

Student Name : PL Modise

Student Number : 31446248

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1. Introduction

This work will be giving an account of the growth and development of Erin's emotional intelligence ~~regarding in terms of~~ five competencies as identified by David Goleman. It will also talk to the adverse reactions people had towards her behaviour, including how Ed, her manager managed her, as well as an opinion on people like Erin in the workplace, and strategies to manage them. ~~About in relation to~~ Erin, a few theories on personal traits and motivation will be dealt with.

Issues like job analysis and performance management will as well be considered.

Finally, issues like work engagement levels, organisational culture and team development will be discussed.

2. A report on the growth and development of Erin's emotional intelligence including all five competencies as identified by Goleman (2001).

- Self-awareness – Erin started ~~off~~ as somebody who strongly believed in her capabilities when she joined Ed's law firm. She was, however, only blind ~~to~~ the fact that she was still inexperienced in the legal fraternity. With time, by guidance from Ed, we saw her becoming very invaluable to the firm hence a massive financial reward from Ed, her manager.
- Self-regulation – Erin started as someone who was so sure that she could work on her own without being ordered around. She went out on work-related errands, but did not seek permission from the manager. It was still too soon for her to believe she could work on her own given her lack of experience and the nature of work they do. However, with time Ed got tough on her, such that she started listening ~~to~~ a bit and ~~to~~ ~~ew~~ing the line as per instructions from Ed.
- Motivation – Erin was a highly energisized somebody when she joined the law firm. Perhaps she was happy that she had a job, ~~at last, at last,~~ to provide for herself and kids. After joining the firm, helping the community was a driving force behind her motivation. The eventual attainment of a few cases like the one of the sales of a house fueled the motivation even more.
- Empathy – Erin is seen showing her empathy with a few clients she has had to serve, by even going as far as diplomatically soliciting information from the Water Board under ~~false~~ pretense.

- Social skills – Erin's social skills were not very good as she quarrelled with neighbours and other people she came across. This could be attributed to her social and economic challenges of being unemployed. However, after landing a job, she is seen befriending George, the neighbour who went on to become her soul mate.
3. Strong adverse reactions by many people 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 manager Erin? Ed has, arguably, managed Erin very well given her conduct, frustrations and emotional instability as evidenced during her employment at this law firm. Erin appeared very disrespectful and never demonstrated the spirit of begging when called her prospective employer to find out about the outcome of her interview. She went to burst out on how she hated being ignored and lied to, when she did not get any feedback on the interview. Ed, however, proved very tolerant to Erin's rantings, demonstrating his emotional intelligence and stability as well as conflict management during trying situations when dealing with difficult people who are emotionally unsteady like Erin. This kind of behaviour and conduct by Erin displayed itself even during the interview itself whereby Erin displayed unprofessionalism, so to say, when she mentioned issues not related to questions asked or even the work itself. Erin, often talked of things that were very personal ~~in-nature~~ as opposed to sharing what she is likely to offer should she be offered the job. One may argue that Ed could see the qualities in Erin which, possibly, thought Ed, could be nurtured into the personality that can prove very resourceful to his law firm.

If I were Erin's manager, the chances are I would have considered firing her for her seemingly unprofessional behaviour and conduct, had she been lucky to have been offered the job, given her foul language and unnecessary information which was unrelated to her job. Firing her would have been in line with the high levels of professional standards that the law firm would have set itself. Although some good prospects might have played out in her, I personally and professionally

would have considered the likely effect allowing her would have on other employees who would have witnessed her conduct. Given the high standards expected of law firms, one would have expected Erin to possess some maturity ~~regarding in terms of~~ emotional intelligence, rather than ~~to break~~breaking down at every chance. Lack of background for ~~the~~ law profession would not have served as an excuse in this instance.

b) The adverse effects of Erin's presence on the other employees

Erin never minded how she spoke to her manager, Ed, even in the presence of other employees, leading to the possibility of those employees also addressing the manager in the same manner. She could have influenced them to use foul language quite a lot, which was unusual in that law firm until she joined them. The way she dressed up, too, was found unacceptable by her manager, something found not to be in line with their code of dress. Many ~~a~~ times, she unnecessarily freaked out to other colleagues displaying her compromised emotional intelligence. Failure to urgently and immediately address such behaviour, ~~r~~ would harm team-work and cohesion that might have prevailed before Erin joined the team.

c) Can a firm afford an Erin Brockovich?

Whether a firm can afford an Erin type of a ~~n~~ employee, is two ~~s~~-sided. This means it cannot afford such a person ~~ality~~ if it has no means to immediately take control of her emotional challenges. The ability to take control of such difficult character should be seen to set the tone right upon employment before it can prove impossible to manage such a personality to the detriment of the staff morale. On the other side, given hoe Ed managed Erin, a firm can afford an Erin type of an employee. This stands to argue that, as in the case of Ed, prospective managers must be able to spot talent when it presents itself. However, they must also have the means and capacity to deal with what is likely to be a challenging time upon ~~the~~ appointment of such an employee. Ed has welcome Erin with her weaknesses and gave some tolerance to her emotional instability and dealt with it as she assigned her tasks that would force to focus on the task at hand. In the eventual end, Erin proved very resourceful, though hard nut to crack.

d) Can we afford not to have some rebels or Mavericks like Erin?

We, ~~clearly~~, cannot afford not to have Mavericks like Erin, more particularly when it's clear that they are as hard working and as passionate about their work as she has demonstrated. What is important is the management of certain aspects like behaviour, conduct, communication and professional skills in order to co-exist with such people. This is to reason that talent cannot be left to waste due to somewhat compromised professional conduct and poor emotional intelligence on the part of the employees.

e) How do we manage Mavericks like Erin if we keep them?

Superordinate goals need to be set by firms ~~so as~~ to ensure that employees are distracted from unprofessional conduct and only focus on work at hand.

Communication lines must be open indicating the rules of the game ~~regarding~~ in terms of professional conduct expected of all, ~~team~~ work must be promoted at all costs, ~~so as~~ to make everyone realise that ~~he or she~~ they need one another.

Respect for one another must be instilled ~~so as~~ to ensure a professional set up.

f) Strategies that I would have used to manage a perceived difficult person such as Erin

- Listening – I would have made it a point that I listen very carefully to what she has to say rather than concentrating on what I feel she is doing negatively. This would to establish if the good in her does not really much outweighs the perceived bad part of her.
- Give behavioural feedback – I would then at all times ensure that I give feedback not only on the job we have at hand but also on the impact the kind of behaviour she shows has on performance and the image of the firm - this would include positive behaviour as well ~~so as~~ to positively encourage her.
- Document – I would further document all our engagements, behaviour and conduct for future reference in case we need to refer back to that information for decision making, either corrective or punitive.

- Consistency – In whatever dealings I have with such an employee I need to be consistent in how I handle her and her work regardless – this is the same consistency that I apply to all other employees.
- Consequence management – It is important to eventually invoke steps as a consequence of the unprofessional and unacceptable behaviour.
- Company's processes – It is always important to apply the processes and policies of the company no matter what ~~so as~~ to set the correct precedence.
- Courage – As a manager I would ensure that I apply the rules with utmost courage regardless of who the employee is, such that all other employees can have respect for company processes.

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

a) Description of Erin's personality characteristics

Firstly, Woods & West (2016:53) describe personality traits or characteristics as conceived internal dispositions that remain generally stable over time – they include traits like being friendly, talkative, organised and calm. Erin, appear to, rather lack calmness – as for being organised, it is not clear, although it cannot be doubted she is a hard worker, while she cannot be described to be talkative but have a problem with controlling her temper rather. Secondly, Woods & West (2016:53) see personality traits or characteristics to display stability, consistency, differences. Erin ~~clearly~~ does not meet the description as her behaviour has, more than anything, shown instability, inconsistencies as she freaked out quite often at any given points and situations. This phenomenon in Erin was observed by Mischel, in Woods & West (2016:53) that situational inconsistencies should be the observation as can be witnessed in situations Erin had to encounter.

b) Expansion of Erin's personality traits to the dimensions of the Big Five Model (Woods & West 2016:53)

- Extraversion – This refers to the extent to which a person is outgoing and sociable versus quiet and reserved. Erin does not appear outgoing and

sociable given her current emotional challenges, as she is caught in conflict with colleagues, neighbours and even her ~~own~~-kids, while she is also not necessarily quiet – perhaps she is somewhat reserved.

- Agreeableness – This refers to the extent to which a person is warm and trusting, versus cold and unfriendly. Erin is ~~evidently~~-not warm and trusting given how she burst out towards her manger when she felt that she was not timeously informed of certain decisions like bringing another law firm on board. Although she may not be described as being cold, she is for sure not a very friendly colleague given ~~somea-number-of~~ times she fought with her colleagues, people over the phone, George and her ~~own~~-kids.
 - Conscientiousness – This refers to the extent to which a person is organised and dependable, versus impulsive and disorganised. Lack of acumen in the law firm does not quite qualify Erin as disorganised, but somehow render her unreliable in the manner in which she impulsively deals with difficult situations as she fails to apply tact needed in the fields like law.
 - Emotional Stability – This refers to the extent to which a person is calm and stable, versus neurotic and anxious. Calmness and stability are attributes that are absent in Erin's personality as opposed to neuroticism and anxiety that she seems to possess a great deal.
 - Openness / Intellect – This refers to the extent to which a person is imaginative and open to new experiences, versus narrow-minded and unimaginative. Erin is not completely unimaginative although her openness to new experiences, as she is currently in the law firm, need some working on, while her failure to listen and learn from those who have travelled the road before her, portray her as being somewhat and undeservedly narrow-minded.
- c) Erin's personality traits strengths and weaknesses based on the Big Five.
- Extraversion – As time went on, to her credit, Erin is seen to play such a pivotal role in attending to the needs of the community and their clients as opposed to her seemingly lack ~~of~~-outgoing nature in the beginning.
 - Agreeableness – Erin ~~really~~-struggled to understand and agree on how Ed handled issues in the work-place by not informing her timeously of certain

decision he took, more particularly where it concerned her job. He, at least, appeared to understand how matters were handled in the firm and became somewhat tolerant to the benefit of the firm and all.

- Conscientiousness – Erin seem to lack conscientiousness looking at her interpersonal skill, both at work and in the society in general. Her weak interpersonal skill renders her not very reliable and dependable both professionally and in general. This, however, improved with time after having run into quarrels with almost everybody, including her manager, Ed, who somehow eventually realized the qualities and reliance he can have in Erin.
- Emotional Stability – When it comes to calmness and emotional stability, Erin is completely found wanting as she has been seen bursting and freaking out at everyone she encountered, ranging from her own kids, neighbours, George, community and colleagues, more particularly Ed, her manager. She appears to believe that she ~~always need~~needs ~~s to~~to ~~always~~ be listened to and have her way at every situation she is confronted with, ranging from community, workplace and her own household.
- Openness / Intellect – Although Erin appears to have some level of intellect, she struggled to apply it at the beginning of her career whereby she demonstrated more of being unimaginative, and not really open to new experiences and learning, rather she just has the attitude of insisting on how things should be done, to ~~thean~~ extent that she even fails to duly take orders from her manager.

d) Do Erin's behaviour and attitude change during the movie?

Erin's behaviour and attitude somewhat gradually change during the movie as we find her communicating better with people around her like George whom she initially never quite liked and bothered to listen to. She is seen to apply some diplomacy in soliciting information from the Water Board to help a community member with the matter around the sale of her house. Her attendance of some court session seemed to have contributed to the improvement in her emotional intelligence as she witnessed how calmly cases are handled and dealt with, without unnecessarily losing control of own feelings. When George coerced her

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to quit her job in favour of their supposed relationship, she calmly refused explaining how important the job is to her as she has kids to look after. She started cooperating in meetings that entailed bringing on board a partner law firm. George, too, seems to have played a positive role in improving Erin's emotional intelligence. Her overall change in behaviour and attitude did not go unnoticed as even her manager, Ed, rewarded her for her hard work.

5. Erin is a very highly motivated person throughout the movie.

5.1. Sources of her motivation, the unfulfilled needs, and the hierarchical levels

a) A discussion of levels and sources of motivation for Erin

The following seem to be the sources of her motivation, according to Maslow's hierarchy of needs (Woods & West, 2015:122):

- Physiological needs – Erin's eventual employment has obviously been chief in bringing about change in Erin as she is now able to take care of her financial needs, children and household in general. Her short-lived intimate relationship with George too played a positive role in her stabilizing a bit emotionally.
- Safety – The fact she is employed meant she could provide herself and her kids with any form of security she needed. She also can get herself the kind of freedom she prefers and lives a stable life.
- Social – Erin can now mix with colleagues at work, members of the community through her work, as we saw her passionately assisting one woman with her sold the house. She is now more likely to find herself, friends, friends as she is now a bit relieved from unemployment. She also, at some point, got into an intimate relationship with George.
- Esteem – Erin searched for recognition at work, as she even accused her manager, Ed, for not involving her when he entered into a partnership with another law firm. She worked hard to accomplish in her profession in the law firm, something she eventually attained as Ed rewarded her handsomely.
- Self-actualization – Seeing that Erin has attained all the above, it can, therefore, be concluded that she has reached the stage of self-actualization as she has found a job, can provide for herself and kids, intimate relationship, recognition at work for what she is doing, can professionally and socially interact with others.

b) Do Erin's sources of motivation change during the movie?

Erin seems to start to realise the value of a few things like her job, intimate relationship and her kids. She got fired shortly after having been employed. This resulted in her breaking down emotionally as she had quite found the value in her job in that it was going to help her provide for herself and kids. Once she was reappointed, she spent much time away from George, a new-found soul mate, resulting in George insisting that she quit her job. Erin is now seen refusing to quit her job considering all the value she had attached to it. She is so highly driven at work that she wants to get involved in everything, on her ~~own~~ terms and pace, regardless of the possible consequences, failing which she fights with everyone, including Ed, her manager.

c) Identification and discussion of Erin's motivation using different motivation theories
Alderfer ERG theory (Woods & West, 2015:123):

- Existence needs – The fact that Erin, after some time of being unemployed, has finally found a job serves as motivation for her to find the joy of being able to take care of herself and entire household.
- Relatedness needs – Erin's employment gives her professional recognition, self-esteem and affiliation.
- Growth needs – Erin's continuing growth in the law firm and recognition gives her satisfaction as she develops better self-esteem due to her encounter with her entire environment.

Herzberg's Two-Factor theory (Woods & West, 2015:124):

- Hygiene factors – The assumption that Erin is satisfied with her pay, quality of management by Ed, her manager, conditions at work, company policies and administrative procedures give her fulfillment and, of course, ensures she is motivated. This is even though she is seen fighting with colleagues and friends at every turn, due to her emotional instability.
- Motivators – Erin is seen highly driven and energized at work. This is perhaps the hope to achieve as much as she can professionally so that she is seen as a

valuable team member. Furthermore, she could very likely ~~eyeing being~~ promoted into better positions with time, being recognised by her manager. Also, she finds working hard earning her the kind of work and responsibilities she aspires at work.

McClelland's motivation theory (Woods & West, 2015:125):

- Needs for Achievement – Erin is driven by the need to achieve at work, possibly get promotion and better salary, which will result in her being able to provide for and maintain the kind of life she would like to live.
- Need for affiliation – Erin ~~seems~~ to be working on this aspect of her interpersonal skill although she seems to struggle a lot. She has, at least, eventually managed to find an intimate relationship with George, which suggests she ~~i's~~ getting somewhere ~~regarding in terms of~~ emotional intelligence.
- Need for power – Erin comes across as someone who is more inclined to assume ~~the~~ position of power and issue out orders to others instead of receiving orders from others, as we see her not giving much of submission to Ed, her manager.

6. Critical discussion of how Erin adapted to her new career based on the various job transition theories

The boundaryless career (Woods & West, 2015:290-291)

- Moving across boundaries of separate employers – Erin can be said to have eventually adapted well, over time, given that she was employed in the law firm, the industry in which she had no prior experience. She seemed to have struggled a bit to cope with demands that come with professionalism and tact needed in the law profession.
- Validating work by seeking information outside the current employer – Erin learnt on the job on how the law firms work, quite imposing herself on every front ~~so as~~ to be accepted and found to add value. She tussled with her very own colleagues instead of attempting to find knowledge and information outside of her employer. Erin can be viewed as somebody who possesses a great deal of loyalty. ~~H-hence~~ she stuck with her employer, notwithstanding their conflicts.

- Sustaining work and role with information and networks that reach beyond the current employer – It is not clear if Erin went out of her way to solicit information from her connections in order to be able to complement the structures available to her. It is, however, known that Erin has got a knowledgeable and experienced manager in Ed, meaning she may not necessarily need to be consulting from the outsiders – possibly Ed is doing that already, except that we know when a need arose, Ed entered into business partnership with another law firm that had financial muscles and possibly some business acumen that enabled them to effectively deal with matters they could be confronted with.
- Breaking traditional career boundaries – Erin seems not to have done things the usual way as she is seen in some instances going out of her way to solicit information from the Water Board to pursue a case she had so much interest in. Traditionally she would have been expected to seek permission, something she deemed not necessary.
- Rejecting career opportunities for personal or family reasons – Due to the need to provide for herself and kids, Erin took the job with the law firm wherein she had no prior experience. She actually did not have of choice as there were not much jobs available and to choose from. She was desperately driven by her personal situation.
- Perceiving one's career as without boundaries, regardless of current constraints – The very first thing that made Erin take up this job was her own personal needs. The current challenges at work, she is dealing with them as they present themselves, regardless. She is not someone to give up fight.

6.1. The stage that best describe Ed's current career development phase
According to Woods & West (2015:291) career management and in organisations entails 1) counselling and advising people so that they better understand their individual differences and the kind of work that would appeal to their traits, skills, abilities and interests, 2) developing new knowledge, skills, or abilities through formal learning, practical training or development or on-the-job development, 3) preparing for transition, either into new jobs, or positions, or alternatively, out of the

organisation, and 4) facilitating career progression with activities such as networking, or job-seeking skills.

As for Ed, Erin's manager, he is seen to be at the stage of developing other people, whereby he empowers other people (Woods & West, 2015:294), Erin in this case, to allow them to address any self-identified weaknesses or skills gaps, as Erin joined the law firm without any prior experience. Ed does this in the following way, as set out by Woods & West (2015:294):

- Developmental work assignments – This would entail Ed assigning Erin some work in order to allow her to develop new and much-needed skills in the law firm, as well as to experience new areas of responsibility that relate to what the organisation does.
- Development centre – The work-place, ~~in this case, in this case~~, serves to provide ~~for an~~ opportunity to assess Erin's competencies with the purpose of providing detailed feedback about performance and developmental needs.
- Mentoring – Ed is the direct mentor to Erin as he is seen taking her along to meetings that discuss serious work-related decisions including partnering with other law firms. Erin gets to assess and learn of the cases that are winnable or not ~~so as to decidemake a decision of~~ how to close the case without exposing the company to some loss in the process.

7. Job description and job specification based on a job analysis of Erin's job, including the KSAOs required for her job.

7.1. Job description:

Name of job incumbent – Erin Brockovic

Position – Investigative Assistant

Job purpose – Investigating legal matters

Main objectives – Professional investigation of all matters referred, Professional advice on legal matters, Professional engagement with other stakeholders, Professional conduct

7.2. Job specification

A Degree in Law, Matric, Successful completion of the necessary articles, Proof of registration with the relevant body, Identity document, CV bearing all experiences and references, Clear of any criminal record, Financially stable, Five (5) years' experience in legal matters, Sober-mindedness, Self-starter

7.3. KSAOs

- Knowledge - Policy on investigating cases, Procedure on civil, and criminal law, Family law, Criminal Act, PAIA, PAJA
- Skills – Interpersonal, Analytic, Computer literacy, Negotiation, Communication, Report writing, Policy interpretation, Conflict management, Time management
- Abilities - Power of conviction, Endurance, Mental strength, Work under pressure, Work long hours, Effectiveness when dealing with cases
- Other characteristics - People orientedness, Positive attitude, Calmness, Strong personality, Self-motivation
- Competencies - Performance-driven, Result-driven, Ability to meet deadlines and targets, Attention to details

8. A template of the behavioural type of questions that I would ask Erin, as a member of the interview panel during a job interview:

Name of interviewee / candidate: Erin Brockovich

Name of panelist: PL Modise

Question Score (on a scale of 1-5)

- | | | | | | |
|---|---|---|---|---|---|
| 1. Can you take us through your qualifications in relation to the job you have applied for: | 1 | 2 | 3 | 4 | 5 |
| 2. Kindly share with us your experience in relation to the job you have applied for: | 1 | 2 | 3 | 4 | 5 |
| 3. What special attributes do you think are required in this job that you have applied for? | 1 | 2 | 3 | 4 | 5 |
| 4. How did you handle stressful cases that | | | | | |

involve difficult clients and advocates

respectively?

1 2 3 4 5

5. Legal job can be stressful and demanding quite

a lot, how do you ensure you always cope

under pressure and remain calm at all times? 1 2 3 4 5

6. How did you come back to come to terms

with a case you lost / gave away, which you

clearly should have won? 1 2 3 4 5

9. A written performance agreement for Erin, including organizational goals for the law firm, key performance areas, key activities for each of the key performance areas, key performance indicators, targets based on the performance indicators and comments/+-constraints.

Name of job holder: Erin Brockovich

Position: Investigative Assistant

- Organizational goals – Render professional legal services to clients, provide value for money to the clients using our service, ensure availability to our clients at all times,
- Key performance areas - Professional investigation of all matters referred, Professional advice on legal matters, Professional engagement with other stakeholders, Professional conduct
- Key activities – Receive matters referred to the firm by clients, investigate all legally related matters assigned to you, periodically compile reports on one's cases, provide legal advice as and when received from the firm's clients, always conduct oneself in a professional manner
- Key performance indicators – all matters received from clients well registered, attended to and duly resolved, all matters timeously and fully investigated and cases closed, due advice given to clients and records to ~~there~~ well kept, the proper and professional filing of all cases carried out
- Targets – advice to be given to clients within five days of receipt, all cases to be investigated, concluded and closed within a month to three months respectively, filing to be done within a week of the closure of the case

- Comments~~h~~constraints – Hindrances in terms of resources to professionally execute one's tasks must be duly and timeously reported to management, due advice must be done in situations where there seem to be difficulty resolving matters so as not to negatively expose the firm

10. Performance assessment template to assess Erin Brockovich~~h~~'s performance.

Name of job holder: Erin Brockovich~~h~~

Position: Investigative Assistant

Dimension	Weight	Actual Score
• Professional investigation of all matters referred	25%	
• Professional advice on legal matters rendered	25%	
• Stakeholders professionally engaged with	25%	
• Records professionally kept – i.e. good conduct	25%	
Total % of dimensions	100%	

11. An evaluation of the extent to which the five dimensions of the Job Characteristics

Model of Hackman and Oldham (1980) were present in Erin's job.

- Skills Variety – The law profession demand tact, diplomacy and paying good listening. Erin did not possess much of this as she would burst at every point she felt unhappy with. Her emotional intelligence deprived her of the opportunity to display a diverse set of job skills and abilities required in the field.
- Task Identity – Erin's job offered her to attend to people's legal matters, investigate then ~~concluded~~~~draw conclusions~~ on her own, the task she could comfortably take credit for and get fulfilled.
- Task Significance – Erin was seen in the movie going out of her way to solicit information from the Water Board to help out a woman who had issues with the sale of her house. This resulted in Erin finally positively sorting the woman's matter out, to the satisfaction of such a client.
- Autonomy – Erin was not quite given the freedom to carry out her tasks as she wished, something she was never happy about. At one point she got fired due to going out on work-related errands without authori~~s~~zation. She could not be given such autonomy given her lack of experience in the field.

- Feedback – Ed did not give Erin much of feedback, this includes a decision to enter into collaboration with another law firm. He only gave her recognition in the form of a cheque reward right at the end of too much work having been accomplished.

12. Analysis and discussion of Erin's locus of control and how it developed throughout the movie.

Upon joining the law firm, Erin was still relatively a novice in the field of law. Seemingly she ignored that fact and wanted ~~just to~~ just hit the ground running. This is seen in the levels of energy she displayed to ~~the~~ extent that she did not see it necessary to listen to those in the know-how, like her manager, Ed. This kind of conduct contributed to Erin losing her job in the end. When re-called to the firm she continued with the same energy but better controlled than the first time. She was not quite happy with the level and amount of control her manager, Ed, gave her. She burnt her fingers a couple of times when trying to get involved in all matters in the firm. She even went to an extent of questioning Ed's conduct of engaging in a discussion and partnership with other law firm. Her aspiration to be in total control of her job or tasks led her to working on a case and disappeared for a few days without reporting for duty or her absence to her manager. This, however, does not take away the fact that she was doing a great work.

13. A reflection on how the meaning of work changes for Erin, as well as on the career / family conflicts in the film.

Erin had been without a job for a while and could not provide for her kids and lead a normal family life. Landing a job completely change her situation as she was then able to provide for her kids, interact with other professionals at work, and engage with community members. She as well found herself a soul-mate in George. She, however, struggled to maintain a work-life balance as she would leave for too long hours to an extent that a lady who assisted her with kids decided to stop helping her. George, too, got enough of her spending most of the time away whereby he even decided to end the intimate relationship with her.

14. Critical assessment of Erin's work engagement levels.

Erin's work engagement levels were uncontrollably too high. She wanted to get involved in almost everything even if it meant the work that only concerned her manager, not her. At some points, she ran into conflicts with colleagues for, seemingly, disregarding them and wanted to behave as if they were all responsible for her own comfort. She quickly forgot that she was the last appointee in the firm, that she needed to tap into the existing culture instead of trying to run the show. Her high energy levels failed her ~~even to~~ realise that Ed was, ~~in fact, in fact,~~ her manager, not her counterpart. She embarked on tasks on her own without any assignments by her manager, something which landed her into trouble with her manager. She is, in any case, a workaholic of note and wants nothing but to accomplish her mission. This is even evident when she tactfully solicited the information she so needed from Water Board, in order to help that women whose properly was not properly bought to her own good.

15. Comparison and evaluation of the two law firms using the seven common characteristics of organizational and culture

- Innovation and risk-taking – Ed's firm does not seem to allow and encourage employees to go as far as they wish to be innovative and take risks in doing their jobs. This is evident in how Ed dealt with Erin as she went out and investigated cases without first consulting and obtaining permission. The other firm, by their own stature, could afford to do that as they seem to have very well established and experienced staff.
- Attention to detail – Both firms cannot afford not to pay attention to details given the field they operate in as a mere mistake can prove legally costly – This could be one reason Ed has been so hectic on Erin.
- Outcome orientation – Again being law firms, in their operations, they are more mindful of what their actions will yield the positive outcomes they always work towards.
- People orientation – What is common to the two firms is not individualistic approach to how they do things, but about what the firm will achieve eventually –

the customer satisfaction and reputation and prestige of the firm are the order of the day.

- Team orientation – The stronger firm appears to have placed much emphasis on the team performance given the meetings we have seen a lady and a gentleman supporting and backing one another in the meetings they ha've had. The same cannot be said of Erin and Ed in their firm.
- Aggressiveness – The stronger firm appear to be aggressive in handling their legal matters, something that can be attributable to the reputation they have built themselves so far. Ed's firm isare more passionate than being aggressive in dealing with their cases, which are relatively small in nature.
- Stability – The bigger firm has stabilized and hasve built a reputation for themselves already as they have been in the filed for a longer time compared to Ed's firm. Ed is still trying to find the same stability, and having employees like Erin who are emotionally driven does not help his course.

16. Discussion of the phases of development between Erin and her co-workers as a team throughout the movie.

According to Woods & West (2015:440), the following characterize phases of development:

- Objectives – There has been an evidence of conflict between Erin and her colleagues. However, better understanding of organizational objectives dealt with tensions and members started committing to the objectives of the firm than on anything else, hence they continued to co-exist.
- Participation – Communication proved a problem at the beginning, resulting in trust and support for one another being compromised. The manager, Ed, made decisions on his own, something Erin did not like, while on the other hand her colleagues appeared used to the situation and had no problems at all. The meetings Ed had with partners, including Erin most often was spoilt by Erin's out-bursts, although she eventually calmed down.
- Task focus – In the midst of their differences, they all as individuals seemed focused on the quality of work at hand to the satisfaction of their clients.

Unending debates amongst them eventually yielded an understanding of one another from management to the lowest level employee.

- Team conflict – All the fights they endured were not, in any way, personal but task-related.
- Creativity and innovation – Ed, the manager, provided the much-needed guidance and support where necessary to ~~thean~~ extent that he brought on board partners who would come with more business acumen and final muscle in order to rid the company of any adversity. In the process, Erin learnt from Ed, on how to soberly run a business without having to throw tantrums at every turn.
- Reflexibility – At the eventual end, everybody looked at his or her own performance, more particularly Erin who never really understood how Ed made decisions.

17. Conclusion

In conclusion, the video on Erin and her emotional intelligence has provided a lesson that people develop emotional intelligence differently depending on the kinds of environments they come into encounter with, as well as the baggage of negative issues they could be carrying with them. This then says, exercising a little listening, observation, analysis and understanding on individuals, in their uniqueness, is key in dealing with challenges these people could pose in the work-place. Ed has been very good in handling Erin and her undesirable behaviour, as we see Erin proving to be a very reliable worker an organisation could wish to have in their employ. Being empathic could help ~~help~~ people who might have social and economic issues as well. This was evident that Erin had been having issues with being unemployed with kids to raise, as well as not having an intimate relationship with anyone, as we see that she eventually fell in love with George at the end, and started valuing intimate relationships again. All these combined have led to her growth and development in emotional intelligence.

18. List of references

Woods, S.A. & West, M.A. 2015. The Psychology of Work and Organizations.
Cengage Learning. United Kingdom

Rubric to assess the portfolio of evidence 2018

Name: Modise
Module:
Date:

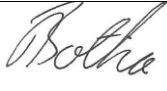
Rate the learners' mastery of the sixteen competencies and compliance with four presentation and technical aspects on a 6-point Likert scale.

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	4	5X
3 The learner understand how the concept of personality affects behaviour in the workplace	0	1	2	3	4	5X
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	3	4x	5
6. The learner can compile a job description and job specification based on a job analysis	0	1	2	3X	4	5
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	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	3	4X	5
11. The learner has a good understanding of how core self-evaluation impact emotions	0	1X	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	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	1	2	3	4X	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 62	Total Mark					
	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%

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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).