

SCHOOL OF BUSINESS**MASTERS OF BUSINESS ADMINISTRATION & POST GRADUATE DIPLOMA****STRATEGIC TALENT MANAGEMENT****MBAB 822 and GHRM 526****STUDY GUIDE****2019****Study guide revised by Professor PA Botha**

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North-West University, All Campuses

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Module information

Module code:	MBAB 822 and GHRM 526	Prerequisites: Internet access for E-fundi use	
Module name:	Strategic Talent Management		
Module credits: 12 credits This implies that you must spend a total of 120 hours to master the outcomes of this module successfully. For a total of study hours per study unit, refer to electronic study material		Additional requirements to complete module successfully: Ability to work independently as well as in groups	
NQF level:	8		
Lecturer and contact information:			
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Consulting hours:	Make an appointment (e-mail)		

The aim of the module:

Welcome to the module Strategic Talent Management in the MBA and PG Dip programmes. The module aims to equip leaders with an understanding of the basic principles of work- and organisational psychology to optimise human talent and promote organisational competitiveness. It is a 12-credit module, which implies that

approximately 120 study hours are needed to achieve the outcomes successfully. This includes preparation for classes, completion of assignments and other formative assessment opportunities, as well as preparation for and writing of the exams. The module is divided into four themes, and therefore an average of 30 study hours should be allocated per theme.

Take note that this is a post-graduate qualification that expects from the student to work self-sufficiently and in a self-regulating manner. Students should also accept responsibility to complete assignments in a professional, effective and timeous manner.

Please print out copies of all articles posted in resources to enable you to participate in class activities meaningfully.

Good luck and may this journey opens new doors to your life as a manager and leader in the workplace!! Enjoy your studies!



Important dates:

Class attendance: To be confirmed

Individual assignment: Submission date to be confirmed

Group assignment: Submission date to be confirmed

Portfolio of Evidence (Exam): Submission date to be confirmed

The rationale for the module (why is the module essential for the qualification/programme?)

The most important corporate resource over the next 20 years will be talent: smart, sophisticated businesspeople who are technologically literate, globally astute, and operationally agile. However, various indicators, from ageing Baby Boomers to abysmal math and science scores, tell us that top talent, already scarce, will only become more so in the years to come.

The appreciation of the inherent value of employees forms the cornerstone of strategic talent management. Deb (2005) uses the equation *talented people + talented teams + smart organisations = business success*.

This module is an applied division of psychology concerned with the study of human behaviour related to work, organisations and productivity. It is a scientific field of study that aims to contribute to organisations' success by improving the performance and well-being of its people by using psychology principles derived from work psychology (also referred to as human resource management / HR) and organisational psychology (also known as organisational behaviour / OB) in an integrative fashion to help leaders optimise human talent and organisations' success.

The roots of applied psychology are derived from scientific research findings presented by organisational- and work psychology studies, respectively. Organisational psychology studies the impact that individuals, groups and structure have on the behaviour of people within organisations, and it applies that knowledge to make organisations work more effectively (Robbins & Judge, 2013; Rothman & Cooper, 2015). It addresses topics such as individual differences and diversity management, motivation, communication, leadership, group dynamics, health and well-being, organisational design and -development and organisational culture.

Work psychology or human resource management is concerned with "a strategic, integrated and coherent approach to the employment, development and well-being of people working in organisations" (Armstrong & Taylor, 2014; Rothmann & Cooper, 2015:2).

It addresses topics such as human resource planning, job analysis, -description and -specifications, recruitment and selection, induction, training and development, career development, job evaluation and compensation and performance appraisal.

As an applied division of psychology (Rothmann & Cooper, 2015:2), the integration of research findings derived from work and organisational psychology aims to help individuals and organisations to fulfil their potential and to produce outputs efficiently and at a high level of quality in the following ways:

- Develop, validate and apply methods to recruit and select individuals who will match their jobs, orientate, train and develop them and equip them with the

knowledge, skills and attitudes required by jobs, monitor and evaluate their safety and well-being, and assist them with their career development.

- Apply work and organisational psychology knowledge to benefit organisations by promoting efficiency, improving morale and increasing organisational profits.

This module does not intend to train specialists in the respective fields of organisational- and work psychology as such. Rather, it aims to add to the knowledge and skills of business leaders to develop practical business solutions focused on optimising performance, improving processes and relationships, enhancing fairness and equity and increasing subjective well-being. It intends to develop two types of skills: explanatory and intervention. Explanatory prepares you to assess, diagnose, explain and interpret phenomena in the areas of work, organisations and personnel. Intervention refers to the application of theory to change behaviour and intervention skills to plan, implement and monitor changed behaviour.

The practical application of psychology as a field of study to the workplace environment offers both challenges and opportunities for managers. It offers specific insights to improve the manager's people skills. It recognises differences and helps managers to see the value of workforce diversity and practices that may need to be changed when managing in different countries. It provides suggestions for helping managers meet chronic labour shortages. It can improve quality and employee productivity by showing managers how to empower their people, design jobs and structure work teams, improve organisational culture and customer service, and help employees balance work-life conflicts. It can help managers to cope in a world of temporariness and to learn ways to stimulate innovation. Finally, this module can offer managers guidance in creating a psychologically safe and ethically healthy work climate.

Module assessment criteria:

Upon completion of this module, you should be able to

- demonstrate a comprehensive and systematic knowledge of strategic talent management from the perspective of work and organisational psychology theory and the ability to evaluate, integrate and apply the relevant themes of this subject of study practically;
- identify, analyse and solve complex and real-world problems within an ill-defined workplace context, specifically about the unlocking of human potential to create high-performance workplaces;
- Identify the factors and trends that influence job performance and make use of this information to improve the job performance of employees;
- Apply research skills when solving problems of the South African as well as international work environment through insight, advanced information retrieval and processing skills and ability to effectively present and communicate research results using the resources of academic discourse;
- Demonstrate the ability to manage learning tasks professionally, autonomously and ethically at both an individual and group level.

Assessment methods

Assessment will be in a formative format as is depicted below.

Formative (participation mark):

Assessment method	Number of assessments	Maximum marks	Weight
Class activities in both individual- and group format. These will contribute towards an individual portfolio of learning of which segments must be handed in at	1 individual and/or group activity per contact session. Selected activities will be assessed as part	100	20%

scheduled intervals for evaluation purposes	of the individual portfolio of learning		
Class tests	2	100	20%
Individual assignment	1	100	20%
Group assignment	1	100	40%
Weights			
All the formative assessments		100	60%
Portfolio of evidence (summative assessment)	1	100	40%

Calculation of the final module mark

Participation mark includes all the formative assessments: 60% of the final mark

POE: 40% of the final mark

Total: 100%

Requirements for successful completion of the module:

All tasks must be completed by the stipulated target dates. Late submissions can achieve a maximum mark of 40%. All practical tasks must have been completed, and a minimum of 40% must be obtained for *each* of the formative assessed activities and assignments. You need a final module mark of at least 50% to pass the module.

Compulsory study material:

- **Prescribed textbook:** Woods, S. A. & West, M. A. 2015. The Psychology of work and organisations. 2nd ed. Cengage Learning. ISBN: 9781408072455.
- **Recommended textbook:** Surette Wörnich, Michael R. Carrell, Norbert F. Elbert, Robert D. Hatfield. 2018. Human Resource Management in South Africa. 6th Edition. Cengage Learning. ISBN: 9781473751125

- **Additional reading:** Journal articles as listed per contact session (available on eFundi – go to Resources of the relevant website). Articles can alternatively be downloaded from the library website / follow the permanent links to these articles when given in the study guide. Articles are compulsory reading unless otherwise indicated.

How to study the guide and textbook:

It is vital that you achieve the outcomes of every study unit. To succeed in doing this, you are expected to work through every study unit in preparation for class on your own (or as part of a group) to construe your personal knowledge, develop skills and take part in discussions and debates in class.

The role of the lecturer is that of facilitator, which means that he/she will only guide the learning process. It also means that the lecturer will not enter into the knowledge component of this module. It is your responsibility. Only in the case of difficult theoretical aspects will the lecturer enter the learning process and support you in achieving the outcomes yourself.

Another function of the lecturer is to support you in the development of your skills with the aid of this study guide. The skills, which are referred to here, include cognitive skills such as the solving of problems and higher-order cognitive skills.

At the end of this module, you will, therefore, have the ability to analyse, synthesise and evaluate within the context of this module. In other words, you will be able to think in a critical and creative manner and have the confidence to apply insights such that you can provide practical solutions to enhance optimal performance in the workplace.

Study the sections in the study guide dealing with each study unit very carefully. The study guide will refer you, where necessary, to the relevant pages in the textbook. The referred sections in the textbook will cover the topics raised in the study guide in greater detail.

Practical video material and exercises will be used in the class situation as an additional study method.

Icons used in study guide



Time allocation



Learning outcomes



Study material



Assessment/assignments



Individual exercise



Group activity



Example



Reflection

Action verbs:

The action verb list categorises the student's expected performance according to the nature of the cognitive requirements for mastering the outcomes of every study unit. They start with the lower order cognitive requirements necessary for the demonstration of knowledge, understanding and contextual application to the higher order cognitive requirements of evaluation and creative problem-solving and synthesising.

The following action verbs are regularly used during assessment and in the study guide. This list is provided so that you can know what is expected of you when that action verb is used in a question or assignment. The action verb also indicates whether lower or higher order cognitive skills are required to answer the question or assignment. Therefore, you have to make sure that you know the meaning of every action word very well!

- **Describe**

Give an exact description of a certain phenomenon, the characteristics of a concept or an explanation of how something works. No own opinion or argument is required.

- **Discuss**

Argue the issue or phenomenon using existing literature. Reach a conclusion, which you have to write down in your own words. A critical discussion may include the following: Give your own interpretation of the phenomenon; and give an indication of the relationships and differences in existing arguments about the phenomenon.

- **Explain**

Explain a concept or phenomenon insightfully and in your own words. You must prove that you understand the concept and that you can show the relationship between the different variables. The use of examples or illustrations is recommended.

- **Motivate/substantiate**

Provide reasons or criteria for the point of view you hold regarding a specific matter. Your motivation must follow a logical line of argument and should be stated very clearly.

- **Evaluate**

Air your view regarding the pros and cons of a specific concept/idea/process. You should also be able to indicate why, based on your theoretical knowledge, you evaluate a specific idea/concept/process positively or negatively.

- **Criticise**

Give a critique of someone else's work. This means that you have to highlight the strengths and weaknesses of the work, based on your knowledge and proven by research conducted on the specific matter.

- **Distinguish**

When you have to distinguish you have to show the characteristics that are unique to an issue. You have to establish relevance with other issues. A distinction may be done in a table or paragraph format.

- **Analyse**

When analysing, you have to identify the main elements of a matter and describe each of these core elements.

- **Design**

When you need to design, you have to create something new. If, for instance, you are asked to design a questionnaire, you have to create a unique questionnaire, which meets your requirements.

- **Investigate**

When you are asked to investigate, you should be able to describe a specific matter by means of research that has been conducted in this regard, consult relevant literature or utilise any other source of information.

- **Report**

When you have to report on a matter, it means that you have to demonstrate your communication skills. The format in which you should do the reporting will be communicated to you by the lecturer. This may be in written, oral or visual format. This means that you have to communicate to others the knowledge you have gained, in a specific format.

- **Critically evaluate**

Here you are not only expected to state your opinion regarding the pros and cons of a specific concept/idea/process. You also have to criticise someone's work. You must state the pros and cons, the strengths and the weaknesses of the work based on your knowledge and proven by research that has been conducted on the specific matter.

- **Demonstrate**

The skill to demonstrate may be multidimensional. Normally, you will be guided by the way in which a demonstration should take place. In this module, *demonstrate* means that you need to provide an extensive explanation for a specific matter AND that you need to prove your explanation using real-life examples.

- **Interpret**

interpret means that you should state/explain a matter within a specific context. When you interpret, you normally say what something means within that specific context.

Warning plagiarism

Please refer to the NWU Policy on Plagiarism and other forms of Academic Dishonesty and Misconduct

For the NWU link for plagiarism, go to http://www.nwu.ac.za/webfm_send/25355

**ASSIGNMENTS ARE INDIVIDUAL TASKS AND NOT GROUP ACTIVITIES.
(UNLESS EXPLICITLY INDICATED AS GROUP ACTIVITIES)**

Copying of text from other learners or from other sources (for instance the study guide, prescribed material or directly from the internet) is **not allowed** – only brief quotations are allowed and then only if indicated as such.

You should **reformulate** existing text and use your **own words** to explain what you have read. It is not acceptable to retype existing text and just acknowledge the source in a footnote – you should be able to relate the idea or concept, without repeating the original author to the letter.

The aim of the assignments is not the reproduction of existing material, but to ascertain whether you have the ability to integrate existing texts, add your own interpretation and/or critique of the texts and offer a creative solution to existing problems.

Be warned: students who submit copied text will obtain a mark of zero for the assignment and disciplinary steps may be taken by the Faculty and/or University. It is also unacceptable to do somebody else's work, to lend your work to them or to make your work available to them to copy.

THEME 1: INTRODUCTION TO WORK PSYCHOLOGY AND TALENT MANAGEMENT WITHIN AN ORGANISATIONAL CONTEXT

STUDY UNIT 1: INTRODUCTION TO THE PSYCHOLOGY OF WORK AND ORGANISATIONS

Recommended time to master this study unit outcome *: 10 hours



Learning outcomes



After completion of this study unit you should be able to:

- Define work and organizational psychology
- List the main areas
- Describe core values
- Describe the history
- Understand the historical context
- Identify and know about professional organizations
- Understand 3 contemporary challenges facing organizations and their relevance



Textbook, Woods & West, Chapter 1

STUDY UNIT 2: TALENT MANAGEMENT

Recommended time to master this study unit outcome *: 10 hours



Learning outcomes



After completion of this study unit you should be able to:

- Define talent management
- Explain the different talent management perspectives
- Explain the war on talent
- Explain the talent management process
- Understand why talent management fail
- Understand and explain the old and new business realities
- Explain how to build a new talent management paradigm
- Understand why talented people leave the organisation and how to retain them
- Explain EVP as a strategy to retain talented people

Study material



- Barkhuizen, E.N., 2015. Talent management: The catalyst for the 21st-century business world.
- Fischer, I & Pretorius, J. 2009. Is Talent Management a Golden Egg? (Match your company's Talent Management with its Strategic Intent -Talent management made easy) *HR Future*, September pp. 26-29.

- Govaerts, N., Kyndt, E., Dochy, F. and Baert, H., 2011. Influence of learning and working climate on the retention of talented employees. *Journal of Workplace Learning*, 23(1), pp.35-55.
- Van Zyl, E.S., Mathafena, R.B., & Ras, J. (2017). The development of a talent management framework for the private sector. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur*, 15(0), a820. <https://doi.org/10.4102/sajhrm.v15i0.820>

Group Activity



Imagine that you are working for a successful organisation that has a high profile, a successful brand, and a reputation for good working conditions. Unemployment rates are high, and therefore, you think it will be relatively easy to attract candidates while maintaining the high calibre required by the company. Explain why it can still be difficult to attract such candidates. What actions can you take to try to improve the situation?

THEME 2: BEHAVIOURAL ASPECTS OF HUMAN RESOURCE MANAGEMENT

STUDY UNIT 3: INDIVIDUAL DIFFERENCES AND DIVERSITY

Recommended time to master study unit 3: 10 hours



Learning outcomes



On completion of this study unit, you should be able to:

- Describe the two major forms of workforce diversity
- Recognize stereotypes and understand how they function in organisational settings

- Identify the key biographical characteristics and describe how they are relevant
- Describe the basic principles of differential psychology
- Understand theories and models of cognitive ability and intelligence
- Give examples of intellectual ability and demonstrate its relevance
- Contrast intellectual and physical ability
- Understand the importance of emotional intelligence
- Understand different theories of personality
- Understand trait theories of personality
- Describe how individual differences influence behaviour at work
- Understand the dynamic associations of personality and work and the developmental influences of work on personality
- Describe the importance of emotions at work
- Describe core self-evaluations and psychological capital
- Understand how individual differences are measured
- Describe principles of reliability and validity
- Describe how organisations manage diversity effectively

Study material



Textbook Woods & West, Chapter 3

Compulsory additional reading:

- Michel, J.W., Tews, M.J. and Allen, D.G., 2018. Fun in the workplace: A review and expanded theoretical perspective. *Human Resource Management Review*.
- Williams, S., Wissing, M.P., Rothmann, S., & Temane, M.Q. 2010. Self-efficacy, Work, and Psychological Outcomes in a Public Service Context. *South African Journal of Psychology in Africa*, 20(1), 43-52. (Available on eFundi or alternatively follow the permanent link to this article:
<http://dx.doi.org/10.1080/14330237.2010.10820341>

- Fredrickson, B.L. 2001. The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions. *American Psychologist*, 56(3), 218–226.
- Shore, L.M., Cleveland, J.N. and Sanchez, D., 2017. Inclusive workplaces: A review and model. *Human Resource Management Review*.
- Sackett, P.R., Lievens, F., Van Iddekinge, C.H. and Kuncel, N.R., 2017. Individual differences and their measurement: A review of 100 years of research. *Journal of Applied Psychology*, 102(3), p.254.

Individual exercise



Emotional intelligence questionnaire

Dimensions

This self-assessment questionnaire is designed to get you thinking about the various competencies of emotional intelligence as they apply to you. Daniel Goleman first brought 'emotional intelligence' to a wide audience with his 1995 book of that name. He found that while the qualities traditionally associated with leadership such as intelligence, toughness, determination and vision are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes:

- **Self-awareness**

The ability to recognise what you are feeling, to understand your habitual emotional responses to events and to recognise how your emotions affect your behaviour and performance. When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.

- **Managing emotions**

The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions, and can save you from hasty decisions that you later regret.

- **Motivating oneself**

The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

- **Empathy**

The ability to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

- **Social Skill**

The ability to manage, influence and inspire emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

What to do

1. ***Assess and score*** each of the questionnaire's statements.

Score your assessment, using a scale where

1 indicates that the statement ***does NOT apply at all***

3 indicates that the statement ***applies about half the time***

5 indicates that the statement ***ALWAYS applies to you***

2. Total and interpret your results

Transfer your scores to the calculation table and total your results. Remember, this tool is not a validated psychometric test - the answers you give are likely to vary depending on your mood when you take it.

3. Consider your results and identify one or two actions you can take immediately to strengthen your emotional intelligence.

Put your actions into your **self-awareness and well-being plan**

1. Assess and score how much each statement applies to you

How much does each statement apply to you? Read each statement and decide how strongly the statement applies to you. Score yourself based on the following guide: 1 = Does not apply – 3 = Applies half the time – 5 = Always applies	Mark your score The number that shows how strongly the statement applies				
1 I realise immediately when I lose my temper	1	2	3	4	5
2 I can 'reframe' bad situations quickly	1	2	3	4	5
3 I can always motive myself to do difficult tasks	1	2	3	4	5
4 I am always able to see things from the other person's viewpoint	1	2	3	4	5
5 I am an excellent listener	1	2	3	4	5
6 I know when I am happy	1	2	3	4	5
7 I do not wear my 'heart on my sleeve'	1	2	3	4	5
8 I am usually able to prioritise important activities at work and get on with them	1	2	3	4	5
9 I am excellent at empathising with someone else's problem	1	2	3	4	5
10 I never interrupt other people's conversations	1	2	3	4	5
11 I usually recognise when I am stressed	1	2	3	4	5
12 Others can rarely tell what kind of mood I am in	1	2	3	4	5
13 I always meet deadlines	1	2	3	4	5
14 I can tell if someone is not happy with me	1	2	3	4	5
15 I am good at adapting and mixing with a variety of people	1	2	3	4	5
16 When I am 'emotional', I am aware of this	1	2	3	4	5
17 I rarely 'fly off the handle' at other people	1	2	3	4	5
18 I never waste time	1	2	3	4	5
19 I can tell if a team of people are not getting along with each other	1	2	3	4	5
20 People are the most interesting thing in life for me	1	2	3	4	5

How much does each statement apply to you? Read each statement and decide how strongly the statement applies to you. Score yourself based on the following guide: 1 = Does not apply – 3 = Applies half the time – 5 = Always applies	Mark your score The number that shows how strongly the statement applies				
21 When I feel anxious, I usually can account for the reason(s)	1	2	3	4	5
22 Difficult people do not annoy me	1	2	3	4	5
23 I do not prevaricate	1	2	3	4	5
24 I can usually understand why people are difficult towards me	1	2	3	4	5
25 I love to meet new people and get to know what makes them 'tick.'	1	2	3	4	5
26 I always know when I am unreasonable	1	2	3	4	5
27 I can consciously alter my frame of mind or mood	1	2	3	4	5
28 I believe you should do the difficult things first	1	2	3	4	5
29 Other individuals are not 'difficult' just 'different'	1	2	3	4	5
30 I need a variety of work colleagues to make my job interesting	1	2	3	4	5
31 Awareness of my own emotions is very important to me at all times	1	2	3	4	5
32 I do not let stressful situations or people affect me once I have left work	1	2	3	4	5
33 Delayed gratification is a virtue that I hold to	1	2	3	4	5
34 I can understand if I am unreasonable	1	2	3	4	5
35 I like to ask questions to find out what it is important to people	1	2	3	4	5
36 I can tell if someone has upset or annoyed me	1	2	3	4	5
37 I rarely worry about work or life in general	1	2	3	4	5
38 I believe in 'Action this Day'	1	2	3	4	5
39 I can understand why my actions sometimes offend others	1	2	3	4	5
40 I see working with difficult people as simply a challenge to win them over	1	2	3	4	5
41 I can let anger 'go' quickly so that it no longer affects me	1	2	3	4	5

How much does each statement apply to you? Read each statement and decide how strongly the statement applies to you. Score yourself based on the following guide: 1 = Does not apply – 3 = Applies half the time – 5 = Always applies	Mark your score The number that shows how strongly the statement applies				
42 I can suppress my emotions when I need to	1	2	3	4	5
43 I can always motivate myself even when I feel low	1	2	3	4	5
44 I can sometimes see things from others' point of view	1	2	3	4	5
45 I am good at reconciling differences with other people	1	2	3	4	5
46 I know what makes me happy	1	2	3	4	5
47 Others often do not know how I am feeling about things	1	2	3	4	5
48 Motivations have been the key to my success	1	2	3	4	5
49 Reasons for disagreements are always clear to me	1	2	3	4	5
50 I generally build solid relationships with those I work with	1	2	3	4	5

Total and interpret your results

1. **Record** your 1, 2, 3, 4, 5 scores for the questionnaire statements in the grid below. The grid organises the statements into emotional competency lists.

Self-awareness		Managing emotions		Motivating oneself		Empathy		Social Skill	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	

2. **Calculate** a total for each of the 5 emotional competencies.

Total = (SA)		Total = (ME)		Total = (MO)		Total = (E)		Total = (SS)	
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3. **Interpret** your totals for each area of competency using the following guide.

35-50	This area is a strength for you.
18-34	Giving attention to where you feel you are weakest will pay dividends.
10-17	Make this area a development priority .

4. **Record** your result for each of the emotional competencies: strength, needs attention or development priority.

Emotional Competencies	Strength	Needs attention	Development priority
Self-awareness			
Managing emotions			
Motivating oneself			
Empathy			
Social Skill			

5. **Consider** your results and identify one or two actions you can take immediately to strengthen your emotional intelligence. Put them into your improvement plan.

Group Activity



- Think about a recent problem you faced when working in a group or team. How could individual differences help to explain your experiences?
- In your current job, what aspect of it involved you managing or regulating your emotions?
- To what extent do you think your personality and ability are based on genes and environment? Can you perceive aspects of your parents' individual differences in your own behaviour

STUDY UNIT 4: MOTIVATION AND SATISFACTION

Recommended time to master this study unit outcome *: 10 hours



Learning outcomes



On completion of this study unit, you should be able to:

- Define motivation at work
- Explain how the different theories of motivation can be used to influence the behaviour of people in organisations
- Distinguish between intrinsic versus extrinsic motivation and demonstrate how intrinsic motivation could be enhanced through the application of the self-determination theory perspective on motivation
- Explain how intrinsic motivation can be enhanced through job design by using the Job Characteristics Model (JCM) as a reference model.
- Outline five strategies for promoting motivation at work

Study material



Textbook Woods & West, Chapter 5

Compulsory additional reading:

- Stone, D.N., Deci, E., Ryan, R.M. 2007. Beyond Talk: Creating Autonomous Motivation through Self-Determination Theory

- Kanfer, R. and Chen, G., 2016. Motivation in organizational behavior: History, advances and prospects. *Organizational Behavior and Human Decision Processes*, 136, pp.6-19.
- Reeve, J., 2016. A grand theory of motivation: Why not?. *Motivation and Emotion*, 40(1), pp.31-35.
- Bernard, L., 2016. The action–trait theory of motivation: A commentary on Roy F. Baumeister's 2014 address to the Society for the Study of Motivation. *Motivation and Emotion*, 40(1), pp.22-26.
- Siegling, A.B. and Petrides, K.V., 2016. Drive: Theory and construct validation. *PloS one*, 11(7), p.e0157295.
- Duckworth, A.L. and Quinn, P.D., 2009. Development and validation of the Short Grit Scale (GRIT–S). *Journal of personality assessment*, 91(2), pp.166-174.

Individual exercise



What motivates you at work? Based on your intuition and reflection, write down five ways in which you are motivated. See how many of them correspond to or are explained by the theories in this study unit.

Group Activity



- What are the positive motivators that make you good about yourself?
- What gives you pleasure in life (personal and working life)
- How do these positive motivators influence your happiness?
- What are the de-motivators that make you unhappy?
- What are the things that make you feel bad at work?
- Robin manages a medium-sized creative marketing agency in Johannesburg. He has 32 employees who are all paid very competitive salaries. Over the

years, Robin has noticed that new hires often start out highly energised and motivated due to the high salary. This energy soon fades, however, and most of Robin's employees who have more than a year of service are not very motivated. Even the annual pay raises and bonuses do not seem to have much of an effect. How would you explain the low levels of employee motivation that Robin is observing? What specific measures can Robin take to address the situation and improve his employees' motivation?

Reflection



Think about your current or past job (full- or part-time). Evaluate the extent to which the five job characteristics in the JCM are present in that job.

THEME 3: PROFESSIONAL PRACTICES OF HUMAN RESOURCE MANAGEMENT

STUDY UNIT 5: RECRUITMENT AND SELECTION

Recommended time to master this study unit outcome *: 10 hours



Learning outcomes



On completion of this study unit, you should be able to:

- Describe the importance of recruitment and selection
- Describe the process of recruitment and selection
- Understand the contribution of work psychology to selection
- Describe methods of job and competency analysis

- Understand the importance of reliability and validity in selection
- Understand specific assessment techniques
- Understand the competency approach to selection
- Describe methods for the evaluation of selection processes
- Describe diversity and fairness issues in selection
- Understand the experience of recruitment and selection from the candidate's perspective

Study material



Textbook Woods & West Chapter 6

Recommended book Wörnisch et al Chapter 6

Compulsory additional Reading:

- Russell, S. and Brannan, M.J., 2016. "Getting the Right People on the Bus": Recruitment, selection and integration for the branded organization. *European Management Journal*, 34(2), pp.114-124.
- Phillips-Wren, G., Doran, R. and Merrill, K., 2016. Creating a value proposition with a social media strategy for talent acquisition. *Journal of Decision Systems*, 25(sup1), pp.450-462.

Individual exercise



- Try to list the KSAOs required for your current job. Write down around 5-8 different person requirements. Go back to the list of KSAOs that you generated. Identify how each one could be assessed at a selection process.
- Is your organisation following the right recruitment and selection steps?
- In which of these phases are there shortcomings?
- Determine the most significant values for organisations) and behaviour among employees in your organisations).

- Determine which of these values and behaviour (identified as pivotal to employees) should be considered during the recruitment and selection phases. Indicate how your organisation should include them as selection criteria.
- Determine what role senior management should play in this process.

Group Activity



A reason identified for the shortage of skills in some organisations is that the organisation is not considered an appealing employer. Some organisations are often portrayed as bureaucratic, unprofessional organisations directed by rigid rules and regulations and traditional leadership styles with less attractive compensation packages:

- What techniques and methods can be identified and implemented from the strategic management level to increase the prestige and perception of such an organisation as a workplace to attract the right people who are competent and skilled?
- What would the cost implications be? In your opinion, where should the funding and other resources come from? Realistically, what percentage of your organisation's budget get can be allocated to this? How would you go about garnering support for this?
- Think about a recent problem you faced when working in a group or team. How could individual differences help to explain your experiences?
- In your current job, what aspect of it involved you managing or regulating your emotions?
- To what extent do you think your personality and ability are based on genes and environment? Can you perceive aspects of your parents' individual differences in your own behaviour?
- Under which circumstances are medical tests of employees permissible in South Africa? Are you for or against drug-testing in the workplace? Why?

Case Study

CASE STUDY – Unfair discrimination at Batho-Pele Air?

Tebogo Mashego was recently appointed as is the HR manager at a local airline company. One day her assistant brings her a copy of an advertisement the company had used the previous year for the position of a flight attendant. She is planning to place a similar advertisement in a local newspaper shortly, as the company is introducing additional flights and needs to employ more flight attendants. The advertisement appears below:

FLIGHT ATTENDANT

Batho-Pele Air is a local airline based in Gauteng. The company is looking for flight attendants to man flights between Johannesburg, Cape Town and Durban.

You may qualify if you meet the following criteria:

- You have work experience in a customer service environment.
- You are between 163 cm and 183 cm in height.
- You are able to attend a 6–7-week full-time training programme.
- You are willing to travel.
- You are in possession of a level 2 first-aid certificate from a recognised service provider.
- You have your own reliable transport.

For more information, contact May Grant on 011 456-7890 or at may.grant@batho-peleair.co.za.

Kindly submit your CV, copies of your ID and qualifications before 30 June 2010 to the e-mail address above or fax a copy to 086 345 6789.



BATHO-PELE AIR

PEOPLE FIRST

The assistant asks Tebogo to approve the advertisement. As a recent graduate Tebogo is fully aware of the impact that the labour legislation has on HR and as such she proceeds to evaluate the abovementioned carefully.

Questions

- 1 Discuss the content of the advertisement on the basis of the South African labour legislation.
- 2 Would this advertisement also be applicable to the job of a secretary at the airline? Explain your answer.
- 3 Using the principles of a good advertisement, compile an advertisement for a secretarial position at Batho-Pele Air.
- 4 Would you recommend that Batho-Pele Air make use of other external recruitment methods, rather than advertising in a newspaper for the position of a flight attendant? If so, which alternatives could they consider? Give reasons for your answer. If not, also give reasons for your answer.

STUDY UNIT 6: LEARNING, TRAINING AND DEVELOPMENT

Recommended time to master this study unit outcome *: 10 hours



Learning outcomes



On completion of this study unit, you should be able to:

- List and briefly explain each of the four steps in the training process.
- Discuss how you would motivate trainees.
- Describe and illustrate how you would identify training requirements.
- Explain how to distinguish between problems you can fix with training and those you can't.
- Explain how to use five training techniques.
- List and briefly discuss four management development programmes.

Study material



Textbook Woods and West Chapter 7

Recommended book Wörnich et al Chapter 10

Compulsory additional reading:

- Fatemeh Rezaei, Michael Beyerlein, (2018) "Talent development: a systematic literature review of empirical studies", European Journal of Training and Development, Vol. 42 Issue: 1/2, pp.75-90, <https://doi.org/10.1108/EJTD-09-2017-0076>
- Sunita Panda, Chandan Kumar Sahoo, (2015) "Strategic talent development interventions: an analysis", Industrial and Commercial Training, Vol. 47 Issue: 1, pp.15-22, <https://doi.org/10.1108/ICT-05-2014-0031>
- Evert Pruis, (2011) "The five key principles for talent development", Industrial and Commercial Training, Vol. 43 Issue: 4, pp.206-216, <https://doi.org/10.1108/00197851111137825>

Group Activity



- Is investment in learning, training, and development always a good idea? Why?
- What kinds of job tasks would be best learned through behavioural approaches to learning and training? What kinds would be best suited to cognitive learning?
- An organisation has a very limited budget for learning, training, and development, and the HR Director wants to ensure they get the most out of it. What would you advise them?
- Describe the four main types of training. Which type of training, in your opinion, is most important in South Africa and why?



CASE STUDY: TOWARDS WORTHY PERFORMANCE: A CASE STUDY ON WESTERN UNION'S TRAINING PROGRAMME

Western Union has been a leader in the telegraph and money transfer industry for more than a century. However, in 2006, when the last telegram was sent, the Western Union needed to overhaul its focus and retrain its global workforce. Currently, Western Union remains one of the leading global money transfer and financial services organisations in existence.

Background

In 2006, Western Union became an independent company after spinning off from First Data amid changes in online communication capabilities and a rapidly growing global marketplace. While remaining true to the values of innovation, trust and convenience to customers, the iconic 160-year-old company also decided to send its last telegram at that time. Additionally, since 2006 Western Union has undergone a paradigm shift that requires employees to turn a greater focus to customers' experiences rather than just on individual monetary transactions. As a result of this change in culture, Western Union also recognised the need to retrain over 9 000 employees worldwide.

The case at Western Union

Effectively connecting individuals and businesses in over 200 countries and territories required an employee training programme to be comprehensive, structured and individualised. In 2012, Western Union's training and development team was charged with the task of developing and rolling out a worldwide employee T&D programme to over 3 500 global employees. The main objective was to identify the employee skills required by the change in the organisation's direction and then to create a specific T&D path that aligned with Western Union's overall strategic goals.

Western Union's challenge

The organisational challenge at Western Union relates to the organisation's overall change of culture, from being historically focused on telegram delivery to branching out into more customer service and consumer relations ventures. Becoming customer-centric, when previously the organisation was known as primarily transaction-based,

could not just be a talking point at the top; it needed to be embraced by all levels of employees and enforced through training. Reaching a dispersed employee base and training across global boundaries, while aligning training to fit in with the organisation's larger corporate culture, created a distinct barrier.

Moreover, many service-level or call-centre employees could not attend off-site training sessions that would take them away from their daily obligations. In fact, in 2011 it was uncovered that approximately half of Western Union's employees were not receiving any cohesive training or ongoing developmental support, mainly because employees were in disparate locations and experienced language barriers. Furthering the training disparity, a large amount of the global learning that was being facilitated was via internal, on-the-job tasks. Finally, Western Union also recognised the need for ongoing, just-in-time tools and resources that employees would require during the transformative time, as well as the obstacles that hindered accomplishing this.

Source: Adapted from Rosendale, J.A. (2014). Toward worthy performance: A case study on western union's training programme. *Performance Improvement*, 53(8), available wileyonlinelibrary.com.

Questions

You have been requested by the HRD team of Western Union to assist with an appropriate solution to the challenge outlined in the case study. You need to:

1. Critically discuss the relevance and importance of an appropriate T&D programme to address Western Union's change in strategy.
2. Describe the critical success factors to ensure an effective T&D programme.
3. Develop a draft T&D programme overview in which you answer the following questions:
 - a What are the key areas to cover in this T&D programme?
 - b Which T&D methods could be used to implement the T&D programme?
 - c Who should facilitate the different sessions?
4. Design a process to evaluate the effectiveness of the T&D programme.

STUDY UNIT 7: INDIVIDUAL PERFORMANCE MANAGEMENT AND APPRAISAL SYSTEM

Recommended time to master this study unit outcome *: 10 hours



Learning outcomes



On completion of this study unit, you should be able to:

- Define performance management and discuss how it differs from performance appraisal.
- Set effective performance appraisal standards.
- Describe the appraisal process.
- Develop, evaluate, and administer at least four performance appraisal tools.
- Explain and illustrate the problems to avoid in appraising performance.
- Discuss the pros and cons of using different raters to appraise a person's performance.
- Perform an effective appraisal interview

Study material



Textbook Woods and West Chapter 8

Recommended book Wörnich et al Chapter 9

Compulsory additional reading:

- Kinicki, A.J., Jacobson, K.J., Peterson, S.J. and Prussia, G.E., 2013. Development and validation of the performance management behavior questionnaire. *Personnel Psychology*, 66(1), pp.1-45.

- Neha Paliwal Sharma Tanuja Sharma Madhushree Nanda Agarwal, (2016), "Measuring employee perception of performance management system effectiveness", Employee Relations, Vol. 38 Iss 2 pp.224 – 247
- Miguel Pina e Cunha, Daniel Veiga Vieira, Arménio Rego, Stewart Clegg, (2018) "Why does performance management not perform?", International Journal of Productivity and Performance Management, Vol. 67 Issue: 4, pp.673-692, <https://doi.org/10.1108/IJPPM-11-2016-0243>

Individual exercise



What is your perceived accuracy of the PMS in your organisation?

Instructions: Using the response scale below, indicate your agreement or disagreement with each item. Make a cross in the appropriate box. Please answer all the questions honestly and accurately by making a cross in the appropriate box. If you make a mistake, just draw a line through the cross and make a new cross in the selected box.

1	2	3	4	5	6	7
Strongly disagree	Moderately disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Moderately agree	Strongly agree

No.	Statements	Strongly disagree	Moderately disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Moderately agree	Strongly agree
	Performance Planning Accuracy							

No.	Statements	Strongly disagree	Moderately disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Moderately agree	Strongly agree
1	The performance plan based on PMS gives a clear idea of what is expected of me to meet departmental goals.	1	2	3	4	5	6	7
2	The performance plan helps me focus my efforts through identification of goals (and/or behaviours/skills) relevant to meet departmental goals.	1	2	3	4	5	6	7
3	My manager and I update my goals as the department's goals change	1	2	3	4	5	6	7
Feedback and Coaching Accuracy								
4	The ongoing feedback during the performance cycle gives an accurate assessment of how I am performing against planned performance.	1	2	3	4	5	6	7
5	During the year, my areas for improvement are clearly pointed out to me.	1	2	3	4	5	6	7
6	I receive the coaching I need during the year to achieve my goals (and/or improve my behaviours/skills) to achieve planned performance.	1	2	3	4	5	6	7

No.	Statements	Strongly disagree	Moderately disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Moderately agree	Strongly agree
Performance Review Accuracy								
7	Annual feedback during a performance review is an accurate representation of the ongoing feedback during the performance cycle.	1	2	3	4	5	6	7
8	My goals (behaviours/ skills) are accurately rated as part of the review process.	1	2	3	4	5	6	7
9	My annual performance review is very objective in assessment of my annual performance against planned performance.	1	2	3	4	5	6	7
Outcomes accuracy								
10	Performance review results in an accurate performance rating.	1	2	3	4	5	6	7
11	My PMS outcomes (compensation, promotion, reward and/or recognition) are linked to my performance rating.	1	2	3	4	5	6	7

No.	Statements	Strongly disagree	Moderately disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Moderately agree	Strongly agree
12	My annual performance review is directly related to my PMS outcomes (compensation, promotion, reward and/or recognition).	1	2	3	4	5	6	7

Factors	Scores
Performance Planning Accuracy	
Feedback and Coaching Accuracy	
Performance Review Accuracy	
Outcomes Accuracy	
Total Accuracy	

What is your perceived fairness of the performance management system in your organisation?

Instructions: Using the response scale below, indicate your opinion on each item. Please answer all the questions honestly and accurately by making a cross in the appropriate box. If you make a mistake, just draw a line through the cross and make a new cross in the selected box.

1	2	3	4	5
Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent

Components of Organisational Justice Measurement Items		Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
Procedural justice						
The following items refer to the performance management system used to arrive at your performance assessment. To what extent:						
1	Have you been able to express your views and feelings during the implementation of the performance management system?	1	2	3	4	5
2	Have you influenced the performance assessment arrived at by the performance management system?	1	2	3	4	5
3	Has the performance management system been applied consistently?	1	2	3	4	5
4	Has the performance management system been free of bias?	1	2	3	4	5
5	Has the performance management system been based on accurate information?	1	2	3	4	5
6	Have you been able to appeal against the performance assessment arrived at by the performance management system?	1	2	3	4	5
7	Has the performance management system upheld ethical and moral standards?	1	2	3	4	5
Distributive justice						
The following items refer to your performance assessment. To what extent:						
8	Does your performance assessment reflect the effort you have put into your work?	1	2	3	4	5
9	Is your performance assessment appropriate for the work you have completed?	1	2	3	4	5

Components of Organisational Justice Measurement Items		Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
10	Does your performance assessment reflect what you have contributed to the department?	1	2	3	4	5
11	Is your performance assessment justified, given your performance?	1	2	3	4	5
Interpersonal justice						
The following items refer to the interpersonal behaviour of the line manager/supervisor who implements the performance management system. To what extent:						
12	Has he/she politely treated you?	1	2	3	4	5
13	Has he/she treated you with dignity?	1	2	3	4	5
14	Has he/she treated you with respect?	1	2	3	4	5
15	Has he/she refrained from improper remarks or comments?	1	2	3	4	5
Informational justice						
The following items refer to the line manager/supervisor who implements the performance management system. To what extent:						
16	Has he/she been candid in his/her communications with you?	1	2	3	4	5
17	Has he/she explained the performance management system thoroughly?	1	2	3	4	5
18	Were his/her explanations regarding the performance management system reasonable?	1	2	3	4	5

Components of Organisational Justice Measurement Items		Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
19	Has he/she communicated details of the performance management system promptly?	1	2	3	4	5
20	Has he/she seemed to tailor his/her communications to individuals' specific needs?	1	2	3	4	5

Organisational Justice (Fairness)	Score
Procedural Justice	
Distributive Justice	
Interpersonal Justice	
Information Justice	
Total Fairness	

What is your perceived performance management behaviour of your supervisor or line manager?

After reading each statement, please rate the person you are evaluating in terms how frequently your manager or supervisor engages in the performance management behaviour. Indicate your answer by selecting the description that best represents your observation and or experience. The descriptions range from rarely/never, once in a while, sometimes, fairly often, and very frequently/always. There are no right or wrong answers. The correct answer is the answer that expresses your honest observation or experience. Please make a circle or cross in your answer.

Statements		Rarely/never	Once in a while	Sometimes	Fairly often	Very frequently/always
Process of goal setting						
1.	Ensures that performance goals are linked to the strategic or operational goals of the department	1	2	3	4	5
2.	Participatively sets goals	1	2	3	4	5
3.	Assists others in setting specific and measurable performance objectives	1	2	3	4	5
4.	Assists others in developing action plans that support performance goals	1	2	3	4	5
5.	Encourages others to set challenging yet attainable goals	1	2	3	4	5
Communication						
6.	Has a communication style that causes others to become defensive*	5	4	3	2	1
7.	Is a good listener	1	2	3	4	5
8.	Is approachable and available to talk with others	1	2	3	4	5
9.	Provides more positive than negative feedback	1	2	3	4	5
Feedback						

Statements		Rarely/never	Once in a while	Sometimes	Fairly often	Very frequently/always
10.	Give others timely feedback about their performance	1	2	3	4	5
11.	Give others specific feedback about what is good and bad about performance	1	2	3	4	5
12.	Assists others in their career planning	1	2	3	4	5
13.	Gives honest feedback	1	2	3	4	5
14.	Explain how someone's behaviour affects him/her and the workgroup when providing feedback	1	2	3	4	5
Coaching						
15.	Shows other to complete difficult assignments and tasks	1	2	3	4	5
16.	Provides the resources needed to get the job done	1	2	3	4	5
17.	Helps identify solutions to overcome performance roadblocks	1	2	3	4	5
18.	Helps people to develop their skills	1	2	3	4	5
19.	Provides direction when it is needed	1	2	3	4	5
Providing consequences						

Statements		Rarely/never	Once in a while	Sometimes	Fairly often	Very frequently/always
20.	Gives special recognition for exceptional performance	1	2	3	4	5
21.	Rewards good performance	1	2	3	4	5
22.	Links recognition and/or rewards to performance	1	2	3	4	5
Establishing/monitoring performance expectations						
23.	Checks work for accuracy and/or quality	1	2	3	4	5
24.	Keeps people informed about changes, deadlines, or problems	1	2	3	4	5
25.	Communicates expectations relating to quality	1	2	3	4	5
26.	Monitors his/her own work performance	1	2	3	4	5
27.	Prioritises tasks and goals	1	2	3	4	5

* Items reverse scored

Factors and Items	Score
Process of goal setting	
Communication	
Feedback	
Coaching	

Providing consequences	
Establishing/monitoring performance expectations	
Total Performance Management Behaviour Scale	

Group Activity



- What is the role of line managers in performance management
- Discuss your perceptions of the effectiveness of the performance management and development system in your organisation and what improvements can you suggest.
- Is 'no performance management' better than 'bad performance management'?
- What are the most important factors that determine the fairness of performance appraisals?
- What are the obstacles to the effective execution of and challenges facing the performance management system in your organisation
- Jana works as a senior manager in a medium-sized manufacturing plant. Over the last five years, she has single-handedly performed all the performance evaluations in the plant. It is a very time-consuming process, but Jana believes that she is the only one qualified enough to do the evaluations. Due to the fairly large number of employees, she does the performance evaluations in a very quick and informal way. The plant's CEO believes that Jana should do the performance evaluations more formally and perhaps involve the three line managers in the process as well. Discuss how Jana can improve her methods of performance evaluation.

STUDY UNIT 8: CAREERS AND CAREER MANAGEMENT

Recommended time to master this study unit outcome *: 10 hours



Learning outcomes



On completion of this study unit, you should be able to:

- Describe the changing nature of careers in the 21st century
- Understand the Psychological Contract and how it relates to careers
- Describe and critique developmental theories of careers and understand contextual and individual difference influences on career development
- Describe Holland's theory of vocational personality types and environments
- Understand how personality relates to career interests and contemporary developmental perspectives on personality and work
- Understand how gender, cultural and other social factors influence career development
- Describe the transition cycle and its implications for job changes
- Understand the concepts of the boundaryless career and employability
- Understand how theories and models of career interests and development are applied in career management interventions.

Study material



Woods & West Chapter 9

Compulsory additional reading:

- Kirk, S., 2016. Career capital in global Kaleidoscope Careers: the role of HRM. The International Journal of Human Resource Management, 27(6), pp.681-697.

- De Vos, A. and Cambré, B., 2017. Career Management in High-Performing Organizations: A Set-Theoretic Approach. Human resource management, 56(3), pp.501-518.
- Jos Akkermans, Stella Kubasch, (2017) Trending topics in careers: a review and future research agenda", Career Development International, Vol. 22 Issue: 6, pp.586-627, <https://doi.org/10.1108/CDI-08-2017-0143>

Individual exercise



- Spend 10 minutes individually writing down in note form your career story to date on a blank sheet of paper. Think about the decisions you make at various stages of your education or career that have brought you to this point. What are your aspirations? Where do you see your career progressing from here? Have your aspirations changed at any point?
- Which of the Holland codes corresponds best with your interests? Explain why? Look up your interest on <http://personality-testing.info/tests/RIASEC>

Group Activity



A survey of recent university graduates in South Africa found that although many had not found their first jobs, most were already planning 'career breaks' and to keep up their hobbies and interests outside work. As one report of the findings put it, 'the next generation of workers is determined not to wind up on the hamster wheel for long hours with no play'. Part of the problem seems to be that many already see their friends 'putting in more than 48 hours a week' at work. Career experts reviewing the results concluded that many of these recent graduates 'are not looking for high pay, high-profile jobs anymore'. Instead, they seem to be looking to 'compartmentalise' their lives; to keep the number of hours they spend at work down so that they can maintain their hobbies and outside interests. If you were mentoring one of these people at work, what three specific bits of career advice would you give him or her?

- Why don't people always choose a career that matches their interests?
- Suggest five ways that an organisation could improve the employability of staff.
- Use the transition cycle to describe your experiences of a job change, or of starting at your organisation. Discuss your experiences.

STUDY UNIT 9: EMPLOYEE WELL-BEING, HEALTH, SAFETY AND WELLNESS AT WORK

Recommended time to master this study unit outcome *: 10 hours



Learning outcomes



On completion of this study unit, you should be able to:

- Understand the concepts of occupational health and safety
- Identify the key causes of accidents at work and how to reduce them
- Define the concepts of stress and engagement at work
- Identify the key causes of stress and engagement
- Understand how to reduce stress and increase engagement at work
- Understand how health is affected by work factors
- Identify how health can be protected and promoted at work
- Understand burnout and engagement
- Explain wellness and the different components of wellness

Study material



Textbook Woods & West Chapter 10

Recommended book Wörnich et al. Chapter 12

Compulsory additional reading:

- Becker, C., Whetstone, L., Glascoff, M. and Moore, J.B., 2008. Evaluation of the reliability and validity of an adult version of the salutogenic wellness promotion scale (SWPS). *American Journal of Health Education*, 39(6), pp.322-328.
- Adams, T., & Benzer, J.(2000). Conceptualization and measurement of the spiritual and psychological dimensions of wellness in a college population. *Journal of American College Health*, 48(4), pp.165-174.
- Lee, Y., Shin, H.Y., Park, J. et al. *Asia Pacific Educ. Rev.* (2017) 18: 541. <https://doi-org.nwulib.nwu.ac.za/10.1007/s12564-017-9508-3>
- Shuck, B., Adelson, J.L. and Reio, T.G., 2017. The employee engagement scale: Initial evidence for construct validity and implications for theory and practice. *Human Resource Management*, 56(6), pp.953-977.
- Eldor, L., 2017. Public Service Sector: The Compassionate Workplace—The Effect of Compassion and Stress on Employee Engagement, Burnout, and Performance. *Journal of Public Administration Research and Theory*, 28(1), pp.86-103.
- Mauss, D., Li, J. and Angerer, P., 2017. Psychometric Properties of the Work Well Index: A Short Questionnaire for Work-Related Stress. *Stress and Health*, 33(1), pp.80-85.

Individual exercise



What are your stress levels?

Because everyone reacts to stress in his or her own way, no one stress test can give you a complete diagnosis of your stress levels. This stress test is intended to give you an overview only. Please see a Stress Management Consultant for a more in-depth analysis. Answer all the questions but just tick one box that applies to you, either yes or no. Answer yes, even if only part of a question applies to you. Take your time, but please be completely honest with your answers:

Items		Yes	No
1	I frequently bring work home at night	1	0

Items		Yes	No
2	Not enough hours in the day to do all the things that I must do	1	0
3	I deny or ignore problems in the hope that they will go away	1	0
4	I do the jobs myself to ensure they are done properly	1	0
5	I underestimate how long it takes to do things	1	0
6	I feel that there are too many deadlines in my work/life that are difficult to meet	1	0
7	My self-confidence / self-esteem is lower than I would like it to be	1	0
8	I frequently have guilty feelings if I relax and do nothing	1	0
9	I find myself thinking about problems even when I am supposed to be relaxing	1	0
10	I feel fatigued or tired even when I wake after an adequate sleep	1	0
11	I often nod or finish other people's sentences for them when they speak slowly	1	0
12	I tend to eat, talk, walk and drive quickly	1	0
13	My appetite has changed, have either a desire to binge or have a loss of appetite / may skip meals	1	0
14	I feel irritated or angry if the car or traffic in front seems to be going too slowly/ I become very frustrated at having to wait in a queue	1	0
15	If something or someone really annoys me, I will bottle up my feelings	1	0
16	When I play sport or games, I really try to win whoever I play	1	0
17	I experience mood swings, difficulty making decisions, concentration and memory is impaired	1	0
18	I find fault and criticise others rather than praising, even if it is deserved	1	0
19	I seem to be listening even though I am preoccupied with my own thoughts	1	0
20	My sex drive is lower, can experience changes to menstrual cycle	1	0
21	I find myself grinding my teeth	1	0
22	Increase in muscular aches and pains especially in the neck, head, lower back, shoulders	1	0
23	I am unable to perform tasks as well as I used to, my judgment is clouded or not as good as it was	1	0
24	I find I have a greater dependency on alcohol, caffeine, nicotine or drugs	1	0

Items		Yes	No
25	I find that I do not have time for many interests/hobbies outside of work	1	0
A yes answer score = 1 (one), and a no answer score = 0 (zero). Your score			

Most of us can manage varying amounts of pressure without feeling stressed. However too much or excessive pressure, often created by our own thinking patterns and life experiences, can overstretch our ability to cope and then stress is experienced.

4 points or less: You are least likely to suffer from stress-related illness.

5 - 13 points: You are more likely to experience stress-related ill health either mental, physical or both. You would benefit from stress management/counselling or advice to help in the identified areas.

14 points or more: You are the most prone to stress showing a great many traits or characteristics that are creating unhealthy behaviours. This means that you are also more likely to experience stress & stress-related illness, e.g. diabetes, irritable bowel, migraine, back and neck pain, high blood pressure, heart disease/strokes, mental ill health (depression, anxiety & stress). It is important to seek professional help or stress management counselling. Consult your medical practitioner.

Tips to help improve your score Review the questions that you scored yes:

- See if you can reduce, change or modify this trait.
- Start with the ones that are easiest & most likely to be successful for you.
- Only expect small changes to start with, it takes daily practice to make any change.
- Support from friends, family/colleagues will make the process easier and more enjoyable.
- Professional help is always available & your GP is a good place to start.

Case Study

Case study:

Eric is an attorney in a large law firm in Johannesburg. He mostly works 12-hour days and sometimes even has to work over weekends to meet his billing targets. He has recently been suffering from headaches and has begun to lose weight. He is constantly tense and anxious, and he has started wondering whether or not he should stay with the firm. Eric approaches his director, Kuhle, to discuss the problem. Kuhle tells Eric that she sympathises with the fact that he suffers from stress, but notes that Eric's recent performance has been excellent and that he is due for a promotion soon. She promises Eric that she will try to find some ways to help him manage his stress. Do you think Kuhle is concerned about Eric's stress? If you were in Kuhle's position, how would you help Eric to manage his stress?

What are your job engagement levels?

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the "0" (zero) in the space after the statement. If you have had this feeling, indicate how often you felt it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

Never	Almost never	Rarely	Sometimes	Often	Very often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

Factors and Items	Never	Almost	Rarely	Sometimes	Often	Very often	Always
Vigour Scale							
1. At my work, I feel bursting with energy.	0	1	2	3	4	5	6
2. At my job, I feel strong and vigorous.	0	1	2	3	4	5	6
3. When I get up in the morning, I feel like going to work.	0	1	2	3	4	5	6
4. I can continue working for very long periods at a time.	0	1	2	3	4	5	6
5. At my job, I am very resilient, mentally.	0	1	2	3	4	5	6
6. At my work, I always persevere, even when things do not go well.	0	1	2	3	4	5	6
Dedication scale							
7. I find the work that I do full of meaning and purpose.	0	1	2	3	4	5	6
8. I am enthusiastic about my job.	0	1	2	3	4	5	6
9. My job inspires me.	0	1	2	3	4	5	6
10. I am proud of the work that I do.	0	1	2	3	4	5	6
11. To me, my job is challenging.	0	1	2	3	4	5	6
Absorption scale							
12. Time flies when I am working.	0	1	2	3	4	5	6
13. When I am working, I forget everything else around me.	0	1	2	3	4	5	6

Factors and Items	Never	Almost	Rarely	Sometimes	Often	Very often	Always
14. I feel happy when I am working intensely.	0	1	2	3	4	5	6
15. I am immersed in my work.	0	1	2	3	4	5	6
16. I am carried away when I am working.	0	1	2	3	4	5	6
17. It is difficult to detach myself from my job.	0	1	2	3	4	5	6

Engagement subscales	Scores
Vigour scale	
Dedication scale	
Absorption scale	
Total engagement scale	

Self-assessment

What are your wellness levels?

Many of us recognise the importance of wellness, but it is easy to be caught up in our busy schedules where we find ourselves not maintaining a holistic regimen that consistently meets our needs.

This **Wellness Assessment** will allow you to find out your level of wellness by rating each of the following dimensions of wellness.

To complete this Wellness Assessment, please circle the number that best describes you.

	Very Unhealthy	Somewhat Unhealthy	Somewhat Healthy	Very Healthy
Physical Wellness	1	2	3	4

Social Wellness	1	2	3	4
Emotional Wellness	1	2	3	4
Environmental Wellness	1	2	3	4
Spiritual Wellness	1	2	3	4

After completing the above section, decide which area(s), if any, you think you should work on improving. Now answer the following set of questions regarding each **dimension of wellness**. Indicate how often you think the statements describe you.

Wellness dimensions	Rarely, if Ever	Sometimes	Most of the Time	Always
Physical Wellness				
1. I maintain a desirable weight.	1	2	3	4
2. I engage in vigorous exercises such as brisk walking.	1	2	3	4
3. I do exercises designed to strengthen my muscles and joints.	1	2	3	4
4. I warm up and cool down by stretching before and after vigorous exercise.	1	2	3	4
5. I feel good about the condition of my body.	1	2	3	4
6. I get 7-8 hours of sleep each night.	1	2	3	4
7. My immune system is strong, and I can avoid most infectious diseases.	1	2	3	4
8. My body heals itself quickly when I get sick or injured.	1	2	3	4
9. I have lots of energy and can get through the day without being overly tired.	1	2	3	4

Wellness dimensions	Rarely, if Ever	Sometimes	Most of the Time	Always
10. I listen to my body; when there is something wrong, I seek professional advice.	1	2	3	4
Social Wellness				
1. When I meet people, I feel good about the impression I make on them.	1	2	3	4
2. I am open, honest, and get along well with other people.	1	2	3	4
3. I participate in a wide variety of social activities and enjoy being with people who are different than me.	1	2	3	4
4. I try to be a “better person” and work on behaviours that have caused problems in my interactions with others.	1	2	3	4
5. I get along well with the members of my family.	1	2	3	4
6. I am a good listener.	1	2	3	4
7. I am open and accessible to a loving and responsible relationship.	1	2	3	4
8. I have someone I can talk to about my private feelings.	1	2	3	4
9. I consider the feelings of others and do not act in hurtful or selfish ways.	1	2	3	4
10. I consider how what I say, might be perceived by others before I speak.	1	2	3	4
Emotional Wellness				

Wellness dimensions	Rarely, if Ever	Sometimes	Most of the Time	Always
1. I find it easy to laugh about things that happen in my life.	1	2	3	4
2. I avoid using alcohol as a means of helping me forget my problems.	1	2	3	4
3. I can express my feelings without feeling silly.	1	2	3	4
4. When I am angry, I try to let others know in non-confrontational and non-hurtful ways.	1	2	3	4
5. I am a chronic worrier and tend to be suspicious of others.	1	2	3	4
6. I recognise when I am stressed and take steps to relax through exercise, quiet time, or other activities.	1	2	3	4
7. I feel good about myself and believe others like me for who I am.	1	2	3	4
8. When I am upset, I talk to others and actively try to work through my problems.	1	2	3	4
9. I am flexible and adapt or adjust to change positively.	1	2	3	4
10. My friends regard me as a stable, emotionally well-adjusted person.	1	2	3	4
Environmental Wellness				
1. I am concerned about environmental pollution and actively try to preserve and protect natural resources.	1	2	3	4

Wellness dimensions	Rarely, if Ever	Sometimes	Most of the Time	Always
2. I report people who intentionally hurt the environment.	1	2	3	4
3. I recycle my garbage.	1	2	3	4
4. I reuse plastic and paper bags and tin foil.	1	2	3	4
5. I vote for pro-environmental candidates in elections.	1	2	3	4
6. I write to my elected leaders about environmental concerns.	1	2	3	4
7. I consider the amount of packaging covering a product when I buy groceries.	1	2	3	4
8. I try to buy products that are recyclable.	1	2	3	4
9. I use both sides of the paper when taking class notes or doing assignments.	1	2	3	4
10. I try not to leave the water tap running too long when I brush my teeth, shave, or bathe.	1	2	3	4
Spiritual Wellness				
1. I believe life is a precious gift that should be nurtured.	1	2	3	4
2. I take the time to enjoy nature and the beauty around me.	1	2	3	4
3. I take time alone to think about what is important in life – who I am, what I value, where I fit in, and where I am going.	1	2	3	4
4. I have faith in a greater power, be it a God-like force.	1	2	3	4

Wellness dimensions	Rarely, if Ever	Sometimes	Most of the Time	Always
5. I engage in acts of caring and goodwill without expecting something in return.	1	2	3	4
6. I feel sorrow for those who are suffering and try to help them through difficult times.	1	2	3	4
7. I feel confident that I have touched the lives of others in a positive way.	1	2	3	4
8. I work for peace in my interpersonal relationships, in my community, and in the world at large.	1	2	3	4
9. I am content with who I am.	1	2	3	4
10. I go for the enjoyment and experience life to the fullest.	1	2	3	4
Mental Wellness				
1. I tend to act impulsively without thinking about the consequences.	1	2	3	4
2. I learn from my mistakes and try to act the next time differently.	1	2	3	4
3. I follow directions or recommended guidelines and act in ways likely to keep others and myself safe.	1	2	3	4
4. I consider the alternatives before making decisions.	1	2	3	4
5. I am alert and ready to respond to life's challenges in ways that reflect thought and sound judgment.	1	2	3	4

Wellness dimensions	Rarely, if Ever	Sometimes	Most of the Time	Always
6. I tend to let my emotions get the better of me, and I act without thinking.	1	2	3	4
7. I actively try to learn all I can about products and services before making decisions.	1	2	3	4
8. I manage my time well, rather than time managing me.	1	2	3	4
9. My friends and family trust my judgment.	1	2	3	4
10. I think about my self-talk (the things I tell myself) and then examine the real evidence for my perceptions and feelings.	1	2	3	4

Personal Wellness Checklist

Now, total your scores in each of the dimensions and compare it to the ideal score. Which areas do you need to work on? How does your score compare with how you rated yourself in the first part of the questionnaire?

	IDEAL SCORE	YOUR SCORE
Physical Wellness	40	
Social Wellness	40	
Emotional Wellness	40	
Environmental Wellness	40	
Spiritual Wellness	40	
Mental Wellness	40	

What Your Score Means

Scores of 35-40: Outstanding! Your answers show that you are aware of the importance of this area to your overall wellness. More importantly, you are putting your knowledge to work for you by practising good health habits. As long as you continue

to do so, this area should not pose a serious health risk. It is likely that you are setting an example for your family and friends to follow. Although you received a very high score on this part of the test, you may want to consider other areas where your scores could be improved.

Scores of 30-35: Your health practices in this area are good, but there is room for improvement. Look again at the items you answered that scored one or two points. What changes could you make to improve your score? Even a small change in behaviour can often help you achieve better health.

Scores of 20-30: Your health risks are showing! Would you like more information about the risks you are facing and why it is important for you to change these behaviours? Perhaps you need help in deciding how to make the changes you desire.

Scores below 20: You may be taking serious and unnecessary risks to your health. Perhaps you are not aware of the risks and what to do about them.

Group Activity



- What services should be included in your wellness programme?
- Is their top leadership support for your wellness programme?
- Are you aware of the contents and range of services that are provided in your current wellness programme?
- Have you participated in your organisation's wellness programme?
- Do you think your wellness programme is effective?
- Have you changed your lifestyle and behaviour to live more healthy?
- Critically evaluate the concept of stress in the workplace.
- Eric is an attorney in a large law firm in Johannesburg. He mostly works 12-hour days and sometimes even has to work over weekends to meet his billing targets. He has recently been suffering from headaches and has begun to lose weight. He is constantly tense and anxious, and he has started wondering whether or not he should stay with the firm. Eric approaches his director, Kuhle, to discuss the problem. Kuhle tells Eric that she sympathises with the fact that he suffers from stress, but notes that Eric's recent performance has been excellent and that he is due for a promotion soon. She promises Eric that she

will try to find some ways to help him manage his stress. Do you think Kuhle is concerned about Eric's stress? If you were in Kuhle's position, how would you help Eric to manage his stress?

THEME 3: ORGANISATIONS

STUDY UNIT 10: TEAMS AND TEAMWORK

Recommended time to master this study unit outcome *: 10 hours



Learning outcomes



On completion of this study unit, you should be able to:

- Analyse the growing popularity of teams in organisations
- Contrast groups and teams
- Compare and contrast four types of teams
- Identify the characteristics of effective teams
- Show how organisations can create team players
- Discuss the steps in a team-building process
- Decide when to use individuals instead of teams
- Show how our understanding of teams differs in a global context

Study material



Textbook Woods & West Chapter 13

Compulsory additional reading:

- (2017) "Can teamwork work more efficiently?: Ways to identify and address the skills gap", Human Resource Management International Digest, Vol. 25 Issue: 5, pp.39-42, <https://doi.org/10.1108/HRMID-05-2017-0093>

- Deichmann, D. and Jensen, M., 2018. I can do that alone... or not? How idea generators juggle between the pros and cons of teamwork. *Strategic Management Journal*, 39(2), pp.458-475.

Individual exercise



- What is organisational demography and how does diversity affect team performance? Give your opinion on whether or not diversity is desirable in a team context.
- Why is it important to foster a climate of trust in teams? What, in your opinion, are some good ways to build trust?
- Philip is the CEO of Wernham Hogg, a paper company with branches in every major city in South Africa. Philip has decided to assemble a team consisting of the top salesperson from each branch to develop a better sales strategy for the company. He realises that each of these individuals will be used to working on their own and that joining a team might be a difficult transition for these top performers. Concerning selection, training and rewarding of team members, advise Philip on how to turn these individuals into team players.

Group Activity



We have identified how some of the characteristics we use to describe individuals also can describe teams. For example, individuals can be high in the trait of openness, as can a team. Along the same lines, have you noticed that some teams seem to be smart, while others seem, um, dumb? This characteristic has nothing to do with the average IQ of the team members but instead, reflects the functionality of the whole team. Teams that are synergistic excel in logical analysis, brainstorming, coordination, planning, and moral reasoning. Moreover, teams that are dumb? Think of long unproductive meetings, social loafing, and interpersonal conflicts.

You might be remembering a few teams you have witnessed that are in the dumb category, but we hope you can think of a few that excelled. Smart teams tend to be smart in everything—for any task, they will find a workable solution. However, what makes them smart? Researchers in an MIT study grouped 697 subjects into teams of 2–5 members to solve tasks, looking for the characteristics of smart teams (they were not all smart).

The findings were:

1. Smart teams did not allow individual members to dominate. Instead, there were equal contributions from members than in other teams.
2. Smart teams had more members who were able to read minds. Just kidding. However, the members were able to read complicated emotions by looking into the eyes of others. There is a test for this ability called Reading the Mind in the Eyes.
3. Smart teams had more women. It is not that smart teams had more gender equality; these teams simply had more women. This result might be partly because more women scored higher in the Reading the Mind in the Eyes test.

The researchers recently replicated the study using 68 teams and again found that some teams were smarter than others. This study added a new angle to the research: How would teams working in person differ from teams working online? Surprisingly, there was little difference: All smart teams had an equal member communication (and plenty of it) and were good at emotion reading. When the online collaborators could not see each other, they practised Theory of Mind, remembering and reacting to the emotional cues they were able to detect through any mode of communication. Theory of Mind is related to emotional intelligence (EI).

When we have the opportunity to hand-pick team members, we can look for those who listen as much as they speak, express empathy and remember what others tell them about themselves. For teams to which we are assigned, we can seek these attributes in others and help guide the team toward its best self. As for IQ? Here's the good news: Recent research indicates that our membership in a team actually makes us smarter decision-makers as individuals!

Questions

1. From your experiences in teams, do you agree with the researchers' findings on the characteristics of smart teams? Why or why not?

2. On the highly functioning teams in which you have been a member, what other characteristics might have contributed to success?
3. The authors who suggested that membership in a team makes us smarter found that teams were more rational and quicker at finding solutions to difficult probability problems and reasoning tasks than were individuals. However, after participation in the study, team members were much better at decision-making on their own, even up to 5 weeks later. Do you think this spillover effect would happen equally for people in smart teams and dumb teams? Why or why not?

STUDY UNIT 11: ORGANISATIONAL CULTURE

Recommended time to master this study unit outcome *: 10 hours



Learning outcomes



- On completion of this study unit, you should be able to:
- Describe the common characteristics of organisational culture.
- Compare the functional and dysfunctional effects of organisational culture on people and the organisation.
- Identify the factors that create and sustain an organisation's culture.
- Show how culture is transmitted to employees.
- Demonstrate how an ethical culture can be created.
- Describe a positive organizational culture.
- Identify the characteristics of spiritual culture.
- Show how national culture can affect the way organisational culture is transported to another country.

Study material



Textbook Woods & West Chapter 14

Compulsory additional reading

- Teresa Harrison, Joshua D. Bazzy, 2017. "Aligning organizational culture and strategic human resource management", Journal of Management Development, Vol. 36 Issue: 10, pp.1260-1269, <https://doi.org/10.1108/JMD-12-2016-0335>
- Warrick, D.D., Milliman, J.F. and Ferguson, J.M., 2016. Lessons learned from Zappos on what it takes to build high-performance cultures. Organ Dyn.
- Kontoghiorghes, C., 2016. Linking high-performance organizational culture and talent management: satisfaction/motivation and organizational commitment as mediators. *The International Journal of Human Resource Management*, 27(16), pp.1833-1853.

Individual exercise



What is the right organisational culture for me?

Statements	Strongly Disagree	Disagree	Uncertain	I Agree	Strongly Agree
1 .I like the thrill and excitement of taking risks	1	2	3	4	5
2. I prefer managers who provide detailed and rational explanations for their decisions.	1	2	3	4	5
3. If a person's job performance is inadequate, it is irrelevant how much effort he or she made.	1	2	3	4	5
4. No person's needs should be compromised for a department to achieve its goals.	1	2	3	4	5

5. I like being part of a team and having my performance assessed regarding my contribution to the team.	1	2	3	4	5
6. I like to work where there is not a great deal of pressure and where people are essentially easy-going.	1	2	3	4	5
7. I like things to be stable and predictable.	1	2	3	4	5

ANALYSIS AND INTERPRETATION

This instrument taps the seven primary dimensions of an organisation's culture; Innovation and risk-taking; attention to detail; outcome orientation; people orientation; team orientation; aggressiveness; and stability.

Your total will range between 7 and 35. Scores of 21 or lower indicate that you are more comfortable in a formal, mechanistic, rule-oriented, and structured culture. This is often associated with large corporations and government agencies. The lower your number, the stronger your preference for this type of culture. Scores above 22 indicate a preference for informal, humanistic, flexible, and innovative cultures, which are more likely to be found in high-tech companies, small businesses, research units, or advertising agencies. The higher your score above 22, the stronger your preference for these humanistic cultures. Organisation's cultures differ. So do individuals. The better you can match your personal preferences to an organisation's culture, the more likely you are to find satisfaction in your work, the less likely you are to leave, and the greater the probability that you will receive positive performance evaluations.

Group Activity



- Steven is the managing director of a chemical company that was recently the focus of an embarrassing media exposé. It was found that one of the managers had ordered chemical waste to be dumped in a nearby lake to save costs.

Steven is adamant that the company should take active steps to foster a more ethical culture. What can Steven do to create a more ethical culture?

- Critically evaluate the concept of positive organisational culture. Give an example of a company or organisation that you believe has a positive organisational culture.

Case Study

At Gerson Lehrman Group, you will not find an employee working in a cubicle day after day. You also won't find an employee working in a free-form open office area consistently either. The reason is that Gerson Lehrman is invested in "activity-based working." In this system, employees have access to cubicle spaces for privacy, conference rooms for group meetings, café seating for working with a laptop, and full open-office environments. Where you work on a particular day is entirely up to you.

It may be hard to remember, but office allocations were a uniform signal of hierarchical status and part of organisational culture until fairly recently. As organisations have become flatter and the need for creativity and flexibility has increased, the "open office" plan has become a mainstay of the business world. The goal is to encourage free-flowing conversation and discussion, enhance creativity, and minimise hierarchy—in other words, to foster a creative and collaborative culture and remove office space from its status position.

Research on open offices, however, shows there is a downside. Open offices decrease the sense of privacy, reduce the feeling of owning your own space, and create a distracting level of background stimulation. As psychology writer Maria Konnikova noted, "When we are exposed to too many inputs at once—a computer screen, music, a colleague's conversation, the ping of an instant message—our senses become overloaded, and it requires more work to achieve a given result."

So is the activity-based hybrid described earlier a potential solution? With its constantly shifting workspace and lack of consistent locations, this may be an even less controlled environment than an open office. However, it does signal a culture that values the autonomy of individual workers to choose their own best environment at a

particular time. The lack of consistency creates other problems, however. Workers cannot achieve even the modest level of personal control over any specific space that they had with the open design. Design expert Louis Lhoest notes that managers in an activity-based office “have to learn to cope with not having people within their line of sight.” This is a difficult transition for many managers to make, especially if they are used to a command-and-control culture.

Whether a traditional, open, or activity-based design is best overall is obviously hard to say. Perhaps the better question is, which type will be appropriate for each organisation?

Questions

1. The case describes activity-based working and how the office and work are organised. What are the inherent managerial concerns or problems with this approach and office design?
2. Can the effects of a new office design be assessed objectively? How could you go about measuring whether new office designs are improving the organisational culture?
3. What types of jobs do you think might benefit most from the various forms of office design described above