

Tutorial Letter 101/3/2017

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 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/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 the 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: HRMALL6/301/4/2017
- 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 sent to all registered students a few weeks after the due dates for the assignments, irrespective of whether or not students 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:

Mr CV Gumede	
Office number:	Room 3-20, AJH van der Walt Building, Muckleneuk Campus, Unisa
Fax number:	086 2292940
Postal address:	The Lecturer Contemporary Issues in Human Resource Management (HRM3704) Department of Human Resource Management PO Box 392 Unisa 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.

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

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** at the top of any correspondence 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 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:

Telephone number:	012 429 8701
E-mail address:	hrmacademics@unisa.ac.za (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.)

3.3 University

Any enquiries about administrative matters should be addressed to the section concerned with your problem. Consult the brochure *Study @ Unisa* or Tutorial Letter HRMALL6/301/4/2017 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 HRM3704 module:

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: 978019599830 6)

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 is selected as 2017. Once you click on "**Display**" you will find information on the prescribed book for the particular module as well as information about the 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 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.

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
- 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 provided in Tutorial Letter HRMALL6/301/4/2017 as well.

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 providing you 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. For you to get the most out of online tutoring, you have to participate in the online discussions that the e-tutor facilitates.

6 STUDY PLAN

A study plan has been drawn up for you, seeing that you 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 should **at least** have completed certain sections of the study material. Remember, though, 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 if you prefer.

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 2017:

FIRST SEMESTER (JANUARY–JUNE 2017)			
Study guide	Prescribed book	Assignment	Preparation for the examination*
Week 1 (31 January–6 February 2017)			
Orientation: Study study units 1 and 2.	Study chapters 1 and 2.		
Week 2 (7–13 February 2017)			
Study study units 3 and 4.	Study chapters 3 and 4.	Start with Assignment 01.	
Week 3 (14–20 February 2017)			
Study study unit 5.	Study chapter 5.	Work on Assignment 01.	
Week 4 (21–27 February 2017)			
Study study unit 6.	Study chapter 6.	Work on Assignment 01. Complete self-assessment questions for Assignment 03 and assess answers.	
Week 5 (28 February–6 March 2017)			
Study study unit 7.	Study chapter 7.	Complete Assignment 01 and submit it in time to reach Unisa on or before 28 February 2017. Complete self-assessment questions for Assignment 03 and assess answers.	
Week 6 (7–13 March 2017)			
Study study unit 8.	Study chapter 8.	Work on Assignment 02. Complete self-assessment questions for Assignment 03 and assess answers.	
Week 7 (14–20 March 2017)			
Study study unit 9.	Study chapter 9.	Work on Assignment 02.	
Week 8 (21–27 March 2017)			
Study study unit 10.	Study chapter 10.	Complete Assignment 02 and submit it in time to reach Unisa on or before 24 March 2017.	
Week 9 (28 March–3 April 2017)			
Study study unit 11.	Study chapter 11.	Complete self-assessment questions.	

FIRST SEMESTER (JANUARY–JUNE 2017)			
Study guide	Prescribed book	Assignment	Preparation for the examination*
Week 10 (4–10 April 2017)			
Study study units 12 and 13.	Study chapters 12 and 13.		
Week 11 (11–17 April 2017)			
			Study chapters 1, 2 and 3.
Week 12 (18–24 April 2017)			
			Study chapters 4, 5 and 6.
Week 13 (25 April–1 May 2017)			
			Study chapters 7, 8 and 9.
Week 14 (2–8 May 2017)			
			Study chapters 10 and 11.
Week 15 (9–15 May 2017)			
			Study chapters 12 and 13.
Weeks 16–20 (16 May–9 June 2017)			
			Revise all study units. Examination* sessions begin on 8 May 2017 and end on 9 June 2017.

*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 2017 is also included for your convenience:

SECOND SEMESTER (JULY–NOVEMBER 2017)			
Study guide	Prescribed book	Assignment	Preparation for the examination*
Week 1 (18–24 July 2017)			
Orientation: Study study units 1 and 2.	Study chapters 1 and 2.	Start with Assignment 01.	
Week 2 (25–31 July 2017)			
Study study units 3 and 4.	Study chapters 3 and 4.	Work on Assignment 01.	
Week 3 (1–7 August 2017)			
Study study unit 5.	Study chapter 5.	Work on Assignment 01. Complete self-assessment questions for Assignment 03 and assess answers.	

SECOND SEMESTER (JULY–NOVEMBER 2017)			
Study guide	Prescribed book	Assignment	Preparation for the examination*
Week 4 (8–14 August 2017)			
Study study unit 6.	Study chapter 6.	Complete Assignment 01 and submit it in time to reach Unisa on or before 11 August 2017.	
Week 5 (15 – 21 August 2017)			
Study study unit 7.	Study chapter 7.	Start with Assignment 02. Complete self-assessment questions for Assignment 03 and assess answers.	
Week 6 (22–28 August 2017)			
Study study units 8.	Study chapter 8.	Continue working on Assignment 02. Complete self-assessment questions for Assignment 03 and assess answers.	
Week 7 (29 August–4 September 2017)			
Study study unit 9.	Study chapter 9.	Complete self-assessment questions for Assignment 03 and assess answers.	
Week 8 (5–11 September 2017)			
Study study unit 10.	Study chapter 10.	Work on assignment 01.	
Week 9 (12–18 September 2017)			
Study study unit 11.	Study chapter 11.	Work on assignment 02 and submit it in time to reach Unisa on or before 15 September 2017.	
Week 10 (19–25 September 2017)			
Study study unit 12 and 13.	Study chapter 12 and 13.	Complete self-assessment questions and assess answers.	
Week 11 (26–2 October 2017)			
			Study chapters 1, 2 and 3.
Week 12 (3–9 October 2017)			
			Study chapters 4, 5 and 6.
Week 13 (10–16 October 2017)			
			Study chapters 7, 8 and 9.
Week 14 (17–23 October 2017)			
			Study chapters 10 and 11.
Week 15 (24–30 October 2017)			

SECOND SEMESTER (JULY–NOVEMBER 2017)			
Study guide	Prescribed book	Assignment	Preparation for the examination*
			Study chapters 12 and 13.
Weeks 16–20 (31 October–24 November 2017)			
			Revise all study units. Examination* sessions start on 16 October 2017 and end on 24 November 2017.

*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 (3) 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 HRMALL6/301/4/2017. 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 will be 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 will be combined with your examination mark to calculate the final assessment mark for this module. The assignment marks will contribute a maximum of 20% (10% each) to the final assessment mark for the module, while the examination mark will contribute 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 toward your final mark. If you submit one assignment only, 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 HRMALL6/301/4/2017 for more information on the calculation of your final assessment mark.

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

8.2 Assignment numbers

There are three (3) assignments for this module per semester. 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 2017 are provided in Addenda 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 2017	663113	11 August 2017	793400
02	24 March 2017	830883	15 September 2017	706142
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 you provide the correct unique number when submitting assignments.

8.3 Submission of assignments

To complete the assignments, you must mainly study 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 and chapters 1, 2, 3, 4, 5 and 6	Study units and chapters 1, 2, 3, 4, 5 and 6
Assignment 02	Study units and chapters 1, 3, 5 and 8	Study units and chapters 9 and 10
Assignment 03	Study units and chapters 6, 8, 9 and 11	Study units and chapters 6, 8, 9 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 of the assignment. 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/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).

TOTAL MARK FOR THE PAPER	75 marks
DURATION OF THE EXAMINATION	2 hours

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 and 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 that are available on myUnisa.

Please do not contact your lecturer for copies of previous examination papers or regarding 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/paragraph questions will be similar in format to the theoretical assignment questions in Tutorial Letter 101 and the questions in the prescribed book.

You should 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 tutorial letter and subsequent tutorial letters you are/will be given feedback on how you should have answered the assignment questions and what you should have included in your answers. A wise student will make an effort to master this aspect of the work so that he/she 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.

In preparing for the examination, you should consider the following guidelines:

- 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 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, for example, you expect to have to answer an essay-type question, 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 HRMALL6/301/4/2017 for general examination-related guidelines.

10 FREQUENTLY ASKED QUESTIONS

A number of frequently asked questions and answers appear in Addendum C of Tutorial Letter HRMALL6/301/4/2017. 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

ADDENDA

ADDENDUM A: COMPULSORY ASSIGNMENTS (SEMESTER 1)

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.

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 1–6)	
Due date	Unique number
28 February 2017	663113

- 1 Which of the following is an implication of implementing self-managed work teams?
 - 1 The HR professional becomes a coach/counsellor/advisor for the team.
 - 2 The HR professional becomes an active team member and must learn new behaviours.
 - 3 The HR professional decides who should be selected when vacancies arise in the team.
 - 4 The HR professional develops, presents and evaluates training programmes for the team.

- 2 According to Wright and McMahan, human resources can only exist as a sustained competitive advantage if they exhibit a number of characteristics. Which of the following is NOT one of these characteristics?
 - 1 the inimitability of HR
 - 2 the rarity of HR
 - 3 the diversity of HR
 - 4 the substitutability of HR

- 3 Because of the unique situation of a self-managed work team, changes will have to be made in the compensation system. In the past, employees were rewarded according to the

job category but in the team situation, the system that is mostly used is compensation for _____.

- 1 loyalty
 - 2 individual performance
 - 3 knowledge
 - 4 tenure (years of service)
- 4 According to Barney, a researcher on strategic management and organisational competitive advantage, the following are examples of organisational capital resources, EXCEPT _____.
- 1 compensation policies
 - 2 reporting structures
 - 3 management control systems
 - 4 manufacturing facilities
- 5 Which new leadership model is a combination of both transactional and transformational leadership?
- 1 strategic-based approach
 - 2 charismatic-based approach
 - 3 managerial-based approach
 - 4 behavioural-based approach
- 6 If an organisation is to function successfully, a relationship needs to exist 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 According to authors Dyer and Holder, strategic human resource management consists of three major tasks. Which of the following is NOT one of these tasks?
- 1 Ensuring that the HR issues and implications of various alternatives or proposals are fully considered.
 - 2 Establishing HR goals and action plans, that is, HR strategies at all levels to support the business strategies.
 - 3 Working with line managers as principal clients to ensure that established plans are indeed implemented.

- 4 Improving cooperation between the human resource management department and trade unions.
- 9 The _____ model or core-periphery model provides competitive advantage through the restructuring of the employment relationship.
- 1 global HRM
 - 2 fit/flexibility
 - 3 flexible-firm
 - 4 emerging HR organisation
- 10 According to Bass' research, transformational leadership consists of the following behavioural components, EXCEPT _____.
- 1 charisma
 - 2 inspiration
 - 3 intellectual stimulation
 - 4 persistence
- 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 can be used in very large companies only.
- 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 Which of the following is associated with employees who have the opportunity to develop their range of skills?
- 1 mobility
 - 2 better salaries
 - 3 greater job satisfaction
 - 4 clear career paths
- 14 Everything an employee experiences within an organisation, including intrinsic and extrinsic satisfaction, values, ethics and culture, as well as how well the organisation fulfils the employee's needs, expectations and aspirations, refers to _____.
- 1 job satisfaction
 - 2 a psychological contract
 - 3 emotional attachment

- 4 an employee value proposition
- 15 Author Tichy contends that, organisations are continually confronted by 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 NOT an advantage of flexible patterns of work for employers?
- 1 increased productivity
 - 2 reduced fixed costs
 - 3 reduced absence and turnover
 - 4 reduced training costs
- 18 The extrinsic motivation level in the interest alignment model of Gottshalg and Zollo implies that it 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 Which one of the following is NOT a characteristic of heroic leaders?
- 1 excite employees
 - 2 make sure that individuals throughout the organisation behave in ways needed for change
 - 3 shape employees' aspirations
 - 3 direct employees' energy
- 20 Which one of the following is NOT a potential advantage of a flexible pattern of work for employees?
- 1 greater job satisfaction
 - 2 constant change
 - 3 improved motivation
 - 4 less tiredness

Total for Assignment 01: 20 x 5 = 100

The answers to this assignment will be provided in Tutorial Letter HRM3704/201/1/2017, 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 1	
(Study units 1, 3, 5, and 8)	
Due date	Unique number
24 March 2017	830883

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

- briefly explain the concepts of utilitarianism, Kantian deontology and justice and to apply them to the case study
- advise the business referred to in the case study on three (3) alternative workplace options that could be used to assist female employees in their endeavour to balance work and family duties
- identify and to discuss some of the challenges the business referred to in the case study could face when it implements alternative workplace options
- identify and to discuss four (4) leadership roles of the manager and to provide examples of how they are displayed in the case study
- justify the statement that the manager is a transformational leader and to provide examples by quoting from the case study
- identify and to discuss the kind of leadership style the manager in the case study displays in his use of teams

QUESTION 1

Read the following case study and then answer the questions that follow.

News of the World: What was it like on the inside?

The *News of the World* has published its last edition after 168 years. It marks the end of a newspaper where the journalists would get the stories at any cost, writes Dan Arnold, an investigative reporter at the paper from 1994 to 1996. "We want exclusives, not excuses," was one of the many mantras at the News of the World. Journalism is notoriously a high-pressure business, but the NoW was its own special pressure cooker of fear and rivalry. "Get the story at any cost, we pay more than anyone else" was the basic premise at the start of any story. I was authorised to offer a bin man £25 000 in cash, a new car and a holiday for his story. But as I sat outside a South London terraced house, people back in the office simply would not believe that a refuse collector didn't want to talk to me. Saying "no" to the NoW simply wasn't an option.

Feared and loathed

Journalists were both feared and loathed. People would rarely talk, so we had to get the story by other means. Was I asked to do anything illegal? No, but at the same time we were expected to cover our own backs. "Any cost" means what it says. And remember, the NoW printed only what it could prove. You could collect all the hearsay "evidence" you liked, but without an admission or rock-solid proof the story would get binned or left until you came up with the goods. I was once called into Piers Morgan's office (the editor at the time) to hear an influential "fat cat" businessman explain his relationship with a senior politician's female adviser. I knew that they had been meeting and communicating but could not definitively prove they had an affair. But bingo, he spilled the beans.

Fair game

At the time, the NoW was selling 4,7 million copies per week, far outstripping its nearest rivals. Those working at the NoW knew they had "made it" – it was the biggest-selling paper in the English-speaking world. Celebrities, politicians and common-or-garden scumbags were the stock-in-trade and absolutely fair game. Who would care about the ethics if you exposed a dodgy politician or a paedophile? Certainly not me. You could put the fear of God into an MP just by phoning and saying: "Hi, I'm a reporter from the News of the World." Kind of "ignore me at your peril". Definitely a thrill. And to be honest, we were onto the next thing so quickly that we didn't have time to reflect on the stories and those involved. All investigative reporters from any paper or TV channel have to cross boundaries to get the story. The end often justified the means. And the resources? At 10am on a Tuesday (the start of the working week for us), it was: "Dan, go to Heathrow Airport. Pick up five grand in cash from the Amex desk. Get to Sardinia. Now." Boring? No. But you were only as good as your last story, and I've heard other former journos describe how your bylines were counted up over the year to see who would get the sack.

Suspicion and paranoia

It was absolutely dog-eat-dog in the office. Stories were compartmentalised. None of us knew what the other was doing unless we were specifically teamed up. This was not just journalistic rivalry, we were told not to mention what we were doing to anyone, especially our colleagues. Suspicion and paranoia were how you survived. And it was so competitive. There simply wasn't room for all the stories produced to appear in the paper, so only the best ones made it. And there were even a couple of "byline bandits" in the office, who would remove your name from a jointly written story. It was a bubble too. Most journos were so focused on their stories and not getting fired that the "real" world did not exist. We were on call 24 hours a day with our pagers, and often worked evenings and weekends. Not so strange in the world of news admittedly, but you had to add to that the atmosphere that the paper was all that mattered. The stress was visible on colleagues' faces and often led to huge drinking binges and troubles at home.

Ironically enough, I lost my job when the *Today* newspaper, another *News International* title, was closed down. They had to find 150 jobs in the building, and I was last in, first out. I still write now, but specialise in wine and music stories (much closer to my heart) and of course feel lucky that I got the boot when I did. I don't think that I would have hacked into Milly Dowler's phone, but people with stressful careers and huge mortgages can be driven to the maddest of choices. I left with my principles intact.

SOURCE: [Online]. Available:<http://www.bbc.co.uk/news/magazine-14078182a> *BBC News Magazine* July 10, 2011.

- 1.1 Briefly explain the concepts of utilitarianism, Kantian deontology and justice and apply them to the case study. (12)

Read the following case study and then answer the questions that follow.

Flexible work arrangements at BBH Attorneys

In 2010, BBH Attorneys celebrated its eleventh year in which approximately 50% of the new people it hired were women. Because it takes nearly a decade to become a partner, the BBH firm based in Mpumalanga, South Africa, was now sitting back and waiting for all the women to start making bids for partnerships, but something unexpected happened. Instead of seeing an increase in the number of women applying for partnerships, BBH Attorneys saw a decline. Talented women were leaving the firm and this represented a huge drain of capable people. As the firm was in a knowledge-intensive business, this problem went beyond social consciousness. The success of the firm was at stake. BBH could not afford to lose valued partners.

To address the problem, the company formed a task team to do thorough research on why women were leaving the firm. The task team conducted a massive information-gathering initiative, interviewing women at all levels of the company, even contacting women who had left the firm. The task team uncovered one main area of complaint, namely, work and family issues.

The firm had hoped for better results. For the first time in the history of the firm, turnover rates for senior managers (just before making partner) were lower for women than for men. Retention of women at all levels was important – it would give BBH Attorneys external recognition in the marketplace and help with recruiting. Moreover, it would also give BBH Attorneys a laudable reputation among its clients.

- 1.2 Advise BBH Attorneys on three (3) alternative workplace options that could be used to assist female employees of the firm in their endeavour to balance work and family duties. (6)
- 1.3 Identify and discuss (with reference to the case study) some of the challenges BBH Attorneys could face when it implements alternative workplace options. (7)

Total = [25]

QUESTION 2

Read the following case study and then answer the questions that follow.

Ben Ngwenyama – Sun Sporting Goods

The Sun Sporting Goods facility in Midrand, Gauteng, was considered one of the least efficient plants in the corporation. The facility, which produced golf balls, consistently lost money. The Midrand plant's lack of profitability was caused by major problems in the areas of productivity, quality, cost, safety, morale and housekeeping. Management and employees displayed an "us against them" mentality. Ben Ngwenyama, the plant manager, wanted to change the situation by solving these problems. He wanted Sun Sporting Goods to make the best golf balls and to have the most efficient production facilities in the world.

To achieve this mission, Ben developed five guiding philosophies or principles, namely, employee involvement, total-quality management, continuous improvement, lowest-total-cost manufacturing and just-in-time manufacturing, which he wanted to convert into shared values.

Ben held meetings with groups of employees to inform them about the vision, mission and values he wanted them to share. He asked everyone to change the facility's way of doing business radically. He stressed the need to change from the old, dictatorial management style to the new, employee-involvement style. Ben always aroused strong emotions wherever he articulated his vision for the organisation and he fostered a culture of creativity in the solving of problems. He was a strong supporter of two-way communication; with this he believed management had a lot to learn from employees as well. "If we are to succeed in this organisation, we must give employees a chance to air their views," he often said. After those meetings, employees were subsequently referred to as associates and they were empowered to find new solutions to old problems and almost everyone in the organisation referred to Sam as a transformational leader.

Ben often met with plant managers of other local companies. These meetings were meant for the sharing of ideas and networking. The idea was that, if there were local problems, they could be solved by the group of plant managers from different companies.

Managers were trained in employee-involvement management, and through training, they developed skills to include employees in decision making, to develop teams, to develop better human relations, to coach employees, to manage time better and to manage total quality. The old attitude of "we cannot do it", or "we cannot afford to do it" was changed to "we can do it" and "we cannot afford not to do it". To solve Sun Sporting Goods' problems, Ben instituted a voluntary employee-participation programme called Team Sun. These were self-managed work teams and also cross-functional teams. The teams were developed to participate in problem solving in the areas of productivity, quality, cost, safety, morale and housekeeping. These teams focused on reducing operating expenses, increasing cash flow, reducing inventory and improving safety and housekeeping. To ensure team success, at the beginning of the change in process, all associates on teams were given training similar to that given to managers. Within a few years, 66% of employees had formed voluntary teams. Each team represents a specific area of the plant and creates its own unique logo, T-shirt and posters, which were displayed in the plant. Sun Sporting Goods organises several picnics and parties each year to show its appreciation to all associates. To recognise team accomplishments, three Team Sun teams are chosen each quarter to receive awards that Sam presents at a meeting of the entire plant staff.

Its new vision, mission and management style dramatically changed the Midrand facility. Sun Sporting Goods at Midrand was named one of the "best plants in South Africa" by a leading financial magazine. The experience at Sun Sporting Goods illustrates that HR professionals, like Ben Ngwenyama, can only demonstrate their competence when they add value to the business.

Source: Adapted from Lussier, RN & Achua, CF. Case 1: Al Scott – Wilson Sporting Goods, in *Leadership: Theory, application and skill development*. 2nd edition. Minnesota: South-Western: 22.

- 2.1 Identify and discuss four (4) of Ben Ngwenyama's leadership roles and provide examples of how they are displayed in the case study. (8)
- 2.2 What type of leadership style does Ben Ngwenyama display? Justify your answer by providing examples from the case study. (9)
- 2.3 Assume Ben Ngwenyama is an effective leader; discuss the influence of emotional intelligence and communication competences on effective leadership. (8)

Total = [25]

Total for Assignment 02 = [50]

Guidelines for approaching 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.
- Begin each question of the assignment by **carefully studying the relevant case study/scenario**.

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 (1 to 22 out of 50)	Average performance (23 to 36 out of 50)	Excellent performance (37 to 50 out of 50)
Question 1.1 Briefly explain the concepts of utilitarianism, Kantian deontology and justice and apply them to the case study.		
<ul style="list-style-type: none"> • No understanding of the concepts and their application to the case study 	<ul style="list-style-type: none"> • Limited understanding of the concepts, limited application of the concepts to the case study and few examples from the case study 	<ul style="list-style-type: none"> • Clear understanding of the concepts, good application of the concepts to the case study and numerous examples from the case study
Question 1.2 Advise BBH Attorneys on three (3) alternative workplace options that could be used to assist female employees of the firm in their endeavour to balance work and family duties.		
<ul style="list-style-type: none"> • No understanding and knowledge of the three (3) alternative workplace options that could be used to assist female employees of BBH Attorneys in their endeavour to balance work and family duties 	<ul style="list-style-type: none"> • Limited understanding and knowledge of the three (3) alternative workplace options that could be used to assist female employees of BBH Attorneys in their endeavour to balance work and family duties 	<ul style="list-style-type: none"> • Clear understanding and knowledge of the three (3) alternative workplace options that could be used to assist female employees of BBH Attorneys in their endeavour to balance work and family duties
Question 1.3 Identify and discuss some of the challenges BBH Attorneys could face when it implements alternative workplace options.		
<ul style="list-style-type: none"> • No understanding and knowledge of the challenges BBH Attorneys could face when it implements alternative workplace options 	<ul style="list-style-type: none"> • Limited understanding and knowledge of the challenges BBH Attorneys could face when it implements alternative workplace options 	<ul style="list-style-type: none"> • Clear understanding and knowledge of the challenges BBH Attorneys could face when it implements alternative workplace options
Question 2.1 Identify and discuss four (4) of Ben Ngwenyama's leadership roles and provide examples of how		

they are displayed in the case study.		
No understanding and knowledge of four (4) of Sam's leadership roles and failure to provide examples of how they are displayed in the case study	Limited understanding of four (4) of Sam's leadership roles and limited examples of how they are displayed in the case study	Clear understanding of four (4) of Sam's leadership roles and numerous examples of how they are displayed in the case study
Question 2.2		
What type of leadership style does Ben Ngwenyama display? Justify your answer by providing examples from the case study.		
No understanding of the concept of transformational leadership	Limited understanding of the concept of transformational leadership	Clear understanding of the concept of transformational leadership; relevant examples taken from the case study
Question 2.3		
Assume Ben Ngwenyama is an effective leader; discuss the influence of emotional intelligence and communication competences on effective leadership.		
No understanding of the influence of emotional intelligence and communication competences on effective leadership.	Some understanding of the influence of emotional intelligence and communication competences on effective leadership.	Clear understanding of the influence of emotional intelligence and communication competences on effective leadership.
Technical presentation and layout		
<ul style="list-style-type: none"> • Did not use headings and subheadings • Did not include a table of contents • Did not include an introduction • Did not acknowledge sources • Did not include a conclusion • Did not include a bibliography 	<ul style="list-style-type: none"> • Used some headings and subheadings • Included a limited table of contents • Included an introduction • Acknowledged some sources, mostly using the correct referencing technique • Included a conclusion • Included a bibliography 	<ul style="list-style-type: none"> • Used headings and subheadings throughout the assignment • Included a detailed, descriptive table of contents • Included a relevant introduction • Acknowledged sources using the correct referencing technique • Included a sufficient conclusion • Included a bibliography in the correct format, listing all relevant sources
General		
<ul style="list-style-type: none"> • Took little or no notice of the case study/scenario • Not aware of the meaning of the case study/scenario in relation to the assignment • Poor use of language • Writing style is haphazard; no paragraphs or no clear development of ideas • Did not follow the structure of the assignment (e.g. by 	<ul style="list-style-type: none"> • Understands the meaning and relevance of the case study/scenario • Analysed the meaning of the case study/scenario but did not apply it to the assignment • Language use – a number of mistakes that do not affect the meaning • Style of writing is easy to follow, but there is no 	<ul style="list-style-type: none"> • Fully understands the meaning and relevance of the case study/scenario • Analysed the deeper meaning of the case study/scenario and applied it to the assignment • Language use – a few mistakes that do not affect the meaning • Style of writing is easy to follow and logical • The presentation follows a predetermined structure and

<p>using headings and subheadings)</p> <ul style="list-style-type: none"> • Style is too much like a summary without fully developed ideas • Handwriting is extremely difficult to read • No references to sources included 	<p>clear development of ideas</p> <ul style="list-style-type: none"> • The presentation follows a predetermined structure and format • Some ideas are fully developed and substantiated • The overall impression (whether typed or handwritten) is one of neatness • Sources are referenced, but incorrectly 	<p>format</p> <ul style="list-style-type: none"> • Ideas are fully developed and substantiated • The overall impression (whether typed or handwritten) is one of neatness • Sources are correctly referenced
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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:

- Some students copied information directly from the study guide and/or the prescribed book without acknowledging the source.
- Others could not or did not link the theory to the information provided.
- Others 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 questions in this assignment.

Suggested solutions to this assignment will be provided in Tutorial Letter HRM3704/202/1/2017, 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. 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.

Assignment 01 for Semester 2

(Study units 1–6)

Due date	Unique number
11 August 2017	793400

- 1 A number of paradigms explain the contribution of human resources to organisational performance. Which of the following is NOT one of these paradigms?
 - 1 the new executive paradigm
 - 2 the process paradigm
 - 3 the resource-based paradigm
 - 4 the best-practices paradigm

- 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 structural design view and the best-practices theory
 - 3 resource-based view and the performance theory
 - 4 structural design view and the performance theory

- 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 A leadership training technique that can be used to train technical skills is called_____.
- 1 a procedural manual
 - 2 interactive computer tutorials
 - 3 a case study
 - 4 simulation
8. The formulation of an HR strategy does not take place in isolation but is influenced by both external and internal factors. Which 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 mindset?
- 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 et al (2001) identified five key areas for organisations to act upon if they are going to make talent a source of competitive advantage. Which of the following is NOT one of them?

- 1 instilling a talent-focused mindset
 - 2 crafting a winning employee value proposition
 - 3 focusing on talent management in periods of skills shortages
 - 4 weaving development into an organisation
- 12 Which one of the following is NOT a potential advantage of flexible patterns of work for employees?
- 1 greater job satisfaction
 - 2 constant change
 - 3 improved motivation
 - 4 less tiredness
- 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 mindset
 - 2 old recruiting strategies
 - 3 new talent mindset
 - 4 new recruiting strategies
- 16 Author Tichy suggests that certain aids should be used to manage the political, technical and cultural systems within an organisation properly. Which of the following is NOT one of these aids?
- 1 the mission and the strategy of an organisation
 - 2 the structure of an organisation
 - 3 the employment equity and skills development plan of an organisation
 - 4 the HRM system of an organisation
- 17 Which role, according to Ulrich's model, requires HR professionals to design and to deliver efficient, ongoing HR processes, such as staffing, training, appraising, rewarding and promoting?

- 1 strategic partner
 - 2 change agent
 - 3 employee champion
 - 4 administrative expert
- 18 According to Tichy's research, organisations are continually confronted by three basic problems that must be managed effectively. Which of the following is NOT one of these problems?
- 1 a cultural problem
 - 2 a political problem
 - 3 a functional problem
 - 4 a technical problem
- 19 Which function makes use of 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 planning
 - 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 for Assignment 01: 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 9 and 10)	
Due date	Unique number
15 September 2017	706142

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

- critically analyse corporate governance in light of the definition and the purpose of corporate governance
- discuss the role that human resource management should play in establishing corporate governance
- identify and to discuss three core areas or domains where organisations should start on the e-business path
- briefly explain the importance of the following concepts in the establishment of a new e-business strategy: communication and the establishment of a cross-functional project team
- advise management of a company on the four types of intranet sites it must develop in digitising its HR department

QUESTION 1

Read the following case study and then answer the questions that follow.

Corporate governance failures

Amangwane is a mining company that has been in existence for 25 years and has always been known as the best provider of steel and copper. The last five years has seen the company almost falling to junk status because of its governance challenges. Two of the company's highly experienced board members were pushed out and a new chairperson, Okonkwo Okoye, was appointed. The chairperson does not have a mining background and this is his first time as a board member. A number of new directors, most of whom have little experience in business and no experience in mining, have been appointed as well.

In the past the company held a more conventional, hands-off notion of corporate governance. The shareholders were given a chance to appoint the board and the board was given a clear mandate and a chance to get on with its role of overseeing the company. The board used to consist of international and local directors with experience in running a mining company. Among the directors were experts in fields such as finance and human resources, who had a clear view of their role. The management, not the board, were responsible for running the company. The directors were meant to oversee and to provide direction and guidance – not to manage, much less meddle in the day-to-day running of the company. However, those notions of the role of the board and the directors shifted following Okoye's appointment. Okoye generally follows a much more interventionist approach. Okoye and his board have suspended and fired at least five CEOs and a number of other executives in a five-year period because of their failure to toe the line and to do as they are told.

Governance issues at Amangwane, particularly the conduct of the board's chair, were the main factor behind the long list of departures of key executives over the past few years. After CEO Don Macbeth and chief financial officer Ajaka Iwu had decided to resign last month, they opened a can of worms by exposing illicit activities of board members at Amangwane. An avalanche of executive resignations followed, stripping the company of more than 20 years of collective experience as well as expertise that was highly specific to Amangwane's operations. No company can afford to lose that much expertise in so short a time, particularly given that much of that expertise is in short supply worldwide.

In his media address Macbeth mentioned conflicts of interest and meddling among board members as reasons for his resignation. He further mentioned that board members' hidden companies did work for Amangwane and that each and every one of them was there for his or her personal interest and gain and not for the benefit of the shareholders. He further mentioned that he had resigned for ethical reasons, as he could not serve on a board whose

members were recruited through friendship or kinship and whose intention was to milk the company as much as possible at the expense of the shareholders.

- 1.1 Critically analyse corporate governance at Amangwane in light of the definition and the purpose of corporate governance. (20)
- 1.2 Discuss the role that human resource management should play in establishing corporate governance at Amangwane. (5)
- Total = [25]**

QUESTION 2

Read the following case study and then answer the questions that follow.

E-business is the way to go

Global Builders has been providing building material to building companies and individuals around the world for the past 51 years. However, its failure to do business digitally has caused it to lose customers and profits. The company's HR department still uses a lot of paper to perform its functions.

The company's research department recently conducted a thorough analysis of dwindling profits and subsequently advised management that, in order for the company to remain sustainable and competitive and to increase its market share, it has to do business digitally like most of the companies it services. In its move to incrementally shift to doing business digitally, the company was confronted by challenges arising from the identification of areas where web-based technology could be introduced in the company's departments and by decisions regarding the implementation of an e-business strategy.

The executive management of Global Builders, under the leadership of Nduvho Tsedu, hired an IT company to digitise its operations. In their first meeting with staff and management the IT team explained the importance and the impact of an electronic era on HRM and the whole company. They further highlighted the importance of establishing HR intranet sites.

- 2.1 Identify and discuss three core areas or domains where Global Builders should start on the e-business path. (9)
- 2.2 Briefly explain the importance of the following concepts in the establishment of a new e-business strategy at Global Builders:
- 2.2.1 communication (4)
- 2.2.2 the establishment of a cross-functional project team (4)
- 2.3 Advise Global Builders' management on the four types of intranet sites the company must develop to digitise its HR department. (8)

Total = [25]

Total for Assignment 02 = [50]

Guidelines for approaching 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.
- Start each question of the assignment by **carefully studying the relevant case study/scenario**.

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 (1 to 22 out of 50)	Average performance (23 to 36 out of 50)	Excellent performance (37 to 50 out of 50)
Question 1.1		
Critically analyse corporate governance at Amangwane in light of the definition and the purpose of corporate governance.		
<ul style="list-style-type: none"> • No understanding of corporate governance 	<ul style="list-style-type: none"> • Correctly analysed corporate governance at Amangwane in light of the definition and the purpose of corporate governance 	<ul style="list-style-type: none"> • Correctly and thoroughly analysed corporate governance at Amangwane in light of the definition and the purpose of corporate governance
Question 1.2		
Discuss the role that human resource management should play in establishing corporate governance at Amangwane.		
<ul style="list-style-type: none"> • No understanding of the role human resource management should play in establishing corporate governance at Amangwane 	<ul style="list-style-type: none"> • Provided some roles human resource management should play in establishing corporate governance at Amangwane 	<ul style="list-style-type: none"> • Provided creative roles human resource management should play in establishing corporate governance at Amangwane
Question 2.1		
Identify and discuss three core areas or domains where Global Builders should start on the e-business path.		
<ul style="list-style-type: none"> • No understanding of three core areas or domains where Global Builders should start on the e-business path 	<ul style="list-style-type: none"> • Limited identification and discussion of three core areas or domains where Global Builders should start on the e-business path 	<ul style="list-style-type: none"> • Clear identification and discussion of three core areas or domains where Global Builders should start on the e-business path
Poor performance (1 to 22 out of 50)	Average performance (23 to 36 out of 50)	Excellent performance (37 to 50 out of 50)
Question 2.2		
<ul style="list-style-type: none"> • Briefly explain the importance of communication and the establishment of a cross-functional project team in the establishment of a new e-business strategy at Global Builders. 		
<ul style="list-style-type: none"> • The student was not able to 	<ul style="list-style-type: none"> • The student was able to 	<ul style="list-style-type: none"> • The student was able to

Poor performance (1 to 22 out of 50)	Average performance (23 to 36 out of 50)	Excellent performance (37 to 50 out of 50)
<p>briefly explain the importance of communicating and the establishment of a cross-functional project team.</p> <ul style="list-style-type: none"> • The student does not seem to have understood what was required of him/her. • The question was not answered satisfactorily. 	<p>briefly and in a limited way explain the importance of communication and the establishment of a cross-functional project team.</p> <ul style="list-style-type: none"> • The student seems to have understood what was expected of him/her, but was unable to answer the question satisfactorily. Or The student had some understanding of what was required of him/her. 	<p>briefly and in a good way explain the importance of communication and the establishment of a cross-functional project team</p> <ul style="list-style-type: none"> • The student understood what was required of him or her and was able to answer the question satisfactorily.
<p>Question 2.3</p> <ul style="list-style-type: none"> • Advise Global Builders' management on the four types of intranet sites the company must develop to digitise its HR department. 		
<ul style="list-style-type: none"> • The student did not identify the four types of intranet sites the company must develop to digitise its HR department. • The student does not seem to have understood what was required of him/her. • The question was not answered satisfactorily. 	<ul style="list-style-type: none"> • The student identified the four types of intranet sites the company must develop to digitise its HR department, but was unable to provide a relevant discussion. • The student seems to have understood what was expected of him/her, but was unable to answer the question satisfactorily. 	<ul style="list-style-type: none"> • The student identified the four types of intranet sites the company must develop to digitise its HR department and was able to provide a relevant discussion. • The student understood what was required of him/her and was able to answer the question satisfactorily.
<p>Technical presentation and layout (Although no marks are allocated for this in this module, these are important.)</p>		
<ul style="list-style-type: none"> • Did not use headings and subheadings • Did not include a table of contents • Did not include an introduction • Did not acknowledge sources • Did not include a conclusion • Did not include a bibliography 	<ul style="list-style-type: none"> • Used some headings and subheadings • Included a limited table of contents • Included an introduction • Some sources were cited, but they were incorrectly referenced in most instances • Included a conclusion • Included a bibliography 	<ul style="list-style-type: none"> • Used headings and subheadings throughout the assignment • Included a detailed and descriptive table of contents • Included a relevant introduction • Acknowledged sources using the correct referencing technique • Included a suitable conclusion • Included a bibliography in the correct format, listing all

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

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.
- Others 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 questions in this assignment.

Suggested solutions to this assignment will be provided in Tutorial Letter HRM3704/202/2/2017, 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 ASSIGNMENTS

SELF-ASSESSMENT ASSIGNMENTS (BOTH SEMESTERS)

Please note that the questions in the self-assessment assignments (Assignments 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.

Assignment 03

(Study units 6, 8, 9 and 11)

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

Learning outcomes

- Discuss the corporate governance scandal and the board in terms of the agency, stewardship and stakeholder theories.
- Identify and discuss two ethical dilemmas related to the CEO's actions and the actions of the HR officer.
- Advise the HR officer on relevant solutions to the dilemmas identified in question 1.2.
- Briefly explain the concept of rights in light of the challenges that the junior administrative officer faces in her new job.
- Critically analyse the new CEO's knowledge of talent management. Refer to his involvement in the appointment of Luhlupho.
- Benz's CEO wants to "restructure the HR department". This implies that he plans to implement change. As an external HR consultant, advise Benz's CEO on the correct process to follow to ensure the change initiative is successful.
- Advise the CEO of Benz on the characteristics a chief learning officer must have.
- Alert Benz's management to the risk to which the chief learning officer exposes the organisation through her lack of knowledge of talent management.
- Benz's CEO wants to make Benz a learning organisation. Advise him on the differences between organisational learning and a learning organisation.

QUESTION 1

Smamane Investments

Smamane Investments has appointed a new CEO, Allen Derbis, because the last CEO, Manelisi Dlamini, and the board chair were charged with financial mismanagement and theft when R2,4 billion went missing from the funds administered by the company. The R2,4 billion included a fund meant to support widows and orphans. Manelisi and a number of board members looted Smamane Investments and hid their loot in offshore accounts. A few weeks ago the South African High Court sentenced Manelisi to 100 years in prison for fraud, theft, money-laundering and corruption. Allen's appointment as CEO comes at a point when the company is trying to rid its board and executive management of bad apples. Allen is seen as an ethics conscious CEO because of his track record and experience.

Six months after his appointment Allen surprised HR management by pushing for the appointment of his son, Luhlupho, who had recently graduated from university with a diploma in HR. Derbis approached Ntombizonke, the human resources officer who administered the appointments at the company, and asked her to find a job for his son in the company. Ntombizonke had just finished interviewing candidates for an administrative position in the procurement department when the CEO phoned her. She already had the perfect candidate in mind – Sebenzile, who had excellent credentials and could start working immediately, was perfect for the position.

Ntombizonke, ensuring she would not lose her job and also thinking about her prospects of being promoted in the future, asked Allen to send Luhlupho to her office for a special interview. She was the only interviewer and Luhlupho the only interviewee at the interview, which took the form a friendly conversation between the two. Luhlupho was told the interview was over and he had the job. Luhlupho was surprised that he had been selected as the new senior administrative officer of the procurement department in spite of his lack of experience.

Luhlupho realised that he had been appointed because his father was the CEO and he was very happy that his father was a very powerful man who could do anything for his son. After Luhlupho's appointment, Ntombizonke had a tough decision to make: (1) disappoint Sebenzile or (2) appoint her as Luhlupho's subordinate. After careful consideration Ntombizonke offered Sebenzile the position of junior administrative assistant. Sebenzile was surprised by this offer because during the interview Ntombizonke had mentioned that Sebenzile would make an excellent senior administrative officer, because she had the relevant experience, skills and qualifications. Ntombizonke's exact words to her had been: "You will be able to administer this department all by yourself with your qualifications." Despite the disappointment about the seniority and compensation of the position, Sebenzile accepted the offer.

The new recruits started working on 1 March. It did not take the employees in the department long to discover why Luhlupho had been appointed. When a difficult task was assigned to Luhlupho, Ntombizonke would ask Sebenzile to do it, suggesting that the department head would be pleased with her if she helped out. This meant that Sebenzile was doing more than what she was supposed to do; her performance was never taken into consideration regarding her earnings. In the end, Sebenzile did most of the work that Luhlupho was responsible for, while Luhlupho received all the credit.

- 1.1 Discuss Smamane Investments' corporate governance scandal involving Manelisi and the board in terms of the agency, stewardship and stakeholder theories. (6)
- 1.2 With reference to the CEO's involvement in the appointment of his son at Smamane Investments, identify and discuss two ethical dilemmas related to his actions and the actions of the HR officer, Ntombizonke. (6)
- 1.3 Advise Ntombizonke on relevant solutions to the dilemmas identified in question 1.2. (6)
- 1.4 Briefly explain the concept of rights in light of the challenges that Sebenzile faces in her new job. (3)
- 1.5 Critically analyse Allen Derbis's knowledge of talent management. Refer to his involvement in the appointment of Luhlupho. (4)

Total = [25]

QUESTION 2**Challenges caused by change**

Benz is a boat manufacturer specialising in designing, building, testing, selling and maintaining boats and boat parts. Benz has approximately 10 000 employees and is located in Pretoria. Bongani Cele took over as the CEO of Benz in 2010.

The CEO, in consultation with the HR director, has decided to restructure the HR department so that each functional area of the company will have its own HR manager. The HR managers are expected to be key contributors to their areas by becoming knowledgeable about the business issues their functional units faced. The announcement of the planned restructuring receives opposition from the HR department's staff. Staff are uncomfortable about accepting the change, as they fear for their positions and are not ready to face the unknown.

The CEO tries to ease employees' anxieties during the process of restructuring and promises that no one will lose their job. He promises that managers and supervisors affected by the elimination of levels will be offered promotions, transfers to other jobs in Benz or early retirement buyouts. Employees are sceptical and are not ready to accept the process of restructuring.

Another substantial change the CEO announces is that he wants to see Benz become a learning organisation. Soon after this announcement the company appoints a chief learning officer to oversee learning and development at Benz. The announcements about changes at Benz have caused people to resign, some of whom have taken up jobs at other companies. The HR director, under the CEO's instruction, replaces employees who have left the company with the CEO's relatives and friends. The newly appointed chief learning officer is one of the CEO's relatives. She is new in the work environment and has no experience whatsoever in respect of the learning and development of people in an organisation.

The CEO believes that only the HR department is responsible for people management. He further believes that a two-day succession planning exercise once a year is enough. He prides himself in working with people he inherited and he thinks that there is no need for a talent management strategy.

- 2.1 Bongani Cele wants to "restructure the HR department". This implies that he plans to implement change. As an external HR consultant, advise Bongani on the correct process to follow to ensure the change initiative is successful. (12)
- 2.2 Advise the CEO of Benz on the characteristics a chief learning officer must have. (2)
- 2.3 Alert Benz's management to the risk to which the chief learning officer exposes the organisation through her lack of knowledge of talent management. (7)
- 2.4 Bongani Cele wants to make Benz a learning organisation. Advise him on the differences between organisational learning and a learning organisation. (4)

Total = [25]

Total for the assignment = [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 (1 to 22 out of 50)	Average performance (23 to 36 out of 50)	Excellent performance (37 to 50 out of 50)
Question 1.1 Discuss Smamane Investments' corporate governance scandal involving Manelisi and the board in terms of the agency, stewardship and stakeholder theories.		
<ul style="list-style-type: none"> No understanding of corporate governance 	<ul style="list-style-type: none"> A limited analysis of the corporate governance scandal in terms of the agency, stewardship and stakeholder theories 	<ul style="list-style-type: none"> A correct and thorough analysis of the corporate governance scandal in terms of the agency, stewardship and stakeholder theories
Question 1.2 With reference to the CEO's involvement in the appointment of his son at Smamane Investments, identify and discuss two ethical dilemmas related to his actions and the actions of the HR officer, Ntombizonke.		
<ul style="list-style-type: none"> Two ethical dilemmas were not identified and discussed. 	<ul style="list-style-type: none"> Two ethical dilemmas were identified and discussed in a limited way. 	<ul style="list-style-type: none"> Two ethical dilemmas were identified and discussed creatively.
Question 1.3 Advise Ntombizonke on relevant solutions to the dilemmas identified in question 1.2.		
<ul style="list-style-type: none"> No understanding and knowledge of relevant solutions to the dilemmas identified in questions 1.2 	<ul style="list-style-type: none"> Limited understanding and knowledge of relevant solutions to the dilemmas identified in questions 1.2 	<ul style="list-style-type: none"> Clear understanding and explanation of relevant solutions to the dilemmas identified in questions 1.2
Question 1.4 Briefly explain the concept of rights in light of the challenges that Sebenzile faces in her new job.		
<ul style="list-style-type: none"> No understanding of the concept of rights in light of challenges Sebenzile faces in her new job 	<ul style="list-style-type: none"> Limited understanding of the concept of rights in light of challenges Sebenzile faces in her new job 	<ul style="list-style-type: none"> Clear understanding and explanation of the concept of rights in light of challenges Sebenzile faces in her new job
Poor performance (1 to 22 out of 50)	Average performance (23 to 36 out of 50)	Excellent performance (37 to 50 out of 50)
Question 1.5 Critically analyse Allen Derbis's knowledge of talent management. Refer to his involvement in the appointment of Luhlupho.		
<ul style="list-style-type: none"> The student was not able to critically analyse Allen 	<ul style="list-style-type: none"> The student was able to critically analyse Allen 	<ul style="list-style-type: none"> The student was able to critically analyse Allen

Poor performance (1 to 22 out of 50)	Average performance (23 to 36 out of 50)	Excellent performance (37 to 50 out of 50)
<p>Derbis's knowledge of talent management.</p> <ul style="list-style-type: none"> The student does not seem to have understood what was required of him/her. The question was not answered satisfactorily. 	<p>Derbis's knowledge of talent management in a limited way.</p> <ul style="list-style-type: none"> The student seems to have understood what was expected of him/her, but was unable to answer the question satisfactorily. <p>OR</p> <p>The student had some understanding of what was required of him/her.</p>	<p>Derbis's knowledge of talent management thoroughly.</p> <ul style="list-style-type: none"> The student understood what was required of him/her and was able to answer the question satisfactorily.
<p>Question 2.1</p> <p>Bongani Cele wants to "restructure the HR department". This implies that he plans to implement change. As an external HR consultant, advise Bongani on the correct process to follow to ensure the change initiative is successful.</p>		
<ul style="list-style-type: none"> The student did not identify the correct process to follow to ensure the change initiative is successful. The student does not seem to have understood what was required of him/her. The question was not answered satisfactorily. 	<ul style="list-style-type: none"> The student identified the correct process to follow to ensure the change initiative is successful. The student seems to have understood what was expected of him/her, but was unable to answer the question satisfactorily. 	<ul style="list-style-type: none"> The student identified the correct process to follow to ensure the change initiative is successful. The student understood what was required of him/her and was able to answer the question satisfactorily.
Poor performance (1 to 19 out of 50)	Average performance (20 to 39 out of 50)	Excellent performance (40 to 50 out of 50)
<p>Question 2.2</p> <p>Advise the CEO of Benz on the characteristics a chief learning officer must have.</p>		
<ul style="list-style-type: none"> No understanding of the characteristics a chief learning officer must have 	<ul style="list-style-type: none"> Some understanding of the characteristics a chief learning officer must have 	<ul style="list-style-type: none"> Clear understanding of the characteristics a chief learning officer must have
<p>Question 2.3</p> <p>Alert Benz's management to the risk to which the chief learning officer exposes the organisation through her lack of knowledge of talent management.</p>		
<ul style="list-style-type: none"> No understanding of the risk to which the chief learning officer exposes the organisation through her lack of talent management knowledge 	<ul style="list-style-type: none"> Limited understanding of the risk to which the chief learning officer exposes the organisation through her lack of talent management knowledge 	<ul style="list-style-type: none"> Good understanding of the risk to which the chief learning officer exposes the organisation through her lack of talent management knowledge
<p>Question 2.4</p> <p>Bongani Cele wants to make Benz a learning organisation. Advise him on the differences between organisational learning and a learning organisation.</p>		

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

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

ADDENDUM D: SUGGESTED GUIDELINES FOR SELF-ASSESSMENT ASSIGNMENTS



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 by yourself.

SUGGESTED GUIDELINES FOR ASSIGNMENT 03

These questions relate to study units 6, 8, 9 and 11.

QUESTION 1

Question 1.1 Discuss Smamane Investments' corporate governance scandal involving Manelisi and the board in terms of the agency, stewardship and stakeholder theories. (6)

Agency theory

The former CEO, Manelisi Dlamini, and board members of Smamane Investments used their superior knowledge and expertise to opportunistically take shareholders' money (1) with the intention of maximising their interests instead of the shareholders' interests (1).

Stewardship theory

The CEO, as a steward, had a duty to be a trustworthy steward of the resources entrusted to him (1), for which he would have been generously remunerated. In this case he did not act as a responsible steward of the resources he controlled (1).

Stakeholder theory

The board of directors of Smamane Investments were supposed to look after the interests of all stakeholders, that is, employers, suppliers, customers, the disadvantaged (widows and orphans) (1) and even the natural environment, which was not the case (1).

Question 1.2 With reference to the CEO's involvement in the appointment of his son at Smamane Investments, identify and discuss two ethical dilemmas related to his actions and the actions of the HR officer, Ntombizonke. (6)

Section 8.4

Selection is the first dilemma (1).

The relevant job description and job specification were not considered in the appointment of Luhlupho. Luhlupho did not have the skills, knowledge and experience required for the job (1). Sebenzile would have been a better candidate if job duties, responsibilities, qualifications, skills and experience had been considered (1).

Compensation is the second dilemma (1).

Sebenzile was treated unfairly with regards to compensation. It can be assumed that Luhlupho received a higher salary and related benefits because he was offered a higher position – the position that rightfully belonged to Sebenzile (1). Sebenzile did most of Luhlupho's work, but she received a lower salary and the benefits related to a lower level (1).

Question 1.3 Advise Ntombizonke on relevant solutions to the dilemmas identified in question 1.2. (6)

Section 8.4

Selection

Ntombizonke, as the HR practitioner, must ensure that all job applicants are treated fairly (1). Screening of applicants must be done in accordance with the guidelines of a specific job description and specification (1). The same structured interview, with standardised questions and a standardised process, should be followed for each candidate. Ntombizonke must never allow external influences to dictate the outcome of the selection process. (1)

Compensation

An employee should be paid fairly in accordance with his/her qualifications, skills, experience, job duties and job responsibilities (1). Sebenzile's duties went beyond the pay she received and that should not have happened (1). Sebenzile had every right to fair compensation and a living wage, which is derived from right to life and the right to respect (1).

Question 1.4 Briefly explain the concept of rights in light of the challenges that Sebenzile faces in her new job. (3)

Section 8.3.4

Kant's emphasis on respect for autonomous rational beings as ends in themselves provides a strong basis for a theory of rights. (1) To claim a right is to claim that one is ethically entitled to something, which places a duty on other people to act in a way that brings about the fulfilment of one's right (1). Ntombizonke and the CEO intentionally trampled on Sebenzile's right to fair treatment in the selection for a job and fair treatment in terms of job duties and the salary she was rightfully entitled to in terms of her qualifications and experience (1).

Question 1.5 Critically analyse Allen Derbis's knowledge of talent management. Refer to his involvement in the appointment of Luhlupho. (4)

Tables 6.1, 6.2 and 6.3

Allen Derbis pushed for the appointment of his son at any cost; he clearly showed that he did not know why employees get appointed (1). He thought that the HR department was responsible for people management and talent management. He was not aware that all managers, starting with him, were responsible for strengthening the talent pool (1). He seemed to be unaware that

recruiting and selection are like marketing and that nepotism will send a bad message to investors and future talent (1). He seemed not to understand that all employees must be affirmed and relevantly supported to do their work well. He allowed Sebenzile to be treated the way she was treated to get his son appointed and never took into consideration that Luhlupho's appointment could cause division in the workforce (1).

QUESTION 2

Question 2.1 Bongani Cele wants to “restructure the HR department”. This implies that he plans to implement change. As an external HR consultant, advise Bongani on the correct process to follow to ensure the change initiative is successful. (12)

Section 11.1.4

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

This stage involves securing the resources needed for the process of finding ways to work with limited resources. It also means involving all the relevant parties, obtaining the commitment of all parties as well as improving their understanding of why the changes are going to take place (1).

- **Working with the politics of change (1)**

People will try to push their personal agendas in any change process that is implemented, which will result in the emergence of politics. To ensure successful change, managers need to work effectively with the political dynamics in the company. People in the organisation who are excited about the change must be identified and used to propel the change forward. An effort must be made to convince those people who are unsure about the value of the change to gain their commitment as well (1).

- **Supporting emotional transitioning (1)**

Managers need to establish how different individuals in the organisation feel about the change. They can then leverage those individuals who are open to change and help others to work on their personal barriers to change (1).

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

Important issues to attend to are: pacing and timing of the change, who will be responsible for key deliverables, what impact the changes will have on customers and which communication channels will be used (1).

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

Effective change leaders let the people work with the various elements of change. This type of approach will help to develop a passion for change among the employees, which will be to the advantage of the organisation in the future (1).

- **Inspiring continuous learning and evolution (1)**

Organisations have to build the ongoing capabilities they need for continuous learning and evolution. To ensure continued success, organisations have to continuously engage in ongoing external scanning, develop strong stakeholder feedback loops and leverage collective knowledge (1).

Question 2.2 Advise the CEO of Benz on the characteristics a chief learning officer must have. (8)

Section 11.3

- The chief learning officer (CLO) must be someone who has circulated through the company and who has developed a holistic perspective on the affairs of the company. (2)
- The CLO must be someone who is able to energise the organisation and to function as a cheerleader to build momentum behind the knowledge initiatives. (2)
- The CLO must be someone who is able to withstand a multitude of pressures. (1)
- The CLO must be someone who feels rewarded by other people's accomplishments. (1)
- The CLO must be someone who is part of the HR departmental structure, who reports directly to the head of HR and who has a good relationship with the head of HRM. (2)

Question 2.3 Alert Benz's management to the risk to which the chief learning officer exposes the organisation through her lack of knowledge of talent management. (3)

Section 6.4.3

There is a risk that Benz will fail to retain employees (1), thereby rendering the company's best efforts at recruiting and selecting candidates useless. Benz's employees will seek employment with other organisations who can offer them better opportunities (1). High performers are likely to leave because there are many opportunities for them (1).

Question 2.4 Bongani Cele wants to make Benz a learning organisation. Advise him on the differences between organisational learning and a learning organisation. (2)

Section 11.2

The term "learning organisation" is used to characterise an enterprise where learning is open ended, takes place at all levels and is self-questioning. (1)

Organisational learning is a descriptive device to explain and to quantify learning activities and events taking place in an organisation. (1)