

NWU BUSINESS SCHOOL

NAME & STUDENT NUMBER	LEKATE K 2515 6403
MODULE NAME	HUMAN RESOURCE MANAGEMENT – PORTFOLIO OF EVIDENCE
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FACILITATOR NAME	PROF PETRUS BOTHA

DECLARATION OF OWN WORK

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

Signature of student	Kelebogile Lekate
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Table of Contents

Introduction	2
Goleman's competencies of EI	3
3. Erin's personality traits and behaviours	10
4. Erin's Motivation	11
5. Career Development Theories.....	15
6. Job Description and Job Specification based on a Job Analysis	15
Personal Requirements	18
7. Five Behavioural Questions for a job interview	18
8. Performance Agreement.....	19
9. Performance Assessment Template.....	22
10. Five Dimension of the Job Characteristics Model.....	23
11. Erin's Locus of Control	24
12. Maintaining Work-Life Balance	24
13. Erin's Work Engagement Levels	25
14. Comparison of two law firms on organisational culture	25
15. Team Development Phases between Erin and Co-workers	27
Reference List	29

Introduction

This portfolio of evidence is based on the movie titled Erin Brockovich. Erin, a mother of three children who got divorced twice, was unemployed and due to her needs (including those of her children's) she secured a position as an administration clerk at Masry's legal firm. The aim of this portfolio is to address insights associated with behaviour in a work environment, emotional intelligence, work-life balance, organisational culture, different motivational factors, work performance, job transition and career development theories. These concepts have been discussed based on the movie.

1. The Growth and Development of Erin's emotional intelligence including all five competencies as identified by Goleman (2001)

Myint & Aung defined an emotion as being a harsh feeling as a result of an individual's situations, which might be inclusive of a mood or how one relates to others (Myint & Aung, 2016:2). According to Salovey and Mayer, cited by Edelman *et al.*, EI can also be defined as *"the ability to recognize, understand and manage own and others' moods and emotions"* (Edelman *et al.*, 2018). In addition, as argued by Koubova & Buchko (2013) who agree that emotions are part of life, EI is essential in contributing towards the ability of individuals to perceive their emotional state and that of others in order to meritoriously utilise their knowledge of how to control their feelings and actions appropriately, as well as how to conduct themselves. Koubova & Buchko (2013) further emphasize that feelings and the state of the mind will always be influenced by emotions irrespective of one's position at their workplace with an anticipation that an individual's ability to handle emotions matures with age and experience in the opinion of Rivers *et al.* (Rivers *et al.*, 2007).

The predominant human phase that influences and nurtures the development of emotional intelligence is the childhood phase as a result of parental styling applied by the parent(s); the individual's interaction with other family members; and instillation of motivation and confidence by any foundation-phase educator one gets exposed to during this phase. It would be an agreement by many that if well-nurtured at an early age in life, an individual could possess a grander ability towards a stronger perception of desirable

emotional intelligence; improve their emotional expression; and acquire the ability to understand other individuals' emotions.

Goleman's competencies of EI

Emotional intelligence, as suggested by Naylor (2006) citing Goleman, seems to be a multifaceted construct, and suggests the existence of five underlying factors of emotional intelligence which are **self-awareness; self-regulation; self-motivation; social awareness; and social skills.**

Self-awareness, essential in effective decision-making, is the acquisition of the skill to identify one's own emotions and their effects; their ability to develop an accurate self-assessment through identifying their own strengths and limits; and the capability to build self-confidence through self-motivation. Erin displayed self-awareness when she mentioned in court that she wants to be a good mother, citizen and nice person. Being unemployed made her aware of her needs to provide a clean and safe home for herself and children; and her accurate self-assessment of her strengths (beautiful, smart and hard-working) motivated her confidence to approach the law firm in order to fulfil her needs. Erin was able to build her self-confidence by knowing her capabilities to work at the firm. Her ability to make an effective decision in accepting the job demonstrated that she is aware of her self-worthiness, as she made demands regarding the remuneration for the work she does for the firm.

Self-regulation can be characterized as an individual's ability exercise **self-control** by handling disorderly emotions and impulses; acquired sense of **dependability** achieved through maintaining good standards of honesty and integrity; individual's attainment of **conscientiousness** which accounts for an individual's initiative to become responsible for their personal performance; the ability for an individual to **adapt** to any changes by being flexible; and their capability to be **innovative** which is finding comfort in and being open to new ideas and different information (Serrat, 2017:332) .From the initial scenes of the movie, Erin display self-awareness when she mentioned what she wants to become (a good mother, citizen and nice person). She was aware of her needs and those of her children's. She knew her capabilities of being a smart and hard-working individual. When Ed asked the for information she was working on during the investigations around the

community ok Hinkley after dismissing her, Erin told him that she will give him the information on condition that he gives her job (which she was well aware that she needs it to provide for her family) inclusive of benefits and a salary increase. She was aware of her worth to the law firm. In furtherance Erin was aware of her influence amongst the people of Hinkley and she refused to resign upon George's call knowing how much of a difference she will make in the lives of many from that community.

Self-motivation alludes to the **achievement drive** aimed at one's endeavour to advance or meet brilliant standards; requires **commitment** which aligns one's goals with that of an organization's; the ability to take **initiative** by always being ready to respond positively towards opportunities; and being **optimistic** by persistently pursuing goals regardless of hindrances and impediments (Serrat, 2017:332). Erin began as an admin clerk but her interest in the Hinkley community case motivated her to take the initiative to investigate the case further using her own resources. She consistently followed up with and made remarkable progress as she made it a point that she understood the depth of the case unsupervised showing great commitment to solving the matter.

Social awareness is based on an individual's ability to display **empathy** by sensing other individual's emotions, accepting their viewpoints, and showing an active interest in their concerns; being **service orientated** through anticipating, recognizing, and meeting customers' needs; partaking in **developing others** by addressing their needs and strengthening their abilities; being able to **leverage on diversity** through "*cultivating opportunities through diverse people*"; and having **political awareness** by understanding the tides of a group's emotional and its influential affairs (Serrat, 2017:332). Erin's interaction with people of Hinkley with the greatest empathy towards them and approaching showed off her humanity and care towards them. She immersed herself in their emotions and ensured to find common ground to put them at ease allowing them to share their most intimate and painful stories including confidential health information and about the loss of their loved ones. This was also evident in the way she reprimanded Ed's interaction with the community members as he had a cold and corporate approach.

Social skills requires one's ability to be **influential** by employing effective and persuasive strategies; being talented with **communication skills** to convey precise

messages; being a **good leader** by inspiring and guiding groups and people; being an **agent or catalyst of change** by initiating or managing change, having the ability to **manage conflict** through dialogues aimed at resolving differences; being able to **building bonds** by promotion influential relationships; the ability to promote **collaborative and cooperative** standards of working towards equivalent goals with others, and a **team's capabilities** to create group solidarity in pursuit of communal goals (Serrat, 2017:332). Erin's commitment and efforts to working in collaboration with the community yielded excellent outcomes when she earned the trust of a previous common worker from PG & E company who had preserved some of the documents (he was tasked to shred by the company) and this information was very critical in linking the company's plant at Hinkley to the plant's Head Office.

In addition to Goleman's suggestions, the improvement and modification of the **EI concept by Mayer & Salovey** through developing the **ability-based model of emotional intelligence** comprising **four sequentially-arranged branches** (from the least to the most complex ability in relation to emotional intelligence) includes **emotional perception, emotional integration, understanding emotions** and **managing emotions** (Mayer *et al.*, 1999) may also be considered to conclude on Erin's EI growth and development .

Emotional perception precisely puts emphasis on an individual's capacity to identify their own feelings towards others; **emotional integration** motivates an individual's ability to provide reasoning for perceived emotions; **understanding emotions** denotes one's capacity to comprehend the state of emotion at different phases; and **managing emotions** looks at how well an individual manages their emotions (Rivers *et al.*, 2007). Erin battled with her emotions at her workplace but her social skills with the community assisted her to collect all the information that would help resolve the case. She understood how to act around the members of the community in order to earn their trust.

2. Adverse reactions towards Erin and her behaviour

Behaviourism refers to the theory of learning based on the notion that an individual obtains their behaviour through conditioning as a result of their interaction with their

environment and the assessment of behaviour is through observations in a systematic manner (Wu & Parker, 2017:18).

a) How well did Ed manage her? If you were her manager, would you have fired her?

In order to have the ability to handle different individual's emotions at work, managers ought to possess the skills to identify and understand the emotions of subordinates and co-workers to assume an advantageous position for managing any anticipated and uninvited emotions that may surface at work; the skills to utilize emotional understanding when solving conflicts and concluding on particular issues; and the skills to inspire subordinates, as well as preserve fervour and efficiency at work (Van Jaarsveldt, 2015). Ed mastered the skill of recognising and comprehending Erin's inappropriate behaviour at work. He chose to always responded to Erin tranquilly and professionally, regardless of her unruly responsiveness (the use of offensive words and language and lashing out at colleagues) in times of perceived distress; gave her straightforward, organizational code of conduct in relation to expected behaviour in their workplace; and persistently addressed her inappropriate dress code as unethical and inappropriate which yielded positive results in the end. Through his ability to anticipate Erin's predictable behaviour, he resolved conflicting ideas based on Erin's demands and proposals in comparison to his which he believed were in the best interest of the organization.

Woods and West (2015:134) identified teamwork as being important in every organisation and that involving employees in organizational goals motivate them. All members of a team must be treated fairly and equally in order to avoid negative perception and the development of unwanted attitude amongst members and towards management. Ed may have created a conducive working environment for Erin by allowing her to dress inappropriately at work and gave more attention to her project which contributed positively towards her welfare and work performance, but he neglected other employees' emotions which could generate tension between them and Erin; cause a decline in employees' productivity; and distort his (Ed) judgement in times of conflict, compromising his position as a manager as managers are expected to always possess the ability to deal with diverse

employees' emotions by developing high emotional and social skills (Koubova & Buchko, 2013).

Firing Erin would be inappropriate and not be valuable for the organization due to her level of dedication as well as contribution towards productivity in the organization. Proposing workshops and short course aimed at improving her emotional intelligence skills would benefit both Erin and the firm because, as found by Goleman (2001), emotional proficiencies can be learned through an individual's familiarity with an acceptance that not all intelligent people have a balanced emotional intellect (Koubova & Buchko, 2013). Inducting Erin with workplace codes of conduct that places great emphasis on an employee's self-conduct with appropriate organizational dress codes will also be helpful in conveying clearly the consequences associated with the contravention of such codes (with subsequent failure to comply), hierarchically through initial casual warnings; diarized warning meetings; formal verbal warnings ;written warnings; companied by appropriate measures to follow; and finally a hearing that may conclude on further investigations to either suspend or dismiss her.

The use of a performance management system may also bear desirable results in managing Erin by offering her an employment contract which specifies key performance areas, general knowledge and prospects with quarterly assessments. Poor performance due to lack of work knowledge would warrant training. Poor performance due to social problems would refer her for assistance programme equipped with psychologist to assist her overcome challenges she is going through, and expenses will be paid by the company. Outstanding performance would result in well-deserved remuneration like Ed did.

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

Creating an ideal working environment is always imperative as it enhances the performance of employees and the accomplishment of established targets (Woods & West, 2015). Erin made her colleagues at work feel uncomfortable around her because of how she dressed to work and how she addressed them. Colleagues such as Anna

developed a negative attitude towards her which affected her ability to be a team player by refusing to teach Erin on how medical records were filled. Her lack of encouragement towards team-work, non-existent intellect to empower and motivate colleagues, poor creativity and innovation-, factors identified by Goudriaan (2016) that are necessary to keep a sane response to problems, make her bottom on the list of ideal role model for her colleagues.

c) Can a firm afford an Erin Brockovich?

Erin may lack the ability to control her emotion but she possesses strong social skills characterised by her ability to be influential, communication skills building bonds, a catalyst of change. Erin worked independently and did not interact with other employees. Ed's firm must put in place operational management systems and disciplinary measures. Inducting Erin with codes of conduct would be a great start to managing Erin's behaviour. Outlining behavioural expectations would also help guide Erin on what is not allowed at her place of work to avoid any misconducts, with an awareness of the possible actions that may be taken against her for such unwelcomed conduct. Regarding her constant demand on a salary increase with benefits, Ed can manage Erin through a performance agreement system by stipulating the key performance indicators, generic knowledge and the firm's expectations from her. Assessing her quarterly, noting her performance levels will also prove to be beneficial to her and the firm. A poor performance will identify her weaknesses and appropriate actions to improve on these will improve her skills. For example, poor skills will improve with training and poor social skills amongst colleagues with psychologist intervention. Verbal and written warnings may also help in assisting the firm to take appropriate steps against her without impinging on her labour rights.

d) Mavericks in an organisation

Mavericks are individuals who are unconventional and are always challenging the status quo of an organization. It is not that they don't know that rules and policies exist, they however are always curious as to why these exist. Their presence in an organization presents an opportunity for the organization to make introspection on whether their governance truly unleashes the greatest potential in their members. For example, Erin went into depth with her inquisitiveness when she found a company that was paying

medical bills for an entire community at the same time trying to buy the people of this community out of it, which led her to ask herself questions and took her out of her comfort zone as a filling clerk to perform duties of a legal assistant and a detective. She took the initiative to explore and research even though it was out of her scope of practice

e) Managing Mavericks

Koubova & Buchko (2013) advise that mavericks are manageable through keeping calm and polite when talking to them; and that identifying their unique contributions with constructive criticism plays a vital role in improving their skills. Hearing them out, as they tend to ignore their bosses, and reminding them of organisational goals (as they tend to deviate by doing their own things) will provide them assistance in areas they lack some competencies to perform their tasks, with failure to do so resulting in pollution of non-performance in the organization (Koubova & Buchko, 2013). A manager needs to have the special talent of identifying mavericks in an organization and strategies means to make them comply with boundaries set by the organization. Assigning tasks with timelines and results expectations without restricting them within the confines of an internal environment must be applied to allow them to even work in atypical working environments such as letting them go out the field. Even though she was perceived as having absconded for a week by Ed, who fired her, Erin continued to work on the case unsupervised and brought back desirable results.

f) Strategies to manage a perceived difficult person such as Erin

A manager needs to make mavericks feel important by continuously applauding and acknowledging their efforts. Doing individualized interpersonal and communication skills evaluations will help managers identify task-suitability and promote innovativeness amongst individuals perceived as being difficult in an organization.

3. Erin's personality traits and behaviours

A trait refers to a precise, non-focal and habitual mode of adjustment or tendency to react in any given scenario, exerting an ordinance effect upon the specific response (Allport, 1927:4; 7). Jordan(2011), citing Allport defines personality as the underlying patterns of how an individual acts, thinks, and feels demonstrating the dynamic association of that individual's psychological and somatic systems.

Derived from a ~~psycholexical~~ psychological methodology(Jordan, 2011:41), Costa & McCrae (1992)suggested that as one of the most used models for personality classification, the Big Five model provides valuable discernments into the sphere of personality. The **Big Five' personality traits model factors** were well described by Lounsbury *et al.*(2008:356) and Jordan(2011:14) as follows:

- **Extraversion** evaluates activity, assertiveness, and self-confidence by looking at the tendency for one to be "*sociable, outgoing, gregarious, expressive, warm-hearted and talkative*"
- **Agreeableness** appraises concern and sensitiveness toward others and their needs, judging the proclivity for one to operate as a team player and how well they functioning cooperate in work-group tasks
- **Conscientiousness** refers to self-regulation in both pre-emptive and inhibitory approaches that measures an individual's level of dependability, reliability, trustworthiness and inclination to adhere to their organization's standards, procedures and principles
- **Neuroticism** refers to one's inability to adequately survive their own emotional anxiety and control their frustrations and rage, and its function is to gauge the

global level of modification and emotional resilience under job stressful job situations with its high demands

- **Openness** refers to the tendency to originality, the broad-mindedness towards dissimilar values, an awareness toward diverse practices and routines which describe the receptivity towards change and new learning

<u>Erin's Strengths</u> <u>Erin's Weaknesses</u>	<u>Erin's Strengths</u> <u>Erin's Weaknesses</u>
Dynamic and Energetic Flexible Loyal Accountable Open-minded Self-driven	Anxious Sensitive Emotionally Attached Insecurities Lack of trust.

Throughout the course of the movie, Erin's emotions were not altered nor did they demonstrate improvement as, under stressful situations, she expressed herself using inappropriate language; raised her voice when speaking to people; and always had a negative perception towards individuals she perceived as being in a superior position than she was (she always felt undermined by others). This is a clear indication of her upbringing and displays the lack of attention paid to her by her parents as a child, and her inability to control her emotions.

4. Erin's Motivation

As cited by Fallatah & Syed (2018:19), Barikani *et al.* suggest that motivation serves the purpose to arouse, inspiration, prompt or give momentum towards something and that there exist a vast assortment among theorists in its interpretation and its definition such as having willingness; psychological influence or process; and it being a goal-intended behaviour.

Motivation validates an individual's desire, direction and willpower to achieve a set goals (Woods & West, 2015). The theory of existence, relatedness, and growth (ERG) drew

its development from the Maslow's Hierarchy of Needs theory with an effort to further comprehend and magnify its implications, is habitually applicable to the study of human motivation in the workplace as an instrument for increasing morale and productivity; and has contributed in understanding constituent of job satisfaction and identification of incentives (Bolles, 1967). Citing a 2008 study by Islam and Ismail, the importance of the need was based on the manner of its fulfilment (wages, good working conditions, promotion, job security, interesting work, and full appreciation of work done). To understand and influence employees' motivation at work, Maslow's Hierarchy of Needs is the standard and proficient theory used, proposing five universal needs arranged in a hierarchical order of importance as follows (Fallatah & Syed, 2018:19-20; 26-32):

Physiological needs – Khan *et al.* identified oxygen, food, shelter, water and rest as the most important for the fulfilment of an individual's survival; and, according to Kenrick *et al.*, their absence make it impossible to motivate and satisfy employees as these igniting the process of satisfaction (Fallatah & Syed, 2018:28). Her basic needs motivated Erin to look for a job. She was motivated to get a competitive wage, which helped her meet her basic physiological needs. Her organization's incapability to tackle these needs will fail in effectively motivating Erin, and thus, threatening its survival. Being the most superior of all needs identified, her physiological needs never changed.

Safety needs – Physiological needs become less important ones they get satisfied. Aworemi *et al.*, Khan *et al* and Maslow, as cited by Fallatah & Syed (2018:28-29), agree that the fear of job instability such as the risk of being treated harshly by managers at work, or being threatened to losing their job, is a significant motive for any employee to being motivated at work. Erin's need for safety, security and protection at work dominated, mobilised and motivated her as she persistently felt frightened by her bad economic situation. In order to work at her best, certainty became an inevitable safety need that she needed to fulfil, and thus played a significant role in driving Erin to her optimum performance level. She behaved as if a great work catastrophe was almost always inevitable or impending. Thus, her motivation was based on the safety need until they became fully gratified, at which point a new set of needs such as love, affection and belongingness may emerge. Her reaction towards Ed when he dismissed her off

her duties, after he perceived her to have absconded from work for a week, proved that her need for safety was unaltered, as she may have felt that this need (safety) is important to keep her physiological needs satisfied.

Social needs – In absentia of social bonds; reassurance; and support from colleagues and managers, employees turn to be motivated to achieve their social needs with a greater intensity therefore love and belongingness places a grander prominence on emotional and social support. As stated by Pulasinghage, cited by Fallatah & Syed (2018:29), become the principal need for the employee at work. In her personal capacity, Erin was never perturbed by social acceptance, as she prioritized her children's physiological needs. She did not have the urge to fulfil this need in her personal life; but this did not mean that she failed to apply her social skills towards the community of Hinkley as she was appealing to their social needs; displayed compassion and empathy towards them; and always went beyond her call of duty as she was genuinely a caring person. Her need for safety clearly superseded that of the social as she neglected to give the necessary attention to her children and partner by always bringing her work at home and placed more emphasis on being driven to change her state of economy. Given that she mentioned that she stretched herself as far as she could for her children's needs, it would be safe to assume that gaining satisfaction from fulfilling her safety needs will improve her social needs such as spending more time with her family.

Esteem needs – As identified by Stoll and Ha-Brookshire, and Anyim *et al.*, these needs signify the appreciation of an individual's abilities and capacities; the continuous respect of their rights, the acknowledgement of their achievement; and the recognition of their autonomy and independence. Erin's self-awareness assisted her to understand the impact she had in the firm's success regarding the case she was involved in, and therefore, of the esteem needs identified by Maslow, Mujah and Saefullah (which did not alter but shaped her motivation) was driven by recognition and appreciation from her manager (Fallatah & Syed, 2018:30). She was however not truly driven by other aspects of this need such as prestige, reputation and attention. Ed displayed his ability

to significantly recognise Erin's contributions the organization and meet her esteem needs.

Self-actualisation – Prior indulgence and satiety of the above discussed needs motivation at work will be equipped and controlled by employment of self-actualization needs whereby an employee seeks to satisfy his/her obligation towards a sense of professional maturity and career growth and the continuous fulfilment of a purpose driven job. Erin's self-actualization afford to improve her knowledge propagated into a process she navigated throughout the movie, and her potential in growing and developing her career in the firm proved to be fruitful when she secured a her own office, a 2-million dollar bonus cheque, and approval to participate in big cases at work all in spite of her being under qualified to perform such duties and worked independently.

5. Career Development Theories

Woods and West (2015) defined Nicholson job theory as comprising the following four steps:

Preparation entails a period when an individual assumes novel responsibilities, developing perceptions of how these responsibilities would look. When Erin assumed her new role she was unprepared for what this job entailed as she only wanted to fulfil her family's physiological needs.

Encounter takes place the first few days after the individual assumes their duties, allowing reality to sink in; learning what the job entails; getting acquainted with new colleagues; and compares the previous insights. Her bad behaviour towards co-workers made it difficult for Erin to learn about the work basics of the work.

Adjustment is the following stage whereby the individual makes a choice of either performing tasks traditionally or become innovative through exploration. Erin had no trouble adjusting to her new role as an administrative clerk with no previous experience or qualification but ultimately thrived in surpassing duties meant for law-qualified personnel.

Stabilisation sees the job roles becoming repetitive with the individual in need of new roles. Her ability to go beyond her call of duty and outperform her role as a clerk demonstrated the urge of new role Erin yearned for.

6. Job Description and Job Specification based on a Job Analysis

Job analysis is the process of determining the function an individual is required to perform in their job and includes understanding the duties and activities, understanding the knowledge, skills, abilities, and other characteristics required to execute the tasks of the job. Job analysis is key for personnel selection because it forms part the foundation of test and criteria development (Morgeson, 2017:767).

Job Description	
Job Title:	Legal Clerk
Division	Legal Administration Office
Position Summary	The firm is looking for an organised and efficient legal clerk to be hired into their administrative department. The legal clerk is responsible for the organisation and management of all the legal documentation and records that our firm works with daily. The ideal applicant must be extremely organised, and excellent at cataloguing and managing a large and broad filing system. The legal clerk will also be responsible for performing clerical duties such as making copies, answering phones, preparing legal documents, and assisting in office <u>office</u>-related duties.
Job Skill Requirements	Office Administration Diploma or equivalent/higher Diploma Minimum 1<u>1</u>-year administration experience in legal administration or related field preferred Core Skill Requirements • Telephone etiquette and high business acumen • Excellent written and verbal communication skills in English • Proficient computer literacy (Knowledge of Microsoft Office Suite) • Excellent interpersonal skills • Information management and monitoring • Planning, scheduling and organising skills • Ability to liaise at <u>the</u> executive level • Excellent time management skills and task priority management
Responsibilities	• Prepare legal communication, documentation, and other materials • Organise large amounts of legal documents, invoices, and related communication. • Compile legal documentation into files and maintain an organised filing system with high acuteness to confidentiality. • Create copies and reproductions of records and legal documentation • Deliver documentation to courts, law firms, and other locations as needed. • Maintain and update files and databases for other documentation such as personnel records and financial reports. • Oversee and replenish stock office supplies. • Assist staff and legal partners in locating files and organising, copying and scanning documents to our central database server.

Below are Erin's job requirements in terms of KSAO that are used to assess development {Woods, 2015 #89}{Woods & West, 2015).

K	Knowledge	• Knowledge of legal environment, terminology, guiding principles, and processes necessary to understand court procedural requirements. • Knowledge of legal terminology to execute basic legal research, including case law, legal reference, and cite-source research to enable attorneys in analysing legal cases presented to before the firm. • Knowledge of office management guidelines, methods, and procedures to execute and complete work assignments.
S	Skills	• Ability to recognise and identify various legal documents to categorise in a pre-determined filing sequence. • Ability to preserve, organise, and assemble information and documents from alternate sources in a categorical order through alphabetical, numerical, and categorical systems as defined. • Ability to prioritise work projects to ensure completion within agreed timeframes and by expected deadlines. • Ability to analyse received communication to determine significance as it relates to a case. • Ability to communicate effectively with management, colleagues, internal and external stakeholders, clients, legal partners, and legislative incumbents.
A	Abilities	• Ability to verbally communicate issues related to legal proceedings to witnesses, legal partners, and relevant staff to describe processes, dates, response times, and legal requirements at the various stages. • Ability to listen attentively to others and extract relevant information in an open exchange of ideas. • Ability to take precise written notes to document evidence and information received verbally or in writing.
O	Other Characteristics	• Ability to work under pressure and adapt to a diverse working environment. • Ability to be flexible in adapting to changes in priorities, projects, or disturbances which may impact timelines and courses of action for completing projects and assignments. • Ability to work with different individuals to collect information.

Personal Requirements

- 2 years' work experience as a legal administration clerk
- Knowledge of MS Office Suite (Word, Excel, Outlook and Powerpoint)
- Application of confidentiality to client ~~perosnal~~personal information and ongoing/closed legal cases
- Working knowledge of Legal Management Software will be an added advantage
- Fluency in English
- Excellent time-management skills
- Administrative Assistant Certification an added advantage
- Knowledge of constitution, legal terminology, regulations and the court system

7. Five Behavioural Questions for a job interview

Behavioural questions assist to determine a possible employee's motivations, characteristics and personality are appropriate for the role. Behavioural interview questions are designed to assist to discover this information, making them important to the interview process. Additionally past behavior can help predict future behavioral patterns. The following are 5 behavioural questions based on Erin's job:

- Please share how you have worked effectively under pressure.
- How would you handle a situation where you find yourself in disagreement with a colleague?
- At times it is not possible to get everything on your list done. Share a time your responsibilities got a little overwhelming and state what you did to overcome the situation?
- When you find that you have made a mistake, what do you do and how do you rectify it?
- How do you prepare for challenges that are required from you?

8. Performance Agreement

The Masry and Vittoe Law Firm and Erin Brockovich as the Legal Firm Filling Clerk Agreement is as follows:

The basis of entering into this agreement is to communicate to the Employee the legal and formal organisational validation for employment, establish objectives to be achieved related to the organisational goals.

Organizational Goals

To provide legal services which exceed industry standards to all clients and legal partners, ensuring quick, effective and efficient service delivery. Employing the best candidates ensures our goals are met and exceeded through collaboration with our employees and associated partners.

Period of the Agreement

The agreement will be valid starting from 01st Jan 2018 to the 31st October 2019 and is renewable upon review on a performance basis.

Job Details

Job Title:	Legal Clerk
Department:	Legal Administration

Job Function

The legal clerk is responsible for the following activities:

- Organization and management of all the legal documentation and records.
- Cataloguing and managing a large and broad filing system.
- Performing clerical duties such as making copies, answering phones, preparing legal documents, and assisting in office related duties.
- Internal and external office liaison

Performance Assessment Framework

~~Performance~~ The performance will be assessed according to the information contained in the Key Performance Areas (KPAs) and Key Performance Indicators (KPIs) as set out in the tables below:

KPAs		Weight (%)
General Administrative Support		40
General Support		20
Maintaining a proper and effective recording system for all documentation		10
Receptionist duties		15
Relief of the receptionist and front desk support		10
Ensure effective use of office automation equipment		5
Total		100
KPIs		Weight (%)
Job knowledge	- Understands how position supports the firm's key strategic plan - Demonstrates knowledge and skills necessary to perform the job - Demonstrates eagerness to learn new skills, methods, processes to increase job performance outcomes	30
Interpersonal Skills	- Demonstrates effective positive client service - Develops and maintains professional working relations with internal and external work partners and clients	20
Communication Skills	- Writes and communicates clearly and precisely - Listens attentively is responsive to questions, directions, and suggestions	25
Planning and Organising	- Develops goals, plans, and priorities to achieve objectives and evaluates goals - Meets deadlines in a timely and efficient manner	15
Total		100

Performance Assessment Standards

5 = Outstanding performance

Objectives and standards are clearly and substantially surpassed. Consistently and significantly exceeds all performance expectations and standards. Highest performance level.

4 = Performance significantly above expectations

Regularly exceeds job requirements. Make contributions well beyond assignment demands. Seize initiative in the development and implementation of challenging work objectives. Each project or assignment is done thoroughly and on time.

3 = Meets Expectations

Performance is what is expected of a qualified and experienced individual in this position. All objectives and standards are met. Consistently meets all performance standards. Errors are minimal and rarely repeated.

2 = Approaches Expectations

Objectives and standards are generally met but complete results are not totally achieved. Occasionally falls short of regularly meeting performance expectations and standards.

1 = Unacceptable performance

Objectives and standards are regularly not met. Consistently fails to meet performance expectations and needs significant improvement. Has been on the job long enough to have shown improved performance.

The KPAs contribute 55% and KPIs contribute 45% towards the final score 100%.

9. Performance Assessment Template

PERFORMANCE ASSESSMENT DOCUMENT

Period under review **01 January 2018 – October 31 2019**

Surname and initial **Brockovich E**

Job title **Legal Clerk**

Key Performance Areas	Weight (%)	Score	Comments
General Administrative Support	40		
General Support	20		
Maintaining a proper and effective recording system for all documentation	10		
Receptionist duties	15		
Relief of the receptionist and front desk support	10		
Ensure effective use of office automation equipment	5		

Key Performance Indicators	Weight (%)	Score	Comments
Job knowledge	30		
Interpersonal Skills	20		
Communication Skills	25		
Planning and Organizing	15		
Total	100		

Signatures:

Employee:

Date :

Manager:

Date :

10. Five Dimension of the Job Characteristics Model

Hackman and Oldham job characteristics model view individual from the promotion of their psychological state such as the senses of “*personal responsibility, work meaningfulness and knowledge of results*” (Woods & West, 2015). These identified models applicable to Erin’s job are:

Sense of personal responsibility/Autonomy refers to allowing employees the freedom to schedule their work, determine ways in which they want to carry out their tasks in order to accomplish goals independently with a purpose of giving them the personal sense of responsibility. Ed gave Erin the freedom to discharge her duties autonomously which gave her the ability to become innovative and explorative, yielding good results in the agreed timelines as she took ownership of her responsibilities and duties for the initial stages of her project until its end.

Knowledge of results/Feedback involves giving a direct response to individuals on task performances which is very vital because it empowers them to quantify their performance and take the most suitable actions in case of failures. Evidential from her ability to reference clients’ information without the aid of viewing the documents, Erin was well-versed around the phases of the case she worked on. This ensured that Ed, who gave Erin feedback on her performance, reflected his impressions on her performance by offering her an increase in her salary with added benefits.

Meaningfulness comprises of three characteristics that aim to create significance for the individual’s existence at work. These include **skill variety** (the ability to utilise various aptitudes at work emphasizing on the extent to which this work incorporates a variety of activities) which Erin displayed by assuming numerous roles to acquire information regarding contamination of Hinkley’s water by PG & E); **task identity** (the ability to identify a task in its entirety that need to be completed) which Erin, through her determination, was able to achieve and ensured that justice triumphed for the victims of Hinkley; and **task significance** (which estimates the impact an identified task, his/her organization’s goals and on other individuals), attested by Erin’s significance of the positive impact on the goals of Ed’s law firm, including the provision of legal services to communities. Erin had the ability to identify which tasks to perform in order to help the firm expose the

company responsible for the problems faced by the community of Hinkley. Her abilities did not only benefit the firm but the community residents of Hinkley too.

11. Erin's Locus of Control

Julian Rotter introduced the concept locus of control in the 1950's which described the degree individuals interpret the influence they over the circumstances of their lives. As suggested by Ajzen (2002) the locus of control, which can either be internal or external, is frequently perceived as an inherent identity segment people are born with, and that self-efficacy occurs when an individuals' principles to practice power over their very own level of work over occasions that influence their lives. Khan (2011) previously maintained that those with internal locus of control are of the opinion that they can control the events and outcomes of what life throws at them. Erin displayed the existence of her internal locus of control as she credited her self-accomplishments for her very own endeavors and capacities than the people who were involved in the task. She proved her worth in accepting her job at the law firm and outperformed her duties, without any prior experience or required qualification, which contributed enormously to her self-confidence development and self-esteem fulfillment. She also refused to resign after George asked her to, reflecting her belief that she bows for no man; and has a strong sense of commitment to herself reflected by how she persistently persuaded her manager not to give up the battle for Hinkley and sacrificed her family's time with her which yield positive results

12. Maintaining Work-Life Balance

Work-life balance is the time an individual spends with their family, on their work and other personal matters (Hasan & Teng, 2017:12). Organisations must ensure that programs and policies that offer work-life balance to employees exist to reduce employees work pressure and family stress as a result of an imbalance of career and family times.

Since her involvement in the pro bono case, Erin could not balance work and life. She could not attend to her daughter's fever, instead of talking to a doctor she instructed her

neighbour (who was babysitting) to cool her down with a cold cloth. She took her children with her to work at times when no one could help her with them. She worked late hours and her children would often get upset with her because they never had dinner her or she would always come home when they were sleeping. Erin also missed out on Berth's (ten months old) stages of development unaware of her first word. During the community picnic at Hinkley, she promised to spend time with her children but after being approached by a family from Hinkley, she chose to divert her attention from her own family to the other one. It is evidential that she did not draw a line between her work and her private life.

13. Erin's Work Engagement Levels

According to Ugwu (2013), citing Kahn, the concept of work engagement is a countenance of harnessing employees to perform their roles diligently to the liaison clients, allowing them to express themselves physically, emotionally and cognitively. Furthermore, engaged employees look at their work as a challenge instead of it being a stressor, and they have an effective energetic sense of connection with their work with its effect on the employees being positive both in the short and long run (Bakker *et al.*, 2008:188, 195). Her high level of commitment and determination to align herself with the firm's goals by being innovative, demonstrated how engaged Erin was to her work. Her engagement with clients was effective as she would make physical contact (at times inappropriately) and showed empathy towards them.

14. Comparison of two law firms on organisational culture

Citing Andrew Brown, Sun (2008) referred to organizational culture as *"the pattern of beliefs, values and learned ways of coping with experience that have developed during the course of an organization's history, which tend to be manifested in its material arrangements and in the behaviors of its members"*. According to Robbins, cited by Applebaum et al. (2004), the combination of seven primary characteristics capture the essence of an organization's culture. These are:

- **innovation and risk** taking measured by the degree to which the organization encourages its employees to take initiative and calculated risk;

- **attention to details** which looks at the degree to which the organization expect employees to exhibit meticulousness, scrutiny, and attention to detail on particular events of dealings;
- **outcome orientation** which is the degree to which management focuses more on results than the methods and courses utilized to achieve these outcomes by setting goals and ensuring achievement;
- **people orientation** refers to the degree to which management verdicts take into deliberation the effect of outcomes focusing on the needs of individuals within the organization;
- **team orientation** relates to the degree to which task objectives are systematized around teams rather than individual;
- **aggressiveness** is the degree to which people are antagonistic and competitive rather than easy going to which the organisation must act to surpass the competitor;
- **stability** alludes to the extent to which the organizational activities accentuates the maintenance of the status quo in contrast to growth.

The differences in the seven primary characteristics that captured the essence of an organisation's culture between the two firms in the movie are tabulated below:

	Kurt's Law Firm	Ed Masry's Law Firm
Innovation and Risk Taking	This firm was unwilling to take the risk of taking the case on trial arguing that Pacific Gas company will exhaust their <u>its</u> funds by dragging the case for years.	Due to its ability to be innovative by introducing new working systems this firm took a risk by allowing Erin to convince the community of Hinkley's to work with them collaboratively to get to the bottom of their case which was worth the risk.
Team Orientated	Kurt's company was not team orientated. They confiscated Erin's records without her knowledge	Ed Masry encouraged collaborative team work. This was evidential at the time when the lawyers representing Pacific Gas approached Ed to discuss settlement who called in Anna and Donald as he felt intimidated; and through team work Masry's law firm came out victorious against the giant corporation lawyers.
People Orientated	Kurt's firm hardly engaged community members making it challenging to interview them	They worked closely with members of the community and could interact at their level
Results Orientated	Kurt's firm wanted to present the case to only the judge regardless of the outcomes	Ed's firm made extra efforts by setting goals that ensured the community benefits holistically

Attention to detail	Kurt's legal representative was not clued up on the dynamics of Hinkley and the effect the water contamination had on its community members. She lack of association skills and was unable to gain access to information from the members.	Erin had solid facts with the profiles of each family in the case as she was able gain information due to her social skills.
Aggressiveness	Kurt's organization was not giving full attention to this case as they doubted they would win it. They therefore were reluctant to put efforts in seeing that the signatures required for the petition required to take up that case are secured.	Their aggression stemmed from their desire to see justice prevail for the community
Stability	This company is classified amongst the giants in their industry therefore they are obsessed with maintaining their status, thriving for grows.	Masry's legal firm was not prioritising their growth, they focused on standing up for the community

15. Team Development Phases between Erin and Co-workers

Introduced in 60's, Bruce Tuckman's team development model emphasised that the maturity and ability of a team develop when relationships are established and when its manager alternates his managing style. The following are the model's five stages:

- **Forming** is a stage where colleagues, with different views about one another, are guidance by the leader to deliberate expectation and the plans on how objectives must be met. Erin and her colleagues did not understand one another and their perception of her was negative from the beginning. Ed was a good leader who managed to assist the team to develop a positive attitude while they worked on the Hinkley case.
- **Storming** begins when members gain one another's trust with confrontation of perceptions which may be difficult to voice out, out of fear of being rejected by the team. Erin's colleagues began to appreciate Erin and changed their perception around her when the judge agreed to trial their firm's case.
- **Norming** is where critics no longer get viewed in a serious manner by group members and team-work efficiency upsurgues. When Ed no longer took offense to Erin's used discourteous language he responded back jokingly in the same language.
- **Performing** occurs when team members surpass their expectations when it comes to allocated tasks. They invested their energy towards achieving the preferred

goals. Erin received support from all her colleagues in pursuit of obtaining positive results for the firm.

- **Adjourning** is the stage where the team get disperse after achieving its main objectives of an allocated task. After the success of winning the case, Erin and her team separated, so as to start a new project, which may or may not bring the same team back together on the new quest.

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Rubric to assess the portfolio of evidence

Name:
Module:
Date:

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

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

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

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
5. The learner demonstrated a clear understanding and can apply career development theories	0	1	2	3x	4	5
6. The learner can compile a job description and job specification based on a job analysis	0	1	2	3	4x	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	3	4x	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	1	2	3x	4	5
12. The learner understands 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 into the concept of work engagement	0	1	2x	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 understands the importance of teamwork and how to become a better team player by learning the critical skills for teamwork	0	1	2	3x	4	5
16. Overall, the learner demonstrated that he or she had mastered the various theories' and constructs dealt with in Strategic Talent Management 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	3	4x	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 into the various questions was demonstrated	0	1	2	3x	4	5

Competencies	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
20. Assessor's general assessment rating of the quality of the POE taking into consideration all the above factors	0	1	2	3x	4	5
Comments:						
Mark obtained		Total Mark				
	65	100				
Deduction for plagiarism if any						
Final Mark out of 100						
Moderator mark		100				
Moderator name:						
Moderator signature:						
Date of moderating:						

Plagiarism:

Plagiarism Report. Marks deducted for plagiarism infringements

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

Deduct the following marks if:

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

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

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

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

Examiner: Professor PA Botha

Betha
