



NWU BUSINESS SCHOOL

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1. Growth and development of Erin's emotional intelligence and five competencies as identified by Goleman (2001)

Definition of Emotional Intelligence (EI)

Emotional Intelligence (EI) the term is described and accepted by Dr Daniel Goleman as "the ability to identify, assess and control one's own emotions, the emotions of others, and that of groups " "A different way of being smart, it is a key to high performance at all levels, particularly for outstanding leadership"

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Theoretical discussion.

These five competencies Dr Goleman identify them as personal competencies that determines the way we manage our personal self internally, socially the manner in which we conduct our relationships and our influence in our everyday life to others.

Application of the theory:

i) Self Awareness:

Erin has self-confidence throughout the movie; she took the risk of investigating on the big multi-millionaire company, with no educational background on legal matters.

She knew and trusted her strength, which was why she did not give up along the way, but rather motivated Ed. However, Erin failed to know and recognise her weakness especially her communication skills, that cause her lost the case and always at loggerhead with her colleagues.

ii) Self-Regulation:

It exhibits ones' ability to control irritating emotions or redirect the selves conditionally. "Manage or redirect ones disruptive emotions and impulses and adapt to changing circumstances" David L, 2014. Erin found it difficult to practise this competency, in court where Ed was representing her she failed to control herself regarding in terms of language proficiency.

iii) Social Skill:

This can be described as the way to manage oneself relationships and to cause people to move to the desired direction. Erin proved to be very good in social skill; she managed to convince the residents of Henkley and work the case with them until to the end.

iv) Empathy:

It is considering others during a decision making, to recognise and understand them. Erin explored in this regard, by putting herself in the boots of Henkley community, she was able to endure the case with passion, to see them receiving a proper good verdict in the end.

v) Motivation:

"Utilizing emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles" (Room 241 Team 2013). Erin has a passion for achievement, she is a heroin, a fighter, curious and very independent, she managed to challenge a very big law firm with no legal expertise. She depicted a great woman in herself.

2. Theoretical discussion

a) Initially, Ed did not see any capabilities from Erin other than a model or a street girl, and perhaps with a very bad unprofessional communication skills, he ~~minded~~ ~~was minding~~ too much of her attire than her curiosity to learn and explore new things. He believes in the present body of a person in the office rather than on how well their reports are however Ed subsequently gave her a chance of proving herself, although after a tug of war depicting misunderstanding between the two and other staff members.

If I ~~were~~ ~~as~~ her manager, I would not have fired her but rather identify her skills needs and develop her on time.

b) When Erin begins her job at Masry & Vititoe, other employees were not feeling comfortable with Erin's vulgar language, attire and her behaviour towards Ed being their employer, their forever quarrelling and insults, but eventually they got used to her and ~~realized~~ her potential in her individual accomplishment that contributed to their overall success. Like their boss, they ignored the saying that "You can be serious without a suit."

c) Yes if the firm follows could follow Talent Development strategies could afford Erin Brockovich in behaviour management and incentive reward, because having such a talent brings ~~an excellent~~ ~~good~~ reputation to the firm and attract customers like it finally happened with Masry & Vititoe.

d) According to the Aristotle's quoted in Dr Daniel Goleman's EI, "Anyone can be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way - this is not easy" that means one can be rebellious but to an extent, however, communication is one of the soft skill needed and is key in the organizational behaviour and development. That means Erin have to be aware of her EI and its constructs.

e) If we keep such cadres firstly we need to identify their SWOT analysis (strength, weakness, opportunities and threats), ensure that gaps identified are closed by applying preferred Talent management strategies.

f) Strategies to manage Erin:

i) Adherence to Talent management and development strategies with formal programs interventions like conceptual and skill-based development, personal growth development, feedback and action-focused development, relationship-based developmental experiences such as mentoring and coaching,

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sponsoring, providing a career advice and psychosocial support, Job-based developmental practices

Recognition of all key objectives of a Talent management process by the employer.

ii) **SWOT Analysis** strategy in order to help her identify her strengths, weakness, opportunities and threats ~~about in relation to~~ work and business competitions.

±. **3 a) Erin's personality characteristics can be depicted as :**

i) **Openness** to experience, this involves the emotion, adventure, intellectual curiosity, unusual ideas, a variety of experiences and creativity a person can display. It also depicts how imaginative and independent in their personal choices over a committed routine. Herein Erin's personal behaviour manifested all these characteristics of low openness by being pragmatic and data-driven. She proved her initiative, creativity and independent by investigating in the case of leaked Hexavalent Chromium vi in water by PG&E company.

ii) **High conscientiousness**, she is stubborn and focused, she made sure that she focus on everything that involves the chlorine water case study, all its details until the mission was completed. In her stubbornness, she refused assistance from an "experienced" attorney Kurt Potter, recruited by Ed to assist in the case as a specialized attorney in toxic litigation.

iii) **High Extraversion**: Erin is outgoing, energetic, assertive, sociability and talkative. She is an attention seeker and likes domineering for example she is heard saying to George (her boyfriend) that it is for the first time in her life that people recognizes her when she enters the place, however her sociability assisted in being able to engage with the community in their households, and her neighbourhood was able to take care of children when absent from home.

iv) **Low Agreeableness**: A measure of trusting and helpful in nature whether a person is generally well tempered or not. Erin has the compassion to help the community of Hinkley and convince them about the danger of the water and the best rewards of the case after it has been successfully dealt with. She tried to convince those who had already given up like Ms Pamela Duncan, who initially did not want to participate in the study, although later on, she assisted in the study. She is untrustworthy because of her being argumentative, competitive and challenging.

v) **Low stability Neuroticism**: Erin cannot control her anger, anxiety and depression, when she met Charles in the bar she was anxious until Ed advised her how to react and allow Charles to flow with the information. After

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Ed fired her, she was angry and outraged her anger to George when finding him trying to fix the sink. She was finally perceived as dynamic in her work.

3.a) Erin's personally characteristics

She is a tough lady characterized by stubbornness; she will not easily leave Ed alone if there is a disagreement as she will follow him to his office until she gets the response she is expecting.

A strong and non-apologetic woman –she did the water investigations on her own, risking her life by taking samples in the dams. Although she received life-threatening calls for undertaking investigations on the matter, she never pulled back.

Not easily intimidated- she faces challenge head-on: In court, she responded the way she wanted to, in the PG&E she said to Scott "People are dying, Scott, you have got document after document here telling you why and you have not said one word. I wanna know ...How the hell you sleep at night!" She is a curious person who always wants to explore- the first time she enters Ed's office as a plaintiff after a car accident, she never waited sitting on a chair, but rather looking around the files on the shelf until Ed's arrival in the office.

b) Erin's personality traits to the dimensions of the of as the Big Five

She is Open and has a general appreciation of General appreciation to unusual ideas, curious and explorative to a variety of experience. She is shown to be full of excellent ideas

Erin has a low level of Conscientiousness depicted by her strive for achievement despite all measures prohibiting her expectations. She was always prepared to do her job, getting chores done right away and paying attention to its details.

An extravert with lots of energy marked by her engagement with the external world. She starts conversations as she initiated the study. As a former model one can argue that she likes the attention of people because she wanted to win the case so as to bear the title at the end of it all.

She is agreeable, have a general concern for social peace and stability. Have an optimistic view of human nature at heart as pronounced by her willingness to pursue the case study. She is interested in people, has time for others, feels their emotions, takes time out for others and sympathises with others people's feelings like she did with the people of Hinkley.

Neuroticism, she has anger that leads her to use unprofessional language, say whatever is in her mind. She is easily irritated, stressed out, getting upset more often.

c) Strengths

Openness

She is shown to be full of excellent ideas

Has a general appreciation of General appreciation to unusual ideas, curious and explorative to a variety of experience.

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Conscientiousness

She was always prepared to do her job, getting chores done right away and paying attention to its details.

She strives for achievement despite all measures prohibiting her expectations.

Extraversion

She is enthusiastic, action orientated, likes talking.

She ~~canis-able-to~~ engage with the external world.

Agreeableness

She is interested in people, has time for others, feelss their emotions, takess time out for others and sympathisess with others.

Willing to help those in need of her help and does not lies.

Neuroticism

Great in character, She has emotional stability and always focused

Weaknesses

Openness

She uses "difficult" words not suitable for the work, like vulgar words "f*ck you" "The f*ck you do ~~non~~! Nobody calls me Patte" that she is normally heard telling to people even to Ed who pays her cheque "F*ck you back Ed."

Conscientiousness

Although Erin is a hard worker, her presence is not enjoyable in the office, especially during her first days when everybody could not get along with attitude, approach and her attire.

She does not believe in suits but rather in clean, casual wear. "Well, as long as I have one ass instead of two I ~~wi~~ll wear what I like if that all right with you. You might want to re-think those ties."

Neuroticism

She gets upset and irritated easily, speaks anyhow "Hey Scott tell me something. Does PG&E pay you to cover their ass, or do you just do it out of the kindness of your heart?"

Agreeableness

If she wants something from you she will never make you feel at ease, she is ~~a~~-pushy and a fighter, despite her qualification she insisted Ed to hire her.

Extraversion

She talks a lot and talks anyhow; this even caused her loss the case of her incident of accident in court. Despite Ed warned her not to be talkative.

d) No, her behaviour and attitude continued like that throughout the movie, when ~~reporting~~~~giving the report~~ to the attorneys after 634 plaintiffs sign for them she said "I just went out there and performed sexual favours. 634 blow jobs in 5 days" even to the last point when Ed brought her the bonus cheque; she took him to task without thoroughly looking into the small piece of paper.

4. a) Maslow's hierarchy of needs used

Theory

Physical needs – needs for a drive, demands ~~for~~ a required basic human life.

Application:

Safety needs

As she was unemployed, she felt needs for accommodation and job security to pay her debts. The pay-check and promised bonus cheque from Ed motivated her.

Esteem

Status needs, she felt she needed to work hard to earn respect from people. She has a sense of contribution or to add value to people's lives. Charles Embry played a vital role in Erin's life by giving her the information about all that happened at PG&E that time he was employed there

Self-actualization

The case study of PG&E brought Erin's full potential and its realization. Erin expressed this need by her strong desire to accomplish the polluted water case study and every on her own to prove herself what she can be, victorious.
b) No, rather she improved as these levels, continued to build on each other as others were fulfilled.

c) .i. Ed permitted her to conduct a research on the case study of PG&E water poison, and that gave her endless opportunities.

ii. When Ed hired her for the second time, she got 10% raise and benefits.

II. She received a new car

iv. She got a new office, no longer working in cubicles.

v. Ed gave a two million dollar bonus cheque, What theories of motivation can be applied to Erin?

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5. Erin's Job transition theories, different career development theories and Ed's current career development phase

Erin adapted to her new career because it seems unaware she has desired~~it has been her desire~~ to find herself in the field of research, case findings and- investigative matters. Her previous- works seem to could not place her where she wanted.

Nicholson's Transition theory

a) Preparation cycle:

Uncertainty stage, The person is new in career and not sure about the future in the job they are holding or about to resume.

b) **Encounter cycle:**

This is the induction stage, the employer will be offering some basic expectations and giving a layout of the organization. By sorting files as tasked by Ed, Erin's life changed completely.

c) **Adjustment cycle:**

One will be getting acclimated to work and expected duties.

d) **Stabilization cycle:**

The employee knows what is expected ~~off~~ from them and their daily duties.

Based on different career developmental stages Ed in Donald Super's 5 stages, held **maintenance** stage : He does not want grow his small law firm rather to keep it small.

In Levinson 3 stages he is in stage 3 of **adulthood**, he is reluctant to challenge big firms and he is tired and his health is also putting him in an inconvenience side of going up and down with his peers.

In Erik Erickson theory he is in stage 8: **Ego versus Despair**

Ed had an argument with Erin that he does not want to run the risk of challenging big firms and he does not have enough funds for such

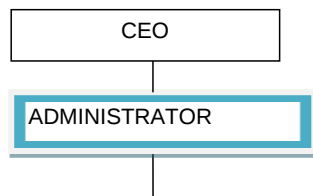
6. Erin's job description

JOB DESCRIPTION

A. JOB INFORMATION SUMMARY

Name of Jobholder:	Erin Brockovich
Job title:	Legal clerk
Core:	Administration
Post level:	6
Name of Component:	Law firm
Location:	Masry & Vititoe
Posts report to:	CEO
Date completed:	1 April 2014

B. POSITION ON THE ORGANISATION STRUCTURE



LEGAL CLERK

C. JOB PURPOSE

To organise files
Collecting case evidence
Office administration
Collection of case evidence
Making a follow-up on investigated cases

D. MAIN OBJECTIVES/KEY PERFORMANCE AREA/KSO's

- Ability to work under pressure especially during case identification and research on legal articles.
- Good communication skills ~~regarding in terms of~~ gathering possible evidence and affidavits
- Ability to maintain confidentiality in proper legal regulations
- Ability to write, read, and report accordingly and respond to clients, colleagues and supervisors to review and investigate case details
- Ability to administer, organise files and reserves appointment for clients.
- Ability to work independently without supervision in the case and legal documents preparation.

- Ability to work under pressure especially during case identification and research on legal articles.

- Can execute work without displaying to herself and or others
- Can sacrifice her time if the need arise
- Can submit/present the report on time when needed
- Can manage herself in times of intense work pressure

- 2. Good communication skills ~~regarding in terms of~~ gathering possible evidence and affidavits

- Can communicate with others professionally
- Does she have a listening skill
- Does she reason intelligently
- Does she show respect to others when communicating with them

- Does she shows understanding when others are talking
- Does she show clarity or rephrase back a when others are talking
- Does her non-verbal communication skill provoke offend~~se~~ to others
- Must be able to articulate herself logically

3. Ability to maintain confidentiality in proper legal regulations

- Ability to carry and investigating the cases without tampering with the evidence
- Ability to respect clients confidentiality, by filing every document accordingly
- To be trusted to hold high profile cases without leaking information
- Not expected to share and raise clients hopes before it is expected

4. Ability to write, read and respond to clients-, colleagues and supervisor to review and investigate case details

- Must be able to demonstrate extensive knowledge in language proficiency
- Ability to deal without documents, without tampering with evidence.
- Can write legibly
- Can write a report and give feedback on it

2.1. Ability to administer and organise files and reserves appointment for clients.

- Can keep her shel~~ve~~fs clean and organised
- Can take only a few seconds to look and bring the required file
- In her absence, anyone can get a file she organise~~s~~ without hassles

3.2. Ability to work independently without supervision in the case and legal documents preparations.

- Displays responsibility and passion for the job without being pushed every time
- Can learn fast without consuming the time of office hours and finances on repeated trainings
- Can use own discretion and depict logical thinking.

E. INHERENT REQUIREMENTS OF THE JOB: COMPETENCY PROFILE

KNOWLEDGE	SKILLS	PERSONAL ATTRIBUTES
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1. Knowledge: of legal matters and court procedures. 2. Abilities: To person her job with sound mind and no prohibiting physical disabilities that will hinder her to execute the specific job. 3. Skills: Must have skills required to execute the job expected. Other characteristics: Has tolerable personal traits, and acceptable attributes.	1. Management and leadership Skills 2. People management. 3. Strategic and operational planning 4. Finance management 5. Computer Literacy 6. Analytical skills 7. Records management 8. Communication (good verbal and written 9. Driver's licence added advantage 10. Report writing 11. Problem-solving 12. Service co-ordination 13. Self-management 14. Teamwork 15. Technically savvy 16 Client orientation and customer focus	1. Passionate 2. Pro-active 3. Trustworthy 4. Respectful 5. Patient 6. Kind 7. Reliable 8. Professionalism 9. Accuracy and accountability 10. Flexible 11. Has Initiative 12. Cooperative 13. Team player 14. Supportive 15. Non-judgemental 16. Assertive 17. Empathetic 18. Active and Responsive 19. Team builder 20. Curious 21. Researcher
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F. APPOINTMENT REQUIREMENTS

QUALIFICATIONS REQUIREMENTS	EXPERIENCE REQUIREMENTS
Minimum: Diploma/ certificate in legal Administration Diploma/ certificate in Public Administration Diploma / certificate in secretariat Diploma/ certificate Records management Diploma/ certificate in End user computer	Minimum: 1-3 years' experience as a legal clerk/ clerk assistance. Extensive experience/ knowledge in legal proceedings. End User Computer Drivers licence-added advantage

G. CAREER PATHING

Promotion to Next Higher Post

1. Next higher post:
 - Senior Administration clerk
 - Junior Lawyer
2. Nature of next higher post:
 - Extensive administration and management duties
 - 3-4 years Degree

Progression to Next Higher Salary Range

1. Progression to higher salary range 8 by means of post promotion /Incentive rewards

H. AMENDMENTS TO JOB DESCRIPTION

The CEO of the organization or his/her nominee reserve the right to make changes and alterations to this job description, as he/ she may deem reasonable, after due consultation with the post holder.

I. PERFORMANCE AGREEMENT

The performance agreement of the incumbent, which contains a work plan and specific target dates, should be read as an extension of this job description.

J. JOB DESCRIPTION AGREEMENT

The job description has been discussed with me, and I understand the contents thereof.

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_____ Name of Post Holder	_____ Signature	_____ Date
_____ Name of Supervisor	_____ Signature	_____ Date

7. Job Interview Questions Template for:
Post Name: Legal Clerk
Salary level: 6

DATE:.....

Time:.....

Venue:.....

NAME & SURNAME	SCORE	FINAL SCORE
Ms Erin Brockovich	1-10	
Questions		
1. Can you briefly tell us about yourself?		
2. How best can you manage conflicts?		
3. Give us at least out 10, only 5 communication skills for workplace success		
4. Identify soft skills expected to balance careers		
TOTAL SCORES		
COMMENTS:		

Panel members' names and signatures:

1.....Date:.....

2.....Date:.....

3.....Date:.....

COE's Signature:.....Date:.....

8. **PERFORMANCE AGREEMENT**

Following completion of this form, a copy must be forwarded to the Component: Human Resources Management

ENTERED INTO BY AND BETWEEN:

The law firm, Masry & Vititoe, herein represented by **Mr Ed Masry** (full name) in his capacity as CEO (position) Masry & Vititoe (herein referred to as the employer)

AND

Ms Erin Brockovich (full name) as the **legal clerk-** (position) of the Law firm, Masry & Vititoe (herein referred to as the Employee)

WHEREBY IT IS AGREED AS FOLLOWS:

1. PURPOSE

- 1.1 The purpose of entering into this agreement is to communicate with the employee the performance expectations of the Employer
- 1.2 The performance agreement and accompanying work plan shall be used as the basis for assessing the suitability of the Employee for permanent employment (if on probation); and to assess whether the employee has met the performance expectations applicable to his/her job. ~~If in the event that~~ the Employee has significantly exceeded the performance expectations, he/she may qualify for appropriate rewards. Details are outlined in the Performance Management and Development System Policy
- 1.3 Should any non-agreement arise between the Employer and the Employee in respect of matters regulated by this agreement, the employee may apply the formal grievance rules of the Legal Service Board(LSA, Act 2007)

2. VALIDITY OF AGREEMENT

- 2.1 The agreement will be valid for the period 1 April 2018 to 31 March 2019
- 2.2 The content of the agreement may be revised at any time during the period mentioned above~~above-mentioned period~~ to determine the applicability of the matters agreed upon, especially where changes are significant
- 2.3 If at any time during the validity of this agreement the work environment of the Law Firm, Masry & Vititoe (whether as a result of the company or Management decision or otherwise), to the extent that the contents of this agreement are no longer appropriate, the contents shall immediately be revised

3. JOB DETAILS

Personal Number: 12345678
Component : Administration
Unit : Attorneys and associates
Salary Level : Level 6
Notch : R106, 000-R155, 000 P/A
Occupational classification: Clerk 1
Job title : Administration Clerk

3.1..JOB PURPOSE

(Describe the purpose of the job (overall focus) as it relates to the Vision and Mission of the company/ organization. Capture the overall accountability that the jobholder has ~~about~~ⁱⁿ relation to his/her position)

- Ability to work under pressure especially during case identification and research on legal articles.
- Good communication skills ~~regarding in terms of~~ gathering possible evidence and affidavits
- Maintain confidentiality in proper legal regulations
- Ability to write, read, and report accordingly and respond to clients, colleagues and supervisors to review and investigate case details
- Ability to administer, organise files and reserves appointment for clients.
- Ability to work independently without supervision in case and legal documents preparation.

4. REPORTING REQUIREMENTS/LINES & ASSESSMENT LINES

4.1 The Employee shall report to the Senior Clerk/ CEO (job title in the organisation) as his/her supervisor on all parts of this agreement. The Employee shall :

- Timeously alert the supervisor of any emerging factors that could preclude the achievement of any performance agreement undertakings, including the contingency measures that she proposes to take to ensure the impact of such deviation from the original agreement is minimised
- Establish and maintain appropriate internal controls and reporting systems in order to meet performance expectations
- Discuss and ~~after that thereafter~~ document for the record and future use any revision of targets as necessary as well as progress made towards the achievement of performance agreement measures

4.2 In turn, the supervisor shall

- Meet to provide feedback on performance and identify areas for development at least four times a year

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- Create an enabling environment to facilitate effective performance by the Employee
- Facilitate access to skills development and capacity building opportunities
- Work collaboratively to solve problems and generate solutions to common problems within the department that may be impacting on the performance of the Employee

5. PERFORMANCE ASSESSMENT FRAMEWORK

The performance will be assessed according to the information contained in the Work Plan and the Generic Assessment Factors (GAF'S)

5.1 The KRA's and GAF's during the period of this shall be as set out in the table below:

5.2 The Employee undertakes to focus and to actively work towards the promotion and implementation of the KRA's within the framework of the laws and regulations governing the Public Service. The specific duties/outputs required under each of the KRA's are outlined in the attached work plan. KRA's should include all special projects the Employee is involved in. The **WORKPLAN** should outline the Employee's specific responsibilities in such projects

KRA'S	WEIGHT
• Ability to work under pressure especially during case identification and research on legal articles.	20 %
• Good communication skills in terms of gathering possible evidence and affidavits	20%
• Ability to maintain confidentiality in proper legal regulations	20 %
• Ability to write, read, and report accordingly and respond to clients, colleagues and supervisors to review and investigate case details	15 %
• Ability to administer, organise files and reserves appointment for clients.	15 %
Ability to work independently without supervision in case and legal documents preparation.	10%
Total	100 %

NOTE: WEIGHTING OF KRA's MUST TOTAL 100%

5.3 The Employee's assessment will be based on her performance ~~about~~~~in relation to~~ the duties/outputs outlined in the attached Job Description- as well as the GAF's marked here under. At least five GAF's, inclusive of any that may become prescribed from time to time, that are deemed to be critical for the Employee's specific job should be selected from the list

GAF'S	WEIGHT
1.Job knowledge	20%
2.Team-work	20%
3. Interpersonal relations	20%
4.Planning and execution	20%
5.Skills in the job execution	20 %
Total	100 %

NOTE: WEIGHTING OF GAF'S MUST TOTAL 100%

7. CONDITIONS OF PERFORMANCE

THE EMPLOYMENT SHALL PROVIDE THE EMPLOYEE WITH THE NECESSARY RESOURCES LEADERSHIP TO PERFORMANCE IN THE TERMS OF AGREEMENT

8 .PERFORMANCE ASSESMENT

THE ASSESSMENT OF AN EMPLOYEE SHALL E BASED ON HER/ HIS PERFORMANCE ~~about~~~~IN RELATION TO~~ THE KRA'S AND GRAF'S AND PERFORMANCE ~~INDICATORS-INDICATORS-~~, AS SET OUT IN THIS PERFORMANCE AGREEMENT AND ATTACHED WORKPLAN

THE PERFORMANCE OF THE EMPLOYEE IN RESPECT OF ALL INDIVIDUAL KRA'S AND ALL INDIVIDUAL GAF'S WILL BE ASSESSED USING A 5 POINT RATING SCALE-, I.e.; 5= outstanding performance

- 4= performance significantly above expectations
- 3= fully effective
- 2= performance not fully effective
- 1= unacceptable performance

The total KRA'S and the total GAF'S scores are combined to produce an overall performance percentage score with the percentage ranges that coincide with the above 5 point assessment scale.

Employees; KRA'S shall contribute 70% and GAFF'S 30% OF THE FINAL ASSESSMENT.

Annual assessment; the final score of the super will have a weight of 60% and the final score of the merit committee a weight of 40%

9. FEEDBACK

Performing feedback shall be in writing on the September & March of each year review form and annual review form, based on the supervisor's assessment of the employee 's performance in relations to the KRA'S and GAF'S and standards outlined in this performance agreement and taking into account the Employee self- assessment

DEVELOPMENTAL REQUIREMENTS

10.1 The Employer and Employee agree that the following are the Employee's key developmental needs in relation to his /her current job and envisaged career path in the public service.

	DEVELOPMENTAL AREA
1	Senior Administration clerk
2	Junior Lawyer
3	Researcher

10.2 in so far as the above training- needs coincide with the employer 's's requirements and taking- into account- financial realities, the Employer undertakes to Employee to development in these areas-. The developmental needs of the Employee shall be reviewed as part of the September review and the annual assessment of performance. Details of course s, conference, etc .to be attended shall as far as possible be included in the Employee's PDP

11 TIMETABLE AND RECORDS OF REVIEW DISCUSSION AND ANNUAL ASSESMENT

- 11.1 September review: 1st week in October
- 11.2 March review : 1st week in April
- 11.3 Annual reviews : during April of every year

12. MANAGEMENT OF POOR PERFORMANCE OUTCOMES

CEO and employee will identify and develop interventions together to address poor, non-performance, or any misbehaviour at feedback session, or any time during the performance cycle.

13 DISPUTE RESOLUTIONS

13.1 Any dispute about the nature of the employee's Performance Assessment, whether it relates to key responsibilities, priorities, methods of assessment and ~~for~~ salary increment in the agreement, shall be mediated by: CEO (next persons in hierarchy/second line manager)

13.2 If this mediation fails, the normal grievance rules will apply.

14. AMENDMENT OF AGREEMENT

Amendment to the agreement shall be in writing and can only be affected after discussion and agreement by both parties.

15 SIGNATURES OF PARTIES TO THE AGREEMENT

The contents of this document have been discussed and agreed with the Employee concerned.

Signature

Employee _____ Date _____ Supervisor _____
_____ Date _____

9. Performance Template (Please tick where applicable)

Name and Surname	Position/job title	Gender Male/female	Race A W C I				
Assessment History							
Date of entry in Current Position	Period of Assessment		Previous assessment Results				
Quarterly Assessment results							
Quarter one	Quarter two	Quarter three	Quarter four				
Average score (for All quarters)							
ASSESSMENT OF EMPLOYEE'S PERFORMANCE BASED ON HER KPA							
Key Performance Areas/KPAs	Key activities /Actions done	Key performance indicators Value added	Actual/T arget	Actual performance	Comments on meeting standards	Employee' s rating	Supervisor 's rating
ASSESSMENT OF EMPLOYEE'S PERFORMANCE BASED ON HER KSAO's							
KSAOs based on <u>the</u> position	Activities expected	Target aimed	Actual performance executed	Own rating score	Supervisor's rating score		
ADDITIONAL MANDATES/ according to PMDS Policy							
Did the employee execute any activities, which are outside/or above his/her normal scope of practice?						Yes	No
Comment if Yes :							
Comments on PDP:							
Recommended reward/ Incentive:							
Employee's signature:				Date:			
Supervisor's:				Date			

Table: RATING SCALE (1-5)

Score	Performance category	Total score	Outcome/Decision/re wards/Incentive	Remarks/Com ments
1	Unacceptable Performance	69% and lower	No rewards nor Incentives	Intervention
2	Performance not fully effective	70% -99%	No rewards nor Incentives	Intervention
3	Performance fully effective	100%-114%	Pay Progression and step	
4	Performance significantly above expectation	115%-129%	Pay Progression and Performance Bonus	

5	Exceedingly Outstanding performance	130% and above	Pay Progression and Performance Bonus	
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10. Hackman and Oldman's Characteristics Model

Skills Variety: The fact Erin's job needed a research background; it required her to have excellent communication skills, and she had none of the above, her job was routinely and elementary.

Task Identity: She focused on the job to accomplish the mission successfully.

Task Significance: PG&E was wrong and did injustice to the people of Hinkley by as promised (lied to) as a results, PG&E had to account for their actions, and on the other hand Masry & Vittoe took the glory.

Autonomy: Erin was independent / and acted responsibly in her task performance.

Feedback: She had to give feedback to the plaintiffs/ Hinkley residents moreover, and also to Ed her boss, thus she received an incentive for their performance.

11. Erin Locus of control.

She exhibited confidence and passionate about her job and a strong core self-evaluation.

She believed in her herself and developed high Self –Efficacy. She always had a dream of being on top.

12. How the meaning of work changes for her work life balance

She had serious challenges in balancing her work and family as well social life, without doubt Erin loved her children much and that was one of the reason she had to come out and look for a job, but unfortunately she became too pre-occupied with work/ research and neglected the family.

13. Erin's Work Engagement level

She was actively engaged in her work.

She was focused and wanted to finally the community of Hinkley to find justice and closure.

14. Common characteristics of organizational and culture of the two law firms.

Masry & Vittoe law firm	Kurt Potter law firm
Result orientation	Result orientation
They wanted to get good outcome for the sake of their clients and good reputation.	They wanted to win the case despite their wrong-doings.

Customer Service	Customer Service
Through Erin, Ed worked successfully with the community and giving them feedback about the case.	Lied to the community and never return to apologise after realizing their damage.

15. Phases of development between Erin and her Co-workers

Erin lacked good communication skills; she was insulting people and using vulgar words everywhere and anyhow.
 She is not a team builder / she always threatened her co-workers when looking at her quarrelling with Ed in front of his door.
 She was a bully and a pushy character.
 She was not co-operative, e.g. refused to put the work-related outfit.
 She easily gets outraged and angered.
 Her listening skills were very poor.

References:

1. Anna Tunikova , Big five Dimensions, 6, February 2018
<https://peats.de/article/big-five-die-personlichkeit-in-fun-dimensions>
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<https://www.learning-theories.com/emotional-intelligence-goleman.html>.
3. https://en.m.wikipedia.org/wiki/Emotional_intelligence
4. https://en.m.wikipedia.org/wiki/Big_Five_personality_traits
5. Goleman, D. 1996. Emotional Intelligence. Why It Can Matter More than IQ. Learning, 24(6), 49-50. <https://www.learning-theories.com/emotional-intelligence-goleman.html>. Date of access: 15 November 2017.
6. Woods, S.A. & West, M.A.2015. The Psychology of Work and Organizations. 2nd edition. North way : Cenage Learning EMEA.

Rubric to assess the portfolio of evidence

Name:
Module:
Date:

Rate the learners' mastery of the sixteen competencies and compliance with four presentation and technical aspects on a 6-point Likert scale.

Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
0	1	2	3	4	5

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
1. The learner understand the importance of emotional intelligence and can apply his or her theoretical knowledge	0	1	2	3	4	5
2. The learner is competent in dealing with difficult people in the workplace (Mavericks)	0	1	2	3	4	5

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
3. The learner understand how the concept of personality affects behaviour in the workplace	0	1	2	3	4	5
4.. The learner understand how motivation affects behaviour and how it may change over time	0	1	2	3	4	5
5. The learner demonstrated a clear understanding and can apply career development theories	0	1	2	3	4	5
6. The learner can compile a job description and job specification based on a job analysis	0	1	2	3	4	5
7. The learner has demonstrated the ability to develop behaviorally type of questions for a job interview	0	1	2	3	4	5
8. The learner has demonstrated he or she can compile a performance agreement	0	1	2	3	4	5
9. The learner knows how to develop a performance assessment template	0	1	2	3	4	5
10. The learner has a clear understanding of how job design impact motivation based on the Job Characteristics Model of Hackman and Oldham	0	1	2	3	4	5

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
11. The learner has a good understanding of how locus of control impact emotions and behaviour	0	1	2	3	4	5
12. The learner understand the meaning of work, how to deal with work/family conflict as well as maintaining a work/life balance	0	1	2	3	4	5
13. The learner have demonstrated a good understanding and insight of the construct work engagement	0	1	2	3	4	5
14. The learner showed that he or she understands the importance of organisational culture and how to evaluate the type of organisational culture	0	1	2	3	4	5
15. The learner understand the importance of teamwork and how to become a better team player by learning the critical skills for teamwork	0	1	2	3	4	5
16. Overall, the learner demonstrated that he or she had mastered the various theories' and constructs dealt with in Strategic Talent Management and can apply his or her knowledge in practice.	0	1	2	3	4	5
Presentation and technical aspects						
17. The table of contents, references and list of sources are noted correctly	0	1	2	3	4	5

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
18. Writing - the style and language (grammar) meet the requirements	0	1	2	3	4	5
19. Independent (own) thought is reflected, and insight of the various questions was demonstrated	0	1	2	3	4	5
20. Assessor's general assessment rating of the quality of the POE taking into consideration all the above factors	0	1	2	3	4	5
Comments:						
Mark obtained		Total Mark				
		100				
Deduction for plagiarism if any						
Final Mark out of 100						

Plagiarism:

Plagiarism Report. Marks deducted for plagiarism infringements

- -10 (5 % - 20 % out of single source)
- -20 (21 % - 40 % out of single source)
- Allocate 0% (41 % - 60 % out of single source)
- Disciplinary steps (anything higher than 60 %)

Deduct the following marks if:

Total similarity index is between 20% -29% deduct 5%

Total similarity index is between 30% – 39% deduct 10%

Total similarity index is between 40% - 49% deduct 20%

Total similarity index of more than 50% (failed score 0%, student allowed a second opportunity to revised POE depending on the seriousness of plagiarism).

Please complete your assessment of this exercise after viewing the film and completing your questions:

Viewing and reflecting on the movie, Erin Brockovich, helped me better understand the following workplace behavioural aspects:

Behavioural aspects	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1. The importance of emotional intelligence	1	2	3	4	5
2. How to deal with difficult people in the workplace (Mavericks)	1	2	3	4	5
3. How the concept of personality affects behaviour	1	2	3	4	5
4. How motivation affects behaviour and how it may change over time	1	2	3	4	5
5. Help me to understand and apply career development theories	1	2	3	4	5
6. How to compile a job description and job specification based on a job analysis	1	2	3	4	5
7. How to develop behaviorally type of questions for a job interview	1	2	3	4	5
8. How to compile a performance agreement	1	2	3	4	5
9. How to develop a performance assessment template	1	2	3	4	5
10. How job design impact motivation based on the Job Characteristics Model of Hackman and Oldham	1	2	3	4	5
11. Help me to understand how locus of control impact emotions and behaviour	1	2	3	4	5
12. Help me understand the meaning of work, how to deal with work/family conflict as well as maintaining a work/life	1	2	3	4	5
13. Give me a good understanding and insight of work engagement	1	2	3	4	5
14. A better understanding of the importance of organisational culture	1	2	3	4	5
15. How to become a better team player	1	2	3	4	5
16. Overall, this was a very effective exercise and should be used again.	1	2	3	4	5

Thank you

Rubric to assess the portfolio of evidence 2018

Name: Applegreen
Module:
Date:

Rate the learners' mastery of the sixteen competencies and compliance with four presentation and technical aspects on a 6-point Likert scale.

Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
0	1	2	3	4	5

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
1. The learner understand the importance of emotional intelligence and can apply their theoretical knowledge	0	1	2	3X	4	5
2. The learner is competent in dealing with difficult people in the workplace (Mavericks)	0	1	2	3X	4	5
3 The learner understand how the concept of personality affects behaviour in the workplace	0	1	2	3	4X	5
4.. The learner understand how motivation affects behaviour and how it may change over time	0	1	2	3X	4	5
5. The learner demonstrated a clear understanding and can apply career development theories	0	1	2	3X	4	5

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
6. The learner can compile a job description and job specification based on a job analysis	0	1	2	3	4	5X
7. The learner has demonstrated the ability to develop behaviorally type of questions for a job interview	0	1	2	3X	4	5
8. The learner has demonstrated he or she can compile a performance agreement	0	1	2	3	4	5X
9. The learner knows how to develop a performance assessment template	0	1	2	3	4X	5
10. The learner has a clear understanding of how job design impact motivation based on the Job Characteristics Model of Hackman and Oldham	0	1	2	3X	4	5
11. The learner has a good understanding of how core self-evaluation impact emotions	0	1	2X	3	4	5
12. The learner understand the meaning of work, how to deal with work/family conflict as well as maintaining a work/life balance	0	1X	2	3	4	5
13. The learner have demonstrated a good understanding and insight of the construct work engagement	0X	1	2	3	4	5

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
14. The learner showed that he or she understands the importance of organisational culture and how to evaluate the type of organisational culture	0X	1	2	3	4	5
15. The learner understand the importance of teamwork and how to become a better team player by learning the critical skills for teamwork	0	1	2	3X	4	5
16. Overall, the learner demonstrated that he or she had mastered the various theories' and constructs dealt with in Strategic Talent Management/HRM and can apply his or her knowledge in practice.	0	1	2	3X	4	5
Presentation and technical aspects						
17. The table of contents, references and list of sources are noted correctly	0	1	2	3X	4	5
18. Writing - the style and language (grammar) meet the requirements	0	1	2	3X	4	5
19. Independent (own) thought is reflected, and insight of the various questions was demonstrated	0	1	2	3X	4	5
20. Assessor's general assessment rating of the quality of the POE taking into consideration all the above factors	0	1	2	3X	4	5

Competencies						
Comments:						
Mark obtained 54%			Total Mark			
			100			
Deduction for plagiarism if any						
Final Mark out of 100						
Signature: 			Date: 9/11/208			

Plagiarism:

Plagiarism Report. Marks deducted for plagiarism infringements

- -10 (5 % - 20 % out of single source)
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