the university's vice-principal for academic affairs, one graduate student, one undergraduate student, two prominent alumni, two local business leaders and two heads of departments.

The cross-functional team for strategic planning recommended that the school focus on adult learners since demographic analysis had suggested that the age group 18 to 22 was shrinking and would therefore represent a declining market over the next decade. Specific recommendations included: (1) more evening courses for both undergraduate and graduate students; (2) structuring the schedule so that both degrees could be earned during evening classes; (3) offering credit courses in some suburban locations; (4) offering requested non-credit practitioner courses at the school, at employer worksites and in various underserved towns around the country; (5) exploring the possibility of offering degree programmes at these locations; (6) offering new MBA degrees in such areas as management of the arts, health care management and public sector management; and (7) offering a distance education MBA option for students who did not want to attend classes either full time or in the evenings.

The new dean enthusiastically endorsed the report and distributed copies at the last faculty meeting of the third quarter. Several questions were raised, but there appeared to be no serious opposition. However, at a follow-up meeting of heads of departments and the cross-functional team, the dean indicated that a top priority for the 2016 academic year would be to fill the nine vacant positions with new faculty members who would be supportive of the new directions in which the school was moving. He specifically asked that several criteria be kept in mind during the recruitment and selection of the new faculty members. These criteria included previous managerial experience, willingness to teach night courses, willingness to travel to offer coursework and the ability to work with management practitioners on special projects. He also said the new appointees must all have PhD degrees as the minimum qualification.

In addition, he suggested that the heads of departments consider the same criteria when

evaluating the performance of existing faculty members. The dean also indicated that one of the faculty positions would be used to recruit a new deputy dean for external affairs who would be the link with the practitioner community. The dean emphasized that the new deputy dean will have to take the faculty's corporate governance to the next level through ensuring that the corporate responsibility of the business school focusses on the broad maximal view of corporate responsibility. He further said that the faculty work with the department of small business development in supporting the start-ups, franchises, other small businesses and budding entrepreneurs should be improved. The deputy dean would also help practising managers to identify their needs, work with the faculty to meet these needs and negotiate contracts for these services.

When word of the dean's faculty recommendations spread through the grapevine, the reaction was swift and negative. Many of the old guard in the faculty felt that they had been hired primarily to teach full-time students on campus during the day. Consequently, they felt threatened by the new evaluation criteria. They were also concerned that the dean was including non-academic criteria into recruitment processes and diverting resources to non-academic activities. These faculty members felt the inevitable result would be a declining quality of education at the school.

- 1.1 Discuss the concept of the 'broad maximal view of corporate responsibility' and relate it to the faculty's assistance of the department of small business development. (7)
- 1.2 Based on how the new dean has tried to communicate all his decisions, what would you say is the source of the negative reaction to the new evaluation criteria for existing faculty members? (7)
- 1.3 Which ideas support the use of a cross-functional team by the dean? Motivate your answer with good reasons (7)
- 1.4 How would you justify the selection criteria chosen by the new dean for the appointment of new faculty members? (4)

**Total: [25]**

## QUESTION 2

Read the case study below and then answer the questions that follow:

### **BBY– a multinational company**

Patience, an exceptionally talented mining engineer, recently joined a South African mining company called BBY. BBY has until recently been specialising in underground mining only. The appointment of Patience was informed by the fact that the company is diversifying into surface mining with the intention to fill the gap in the demand for aluminium in world markets. Patience has extensive experience in the mining industry and she is regarded as an expert in her field. BBY is known in the industry for their excellent talent management strategies.

The company is very proud to have been able to attract Patience to BBY. The CEO says they are always able to obtain and retain exceptional talent because every manager at BBY is involved and accountable for talent management; they are also able to develop probing talent reviews. BBY invests real money in talent management, and a talent-focussed mind-set is instilled in every employee and manager in the organisation. One very important thing BBY

prides itself in its attractive and powerful EVP. BBY says it becomes a compelling advertisement for the company because it has a gymnasium, a salon and a very friendly but safe work environment. It is an environment with great learning and development opportunities, and a great degree of autonomy and flexibility.

The BBY branch in Australia has started to do both underground and surface mining. Patience has been approached to run the BBY operations in Australia because of the challenges BBY Australia has faced recently. These challenges are related to senior management.

Patience took the role of the CEO of the branch in Australia. In line with the best talent management strategies of the mother company, she appointed Ayesha Naidoo as chief learning officer. Ayesha is also a talent management specialist and she came from the mother company of BBY where she had worked in different departments for almost 20 years. She therefore knew the company very well. Before she joined BBY, she had been a lecturer. Learning is her special interest and she likes seeing people being developed and acquiring more knowledge. She is very excited to head the Australian learning unit of BBY.

Owing to BBY Australia's international nature and its recruitment strategy that attracts international talent, the company has a diverse workforce. BBY Australia also makes use of a just-in-time workforce and acknowledges an ageing workforce from which it needs to recruit.

- 2.1 The company is diversifying into surface mining. What has triggered this type of change according to the case study? (2)
- 2.2 What cheaper approaches to expatriation would you recommend for use by BBY? (6)
- 2.3 Would you say BBY is embracing a talent mind-set? Substantiate your answer with good reasons. (5)
- 2.4 Can you elaborate on the reasons why EVP could be a compelling advertisement for BBY in their pursuit of new talent? (6)
- 2.5 What inferences can you make on the use of ageing, just-in-time and diverse workforce by BBY Australia? (6)

**Total = [25]**

**Total for Assignment 02 = [50]**

### **Guidelines for answering this assignment**

I advise that you follow the steps outlined below to answer the assignment questions:

- Read all the information about ethics and strategic human resource management in the prescribed book.
- **Study the relevant case study or scenario carefully** before you attempt to answer the assignment questions.

### **Assessment criteria**

Look closely at the assessment criteria in the following table. They will give you an idea of what is expected of you in each of the assignment categories.

| Poor performance<br>(1 to 22 out of 50)   | Average performance<br>(23 to 36 out of 50)   | Excellent performance<br>(37 to 50 out of 50)  |
|---|---|--|
| <p align="center"><b>Question 1.1</b></p> <p><b>Use the resource-based paradigm to give practical examples of how the human resources of the School for Business Administration can contribute to the sustained competitive advantage of the school.</b></p>                                    |   |  |
| <ul style="list-style-type: none"> <li>• Inability to use resource-based paradigm to give practical examples of how HR of the School of Business Administration can contribute to the sustained competitive advantage of the school.</li> </ul>   | <ul style="list-style-type: none"> <li>• Limited ability to use resource-based paradigm to give practical examples of how HR of the School of Business Administration can contribute to the sustained competitive advantage of the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Correct and thorough use of resource-based paradigm to give practical examples of how HR of the School of Business Administration can contribute to the sustained competitive advantage of the school.</li> </ul> |
| <p align="center"><b>Question 1.2</b></p> <p><b>Based on how the new dean has tried to communicate all his decisions, what would you say is the source of the negative reaction to the new evaluation criteria for existing faculty members?</b></p>  |   |  |
| <ul style="list-style-type: none"> <li>• No understanding of source of negative reaction.</li> </ul>  | <ul style="list-style-type: none"> <li>• Limited understanding of source of negative reaction.</li> </ul>   | <ul style="list-style-type: none"> <li>• Clear understanding of source of negative reaction.</li> </ul>  |
| <p align="center"><b>Question 1.3</b></p> <p><b>Which ideas support the use of a cross-functional team by the dean?</b></p>   |   |  |
| <ul style="list-style-type: none"> <li>• No ideas presented that support the dean's use of a cross-functional teams.</li> </ul>   | <ul style="list-style-type: none"> <li>• Limited ideas presented that support the dean's use of a cross-functional teams.</li> </ul>  | <ul style="list-style-type: none"> <li>• Clear ideas presented that support the dean's use of a cross-functional teams.</li> </ul>   |
| <p align="center"><b>Poor performance<br/>(1 to 22 out of 50)</b></p>   | <p align="center"><b>Average performance<br/>(23 to 36 out of 50)</b></p>   | <p align="center"><b>Excellent performance<br/>(37 to 50 out of 50)</b></p>  |
| <p align="center"><b>Question 1.4</b></p> <p><b>How would you justify the selection criteria chosen by the new dean for the appointment of new faculty members?</b></p>   |   |  |
| <ul style="list-style-type: none"> <li>• Failure to justify the selection criteria chosen by the new dean for the appointment of new faculty members.</li> </ul>  | <ul style="list-style-type: none"> <li>• Limited justification of the selection criteria chosen by the new dean for the appointment of new faculty members.</li> </ul>  | <ul style="list-style-type: none"> <li>• Clear justification of the selection criteria chosen by the new dean for the appointment of new faculty members.</li> </ul>   |
| <p align="center"><b>Question 2.1</b></p> <p><b>The company is diversifying into surface mining. What has triggered this type of change according to the case study?</b></p>  |   |  |
| <ul style="list-style-type: none"> <li>• No knowledge of the trigger for BBY's change.</li> </ul>   | <ul style="list-style-type: none"> <li>• Limited knowledge of the trigger for BBY's change.</li> </ul>  | <ul style="list-style-type: none"> <li>• Clear knowledge of the trigger for BBY's change.</li> </ul>   |
| <p align="center"><b>Question 2.2</b></p> <p><b>If Patience decides to take up this offer, she will be classified as an expatriate. If expatriation is done in this way, it is very expensive for the organisation. What cheaper approaches to expatriation would you recommend to BBY?</b></p> |   |  |

| <b>Poor performance<br/>(1 to 22 out of 50)</b>  | <b>Average performance<br/>(23 to 36 out of 50)</b>   | <b>Excellent performance<br/>(37 to 50 out of 50)</b>   |
|--|---|---|
| <ul style="list-style-type: none"> <li>No knowledge of cheaper approaches to expatriation.</li> </ul>  | <ul style="list-style-type: none"> <li>Limited knowledge of cheaper approaches to expatriation.</li> </ul>  | <ul style="list-style-type: none"> <li>Clear knowledge of cheaper approaches to expatriation.</li> </ul>  |
| <b>Question 2.3</b><br><b>Would you say BBY is embracing a talent mind-set? Substantiate your answer with good reasons.</b>  |   |   |
| <ul style="list-style-type: none"> <li>Does not know or understand whether BBY is embracing a talent mind-set.</li> </ul>  | <ul style="list-style-type: none"> <li>Limited knowledge and understanding of BBY and how it embraces a talent mind-set.</li> </ul>   | <ul style="list-style-type: none"> <li>Clear knowledge and understanding of BBY and how it embraces a talent mind-set.</li> </ul>   |
| <b>Question 2.4</b><br><b>Can you elaborate on the reasons why EVP could be a compelling advertisement for BBY in their pursuit of new talent?</b>   |   |   |
| <ul style="list-style-type: none"> <li>Poor elaboration on the reasons why EVP could be a compelling advertisement for BBY in their pursuit of new talent.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Limited elaboration on the reasons why EVP could be a compelling advertisement for BBY in their pursuit of new talent.</li> </ul>  | <ul style="list-style-type: none"> <li>Clear elaboration on the reasons why EVP could be a compelling advertisement for BBY in their pursuit of new talent.</li> </ul>  |
| <b>Question 2.5</b><br><b>What inferences can you make based on the use of ageing, just-in-time and diverse workforce by BBY Australia?</b>  |   |   |
| <ul style="list-style-type: none"> <li>No inferences based on the use of and ageing, just-in-time and diverse workforce by BBY Australia.</li> </ul>   | <ul style="list-style-type: none"> <li>Limited inferences based on the use of ageing, just-in-time and diverse workforce by BBY Australia.</li> </ul>   | <ul style="list-style-type: none"> <li>Clear inferences based on the use of ageing, just-in-time and diverse workforce by BBY Australia.</li> </ul>   |
| <b>Technical presentation and layout</b><br>(Although no marks are allocated for this in this module, these are important.)  |   |   |
| <ul style="list-style-type: none"> <li>Did not include an introduction.</li> <li>Did not acknowledge sources.</li> <li>Did not include a conclusion.</li> <li>Did not include a bibliography.</li> </ul> | <ul style="list-style-type: none"> <li>Included an introduction.</li> <li>Some sources were cited, but they were incorrectly referenced in most instances.</li> <li>Included a conclusion.</li> <li>Included a bibliography.</li> </ul> | <ul style="list-style-type: none"> <li>Included a relevant introduction.</li> <li>Acknowledged sources using the correct referencing technique.</li> <li>Included a suitable conclusion.</li> <li>Included a bibliography in the correct format, listing all relevant sources.</li> </ul> |
| <b>General</b>   |   |   |
| <ul style="list-style-type: none"> <li>The student took little or no notice of the information provided.</li> </ul>  | <ul style="list-style-type: none"> <li>The student understood the meaning and relevance of the information provided.</li> </ul>   | <ul style="list-style-type: none"> <li>The student fully understood the meaning and relevance of the</li> </ul>   |

| <b>Poor performance<br/>(1 to 22 out of 50)</b>  | <b>Average performance<br/>(23 to 36 out of 50)</b>   | <b>Excellent performance<br/>(37 to 50 out of 50)</b>   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• The student did not grasp the meaning of the information provided for the assignment.</li> <li>• Evidence of understanding is limited because the student quoted the study guide and/or the textbook verbatim.</li> <li>• Language usage is poor.</li> <li>• The student's writing style is haphazard; there are no paragraphs or no clear development of ideas.</li> <li>• The student did not follow the structure of the assignment (e.g. by using headings and subheadings).</li> <li>• The writing style is too much like a summary without fully developed ideas.</li> <li>• The student's handwriting is extremely difficult to read.</li> <li>• There are no references to sources used.</li> </ul> | <ul style="list-style-type: none"> <li>• The student analysed the meaning of the information provided, but did not apply it to the assignment.</li> <li>• The student displayed a sufficient understanding of the relevant HR aspects in the assignment, but relied on the study material to some extent.</li> <li>• Regarding language usage, a number of mistakes were made, but they do not affect the meaning.</li> <li>• The student's style of writing is easy to follow, but there is no clear development of ideas.</li> <li>• The presentation follows a predetermined structure and format.</li> <li>• Some ideas are fully developed and substantiated.</li> <li>• The overall impression (whether typed or hand written) is one of neatness.</li> <li>• Sources are acknowledged, but incorrectly.</li> </ul> | <p>information provided.</p> <ul style="list-style-type: none"> <li>• The student analysed the deeper meaning of the information provided and applied it to the assignment.</li> <li>• The student displayed a clear understanding of the relevant HR aspects in the assignment – explanations were given in the student's own words.</li> <li>• Regarding language usage, a few mistakes were made, but they do not affect the meaning.</li> <li>• The student's style of writing is easy to follow and logical.</li> <li>• The presentation follows a predetermined structure and format.</li> <li>• Ideas are fully developed and substantiated.</li> <li>• The overall impression (whether typed or hand written) is one of neatness.</li> <li>• Sources are correctly referenced.</li> </ul> |

### **Common mistakes made in answering questions of this nature**

In a similar assignment question asked previously, the following common mistakes were noticed:

- Some students copied information directly from the study guide and/or the prescribed book without acknowledging the source.
- A number of students could not or did not link the theory to the scenario.
- Some students could not apply the information obtained from sources such as the study guide and the prescribed book to the practical situation of the scenario.

Please note these mistakes and guard against them when you formulate your answers to the assignment questions.

**Suggested solutions to this assignment will be provided in Tutorial Letter HRM3704/202/2/2018, which will be posted to you after the due date for Assignment 02. This tutorial letter will also be available on myUnisa.**

**ADDENDUM C: SELF-ASSESSMENT ASSIGNMENT****SELF-ASSESSMENT ASSIGNMENT (BOTH SEMESTERS)**

Please note that the questions in the self-assessment assignment (Assignment 03) are good examples of examination questions. For your convenience, a mark has been allocated for each question. Do not expect a high mark if you do not produce the correct volume and content.

|                                |
|--------------------------------|
| <b>Assignment 03</b>           |
| <b>(Study units 4 and 11 )</b> |

**This assignment must NOT be sent to the University.**

**Learning outcomes**

After completing this assignment, you should be able to:

- Describe the design of an HR strategy.
- Identify the forces that trigger change in organisations
- Describe the barriers to organisational change and how to overcome them
- Specify three important steps to follow to implement change successfully within organisations

**QUESTION 1****COMMUNICA-COMMUNICATIONS: THE CHALLENGE OF ALIGNING HUMAN RESOURCE STRATEGIES WITH THE COMPANY'S OBJECTIVES**

Communica-Communications was founded by Joshua Jackson in 1995, and has been managed by him since then. Communica-Communications designs and produces communications software that is sold to customers, ranging from the computer industry to independent businesses. Although Communica-Communications has been profitable throughout its existence, its profitability has recently declined. Specifically, in the past several years, the workers have displayed diminished innovation, higher turnover and absenteeism, and an overall sluggish performance.

Based on these trends, Joshua called a meeting of all the managers to discuss potential courses of action to correct the problems. After a series of discussions, Joshua and the other managers agreed that they needed to appoint a full-time manager to assume sole responsibility for human resource management. In the past, the department managers had assumed responsibility for managing their employees. However, the growth of the company – there are now just over 500 employees – coupled with recent increases in absenteeism and turnover, suggests that the human resource responsibilities are substantial enough to warrant hiring a full-time manager.

In the same management meeting, Joshua stated that Communica-Communications must achieve two primary objectives to be successful in the future. First, the company must continue its growth strategy to respond to the expanding demand for its services. Second, it must enhance the innovative nature of its workforce to ensure that it remains competitive. In the

same meeting, Joshua said that the new HR manager (who was still to be appointed) would have to develop an HRM function that could tackle absenteeism and turnover problems while

helping Communica-Communications attain the two goals he had outlined. Other challenges they unearthed were that the company relies primarily on two practices to meet employment needs. Firstly, it recruits at the local university located just ten kilometres away. If graduating students are not interested in or not suitable for the job, the company places advertisements in the regional newspaper to seek candidates with the relevant skills and experience. Secondly, Communica-Communications relies on an established compensation system that applies to all employees throughout the organisation.

A performance management system was implemented about two years ago to assist management in making compensation decisions. The employees were evaluated in December on a graphic rating scale, a 1–5 Likert-type scale, with 1 representing “very unsatisfactory” and 5 representing “excellent”. There is really no consistent use of other human resource practices at Communica-Communications. Instead, managers use different methods of managing the workers in their respective units. For example, no consistent performance appraisal standards are used throughout the organisation. The criteria used to evaluate employees range from counting days absent to measuring innovation and creativity. Similarly, each manager uses somewhat different tactics for training employees. Some units assign new employees to shadow more experienced employees, who serve as the new employees’ mentors. Other managers do not offer any training and assume that the employees come to the job with all the knowledge they need to succeed.

- 1.1 What evidence can you find from the case study that could be the cause of an increase in employee absenteeism, turnover, sluggish performance and diminished motivation of employees at Communica-Communications? Substantiate your answer with good reasons. (10)
- 1.2 Zanele has been newly appointed as HR manager of Communica-Communications. Assuming the role of Zanele, design an HR strategy that will assist the organisation in achieving its organisational objectives. (15)

**Total: [25]**

## QUESTION 2

### CHANGES AT WWT ENTERPRISES

The HRM section of WWT Enterprises has until recently been using mainly paper-based records to keep a database of information. They embarked on sourcing an electronic integrated human resource information system (to replace their current record-keeping system), which will be implemented in two months’ time. The system will help them to keep employees’ personal records, and manage payroll and performance. The system seems to be best suited for the HRM of WWT and the company directors are excited about the new possibilities the system offers to the organisation. The system will assist in integrating and centralising corporate data, making it possible to share the data across various functional boundaries.

Not all the employees are equally excited about this change. Phumzile is a consultant and she is helping the company to implement the change. She receives e-mails from four of the managers and leaders to inform her that some employees feel uncomfortable about the change. They are concerned because their personal information will become available on the systems

that other employees will be able to access via the company intranet. They say that their subordinates were very comfortable with the old system, because paper-based records are authentic and reliable. Another challenge comes from employees in the HR department who think that the change is meant to reduce staff numbers. They are afraid of being retrenched soon after the new system is implemented. A week before the implementation of the HRIS, the four managers all took one month's leave. Phumzile realises that the company will have to deal with the implementation properly to ensure that all employees fully understand the new system and that they are comfortable with it.

Bongani, a very influential shop steward at WWT, who is loved by everyone because of his helpfulness when it comes to technology, is extremely happy about the introduction of the new HRIS, as the previous company he worked for used the same HRIS and he knows it well.

2.1 Critically analyse the implementation of HRIS at WWT. Answer the following questions in your analysis: (7)

2.1.1 What triggered change at WWT? Substantiate your answer with reference to the case study. (2)

2.1.2 Briefly discuss the root barrier to change at WWT. (3)

2.1.3 Identify and briefly discuss a symptom which shows that HRIS implementation is being resisted at WWT. (3)

2.2 What steps could WWT use to implement change successfully? Substantiate your answer with reasons. (18)

**Total: [25]**

**Total for Assignment 03: [50]**

### Assessment criteria

Look closely at the assessment criteria in the following table. The assessment criteria will give you an idea of what is expected of you in each of the assignment categories.

| Poor performance<br>(1 to 22 out of 50)   | Average performance<br>(23 to 36 out of 50)   | Excellent performance<br>(37 to 50 out of 50)  |
|---|---|--|
| <b>Question 1.1</b>   |   |  |
| What evidence can you find from the case study that could be the cause of an increase in employee absenteeism, turnover, sluggish performance and diminished motivation of employees at Communica-Communications? Substantiate your answer with good reasons. |   |  |
| <ul style="list-style-type: none"> <li>No understanding of the cause of an increase in employee absenteeism, turnover, sluggish performance and the diminished motivation of employees at Communica-Communications.</li> </ul>                                | <ul style="list-style-type: none"> <li>A limited understanding of the cause of an increase in employee absenteeism, turnover, sluggish performance and the diminished motivation of employees at Communica-Communications.</li> </ul> | <ul style="list-style-type: none"> <li>A correct and thorough understanding of the cause of an increase in employee absenteeism, turnover, sluggish performance and the diminished motivation of employees at Communica-Communications.</li> </ul> |

| Poor performance<br>(1 to 22 out of 50)  | Average performance<br>(23 to 36 out of 50)  | Excellent performance<br>(37 to 50 out of 50)  |
|--|--|--|
| <p align="center"><b>Question 1.2</b></p> <p>Zanele has been newly appointed as HR manager of Communica-Communications. Assuming the role of Zanele, design an HR strategy that will assist the organisation in achieving its organisational objectives.</p> |  |  |
| <ul style="list-style-type: none"> <li>No understanding and knowledge of the design of an HR strategy for Communica-Communications.</li> </ul>   | <ul style="list-style-type: none"> <li>A limited understanding and knowledge of the design of an HR strategy for Communica-Communications.</li> </ul>  | <ul style="list-style-type: none"> <li>Creative design of an HR strategy for Communica-Communications.</li> </ul>  |
| <p align="center"><b>Question 2.1</b></p> <p><b>Critically analyse the implementation of HRIS at WWT. Answer the following questions in your analysis: What triggered change at WWT? Substantiate your answer with reference to the case study.</b></p>      |  |  |
| <ul style="list-style-type: none"> <li>No understanding and knowledge of what triggered change at WWT and an inability to substantiate the answer with reference to the case study.</li> </ul>   | <ul style="list-style-type: none"> <li>Limited understanding and knowledge of what triggered change at WWT and a limited ability to substantiate the answer with reference to the case study.</li> </ul> | <ul style="list-style-type: none"> <li>Clear understanding and knowledge of what triggered change at WWT and a clear substantiation of the answer with reference to the case study.</li> </ul> |
| <p align="center"><b>Question 2.2</b></p> <p><b>Briefly discuss the root barrier to change at WWT.</b></p>   |  |  |
| <ul style="list-style-type: none"> <li>Inability to briefly discuss the root barrier to change at WWT.</li> </ul>  | <ul style="list-style-type: none"> <li>Limited ability to briefly discuss the root barrier to change at WWT.</li> </ul>  | <ul style="list-style-type: none"> <li>Clear and a brief discussion of the root barrier to change at WWT.</li> </ul>   |
| Poor performance<br>(1 to 22 out of 50)  | Average performance<br>(23 to 36 out of 50)  | Excellent performance<br>(37 to 50 out of 50)  |
| <p align="center"><b>Question 2.3</b></p> <p><b>Identify and briefly discuss a symptom which shows that HRIS implementation is being resisted at WWT.</b></p>  |  |  |
| <ul style="list-style-type: none"> <li>Inability to identify and briefly discuss a symptom showing that HRIS implementation is being resisted at WWT.</li> </ul>   | <ul style="list-style-type: none"> <li>Limited ability to identify and briefly discuss a symptom showing that HRIS implementation is being resisted at WWT.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Clear identification and brief discussion of a symptom showing that HRIS implementation is being resisted at WWT.</li> </ul>                            |
| Poor performance<br>(1 to 19 out of 50)  | Average performance<br>(20 to 39 out of 50)  | Excellent performance<br>(40 to 50 out of 50)  |
| <p align="center"><b>Question 2.4</b></p> <p><b>What steps could WWT use to implement change successfully? Substantiate your answer with reasons.</b></p>  |  |  |

| <b>Poor performance<br/>(1 to 22 out of 50)</b>  | <b>Average performance<br/>(23 to 36 out of 50)</b>   | <b>Excellent performance<br/>(37 to 50 out of 50)</b>   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Inability to identify steps WWT could take to implement change successfully and to substantiate answers.</li> </ul>   | <ul style="list-style-type: none"> <li>• Limited identification of steps WWT could take to implement change successfully and limited substantiation of answers.</li> </ul>  | <ul style="list-style-type: none"> <li>• Clear identification of steps WWT could take to implement change successfully and detailed substantiation of answers.</li> </ul>   |
| <b>Technical presentation and layout</b>   |   |   |
| <ul style="list-style-type: none"> <li>• Did not include an introduction.</li> <li>• Did not acknowledge sources.</li> <li>• Did not include a conclusion.</li> <li>• Did not include a bibliography.</li> </ul>   | <ul style="list-style-type: none"> <li>• Included an introduction.</li> <li>• Acknowledged some sources, mostly using the correct referencing technique.</li> <li>• Included a conclusion.</li> <li>• Included a bibliography.</li> </ul>   | <ul style="list-style-type: none"> <li>• Included a relevant introduction.</li> <li>• Acknowledged sources using the correct referencing technique.</li> <li>• Included a sufficient conclusion.</li> <li>• Included a bibliography in the correct format, listing all relevant sources.</li> </ul>   |
| <b>General</b>   |   |   |
| <ul style="list-style-type: none"> <li>• Took little or no notice of the case study or scenario.</li> <li>• Not aware of the meaning of the case study or scenario in relation to the assignment.</li> <li>• Poor use of language.</li> <li>• Writing style is haphazard; no paragraphs or no clear development of ideas.</li> <li>• Did not follow the structure of the assignment (e.g. by using headings and subheadings).</li> <li>• Style is too much like a summary without fully developed ideas.</li> <li>• Handwriting is extremely difficult to read.</li> <li>• No references to sources used.</li> </ul> | <ul style="list-style-type: none"> <li>• Understands the meaning and relevance of the case study or scenario.</li> <li>• Analysed the meaning of the case study or scenario, but did not apply it to the assignment.</li> <li>• Language use – a number of mistakes that do not affect the meaning.</li> <li>• Style of writing is easy to follow, but there is no clear development of ideas.</li> <li>• The presentation follows a predetermined structure and format.</li> <li>• Some ideas are fully developed and substantiated.</li> <li>• The overall impression (whether the answer is typed or handwritten) is one of neatness.</li> <li>• Sources are referenced, but incorrectly.</li> </ul> | <ul style="list-style-type: none"> <li>• Fully understands the meaning and relevance of the case study or scenario.</li> <li>• Analysed the deeper meaning of the case study or scenario and applied it to the assignment.</li> <li>• Language use – a few mistakes that do not affect the meaning.</li> <li>• Style of writing is easy to follow and logical.</li> <li>• The presentation follows a predetermined structure and format.</li> <li>• Ideas are fully developed and substantiated.</li> <li>• The overall impression (whether the answer is typed or handwritten) is one of neatness.</li> <li>• Sources are correctly referenced.</li> </ul> |

**Guidelines for answering this assignment are provided in Addendum D of this tutorial letter.**

**ADDENDUM D: SUGGESTED GUIDELINES FOR SELF-ASSESSMENT ASSIGNMENT**

Have you attempted to answer these questions before looking at the answers?

Self-assessment means that you should answer the questions and then assess your answers by means of the guidelines provided.

Do not read through the answers if you have not yet attempted to answer the questions.

**SUGGESTED GUIDELINES FOR ASSIGNMENT 03**

**These questions relate to study units 4 and 11.**

**QUESTION 1**

**Question 1.1 What evidence can you find from the case study that could be the cause of an increase in employee absenteeism, turnover, sluggish performance and diminished motivation of employees at Communicate-Communications? Substantiate your answer with good reasons. (10)**

- (1) Role of HR in the organisation. (1 mark) There is no HR representative in the organisation. The line managers seem to be handling all the HR queries. There is also no consistency in their operations. (1 mark)
- (2) Recruitment. (1 mark) The organisation does not make sufficient use of advertising methods. (1 mark)
- (3) Compensation. (1 mark) The employees are not compensated based on their skills, knowledge and experience; they receive the same market-related salary that everyone in their position receives. (1 mark)
- (4) Performance management. (1 mark) The performance management system is not utilised properly. Employees are evaluated once a year to determine by what percentage their salaries should be increased. There are also no set performance criteria or standards. (1 mark)
- (5) Training and development. (1 mark) There is no uniform training programme and/or method in the organisation. (1 mark)

**Question 1.2 Zanele has been newly appointed as HR manager of Communicate-Communications. Assuming the role of Zanele, design an HR strategy that will assist the organisation in achieving its organisational objectives. (15)**

Zanele should therefore develop an HR strategy that includes for example a mission statement with regard to a set of proposed goals, a proposed organisation structure, a programme that outlines priorities and policies, and a budget for resource allocation. (1 mark for any one of these points)

Zanele's HR goals should include for example increasing performance quality and reducing absenteeism and turnover. She should therefore develop HR practices and policies to achieve her goals. (1 mark for any of these goals)

Once the strategies and goals have been determined, Zanele has to determine what people are required to achieve the mission (1), how the culture of the organisation can be changed, and what the implications of those plans are for the future structure, HR systems and resource requirements. (1)

Zanele has to take into consideration that internal and external issues will influence the HR strategy. Internal issues include for example demographic issues, employee skills, productivity and organisational structure. (1) External issues include economic, technological, social, political and legal issues. (1)

Another important aspect to take into consideration in this regard, are the strategic imperatives behind important decisions. Strategic imperatives are defined as priority issues that must be addressed to meet long-term objectives. In this case, Zanele's priority issues are recruitment, fair compensation, performance management, training, and development. (1) Other priorities are to align the HR strategies to the organisation's strategies to reduce absenteeism and turnover, to reach the organisation's goals (i.e. growth and innovation) and to obtain a competitive advantage. (1) When Zanele undertakes these initiatives, she has to ensure that she and management understand the rationale, set and test goals, consider alternative options, and plan a roadmap for execution.

(1) *Strategic.* (1) At strategic level Zanele should fulfil the function of strategic partner and should be involved in the corporate and HR planning (1). It is recommended that she execute the following tasks:

- Meet regularly with line management to formulate and review broad HR strategies
- Participate in top-level sessions on business strategy
- Work closely with line managers on an ongoing basis to assure that all components of the business strategy are implemented adequately
- Manage the HRM function strategically to ensure that it has its own departmental strategy that identifies priorities, directs the allocation of resources and guides the work of various specialists

(1 mark for any one of the above points)

(2) *Operational.* (1 mark) At operational level Zanele has to develop action plans to meet the present labour needs. (1)

(3) *Functional* (1 mark) At functional level Zanele has to carry out activities that ensure that employees are in the right place at the right time (1 mark)

Once the HR structure has been finalised, it is important that Zanele establish proper communication links with line management (1). This relationship can be enhanced by having regular meetings with line managers, circling relevant HR reports to them and establishing a computerised HR system that allows access by all stakeholders. (1 mark) (15 marks for any of the above 15 points) **[25]**

## QUESTION 2

**Question 2.1 Critically analyse the implementation of HRIS at WWT. Answer the following questions in your analysis: (7)**

**2.1.1 What triggered change at WWT? Substantiate your answer with reference to the case study.**

The change involved E-HR, it is therefore a technological change (1); it is also internal, meaning it is originating from the need to better service inside the WWT. (1)

**2.1.2 Briefly discuss the root barrier to change at WWT.**

The root barrier to change at WWT comes from leadership and management. (1) Management and leadership think that paper based records are more reliable. (1) The barrier is that management and leadership do not seem to support this change. (1)

**2.1.3 Identify and briefly discuss a symptom that HRIS implementation is being resisted at WWT.**

Managers are all taking a one-month leave; this is a typical example of withdrawal (1) and change sabotage (1), This will definitely hinder the process of change, as it cannot be successful without active involvement and assistance from managers. (1) **(any two points for two marks)**

**Question 2.2 What steps could WWT use to implement change successfully? Substantiate your answer with reasons. (18)**

**Sec 11.1.4**

**2.2.1 Getting ready for change (1)**

Management must be taught of the benefits of change and the real aim of this change, (1) which among others is to better service at WWT and also get their buy in of the introduction of HRIS at WWT. This will facilitate the buy in of the change by subordinates as well. (1)

**2.2.2 Working with politics of change (1)**

The enthusiasm of Bongani, who is a very influential employee in the organisation, must also be used to facilitate the acceptance of the change (1) and lessen politicking that can come from the implementation of the change. (1)

**2.2.3 Supporting emotional transitioning (1)**

Leadership at WWT must determine how different individuals feel about the change and how they think change will affect them; (1) This will assist to allay all the fears employee may have. It will also address those barriers to change like the thinking by managers that there is no need for change because the old paper based system is reliable and the fact that most HR staff members think that the change will lead to their retrenchment. (1)

**2.2.4 Planning the implementation details (1)**

Implementation details must clearly organised and communicated at WWT to ensure that the change is implemented smoothly. (1), This will include the timing of change and who will be responsible for key deliverables (1)

**2.2.5 Fostering creativity and spontaneity (1)**

This will allow for unexpected positive results as employees are allowed to influence the change process via their inputs (1), This further allows for the development of passion and ownership among employees. (1)

2.2.6 Inspiring continuous learning and evolution (1)

Continuous learning and evolution from and through implemented change must be fostered. (1), WWT has to engage in ongoing external environment scanning and develop stakeholder-feedback loops to check the success of change. (1)

**Total: [25]**

**Total for Assignment 03: [50]**