

NWU BUSINESS SCHOOL

Assignment Cover Page

INITIALS AND SURNAME	M.M Mbewe
STUDENT NUMBER	31435068
MODULE NAME	Human Resource Management
MODULE CODE	MBAB 822
FACILITATOR NAME	Prof P. Botha

HR Portfolio of Evidence

DECLARATION OF OWN WORK

I declare that this assignment is my own original work. Where secondary material has been used (either from a printed source or from the internet), this has been carefully acknowledged and referenced in accordance with North-West University (NWU) requirements. I understand what plagiarism is and am aware of the NWU's policy as well as the Business School's guidelines in this regard.

Signature of student	M.M Mbewe
----------------------	-----------

Please keep a backup copy of your assignment

Table of content

Introduction	page 3
Answer to questions.....	page 4 to 17
Appendix	page 18
References.....	page 19

Introduction

This portfolio of evidence (POE) is based on the movies called Erin Brockovich. Erin Brockovich (Julia Roberts) is a lady in a tight spot, following a car crash in which Erin isn't to blame, Erin begs her lawyer Ed Masry (Albert Finney) to enlist her at his law office. Erin discovers some therapeutic records put in land documents. She persuades Ed to enable her to research, where she finds a concealment including tainted water in a nearby network which is causing obliterating ailments among its occupants.

In this movie we learned how emotional intelligence was nicely applied to at the workplace and the POE will reveal some of the lessons learnt in this movie and how the relate to the theory.

Answer to Questions:

1. Emotional intelligence is the ability, capability, talent, or knowledge to identify, evaluate, and be able to manage the emotions you own, of other people, and of a group of people. (Santos *et al.*, 2018) The people who have emotional intelligence know their own emotions and ~~canare able to~~ understand other people's emotional intelligence very well. See on diagram 1 below on how emotional intelligence is being explained.

Field Code Changed

What is **Emotional Intelligence** ?

- **Emotional Intelligence** is the **ability to identify our own emotions and those of others, to self-motivate ourselves and know how to monitor our emotions and those of the people around us.**



<http://en.blog.zyncro.com/2013/01/07/emotional-intelligence-applied-to-the-business-environment/>

Diagram 2: Explanation ~~off~~ emotional intelligence.

According to Goleman, there are five competencies that drive emotional intelligence, namely: self-regulation, social skill, empathy, motivation and self-awareness. Self-regulation ~~it~~ deals with managing people's emotions and impulses and also to adapt to change. Empathy is the skill to know the emotional character of other people. ~~EAn~~ expertise in treating individuals as per their emotional reactions. Social skills ~~areis the~~ ability in managing affairs and

building systems, and a skill to find common ground and build a relationship. Motivation is a passion to perform based on internal reasons that go beyond financial rewards and position. Self-awareness is the ability to understand yourself, your strength and weak and how others see you. (Serrat, 2017) These competencies are explained further on the diagram 2 below:

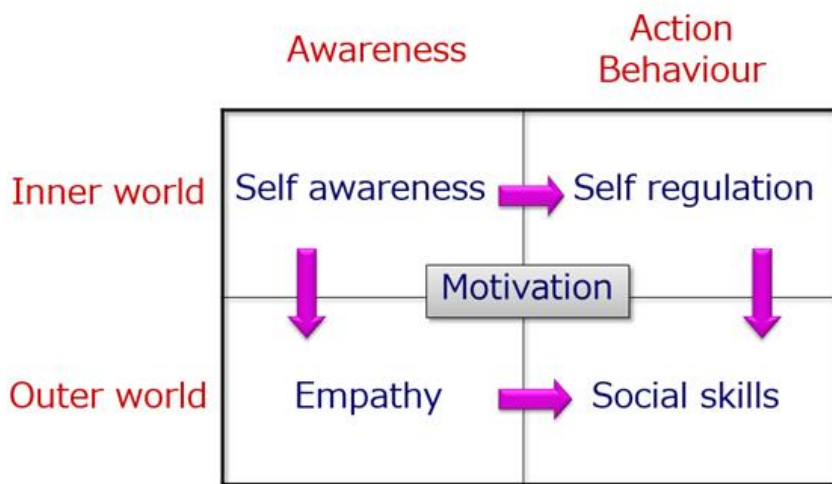


Diagram 2: Emotional intelligence competencies.

In this movie Erin had the social skill, she influenced people's emotions to move to the buy into her ideas. This was demonstrated by the fact that she influenced most of the Hinkley's community to claim damages against the company that caused illnesses to the community by pollution of water. When assessing Erin's emotional intelligence, one can clearly see that she has most of the competencies, mostly the social skills as she is good with people, trusted by them and listening to their complaints attentive. Erin won the community's trusts easily. She was also confrontational in character and confident. Erin knew how to sell herself, and that shows her social and self-

awareness. Erin lacked self-management as she frequently showed her disruptive behaviour.

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.

a) **How well did Ed manage her?**

Ed managed Erin have done well as far as managing Erin is concerned He was in control and he knew when you put this foot down even though he might have appeared a bit distracted and concentrated more on Erin than other staff members in the company.

If you were her manager would you have fired her?

No, would have persevered and exercised patience because I would have done well as far as management of difficult people like Erin is concerned. She needed up being the best employee and won the best paying case for the law firm, and the community members of Hinkley were happy about their payouts. Erin had some form of some form of talent, and she used that to her advantage. She was outspoken, and everybody knew her standpoint as far as work issues are concerned, and this worked to the law firm's advantage.

Erin is a ~~competent~~ ~~n-exceptionally capable~~ worker who made her point and in many occasions to the advantage of the firm, she is a compulsive worker who will go the additional mile in getting work done. I would have given instructing and preparing in enabling her more in the normal yields. I would have coached her on what is expected from her and also I could have trained her so that she can know what is expected from her as a law clerk.

b) **What were the adverse effects of her presence on the other employees?**

Other employees started to hate her, this was made worse by the fact that she was new in the workplace, had no qualifications and she was always making everyone feel uncomfortable. She was good with people and this fuelled the hatred between her and other employees.

c) **Can a firm afford an Erin Brockovich?**

Yes, simply because employee like Erin will go an extra mile just to benefit the firm, She work long hours and never claimed overtime. She even put her own life at risk getting evidence about the case.

d) Can we afford *not* to have some rebels or Mavericks like her? Motivate

No, because rebels or Mavericks like h-er can happen to be the best performing employee of the firm and the managers should be accommodative towards them. Dealing with a Mavericks can help lessen the power and vitality of the radical representative at the workplace.

- e) Moreover, if we keep them, how do we manage them and explain what strategies would you have used to manage a perceived difficult person such as Erin?

As a manager, you need to know how to manage different people and their behaviours at the workplace. Dealing with a Mavericks can help lessen the power and vitality of the radical representative at the workplace. The manner in which you deal with a troublesome worker will decide if a ton of good, awful or appalling conduct is portrayed by the nonconformist. How you handle them can be achieved by applying the following:

- ✓ Be clear about how you see a dissident adding to the association ~~despite in spite of~~ the fact that perceiving that this commitment may be not the same as alternate representatives ~~are is~~ essential. The nonconformist should comprehend what's in store and you anticipate from a free thinker.
- ✓ Mavericks do ~~not~~ react to demands since you are the manager, be set up to tune in to what the free thinker needs to state, making numerous inquiries which the nonconformist will see as esteeming the commitment they convey to the association, at the end of the day work for regard and not ~~an~~ expert.
- ✓ Give input to the Ma~~r~~vericks with the goal that it encourages them cent~~ree~~ around how they are getting along things. They ought to get

both constructive and contrary input as they do not as a rule consider how they might influence individuals around them

- ✓ If the nonconformist is not extremely skilled, untalented and insufferable, at that point there is a performance issue which should be inclined to generally the whole association will be harmed with poor execution.

- ✓ Ensure that you champion and secure the free thinker purchase calling attention to the positive commitments that you incentive to ordinary workers particularly in gathering circumstances and meeting, demonstrate that you esteem the imagination since the nonconformists don't infer their quality frame amass bolster since they tend not to have a place with any gathering but rather on the quality of his or her thoughts

- ✓ It is essential that a free thinker be helped to remember the authoritative objectives and their significance with the goal that they are centered on as vital and important yet also in addition offer to the standards and qualities that the dissident may have as a primary concern.

3. Erin Brockovich clearly illustrates the existence of "personality" as an enduring set of traits and behaviours that distinguish her from others.

a) Describe Erin's her personality characteristics

- The idea of personality is appreciated by many, we are endlessly worried about others and we end up analysing them in order to understand them better. (Buss & Plomin, 2014) Erin was showed extroversion, agreeableness, conscientiousness, neuroticism and openness to experience.

Field Code Changed

- b) Expand her personality traits to the dimensions of models such as the Big Five.

Five factors are used to define different personality traits. They are also known as big five factors are:

Openness is the appreciation for a diversity of experiences

Erin was open; this was demonstrated by the fact that Erin accepted the duties even if she did not have experience. She appreciates the different experience that her job presented to her.

Conscientiousness which is planning in advance rather than being impulsive.

Erin was able to plan ahead and deliver all duties on time. She was proactive.

Extraversion is ~~being~~ friendly, active and talkative.

Erin was outgoing and friendly to the community of Hinckley; she made sure that they achieve their goals of winning the case and also the community loved Erin a lot. She was approachable, and everyone in the community could speak freely to her.

Agreeableness is being caring, considerate and pleased to help.

Erin was kind, showed empathy to the community and was happy to see them help them.

Neuroticism being is prone to worry or be weak or temperamental.

Erin was highly volatile and vulnerable and easily being angered. This was her weak point.

- b) What are her personality traits strengths and weakness based on the Big Five?

Erin displayed neuroticism and this was her weak point. Agreeableness, ~~extraversion~~ and openness and, her strong points were her strong points. She used them fully to her advantage.

- c) Do her behaviour and attitude change during the movie?

Erin's behaviour and attitude never changed throughout the movie. She was same all the way.

4. a) Discuss her levels and sources of motivation.

Motivation is ~~a~~-vital for every individual, whether in our professions or day to day lives. The basic needs is what Maslow's hierarchy of needs is outlining

as follows: Safety, Physiological, social, Safety and Social needs, Esteem and Self Actualisation. (Fallatah & Syed, 2018) See the diagram 3 below.

Field Code Changed

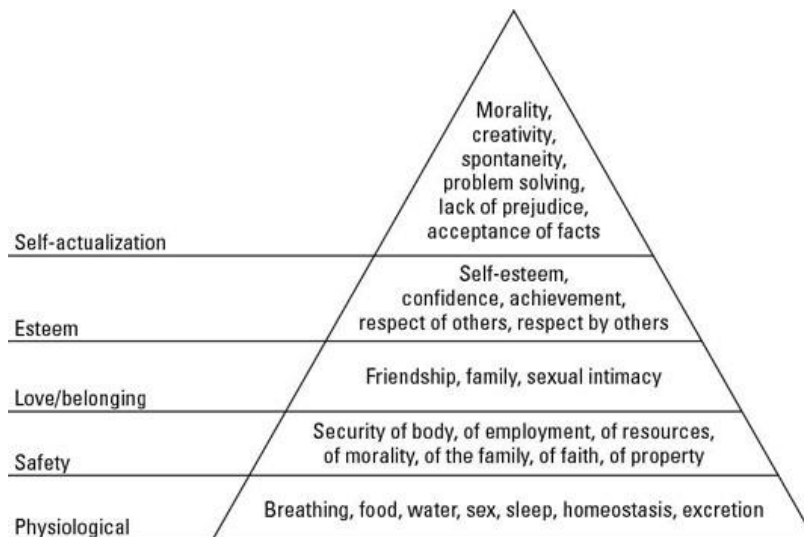


Diagram 3: Maslow's hierarchy of needs

Erin was motivated by the fact that she needed to care for her kids and she was in need of money. She was also in need of other basic things like safety for her family. It was clear that she was driven by the need to help others which made her work easier and the Hinkley communities benefited a lot.

b) Do these change during the movie?

No, Erin's level of motivation did not change in this movie, all she needed she achieved and her outstanding level of motivation really paid off.

c) Based on the different motivation theories identify and discuss at least five ways in which Erin was motivated.

These needs were captured in the Maslow's hierarchy of needs above on diagram 3. All these needs were part of what drove her but this can also be explained further by Human needs theory according to McClelland's acquired

needs theory, and the one that Erin displayed was the need for achievement which is the desire to do something better, to solve problems or to master complex tasks. She was able to get the evidence that helped to win the case.

HUMAN NEEDS

McClelland's Acquired Needs

- Three acquired needs that vary in strength among people

Need for Achievement	Need for Power	Need for Affiliation
• is the desire to do something better, to solve problems, or to master complex tasks.	• is the desire to control, influence, or be responsible for other people.	• Is the desire to establish and maintain good relations with other people.

Diagram 4: Human needs according to McClelland's acquired needs theory.

5. How Erin adapted to her new career based on the various job transition theories.

Stage 1: Preparation

This stage is about being ready, prepared and motivated.

Erin was ready to do any kind of job that could help her make money to take care of her family. She did everything in her power to get the job.

Stage 2: Encounter

This stage is about gaining confidence in performing duties, being meaningful, making sense and the level of engagement at work. Erin was able to learn the culture of the firm and how the firm operates s which was not easy because she was not liked by her colleagues. This made information gathering difficult because some colleague were giving her the wrong information about the work issues. She was able to perform to her peak under all the eseis challenges.

Stage 3: Adjustment

Erin did her job excellently, she was also busy with something. and she did not wait for Ed to assign duties to her in an out shell she was proactive.

Stage 4: Stabilisation

This stage is about building a relationship, mastering work environment, personal development and trust and commitment. Erin was built good trustful relationships with the Hinckley community. She was trustful and committed to her job. What about Ed

6. Simple job description and job specification based on a job analysis of Erin's job.

I. Title of the Job Title: Law Clerk

II. Daily Duties

Managing of law firm office which includes doing the following:

- ✓ To set meeting and client interviewing
- ✓ Typing of minutes
- ✓ Manage appointment for attorneys

III. Skills and personality requirements

- ✓ Good speaker

- ✓ People's person
- ✓ Computer skills
- ✓ Able to work under pressure
- ✓ Good listener

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

Behavioural type of questions:

- ✓ How do you deal with challenges?
- ✓ What motivates you at the workplace?
- ✓ How well can you work with a team?
- ✓ How often do you achieve the set goals at the workplace?
- ✓ How do you manage conflict at the workplace?
- ✓ Do you have weak point? If yes what are your weak points?

8. **Employee Performance Agreement**

Title and name of the employee: Ms Erin Brockovich **Race:** White

Job Title: Law clerk
2018

Date of employment: 01 May

Supervisor's name: Ed

Date: 17 October 2018

Job Performance Expectations:

- ✓ To achieve 80% success with all case
- ✓ Be able to value the clients first
- ✓ To be proactive

Personal Behaviour Performance Expectations:

- ✓ To be able to work under pressure
- ✓ To be confidential about clients' cases
- ✓ Respect other people's feelings

✓ Accept the difference of opinions

I understand and accept all the contents of this performance agreement signed at

Date:

Employee Signature:.....

Supervisor`s signature:.....

9. Erin's performance agreement performance assessment template

Template to assess performance.

Name of employee: Erin

Assessment Period: 01/04/2018-30/09/2018

QUALITY	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT
communication	X			
Group Work		X		
Productivity			X	
Creativity			X	
Honesty				X
Integrity		X		
Anger management	X			

Overall performance: competent on 5 qualities but to improve on her anger management and communication skills

Signature of employee:

Signature of supervisor:.....

10. Hackman and Oldham job characteristics model.

The job characteristics model, defined by Hackman and Oldham, is founded on the knowledge that the duty itself is fundamental to employee motivation. Specifically, a boring and monotonous work suppresses motivation to achieve well, whereas a challenging work improves motivation. (Oldham & Hackman, 2010)

Field Code Changed

The meaningfulness of work:

To Erin, work was constantly vital to her, and each time there was something for her to do, she was exceptionally propelled to achieve it. She performed excellently.

Knowledge:

This is vital in two different ways, to help assess how fruitful the function has been and to associate one openly to the client of the yields which gives additionally reason to work.

Erin had a great time learning of each progression the firm had come to with the claim. On events where Ed did not advise her of meeting like when she was off wiped out, she truly felt deceived. She appeared to the board in detail and she knew her customers by heart without reference to any archive.

Responsibility:

Erin seen function as the main chance to substantiate herself as effective, acquire her regard. She generally assumed liability for work. She could join and roll out improvements from the learning she picked up while doing the assignments.

11. Locus of control

It is defined as the degree to which individuals believe they have control over events in their lives. An individual with an internal locus of control believes that he or she can control events and their results, while somebody with an

external locus of control blames outside forces for all the things happening around them. (Ajzen, 2002)

Self-efficacy is defined as the faith in one's ability to achieve a set task or—
— by oneself. This is in contrast with self-esteem which is called the 'pride'.

Erin ~~had was have~~ a good level of self-efficacy₁ and she never displayed any sign of doubting herself in any way. At work₁ many didn't believe in her capabilities. She was a hard worker. Erin had an internal locus of control because she did all that she could to make sure that she performs her job well and he used her family`s lack of finance as her motivation rather than~~t~~ helping the Hinckley community.

12. Work~~—~~life balance is defined as the balance that an employee needs between time assigned for work and other aspects of life. There should be a well-balanced performance of work and personal life needs like caring for family and spending time together. (Delecta, 2011)

Erin was not able to have a good work~~—~~life balance, she did ~~not~~ define limits for when work should stop. She was always taken a load of work home₁ and she never had time for kids and the new boyfriend in her life. She was so driven to achieve at work and only work matters to her.

Alternate destructions are that she didn't unplug from work at any given time, all the time it was work even on a supper table or at a swimming pool, she returned home late when the children were in bed, so she was not frequently present at home and she appeared unreliable and irresponsible towards her kids.

13. Erin's work engagement levels.

Employee engagement is the passionate commitment that the employee has towards his or her organization and its goals. This will be shown by the level of commitment that the employees give to the company. (Bakker, 2017)

Erin was more engaged with her work₁ and she was in line with her company`s goals and objective. She did all to make sure the firm wins the cases. It was impressive the way she did it.

Field Code Changed

14. **Organisational culture:**

The two law firms were distinctive in the manner in which they do and approach things. When taking risks, big firms tend to avoid taking risks while the small firms do not care much and take risks as long as they can make cash, Erin and Ed's law firm was so excited to proceed with the suit law while with the bigger law firm, had uncertainties and were seeking clarity before they could proceed with the case, for instance the wanted to increase the lawsuit pay-out.

15. Workers at the workplace accomplish teamwork when they combine their different skills in a quest to achieve a goal set by the organisation. (Chiu & Moss, 2007)

Erin was not a team player because she was seen as aggressive towards others, not a good listener, she didn't communicate well with others. Her motive was to get straight to the point. In an out shell Erin was bad as far an emotional intelligence is concerned. She was seen a difficult employee.

Field Code Changed

Appendix 1 : Completed assessment about the film about 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

References

- Ajzen, I. 2002. Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior 1. *Journal of applied social psychology*, 32(4):665-683.
- Bakker, A.B. 2017. Strategic and proactive approaches to work engagement. *Organizational Dynamics*, 46(2):67-75.
- Buss, A.H. & Plomin, R. 2014. Temperament (PLE: Emotion): Early developing personality traits: Psychology Press.
- Chiu, C. & Moss, C.F. 2007. The role of the external ear in vertical sound localization in the free flying bat, *Eptesicus fuscus*. *Journal of the Acoustical Society of America*, 121(4).
- Delecta, P. 2011. Work life balance. *International Journal of Current Research*, 3(4):186-189.
- Fallatah, R.H.M. & Syed, J. 2018. Employee Motivation in Saudi Arabia. Springer. p. 20-59).
- Oldham, G.R. & Hackman, J.R. 2010. Not what it was and not what it will be: The future of job design research. *Journal of organizational behavior*, 31(2-3):463-479.
- Santos, A., Wang, W. & Lewis, J. 2018. Emotional intelligence and career decision-making difficulties: The mediating role of career decision self-efficacy. *Journal of Vocational Behavior*, 107:295-309.
- Serrat, O. 2017. Knowledge Solutions. Springer. p. 329-339).

Rubric to assess the portfolio of evidence 2018

Name: Mbewewe
Module:
Date:

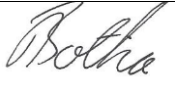
Rate the learners' mastery of the sixteen competencies and compliance with four presentation and technical aspects on a 6-point Likert scale.

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	3	4X	5
2. The learner is competent in dealing with difficult people in the workplace (Mavericks)	0	1	2	3	4X	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	3	4X	5

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
5. The learner demonstrated a clear understanding and can apply career development theories	0	1	2	3X	4	5
6. The learner can compile a job description and job specification based on a job analysis	0	1	2X	3	4	5
7. The learner has demonstrated the ability to develop behaviorally type of questions for a job interview	0	1X	2	3	4	5
8. The learner has demonstrated he or she can compile a performance agreement	0	1	2	3X	4	5
9. The learner knows how to develop a performance assessment template	0	1	2X	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	3X	4	5
11. The learner has a good understanding of how core self-evaluation impact emotions	0	1	2	3X	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	2X	3	4	5

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
13. The learner have demonstrated a good understanding and insight of the construct work engagement	0	1X	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	1X	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	2X	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/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

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above average competency	Excellent competency
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
Comments:						
Mark obtained			Total Mark			
54%			100			
Deduction for plagiarism if any						
Final Mark out of 100						
Signature: 			Date: 9/11/2018			

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).