

MEMORANDUM POE 2017 (ONLY A GUIDELINE)

Instructions: Answer the following questions

1. Critically assess Erin's emotional intelligence based on Coleman's four dimensions of EI.

Self-awareness

Self-awareness - knowing one's internal states, preferences, resources, and intuitions:

- Emotional awareness: recognizing one's emotions and their effects
- Accurate self-assessment: knowing one's strengths and limits
- Self-confidence: a strong sense of one's self-worth and capabilities



Self-management

Self-management – Managing one's internal states, impulses, and resources:

- Self-control: keeping disruptive emotions and impulses in check
- Trustworthiness: maintaining standards of honesty and integrity
- Conscientiousness: taking responsibility for personal performance
- Adaptability, flexibility in handling change
- Achievement orientation: striving to improve or meeting a standard of excellence
- Initiative: readiness to act on opportunities



Social awareness

Social awareness – Awareness of others' feelings, needs, and concerns:

- Empathy: sensing others' feelings and perspectives, and taking an active interest in their concerns
- Organizational awareness: reading a group's emotional currents and power relationships
- Service orientation: anticipating, recognizing, and meeting customers' needs



Social Skills

Social skills – Adeptness at inducing desirable responses in others

- Developing others: sensing others' development needs and bolstering their abilities
- Leadership: inspiring and guiding individuals & groups
- Influence: wielding effective tactics for persuasion
- Communication: Listening openly and sending convincing messages
- Change catalyst: initiating or managing change



2. Many people have strong adverse reactions towards Erin and her behaviour. She is not an ideal role model for anyone entering the workforce. However, she proved to be an outstanding contributor to the law firm. How well did Ed manage her? If you were her manager would you have fired her? What were the negative effects of her presence on the other employees? Can a firm afford an Erin Brockovich? Can we afford *not* to have some rebels or Mavericks like her? Moreover, if we keep them, how do we manage them? Explain what strategies would you have used to manage a perceived difficult person such as Erin?

Learn the typology. According to maverick mentor Judith Germain of Seeing Solutions: 'Mavericks are wilfully independent, with a sense of mischievousness. They question everything and stand up for what they believe in, even if it costs them their job. They are risk-takers who break the rules, and they have a confidence that is often seen as arrogance.' And they're usually among the top performers.

Spot them. They stand out, says Germain, because they challenge assumptions and come up with unconventional solutions. If you want a more scientific approach, try the ear test. A study by Dr Elliroma Gardiner of the London School of Economics and Chris Jackson of the University of New South Wales found that people with a preference for using their left ear rather than their right ear (for example, to listen through a door) are more likely to be mavericks.

Point to the goal. Mavericks focus on the objectives they are given and choose their own way to get there. 'The key is to be clear about how you see mavericks contributing to the organisation,' says Ian Brookes of business growth consultancy DNA People.

Nurture their social intelligence. 'Mavericks are robust and thick-skinned, and don't get upset by criticism, but they treat others the same,' says Germain. 'Help them understand that they need to bring people with them,' she advises.

Set boundaries. Just as financial checks are needed to stop rogue traders, mavericks need to operate within clear limits. 'From mavericks' perspective, their behaviour is not high risk because they have done their own risk assessment,' says Germain.

Look for respect. 'Your formal authority may not have much impact,' says Brookes. 'What matters is developing rapport and mutual respect. This means dialogue and a willingness to listen to mavericks, and showing that you value their opinion.'

Offer protection. Mavericks often get their colleagues' backs up and become isolated. 'You should signpost mavericks and their contributions to the wider organisation,' says Brookes.

Don't shoot the messenger. According to former MP and self-confirmed maverick Lembit Opik, these people are 'pathfinders' and you should listen to them rather than treating them as pariahs. 'Mavericks offer a different path, and even if it's not the right one, it makes sense to encourage exploration,' he says.

Do say: 'Now think how we are going to persuade everyone this is the answer.'

Don't say: 'You're breaking every rule in the book. Why can't you just be like everyone else?'

3. Erin Brockovich clearly illustrates the existence of “personality” as an enduring set of traits and behaviours that distinguish her from others. Describe Erin’s personality. Do these change during the movie? How? What is her personality traits? Expand her personality traits to the dimensions of models such as the Big Five and the Myers-Briggs Type. What are her personality traits strengths and weakness?

The Big Five Model – Goldman & Digman

Grouped into five broad bipolar dimensions

- **Extraversion:** the extent to which a person is outgoing and sociable versus quiet and reserved
- **Agreeableness:** the extent to which a person is warm and trusting, versus cold and unfriendly
- **Conscientiousness:** the extent to which a person is organized and dependable, versus impulsive and disorganized
- **Emotional stability:** the extent to which a person is calm and stable, versus neurotic and anxious
- **Openness/intellect:** the extent to which a person is imaginative and open to new experiences, versus narrow-minded and unimaginative



Myers-Briggs Type Indicator

Extroversion (E)- a need for socializing with others	Introversion (I)- a need to be alone or in activities that involve a few people
Sensing (S)- a need for facts and experience for decision making	Intuition (N)- Uses visions, intuitions, or hunches as a basis for operations
Thinking (T)- a need for logical and objective principles for decision making	Feeling (F) – a need for subjective, more personal, and emotionally based decision making
Judging (J)- a preference for closure and settling things	Perceiving (P)- a preference open and fluid options



4. It is interesting to note that Erin is a very highly motivated person throughout the movie. What changes are the sources of the motivation, the unfulfilled needs, and the hierarchical levels? Discuss her levels and sources of motivation. Do these change during the movie? Based on the different motivation theories identify and discuss at least five ways in which Erin was motivated.

- A Framework for Motivation Theories
 - key definitions
- Motivation Theories
 - need theories
 - motivation as a trait
 - cognition and motivation
- Treating People Fairly: Justice and Equity Perspectives on Motivation
 - equity theory
 - organisational justice
- Job Design and Motivation
 - JCM
- Motivating People at Work: Integrating Theories of Motivation

Move from extrinsic to intrinsic

5. Discuss critically how Erin adapted to her new career based on Nicholson's job transition theory. Based on the different career development theories which stage will best describe Ed's current career development phase?

Career Moves: Nicholson Job Transition Theory

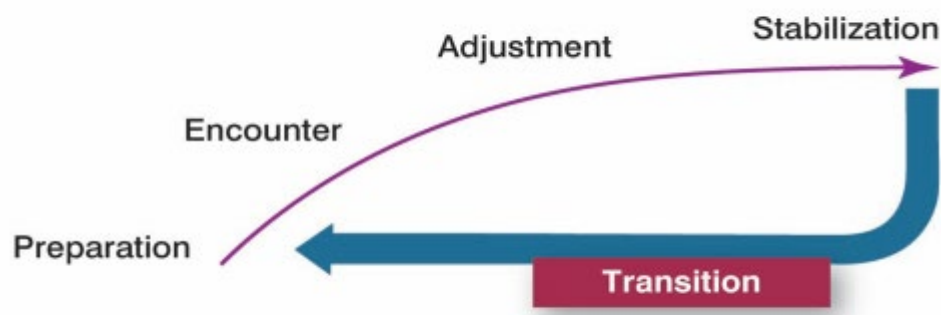


Table 9.2 The five stages of Super's career development theory	
<i>Growth (0–14)</i>	The key phase for the development of career interests, capabilities and personality traits. At this stage, young people are starting to think about the kind of work that appeals to them.
<i>Exploration (15–24)</i>	This stage involves exploring the world of work and further development of the self-concept and identity, identifying jobs or roles that are consistent with it.
<i>Establishment (25–44)</i>	At this stage, the person finds a job or career that matches his or her identity and interests, and seeks to make a mark in their chosen field.
<i>Maintenance (45–64)</i>	Having established a position in a chosen field, the person now seeks to retain that position in the face of new challenges, such as changes in technology.
<i>Decline/disengagement (65+)</i>	Here the person begins to disengage from the work environment, focusing more on non-work interests. Retirement follows.

6. Compile a simple job description and job specification based on a job analysis of Erin's job. List the KSAOs required for her job. Write down around 5-8 different person requirements.

A job description is a written statement of what the jobholder actually does, how he or she does it, and under what conditions the job is performed. There is no standard format for writing job descriptions, but most descriptions include sections on:

- job identification
- job summary
- relationships, responsibilities, and duties
- authority of incumbent
- standards of performance
- working conditions
- job specifications.

The job specification should include a list of the human traits and experience needed to perform the job. These might include education, skills, behaviours, personality traits, work experience, sensory skills, and so on

7. Based on the job analysis (job description and job specification) of Erin's job complete at least five behavioural type of questions that you will ask Erin during a job interview as a member of the interview panel.

- Give an example of an occasion when you used logic to solve a problem.
- Give an example of a goal you reached and tell me how you achieved it.
- Give an example of a goal you didn't meet and how you handled it.
- Describe a stressful situation at work and how you handled it.
- Tell me about how you worked effectively under pressure.
- How do you handle a challenge?
- Have you been in a situation where you didn't have enough work to do?
- Have you ever made a mistake? How did you handle it?
- Describe a decision you made that was unpopular and how you handled implementing it.
- Did you ever make a risky decision? Why? How did you handle it?
- Did you ever postpone making a decision? Why?
- Have you ever dealt with company policy you weren't in agreement with? How?
- Have you gone above and beyond the call of duty? If so, how?

- When you worked on multiple projects how did you prioritize?
- How did you handle meeting a tight deadline?
- Give an example of how you set goals and achieve them.
- Did you ever not meet your goals? Why?
- What do you do when your schedule is interrupted? Give an example of how you handle it.
- Have you had to convince a team to work on a project they weren't thrilled about? How did you do it?
- Give an example of how you've worked on a team.
- Have you handled a difficult situation with a co-worker? How?
- What do you do if you disagree with a co-worker?
- Share an example of how you were able to motivate employees or co-workers.
- Do you listen? Give an example of when you did or when you didn't listen.
- Have you handled a difficult situation with a supervisor? How?
- Have you handled a difficult situation with another department? How?
- Have you handled a difficult situation with a client or vendor? How?
- What do you do if you disagree with your boss

8. Suppose you were Ed, her boss, compile a written performance agreement for her based on job description and specification. Identify organisational goals for the law firm. Identify the key performance areas, key activities for each of the key performance areas, key performance indicators, targets based on the performance indicators and comments/constraints.

Example

HC224F	PERFORMANCE AGREEMENT			
	For all academic and support employees			
Performance period:	1 January 2017 – 31 December 2017	Name of manager:	Professor Jan Meyer	
Employee Name:	Petrus Albertus Botha	Date appointed:	1 January 2015	
Position/Job title:	Professor	Campus/Institutional Office:	Mafikeng	
Employee number:	12630829	School/Division:	School of Business and Governance	
Department/Unit:	School of Business and Governance			

Tick option:	Probation	☐ Extended probation	☐ Permanent	☒ X	Contract/Temporary	☐
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Key Performance Areas	% Weight	Key Activities	Key Performance Indicators	Performance target	Comments/Constraints
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1	Transformation	5	Implement transformation as part of each module for the MBA and PGDip programmes	Diversity and change topic covered in Organisational Behaviour and Human Resource Management	30 November 2018	
			Manage transformation with specific focus on social and behavioural impacts	MBA research projects and following a social learning approach	At least two social and behavioural research topics for MBA students	
2	Teaching and learning	40	Teaching two modules in 2 nd semester namely Human Resource Management to both MBA and PGDip groups and Organisational Behaviour on the PGDip programme. Also, offer HRM on the MBA programme at Vaal campus	Study guides in new format and available to students	Study guides handed in on time	
				Prescribed articles and textbooks available	Articles available on E-fundi. Textbook ordered on time	
				Success and throughput rate 85%	30 November 2018	
				Use E-fundi to enhance the learning process	Continuous 2 nd semester 2018	

				Student evaluation for all modules average 90%	30 November 2018	
				Coordinate and develop new curriculum for HRM across three campuses	31 May 2018	
				Completion ITEA programme	31 October 2018	
3	Research	30	Post-Graduate PhD supervision	Deliver one PhD Graduate	October 2018 Graduation	
			Post Graduate supervision MBA mini-dissertations	Deliver 4 MBA mini-dissertations	May and October 2018 Graduations	
			Research Publications	1 Journal article	30 November 2018	
				1 peer-reviewed conference proceeding	30 November 2018	
				1 international conference presentation	30 November 2018	
4	Community involvement and application of expertise	20	Linkage with industry	Present at least four executive programmes to senior executives in the Public Services on behalf of the National School of Government	Continuous in 2018	
5.	Management	5	Attending school meetings and colloquiums	Attendance of 80% of meetings	Continuous in 2018	

TOTAL WEIGHT	100%				
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9. Based on Erin's performance agreement compile a simple performance assessment template to assess her performance.

Example:

Human Capital



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
INSTITUTIONAL OFFICE

HC226F	PERFORMANCE REVIEW AND APPRAISAL		
Review period:	1 January 2017 – 31 December 2017	Date of appraisal:	Professor Jan Meyer
Employee Name:	Petrus Albertus Botha	Name of manager:	1 January 2015
Position/Job title:	Professor	Date appointed:	Mafikeng
Employee number:	12630829	Campus/Institutional Office:	School of Business and Governance
Department/Unit:	School of Business and Governance	School /Division:	

Tick option:	☐ Probation ☐ Extended probation ☒ Permanent ☐ Contract/Temporary
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Core Responsibility Key Performance Areas	% Weight	Comment on achievement of targets/outputs		Rating		
		Self-Assessment (Employee)	Manager	E	M	C

1	Transformation	5	I have integrated transformation related topics as part of each of the following modules: GHRM 524, GHRM 526, MBAB 822 (Mafikeng), MBAB 822 Vaal, GHRM 527 Vaal modules for the MBA and PGDip programmes I have included social and behavioural research topics for MBA and PGDip Students				
2	Teaching and learning	40	Teaching two modules in 2nd semester namely Human Resource Management to both MBA and PGDip groups and Organisational Behaviour on the PGDip programme. Also, offered HRM on the MBA and PGDip programmes at Vaal campus (200 students in total and 5 groups) Developed and updated two study guides and uploaded on –Fundi before deadline Prescribed articles and textbooks available Articles available on E-fundi. Textbook ordered on time. Student evaluation for HRM (combined MABAB 822 and GHRM 526) was 90%) Student evaluation for GHRM 524 (Organisational Behaviour was 96% Average student evaluation – 93% Fully utilised E-fundi to enhance the learning process. All assessments were done electronically.				
3	Research	30	Busy supervising 4 PhD and 11 MBA Students				

			1 MBA dissertation completed and student graduate in October. 1 MBA dissertation will be submitted for external examination before 20 November				
4	Community involvement and application of expertise	20	I had strong linkages with industry. I have offered 7 Strategic Human Resource Management courses for senior public managers on behalf of the National School of Government. I have represented the School of Business and Governance. In these contact sessions, I have promoted and marketed the SBG of NWU.				
5	Management	5	I have continuously attended school meetings and colloquiums. I have made constructive contributions regarding the management and administration of the SBG.				
TOTAL WEIGHT		100%		FINAL RATING SCORE			

AGREED ☐
 NOT AGREED ☐



SIGNATURE: EMPLOYEE

12 October 2017

DATE

SIGNATURE: MANAGER

DATE

PRINT MANAGER NAME

SIGNATURE: SUPERVISING A SECONDARY
ASSIGNMENT (e.g. Research Director / during a
secondment of the Employee)

DATE

PRINT NAME OF
SECONDARY MANAGER

(Signatures acknowledge discussion of evaluation; it does not denote agreement with final evaluation and score.)

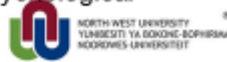
10. Evaluate the extent in which the five dimensions of the Job Characteristics Model of Hackman and Oldham (1980) was present in Erin's job.

Job Design and Motivation

Job characteristics model (Hackman & Oldham, 1980)

1. **Skill Variety:** The extent to which people are required to draw on a diverse set of job skills and abilities. Meaningful work requires that people use their capabilities.
2. **Task Identity:** The extent to which a job allows people to complete a whole, identifiable piece of work, the outcome of which they can perceive.
3. **Task Significance:** The extent to which the output of work has an impact on others, either people at work, or outside such as service/product users.
4. **Autonomy:** Freedom to decide how to work and to accomplish goals. Autonomy at work is central to developing a sense of personal responsibility.
5. **Feedback:** Performance feedback is critical for enabling people to gain knowledge of the results of their work

These core job characteristics state of job-related psychological ownership



11. Does Erin possess a strong core self-evaluation (high self-esteem, self-efficacy and internal locus of control)?

CSE defined as individuals' appraisals of their own worthiness, effectiveness & capability as people

Based on the work of Judge, Locke, Durham and Kluger (1998) core self-evaluations (CSE) incorporate four affective tendencies as a single trait or disposition:

- **Self-esteem:** The extent to which people feel good about themselves
- **Self-efficacy:** How confident people feel about their capabilities.
- **Locus of Control:** The extent to which people feel in control of events.

12. Reflect on how the meaning of work changes for her, as well as on the career/family conflicts in the film. Do you think she was able to maintain a work-life balance? How will you describe Erin's relationship with her children and her boyfriend?

Meaningful work:

Does your job serve a population or cause dear to your heart?

Do you feel you have the level of autonomy, responsibility, decision making power you need to do your best work?

Do you feel that your opinions and contributions are recognized and appreciated by your supervisor and/or colleagues?

Do you feel that your work enables you to meet and exceed your financial obligations?

Do you know how this job fits as a stepping stone to your next career move?

Work-life balance is a concept including the proper prioritization between work (career and ambition) and lifestyle (health, pleasure, leisure, family).

Work-family conflict – explain Erin's relationship with her children & boyfriend

13. Critically assess Erin's work engagement levels?

Engagement – work experiences may enhance people's experiences and well-being

What is employee engagement?

- “Being positively present during the performance of work by willingly contributing intellectual effort, and experiencing both positive emotions and meaningful connections with others” (Alfes et al, 2010: 5)
- **Three dimensions to employee engagement:**
 - **Intellectual engagement:** the propensity to think hard about work tasks
 - **Affective engagement:** experiencing positive emotions in relation to work, such as enthusiasm
 - **Social engagement:** discussing work-related improvements with colleagues



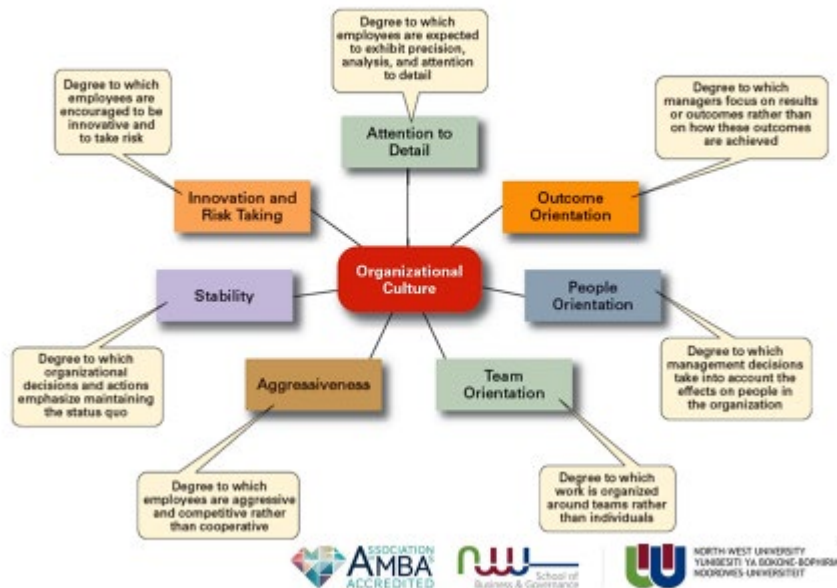
Elements of Job Engagement

- Schaufeli et al. (2002) propose that job engagement amongst employees is described by five core elements:
 - Urgency – the need to get this task done now
 - Focus – on what is important now, not what might be most interesting
 - Intensity – sense of significance and deep level of involvement in the work
 - Adaptability - being proactive, not tied to job descriptions
 - Personal initiative – thinking and working proactively and implementing new and improved ways of doing things



14. The two law firms with different cultures and expectations have difficulty working together. The larger, much more powerful and professional firm was brought in to help handle the immense class action suit. Ed and his local personal liability practice are clearly out of their league, but in many ways are more effective in working with the community members. Compare and evaluate the culture of the two law firms.

Describe the Common Characteristics of organizational Culture



15. Do you think Erin was a team player? Based your analysis on the generic teamwork skills as proposed by Woods and West (2015:434).

Examples:

Active listening skills – being able to listen to others and engage effectively in understanding their views and experiences.

Communication skills – understanding how to communicate effectively taking into account the receiver, the message and the appropriate medium – for example email for routine communications, telephone conversation for more complex discussions and face to face for communications involving conflicts.

Social perceptiveness - being aware of others' reactions and understanding why they react the way they do (this is often referred to as one dimension of 'emotional intelligence')