

MBAA 822- 2020

**PORTFOLIO OF EVIDENCE 2020 - THE CHALLENGE OF PEOPLE
MANAGEMENT**

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**Declaration of own work: I declare that this assignment is my own work and
that I have cited the sources from which I completed the assignment.**

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ABSTRACT

The portfolio of evidence (POE) offers proof of my achievements and a concrete demonstration of skills and learning results generated for the Strategic Talent Management module. The POE includes structured exercises that have helped me to evaluate and reflect on my strengths and weaknesses in people management skills. It also consists of a personal development strategy that I have developed through self-awareness and self-reflection and a discussion on the theoretical foundation of various self-assessments constructs.

SECTION ONE: POSITION AND INDUSTRY ASSESSMENT

1.1 Introduction to position and industry

North-West University (NWU) currently employs me as the manager for Business Development and Sales at the Unit for Continuing Education (UCE). Our institution is registered with the Department of Education as a public Higher Education Institute (HEI). The NWU is committed to operating as a unitary, integrated, multi-campus university that enables equity, redress, and globally competitive teaching and research across all three of our campuses. Our core activities, teaching-learning and research, are intertwined with community engagement and innovation in our eight faculties, most of which serve both distance and contact students.

The UCE is a centralised unit that is responsible for the management and coordination of continuing education (CEd) courses at the University. Some of the benefits of our unit include:

- It provides academic staff with a valuable connection to the world of work, thus contributing to the practical and relevant creation of academic programmes.
- Supports the innovation policy of the NWU by providing the broader science community, the world of work and other stakeholders the opportunity for rapid dissemination of new knowledge.
- Contributes to the NWU's corporate social responsibility and community engagement activities.
- It makes a significant contribution to South Africa's economic growth policy by offering lifelong learning opportunities designed to fit with the objectives of national skills development.

I have worked in sales and marketing for various companies and my core functions at the UCE includes the following:

- Develop and execute a business development strategy focused both on financial gain and customer satisfaction.
- Conduct research to identify new markets and customer needs.
- Arrange business meetings with prospective clients.
- Market and sell the UCE products and services.
- Build long-term relationships with new and existing customers.

Goal setting is a great way to develop the career you want. I have learned to include each step required for success when I set goals for myself. The SMART framework is helpful in goal setting. SMART is an acronym which stands for:

- Specific
- Measurable
- Achievable
- Realistic
- Timely

Some of my short-term goals are to develop systems in the next six months that will contribute to the fiscal sustainability of the UCE. We have identified a few activities that we can implement with relatively quickly that will generate more income for our unit. We have fully embraced technology in our business model. The current COVID-19 pandemic forced us into that direction. Our target is to convert 20% of our short learning programmes (SLP's) on efundi in the following nine months to allow us to offer these SLP's through blended learning instead of contact learning only. We would be able to accommodate more participants because there would be no limit in the class sizes and by doing so, increase our revenue. On a personal level, I will have to complete an advance excel course in the next three months to allow me to increase my productivity and efficiency.

My long-term goals include completing both the Master of Business Administration (MBA) and Masters in Law (LLM) degrees in the next two years. This will allow me to make my transition into the business world by starting a legal practice in the next five years. It is critical to develop the skills and knowledge that will enable me to succeed

in the highly competitive business world. This business will be the first of several other planned companies, which include an estate agency, a financial services provider and a skills development and training company that will focus on training unemployed youth in the country.

1.2 Industry assessment

The Fourth Industrial Revolution represents a radical shift in the way we live, work and relate to one another. It is a new chapter in human growth, enabled by exceptional developments in technology comparable with those of the first, second and third industrial revolutions. Developments in genetics, artificial intelligence, robotics, nanotechnology, 3D printing and biotechnology all build on and amplify one another. These developments merge the physical, digital and biological environments in ways that produce tremendous promise as well as a possible risk. This revolution's pace, scope and depth force us to rethink how countries grow, how companies build value, and even what it means to be human.

Over the coming years, disruptive changes to business models will have a significant effect on the employment landscape. A joint study by Citi and Oxford University in 2016 reported that 57% of Organisation for Economic Co-operation and Development (OECD) employment is at risk of automation. The Financial Times claimed that between 2000 and 2010, more than 85% of all jobs lost in the United States had been lost to emerging technology and the Bank of England predicts that two-thirds of all jobs will be automated in 20 years. It is expected that many of the major drivers of change currently impacting global industries will have a substantial effect on employment, ranging from significant job creation to job displacement, and from increased labour productivity to widening gaps in skills. The most in-demand occupations or specialities in many sectors and countries did not exist five years ago, and the rate of change is expected to accelerate. It is estimated that 65% of kids who start primary school today will eventually end up working in entirely different types of jobs that do not yet exist.

The ability to foresee and plan for potential skills needs, work content and the aggregate effects on employment in such a rapidly shifting employment environment is increasingly important for companies, governments and individuals to fully seize the opportunities provided by these changes and to minimise undesirable results. Technology has fueled productivity, but this has not translated into job growth and part

of the reason is that our skills aren't keeping up with technological advances. More wealth and additional employment will be generated elsewhere in the economy by the 4th Industrial Revolution, and the number of new jobs will rise significantly. Since some people have trouble adjusting to new job requirements and learning new job skills, the real challenge facing people is structural unemployment, not lack of job opportunities.

Jobs that require a level of human interaction or guiding robot behaviour will be very important in the future, such as first-line supervisors of mechanics, installers, and repairers and first-line supervisors of transportation and material-moving machine and vehicle operators. These trained individuals have in-demand skills in how to operate and handle emerging technology such as robots, automated transport and new energy sources. People will be working with, not competing with robots and machines. There may be machine trainers in the future that teach machines to function better. Planning the requisite data sets is essential for any artificial intelligence. In medicine, for example, they may teach robots and machines on how to diagnose illnesses by using existing marker cases as demonstrations.

Since the trend towards artificial intelligence creation appears inevitable, developers of artificial intelligence are likely to become very common. There is a massive gap in demand for artificial intelligence engineers at present, which contributes directly to a \$345,000 annual salary at some companies for advanced AI researchers. AI testers will test intelligent robots, identify problems and faults and correcting errors codes, particularly in the early stages.

The second area involves developing complex relationships with individuals, especially customer-facing positions, to provide customised services, such as sales engineers, social workers in the field of mental health and drug abuse and mental health counsellors. These jobs include high interpersonal skills, teamwork and leadership, which computers can't do, such as communicating and dealing with people, and divergent communications. Using a robot to give people a pep talk does not help. According to data from *The Future of Work*, the clergy only has a 0.81% chance of automation.

Ageing communities would drive a significant rise in spending on healthcare and other personal services. It estimated that by 2030, there would be at least 300 million more individuals aged 65 and older than in 2014. This will generate substantial new demand

for a variety of professions, including physicians, nurses, and health technicians, as well as home-health aides, personal-care aides, and nursing assistants. Also, health care can vary from general to personal care. Computers and other high-tech technologies are already used by physicians to improve health care. As data becomes more readily accessible, detailed and personalised, the way doctors identify illness and treat patients would be revolutionised.

Thirdly, it would be challenging to replace extremely volatile workers with robots and computers, such as emergency management directors and repairers. As machines are excellent at repetitive tasks, they are technically challenging to automate. The other explanation is that comparatively they always command lower salaries, which makes automation a less desirable business proposition.

The last field is training and educational professions. There may be very significant future workforce changes. Around 47% of total US jobs will vanish in the future, according to the *Future of Employment* report. There will be new opportunities open, but individuals need to find their way into these jobs. Changes in net employment growth or decline mean that a vast number of people will need to change occupational categories and develop new skills over the years. During their working life, several individuals will have to re-train many times.

It is harder to automate work that demands a high degree of imagination, creative analysis, and strategic thinking. Creativity can decide whether human beings in the future will grow sustainably, and education should foster creativity. Education, as suggested by educator Josefino Rivera, Jr., will not only take in and exchange information, but also find out what to do with that information in the real world.

Both my current and future jobs will not be threatened by the development of the 4th Industrial Revolution because they involve frequent interaction with people. One of the core functions of my current position is the marketing and selling of our organisations' products and services and computers will not be able to do these functions. My future career as an attorney involves the provision of legal advice to clients on various complex legal matters which also includes representing them in court cases. These jobs comprise of a high level of interpersonal skills which can't be substituted by computers. The admission requirements for legal practitioners (attorneys or advocates) in South Africa are currently prescribed by the Legal Practice Act 28 of

2014 and the Rules promulgated in terms of the Act. These are an academic qualification (LLB degree), service under a Practical Vocational Training Contract (PVTC), compulsory practical legal training and personal fitness. All these have to be complied with before a candidate can be admitted as an attorney or advocate.

SECTION TWO: CONCEPTUAL-THEORETICAL FRAMEWORK OF SELF-ASSESSMENT CONSTRUCTS

2.1 Self-awareness

Self-awareness is the capacity, through reflection and introspection, to see oneself clearly and critically. Although complete objectivity about oneself might not be possible (that's a debate that continues to rage in the history of philosophy), there are definitely degrees of self-awareness. We don't know exactly where it comes from, what its precursors are, or why some of us appear to have more or less than others, but everyone has a clear understanding of what self-awareness is. The self-awareness theory is based on the premise that you are not your thoughts, but the entity that observes your thoughts; separate and apart from your thoughts, you are the thinker (Duval & Wicklund, 1972). One actively recognises, processes, and stores information about oneself in this state.

We can go through our day without giving any additional consideration to our inner selves, merely thinking and feeling and behaving as we will; but we can also concentrate our attention on that inner self, a skill called "self-evaluation" by Duval and Wicklund. Self-evaluation is when we give some consideration to whether we think and feel and behave as we "should" or obey our norms and principles. This is referred to as comparing our correctness levels. We do this regularly, using these norms as a means of judging our thoughts and behaviours' correctness. The use of these standards is a significant component of self-control practice, as we assess and decide if we make the correct decisions to achieve our goals.

This theory has been around for many decades, allowing researchers plenty of time to verify its soundness. The breadth of self-awareness understanding, its parallels, and its advantages will provide us with a solid foundation for developing self-awareness in ourselves and others. There are two primary outcomes of comparing ourselves to our expectations of correctness, according to the theory:

- We "pass," or find alignment between ourselves and our standards.

- We “fail” or find a discrepancy between ourselves and our standards (Silvia & Duval, 2001).

If we see a discrepancy between the two, we have two options: to work to minimise the discrepancy or to avoid it altogether deliberately.

Self-Awareness Theory (and subsequent research on it) indicates that there are a variety of different variables that affect how we want to respond. It comes down to how we think it’s going to work out; we prefer to avoid it if we feel there’s no hope of potentially altering this difference. We take action if we think we may strengthen our alignment with our standards of correctness. The slower progress will be, the less likely we are to take on the realignment efforts, particularly if the perceived gap between ourselves and our expectations is high (Silvia & Duval, 2001). Our actions will also rely on how much time and effort we think the realignment will take. Essentially, this means that we frequently just don’t bother and stick to avoiding self-evaluation on this unique discrepancy when confronted with a substantial discrepancy that would require a lot of consistent and concentrated effort. Also, our self-awareness level interacts with the possibility of success in realigning ourselves and our standards to decide how we think about the result. When we are self-aware and believe there is a high chance of success, we are generally quick to attribute that success or failure to our efforts.

On the other hand, if we are self-aware, but believe that there is a low probability of success, we prefer to think that external factors affect the result rather than our efforts (Silvia & Duval, 2001). Of course, our success in realigning our values is often motivated in part by external forces, but we still have a role to play in our successes and failures. Interestingly, we also have some influence over our standards, so that if we notice that we don’t measure up to them, we can change our standards (Dana, Lalwani, & Duval, 1997).

2.2 Emotional intelligence

Salovey and Mayer first introduced the concept of emotional intelligence (1990, as cited in Mayer & Salovey, 1993), and described it as:

“an ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions.”

It refers to one's ability to accurately and effectively interpret, process and monitor emotional information, both within oneself and in others, and to use this information to direct one's thinking and behaviour and to affect those of others. Emotional intelligence may lead us on the road to a satisfied and happy life by offering a framework in which to apply intelligence standards to emotional responses and recognise that these responses may be logically compatible or inconsistent with real emotional beliefs.

Emotional intelligence (EI) is the juncture at which cognition and emotion meet. It facilitates our capacity for resilience, motivation, empathy, reasoning, stress control, communication, and our ability to read and handle a multitude of social circumstances and conflicts. EI matters and if cultivated affords one the ability to realise a more fulfilled and happier life.

As the workplace changes, so do the body of research that supports individuals with greater EI (from interns to managers) to be better prepared to work cohesively within teams, cope with change more effectively, and handle stress, allowing them to achieve business goals more effectively. Goleman (1995) acknowledged five distinct categories of skills that shaped EI's main features and suggested that these categorical skills can be learned where absent and strengthened where present, unlike one's intelligence quotient (IQ). Thus, EI is instead a dynamic aspect of one's psyche, unlike its comparatively fixed cousin, IQ, and contains behavioural characteristics that, when focused on, may deliver significant benefits, from personal satisfaction and well-being to high professional achievement.

The Five Categories of Emotional Intelligence (EI/EQ) includes:

- Self-awareness: the capacity to understand and comprehend one's own feelings and their impact on others.
- Self-regulation: the capacity to handle one's negative or destructive feelings and to respond to changes in circumstances. Those with self-regulation skills succeed in conflict management, respond well to change and are more likely to take responsibility.
- Motivation: the capacity to self-motivate, with an emphasis on achieving internal or self-gratification as opposed to external recognition or reward. Individuals who are capable of motivating themselves in this way tend to be more dedicated and focused on goals.

- Empathy: the ability to consider and understand how others feel and take those emotions into account before responding to social situations. Empathy also helps an individual, both personally and in the workplace, to understand the dynamics that influence relationships.
- Social skills: the ability to use emotional understanding to manage other people's emotions and use this to establish relationships and connect with people through skills such as active listening, verbal and nonverbal communication.

In the new agile workplace, there is an increasing emphasis by employers on the importance of EI over academic qualifications.

2.3 Personality traits

One of the first things that strike us as we experience people around us is how different individuals are from one another. Some individuals are very conversational, and others are reticent. Some worry very much, others rarely seem to be nervous. Every time we use one of these terms, words such as "talkative," "quiet," "active," or "anxious," to describe those around us, we talk about the personality of a person, the distinctive ways in which individuals vary from each other. Personality psychologists attempt to explain these differences and understand them.

While there are many ways to think about the personalities that people have, Gordon Allport and other "personologists" believed that by understanding their personality characteristics, we could better understand the differences between people. Personality traits reflect basic dimensions on which people differ (Matthews, Deary, & Whiteman, 2003). It represents the distinctive patterns of feelings, emotions, and behaviours of individuals. There are a small number of these dimensions (dimensions such as Extraversion, Conscientiousness, or Agreeableness), according to trait psychologists, and each person falls on each dimension anywhere, meaning that they may be low, medium, or high on some particular trait. Personality characteristics suggest continuity and stability; in various contexts and over time, someone who scores high on a specific characteristic such as extraversion is expected to be

Personality traits are defined by three criteria: (1) consistency, (2) stability, and (3) individual differences.

1. Individuals must be fairly consistent across situations in their behaviours linked to the trait in order to have a personality trait. If they are talkative at home, for instance, they often appear to be talkative at work.
2. In behaviours related to the trait, individuals with a trait are often very stable over time. For instance, at age 30, if they are talkative, they would also appear to be talkative at age 40.
3. In behaviours related to the trait, people vary from each other. The use of speech is not a personality trait and neither is walking on two feet. Almost all people perform these things, and there are virtually no individual variations. However, individuals vary in how much they speak and how active they are, and therefore there are personality attributes such as Talkativeness and Activity Level.

Statistical approaches (specifically, a methodology called factor analysis) helped decide if the diversity of terms that people like Allport and Odbert have defined is based on a limited number of dimensions. "The Big Five" or "Five-Factor Model" was the most widely accepted system to emerge from this approach (Goldberg, 1990; McCrae & John, 1992; McCrae & Costa, 1987). This system includes five broad traits that can be remembered with the acronym OCEAN: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. In order to provide a more fine-grained overview of someone's personality, each of the main traits of the Big Five can be divided into facets. Furthermore, some trait theorists claim that there are other traits that the Five-Factor Model does not fully capture.

Another revision of the Big Five is the HEXACO model of traits (Ashton & Lee, 2007). This model is similar to the Big Five, but it posits some of the features with slightly different variants, and its supporters contend that the Five-Factor Model ignored one significant class of individual variations. Honesty-Humility is added to HEXACO as the sixth dimension of personality. People are honest, rational, and humble, high in this trait, whereas those low in the trait are manipulative, selfish, and self-centred. Therefore, trait theorists accept that personality characteristics are important to understand behaviour, but the precise number and composition of the most important traits are still debated.

2.4 Organisational commitment

The concept of organisational commitment has grown in popularity in the literature on industrial and organisational psychology (Cohen, 2003). Early studies on organisational commitment viewed the concept as a single dimension, based on an attitudinal perspective, embracing identification, involvement and loyalty (Porter, Steers, Mowday & Boulian, 1974). According to Porter et al. (1974), an attitudinal perspective refers to the psychological attachment or affective commitment formed by an employee to his identification and involvement with the respective organisation. Porter et al. (1974, p 604) further describe organisational commitment as “an attachment to the organisation, characterised by an intention to remain in it; an identification with the values and goals of the organisation; and a willingness to exert extra effort on its behalf”. As part of organizational involvement, individuals consider the degree to which their own principles and interests relate to those of the organization, so it is perceived to be the bond between the individual employee and the organization. In deciding whether an employee will remain with the company for a more extended period and work passionately to accomplish the goal of the organization, organizational engagement plays a crucial role.

When an organizational commitment is established, it helps to predict employee satisfaction, employee engagement, leadership distribution, job efficiency, job insecurity, and similar characteristics. In order to be able to know their devotion to the tasks assigned to them daily, it is necessary to know the degree of commitment of an employee to his / her job from the point of view of management.

The Three-Component Model (TCM) is a distinguished theory of organizational commitment. There are three distinct components of organizational commitment, according to this theory:

1. **Affective commitment:** This is the emotional connection to the company that an employee has. This section of TCM notes that an employee has a high level of active commitment, so an employee's chances of remaining with the company for a long time are high. Active commitment also means that an employee is not only satisfied but also interested in the organization's events, such as participation in conversations and meetings, offering useful inputs or ideas that will assist the organization, proactive work ethics, etc.

2. **Continuance commitment:** This is the degree of involvement that an employee would think that it would be costly to quit an organization. When an individual has a commitment level of continuity, they tend to remain in the company for a more extended period. After all, they believe they have to stay because they have already invested enough energy and feel attached to the organization - attachment that is both mental and emotional. For instance, an individual tends to build an attachment to his / her workplace over a period of time, and this may be one of the reasons why an employee does not want to leave because they are emotionally invested.
3. **Normative commitment:** This is the degree of commitment where an employee feels compelled to remain in the organization, where they know it is the best thing to do to stay in the organization. What are the factors leading up to this form of commitment? Is it a moral obligation to stay where they are because they are trusted by someone else? Or do they believe they've been treated fairly here and don't want to take this chance to abandon the company and find themselves between the devil and the deep sea? This is a case where they assume that they should linger.

Since organizational commitment defines how long the employees will remain with an organization, dedicated employees are the assets of every organization. The following are some of the main advantages and benefits of organizational commitment:

- High employee productivity
- Reduced absenteeism
- Excellent team players
- Strong advocates

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2.5 Job satisfaction

The most frequently studied workplace attitude and one of the most thoroughly researched topics in Industrial/Organizational Psychology is job satisfaction (Judge & Church, 2000). Locke (1976) proposed the most generally known theory of work satisfaction who defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1975, p.1304). Job satisfaction has emotional, cognitive, and behavioural components (Bernstein & Nash, 2008). Job satisfaction, an unquantifiable measure, is defined as a positive

emotional reaction that you feel when you do your job or are present at work. Job satisfaction refers to the optimistic attitudes or emotional dispositions that individuals may benefit through work or from work aspects. There is controversy about whether, as suggested in this definition, job satisfaction should be considered as the interplay of both one's thoughts and emotions, or whether the cognitive and affective aspects should be divided into separate dimensions. Those supporting the latter method cite research showing that cognitively-oriented job satisfaction measures predict different behaviours to affect-based measures of job satisfaction.

There are two kinds of job satisfaction based on the level of feelings of employees about their work. The first and most studied is global job satisfaction, which refers to the general feelings of workers about their employment (e.g., "Overall, I love my job.") (Mueller & Kim, 2008). The second is job facet satisfaction, which refers to feelings about particular aspects of the job, such as pay, benefits, work hierarchy (reporting structure), growth opportunities, work climate, and the nature of relationships with one's co-workers (e.g., "Overall, I love my job, but it's hard to control my schedule.") (Mueller & Kim, 2008).

Situational Causes

Situational influences on job satisfaction have gained the greatest attention by far. An early theory of situational influences was the two-factor theory of Frederick Herzberg, which indicated that satisfaction was caused by intrinsic work factors such as the job itself (motivators), whereas extrinsic "hygiene" factors external to the job (e.g., pay) caused dissatisfaction. This idea, while appealing, has not stood the test of time. In practice, both types of factors lead to both job satisfaction and job dissatisfaction.

The workplace characteristics model (JCM) is a more enduring theory that focuses on situational causes of job satisfaction. This model suggests that there are some intrinsically motivational characteristics of a job that contribute to job satisfaction as well as other positive work outcomes. Five task characteristics are the subject of the theory:

- Task identity: the degree to which one can see one's job from start to finish
- Task significance: the degree to which one's job is seen as significant and important

- Skill variety: the degree to which job enables workers to perform various tasks
- Autonomy: the degree to which employees have power and discretion over how to conduct their work
- Feedback: the degree to which the work itself provides feedback on how the employee performs the job

Personal Causes

Job satisfaction also relies on the temperaments and personalities of individuals. For instance, no matter what the nature of their employment, some people will be unhappy with their jobs. In the 1930s, this theory was introduced when an early study suggested work dissatisfaction could be the result of non-adjustive emotional impulses, but until recently, the idea was dormant.

Person X Situation Causes

Many theories indicate that job satisfaction stems from the relationship between the employee and the situation. For example, the model of job characteristics indicates that job enrichment for individuals who prefer challenge and interest in their job is more closely linked to job satisfaction. For this proposition, there is adequate support.

The Cornell model is another example of an interactive theory, indicating that job satisfaction is highest when people obtain a high level of performance from their job (e.g., compensation, status, working conditions) compared to their inputs into the job role (e.g., time and effort)

2.6 Decision-making style

Two key approaches to the decision-making style have been established by Scott & Bruce (1995). Firstly, it is possible to consider decision-making styles as a habitual pattern that people use in decision-making. Secondly, decision-making styles can be understood as individuals' characteristic mode of perceiving and responding to decision-making tasks. The same authors described decision-making styles in their later work as "the learned habitual response pattern exhibited by an individual when confronted with a decision situation. It is not a personality trait, but a habit-based propensity to react in a certain way in a specific decision context." (Scott & Bruce, 1995, p. 820). The two terms are sometimes used synonymously (decision-making styles and cognitive styles). Appelt et al. (2011) note that methods initially designed to

measure cognitive styles are now used to measure styles of decision-making. Kozhevnikov (2007) regards decision-making styles as a sub-component of cognitive styles.

As a result of a project based on four different populations and defined in behavioural terms, five decision-making styles were established (Scott & Bruce, 1995). The quest for and logical assessment of alternatives characterizes the first of them, the rational style. The intuitive style is characterized by attention to detail and a propensity to rely on feelings. In contrast, the dependent one is characterized by the quest for and dependency on others' advice. The avoidant style is the tendency to avoid decisions wherever possible spontaneous style is characterized by a sense of immediacy and desire to complete the decision-making process as soon as possible. A 25-item General Decision-Making Style Inventory was developed of five items measuring each of the five styles as a result of this theoretical framework and psychometric evaluation (Scott & Bruce, 1995).

Construct validity was assessed by exploring the associations between decision-making styles and values (Loo, 2000). Inspired by the conflict theory of decision-making (Janis & Mann, 1977), Mann et al. (1997) propose four coping patterns in decision-making situations—vigilance, hypervigilance, buck-passing and procrastination, which are in some aspects similar to the styles introduced by Scott and Bruce. Other approaches have been more general and have suggested the existence of only two decision-making styles (Pacini & Epstein, 1999)—the rational and the experiential—as part of a dual-process theory of information processing.

2.7 Quality of working life

The quality of **work-life** (QWL) is the quality of employee relationships and the overall working environment, with human dimensions, technological and economic consideration (Chelte, 1983). It is described QWL as the overall quality of the work-life of an employee in an organization. QWL is connected not only to happy workers but also to better business results. Productivity is bound to improve when work-life is stable. So does the extent of retention of workers.

All in all, it seeks to benefit employees, their families, and the organisation. QWL is critical for the protection of trained and qualified workers in this competitive climate. High QWL helps satisfy the needs of employees and in the process, fulfilling the

organizational objectives efficiently and effectively. Work life quality is a complex multi-dimensional construct that involves concepts such as job security, reward systems, opportunities for training and career development and participation in decision-making. (Saraji and Dargahi, 2006). Seashore (1975) added that job satisfaction in both research and theory is an indissociable construct of QWL and that it must be considered as a cause and not a consequence of QWL. All these findings led him to propose a new model for describing QWL, "effectiveness in work roles."

Good work life quality contributes to an environment of good impersonal relationships and highly motivated workers who strive for their development. While monetary advantages still take first place in the cost of money, elements such as physical working conditions, workplace restructuring and job re-design, career growth, promotional opportunities, etc. are increasingly becoming relevant. As such, employees expect all these services to be improved by management, thereby improving the quality of work life. If a good quality of work is given, employees focus primarily on the growth of individuals as well as groups, which in turn contributes to overall development.

According to Walton (1975) proposed eight conceptual categories. They are as follows:

- Adequate and fair compensation
- Safe and healthy working conditions
- Immediate opportunity to use and develop human capacities
- Opportunity for continued growth and security
- Social integration in the work organization
- Constitutionalization in the work organization
- Work and the total life span
- The social relevance of work-life

2.8 Self-motivation

Self-motivation is, in its simplest form, the force that drives you to do things" (Skills You Need, n.d.). It's the drive you have to work towards your ambitions, to put effort into self-development, and to attain personal fulfilment. In general, self-motivation is driven by intrinsic motivation, a kind of motivation that comes from genuinely wanting to succeed and desiring the associated inherent rewards. Even though it is clear that

intrinsic motivation is typically a more productive and satisfying drive, self-motivation may also be motivated by extrinsic motivation, the drive to accomplish that comes from wanting external rewards (such as money, power, prestige, or recognition).

Types of motivation

1. Extrinsic – “Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome” (Contemporary Educational Psychology). Extrinsic motivation is doing something for the external rewards you get from it. In your career, this can include financial gain, benefits, perks and even avoiding getting fired.

2. Intrinsic - “Doing an activity for its inherent satisfaction s rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards.” (The Journal of Contemporary Educational Psychology).

3. Family - for those who do not feel intrinsically or extrinsically inspired to do something, this has emerged as a third source of motivation that has proved to be a powerful source of inspiration.

Daniel Goleman states that there are four components of motivation:

1. Achievement drive, or the personal drive to achieve, improve, and meet certain standards;
2. Commitment to your own personal goals;
3. Initiative, or the “readiness to act on opportunities”;
4. Optimism, or the tendency to look ahead and persevere with the belief that you can reach your goals (Skills You Need, n.d.).

2.9 Training programmes

According to G.P. Nunvi (2006), training programmes s are aimed at sustaining and enhancing current work performance, while development aims to strengthen skills for potential employment. In view of the advancements in technology, some workers are now becoming obsolete with the replacement of computers. Those in present positions and those in existing positions, further education and competence are required in the future, if they want to be promoted. Armstrong (1996), voicing an interpretation of

training, stressed that if training is to be well understood, training should be developed and practised within the company by appreciating the learning of theories and approaches.

A significant component of a systematic approach to training is the designing of training programmes. It should be planned to enlist active staff involvement in different levels. Education experts should be consulted if possible. Program design must, as the case may be, bear the stamp of being custom-made to meet particular goals of individuals or organizations. Typically, training programs serve more than one function, such as offering information, developing professional skills and creating improvements in attitudes. However, depending on factors such as the type of audience, level of participants, etc., focus on a specific purpose can vary from programme to programme. The design of training programmes requires the determination of participant levels, the identification of resource persons, and the selection of suitable training methods and techniques.

A training program should not be too intense so that the trainee has little time to absorb the inputs. It should also not be so light either as to convey the impression that the training program is not a serious effort. The programme should be adequately stimulating but should leave time and opportunities for reflection. The training programme at the end of the day is as successful as the participants found it. Their input not only assists in assessing the training programme but also serves to develop future programmes.

2.10 Performance management behaviour

Performance management literature can be split into result-based control systems (also called result-based performance management) and behaviour-based control systems according to management control systems. A control system is described as “an organization’s set of procedures for monitoring, directing, evaluating and compensating its employees.” (Anderson & Oliver, 1987, p.76). The systems affect the activities of the workers where the ultimate goal is to enhance the employee and the overall organization’s performance.

Result-based performance management is characterized by little management monitoring and guidance. Evaluations are carried out with objective measures, and a proportion of the sales they make (commission) determines the compensation of

workers. Behaviour-based performance management is the opposite of result-based performance management. This is defined by close management supervision and instruction, the use of subjective management methods of measuring the performance of the employee, and the workers earn a fixed salary. Employees are more risk-averse and more product attention is paid to knowledge and techniques they use to get the job done when performing behaviour-based performance management (Anderson & Oliver, 1987; Cravens, Ingram, LaForge & Young, 1993; Oliver & Anderson, 1994; 1995). The result-based performance management system and the behaviour-based performance management system are the ends of a continuum, according to the literature. The position management chooses on the continuum has ramifications for the organisation (Oliver & Anderson, 1994; 1995). The choice of which kind of management control systems should be adopted by organizations depends on the organization's environment.

Behaviour-based performance management is said to be the best system to choose when there is a lot of volatility in the market in which the organization works, when it is difficult to attribute the organizational outcomes to the different units, when workers are more risk-averse, specialized business, or intrinsically driven when managers have a clear understanding of what behaviours lead to effective performance.

Cravens et al. (1993) found a positive correlation between behaviour-based performance management, financial effectiveness and customer satisfaction effectiveness. Performance monitoring focused on behaviour pays attention to acquiring information and keeping abilities up-to-date. It culminated in better results. Therefore, when performance improvement was more behaviorally oriented, the best performance was achieved (Cravens et al., 1993). In addition, behaviour-based performance management leads to more organizational engagement and job satisfaction, according to the Oliver and Anderson (1994; 1995) due to a more safe and nurturing environment and a greater degree of formalization that decreases role conflict.

2.11 Career path

The series of jobs that make up your career plan, or your short and long-term objectives for your career, is a career path. Typically, career paths imply vertical

advancement or development to higher-level positions. Your career path might, however, require lateral movement within or into another industry within your industry.

Depending on their priorities, their living conditions and how they adjust their objectives over time, career paths differ from person-to-person. A career path at its heart means changing jobs regularly, although the number of jobs in your career path may vary depending on your desired end result.

The concept of career as a direction clearly supports an evolution, a sequence of career movements over time. This career description recognizes the trend that organizations no longer have set career pathways as “a series of moves.” Employees no longer pursue lifetime employment and security within a single employer. Instead, companies have restricted “growth opportunities” and, as they arise, executives take on new, limited opportunities (Herriot & Pemberton, 1995; Rousseau, 1996).

The definition of a career as a path implies a path one follows, having a course or intent that connects the successive positions over time (Adamson et al., 1998). Career pathways are no longer unidirectional up the organizational ladder as employees shift away from single employment environments. It is no longer evident how rational and purposeful an overall career path can be because career movements can be upwards, downwards, forward, backward, sideways or idiosyncratic (Baruch, 2004, Inkson, 2004). The multi-directional nature of a career path means that it is essential to provide logic to the overall path of the idea of an internal career or the subjective sense of where one goes in work-life (Schein, 1996).

Career paths are rooted in a variety of intersecting cycles, according to Eaton and Bailyn (2000), of which organisation is no longer the predominant one. In recent career theory (Arthur and Rousseau, 1996a, Arthur and Rousseau, 1996b), the decreasing role of organizations in developing career paths is also recognized, putting personal life in the foreground, which develops at the intersection of economic characteristics (Eaton & Bailyn, 2000).

Some individuals have intentional, well-planned career paths. Others take it one job at a time, changing when they adjust their priorities and desires. Either approach (or a combination of the two) can be useful. Here are a few ways you can position yourself for a successful career path:

- Be in learning mode
- Network
- Be flexible
- Don't be afraid of a lateral move

2.12 Job stress

It is essential to perceive and resolve work stress because its elements have a bad impact on employees' mental and physical health (Rana & Munir, 2011). Stress is a disorder that arises when people realize that the conditions or strains they face may be greater than their endurance. In the work environment, the term job stress may be characterized as a group of harmful external factors that may be psychological, physical or social (Greenberg & Baron, 2007; Arnold & Feldman, 2000). While Ivancevich, Jamal and others defined work stress as the responses and interactions of a person to workplace characteristics that seem morally, emotionally and physically threatening, mediated by individual differences and or psychological behaviour (Ivancevich & Matteson, 2002; Jamal, 2005; Szilagyi & Wallace, 1987). Job stress is encountered when there is an imbalance in job requirements and the individuals' abilities increases so that stress may be an understanding of uncertainty, conflict and overload resulting from the work environment and the characteristics of the individual.

Three critical components of the work stress mechanism can be noted (Alamian, 2005; Alsharm, 2005):

1. stimulus: is the primary stimulants from feelings of stress that may come from the environment, organization or individual,
2. response: psychological, physical and/or behavioral responses that are manifested as anxiety and anger by individuals (Sur & NG, 2014),
3. interaction: which explains the relationship between elements of stimulus and response.

One of the rules of Japanese management says: The organization's effectiveness depends on the capacity of its leader to harness the strength of stress in And shift it into energy for performance, both themselves and workers.

It is possible to classify work stress into two types (Rizwan, Waseem, & Bukhari, 2014; Kotteeswari and Sharief, 2014; Kazmi et al., 2008).

1. Eustress or constructive stress, which is good if we can feel challenged, but the causes for stress are opportunities that are valuable to us, allowing us to provide motivation and impetus to fulfil our commitments and achieve our goals. This model assumes that the individual does not face any challenge at a low or non-existent level of stress so that he or she is not likely to give any good results. Still, at a medium level of stress people will offer a mediocre or high performance, for example, as the manager puts the deadline sooner or shorter, because of stress workers will work hard and efficiently to achieve their organizational goals.
2. Distress is a disorder that arises when a person perceives a loss or threat or when it affects him or her badly (Kolt, 2003).

2.13 Wellness

Wellness is currently gaining considerable attention, particularly concerning intervention programs designed to promote the adoption of healthy lifestyle behaviours (Hettler, 1980; Miller, Martens, & Gilman, 2008; SmithAdcock, Webster, Leonard, & Walker, 2008). Wellness programs and facilities run by organizations have been shown to be successful and popular as enjoyable and affordable programs where participants can learn about and practice healthy living. While wellness is historically seen as multi-dimensional, in the main, physical well-being has been emphasized by organizational initiatives which can include practices such as aerobic exercise, fitness, diet, weight control, musculoskeletal conditioning and stress management (Clark et al., 2011). The evidence indicates that such programs provide substantial health advantages for employees (Williams & Bruno, 2007). One longitudinal program carried out over eight years, recorded changes in BMI, blood pressure, and cholesterol (Hyatt Neville, Merrill, & Kumpfer, 2011). The consequences of such programs from a management perspective are enormous. Organizational advantages are expressed in the reduction of healthcare costs and presenteeism, and an increase in job efficiency (Baicker, Cutler, & Song, 2010; Clark et al., 2011).

Two main attributes distinguish active workplace wellness initiatives. Firstly, most programs begin with an initial (or baseline) health risk assessment (Baicker, Cutler, & Song, 2010). These evaluations are generally a requirement and can be re-tested to determine the extent of the program's impact during follow-up evaluations. The findings from such assessment can then be used to evaluate the potential for risk

factors that may inspire participants in the program to improve behaviour (Hyatt Neville et al., 2011; Machen, Cuddihy, Reaburn, & Higgins, 2010). Second, most services have an educational component that can consist of resources for self-help instruction, individual counselling or coaching, group seminars and classes, or a combination of these (Hyatt Neville et al., 2011; Machen et al., 2010; Tanigoshi, Kontos, & Remley, 2007).

2.14 Engagement

Employee engagement is a vast construct that influences almost every aspect of human resource management. If any aspect of human resources is not correctly handled, workers struggle to engage in their work thoroughly. The framework of employee engagement is based on earlier principles such as job satisfaction, employee commitment and organizational citizenship behaviour. Although it applies to these principles and incorporates them, the spectrum of employee engagement is broader. Engaged workers are deeply committed to their company and are intensely active in their jobs with a great passion for their employer's success, going far beyond the contractual employment arrangement.

The term employee engagement does not have a single and widely accepted definition. This is obvious if one looks at the definitions submitted for the term by three well-known human resource research organizations, let alone individual researchers. Some of these definitions include: The Global Workforce Report of Perrin (2003) uses the concept "employees' willingness and ability to help their company succeed, largely by providing discretionary effort on a sustainable basis." According to the study, several factors that include both emotional and logical factors relating to work and work experience affect engagement.

Gallup Organization describes employee engagement as participation and enthusiasm for work. Gallup, as cited by Dernovsek (2008), relates employee engagement to the emotional connection of a supportive employee and the contribution of employees.

Robinson et al. (2004) describe employee engagement as "a positive attitude held by the employee towards the organization and its value. An engaged employee is aware of business context and works with colleagues to improve performance within the job for the benefit of the organization. The organization must work to develop

and nurture engagement, which requires a two-way relationship between employer and employee.”

Several studies have attempted to identify factors that can contribute to employee engagement and have developed models that have implications for managers. Their diagnosis seeks to recognize the drivers that will lift the degree of employee engagement. According to the Penna Research Study (2007), meaning at work has the potential to be a valuable way to bring employers and employees closer together for the good of both the sense of community that employees feel, the space to be themselves and the ability to contribute. Employees want to work in companies where, at work, they find meaning. The Blessing White (2006) study found that nearly two thirds (60%) of the workers surveyed want more opportunities to improve in order to stay content in their jobs. A key component in employee engagement and retention formula is a healthy manager-employee relationship.

Studies have found a positive correlation between employee engagement and the effects of organizational performance: retention of staff, productivity, profitability, customers loyalty and safety. Research also indicates that the more engaged employees are, the more likely their employer is to surpass the industry average in its sales growth. Employee engagement is found to be higher in double-digit growth companies.

2.15 Burnout

Burnout is a long-term reaction to on-the-job persistent emotional and interpersonal stressors, and is distinguished by the three dimensions of fatigue, cynicism, and inefficacy. The scope of the construct has been developed by research and positions the individual experience of stress within a broader organizational sense of the relationship of people to their jobs. Research on burnout has evolved globally and has contributed to new conceptual models. The emphasis on engagement, the constructive antithesis of burnout, promises to offer new insights on burnout relief approaches. The social focus of burnout, the strong scientific foundation for the condition and its particular connections to the field of work make a distinct and important contribution to the health and well-being of people.

Burnout is not just a consequence of working long hours or juggling too many projects, although all of them play a role. The most frequently occurring cynicism, depression,

and lethargy that are characteristic of burnout occur when a person is not in control of how a job is done, at work or at home, or is required to perform tasks that clash with their sense of self. Working towards a goal that doesn't resonate, or where a person lacks support, is equally pressing. They may face burnout, as well as the mountain of mental and physical health issues that often come with it, including headaches, fatigue, heartburn, and other gastrointestinal symptoms, as well as increased risk for alcohol, substance, or food abuse if a person does not tailor responsibilities to match a true calling, or at least take a break once in a while.

2.16 Cultural intelligence

The workplace today is more diverse than in previous decades, so developing skills that enable us to promote intercultural relationships at work is essential. Cultural intelligence (CQ) is a critical capability for navigating today's increasingly global and diverse business environment. Author Andrew J. DuBrin notes in his book, "Human Relationships: Interpersonal Job-oriented Skills," that the individual must be patient, adaptable, and open to learning and listening while working or socializing with people from different cultures, including from their own country. Such attributes are part of cultural sensitivity, which is described as "an awareness of, and willingness to, investigate the reasons why individuals of another culture act as they do" (DuBrin, 2014. p. 176). Cultural sensitivity makes it possible to recognise such differences in customs that help establish stronger relationships with individuals from various cultures. Empathy is a valuable quality and ability in the workplace that promotes cultural awareness and political correctness.

Cultural intelligence (CQ) is an advanced feature of cultural knowledge and is known as "an outsider's ability to interpret someone's unfamiliar and ambiguous behaviour the same way that people from that culture would" (DuBrin, 2014. p. 177). Cultural intelligence was defined by Livermore (2011) as "the capability to function effectively across a variety of cultural contexts, such as ethnic, generational, and organizational cultures" (p.5). Dr David Livermore, author of the book "The Cultural Intelligence Difference," highlights four practical aspects of CQ:

- CQ. Drive (motivation): Personal interest and confidence in working successfully in culturally diverse environments.

- CQ. knowledge (cognition): Motivation to learn about other cultures and how similar and different cultures are. Understanding the basic differences in culture and their influence on oneself and others.
- CQ. strategy (meta-cognition): We may focus on our own thinking processes and decisions and those of others through culturally diverse experiences.
- CQ. action (behaviour): The ability to adjust the actions appropriately to various cultures. It needs a wide and versatile range of responses while staying true to yourself, to suit different circumstances. It is connected to the process of converting your intentions and desires to acts to connect with other cultures adequately.

SECTION THREE: SELF-DEVELOPMENT ASSESSMENTS AND SKILLS PRACTICES

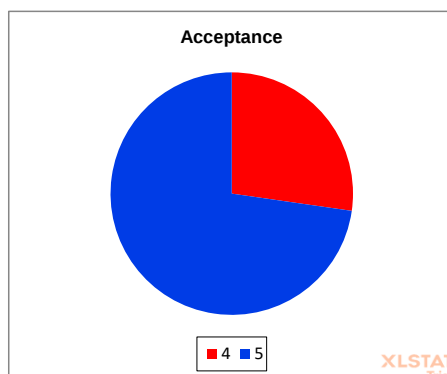
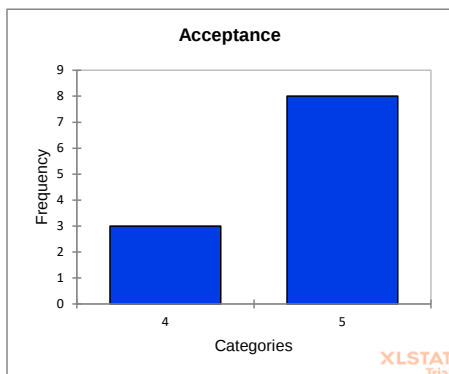
3.1 SKILL ASSESSMENT SURVEYS

1. Self-awareness self-assessment

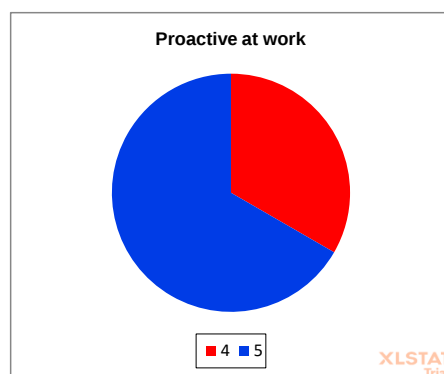
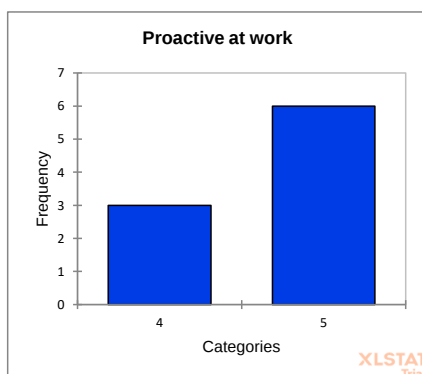
Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Reflective self-development (54)	11	2	5	10	4	1,000
					5	10,000



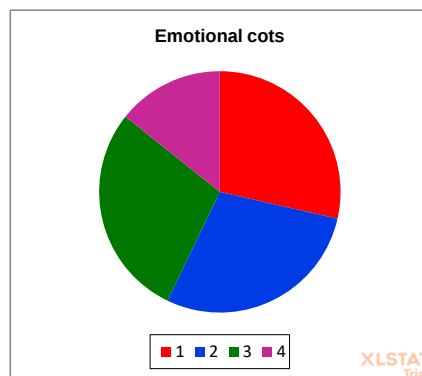
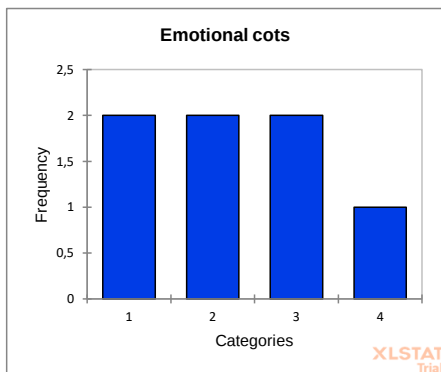
Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Acceptance (52)	11	2	5	8	4	3,000
					5	8,000



Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Proactive at work (42)	9	2	5	6	4	3,000
					5	6,000

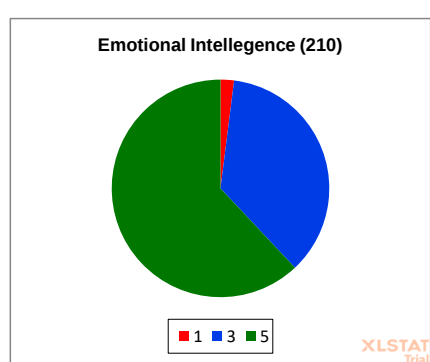
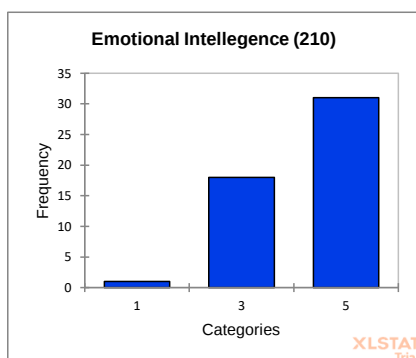


Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Emotional cots (16)	7	4	2	2	1	2,000
					2	2,000
					3	2,000
					4	1,000



2. Emotional intelligence self-assessment

Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
210	50	3	5	31	1	1,000
					3	18,000
					5	31,000



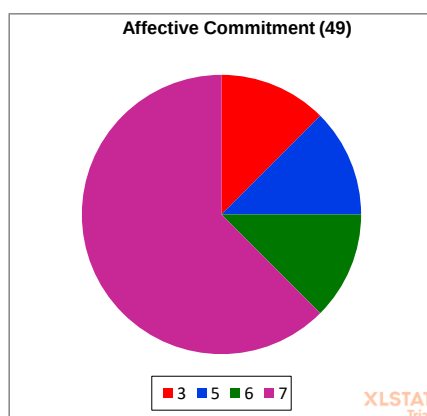
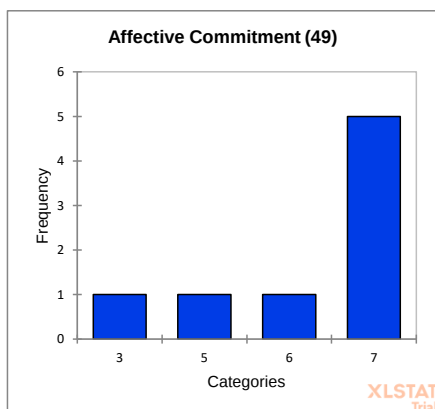
35-50	This area is a strength for you.									
18-34	Giving attention to where you feel you are weakest will pay dividends.									
10-17	Make this area a development priority .									
Self-awareness	Managing emotions		Motivating oneself		Empathy		Social Skill			
1	5	2	3	3	5	4	5	5	5	
6	5	7	5	8	5	9	5	10	3	
11	5	12	1	13	5	14	5	15	3	
16	5	17	5	18	3	19	5	20	3	
21	5	22	3	23	5	24	3	25	3	
26	5	27	5	28	3	29	3	30	3	
31	5	32	3	33	3	34	5	35	5	
36	5	37	3	38	3	39	3	40	5	
41	5	42	5	43	3	44	5	45	5	
46	5	47	3	48	5	49	5	50	5	
Total = (SA)	50	Total = (ME)	36	Total = (MO)	40	Total = (E)	44	Total = (SS)	40	

3. Personality traits self- assessment

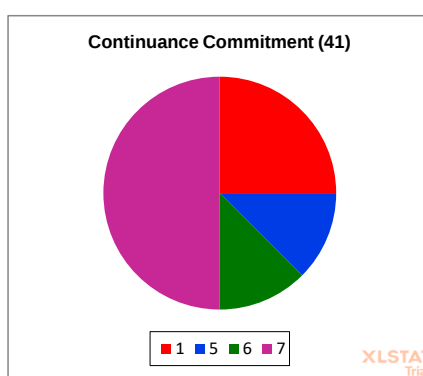
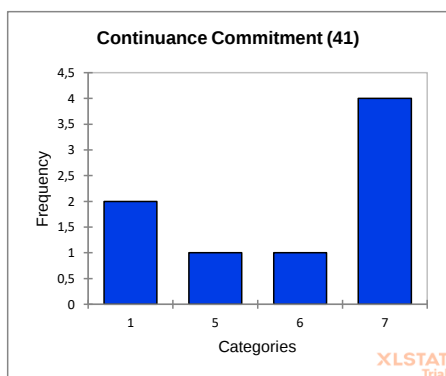
Extroversion (E)	Agreeableness (A)	Conscientiousness (C)	Neuroticism (N)	Openness (O)
12	36	37	36	25

4. Organisational commitment self-assessment

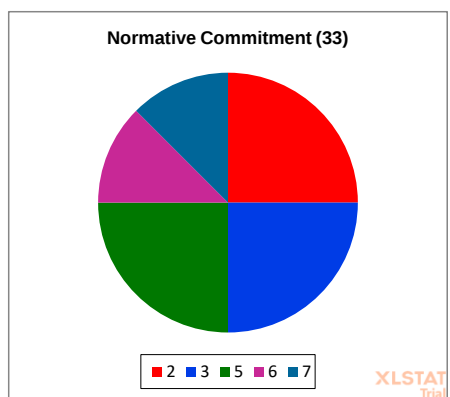
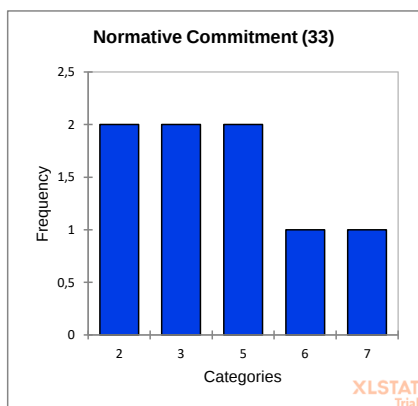
Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
49	8	4	7	5	3	1,000
					5	1,000
					6	1,000
					7	5,000



Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
41	8	4	7	4	1	2,000
					5	1,000
					6	1,000
					7	4,000

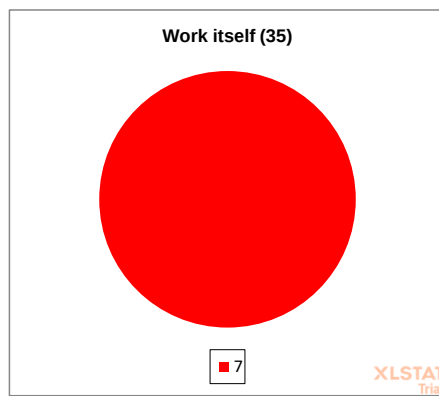
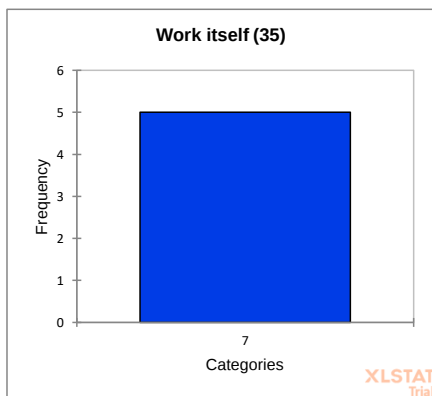


Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
33	8	5	3	2	2	2,000
					3	2,000
					5	2,000
					6	1,000
					7	1,000

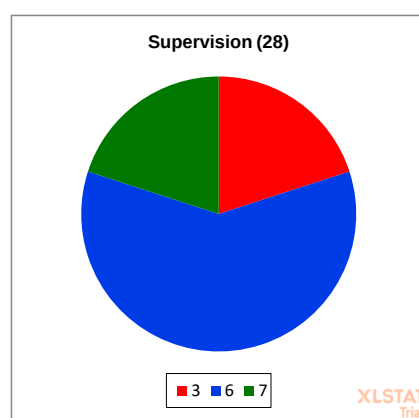
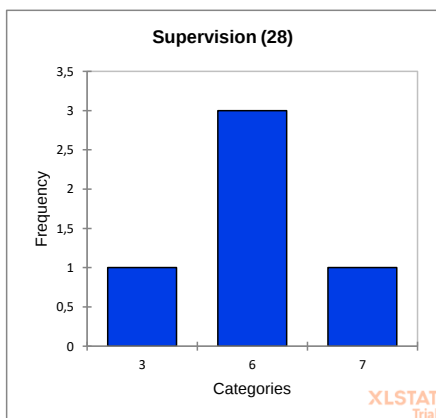


5. Job satisfaction self-assessment

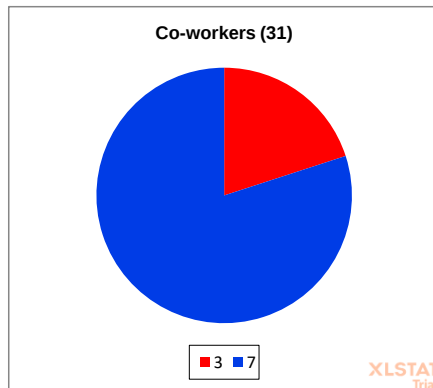
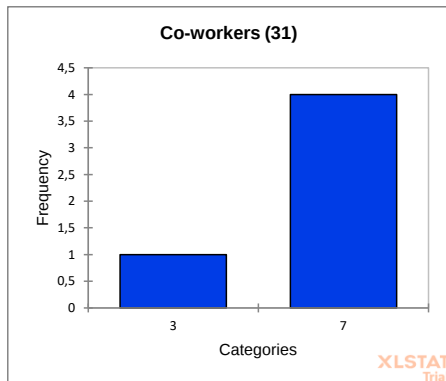
Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
35	5	1	7	5	7	5,000



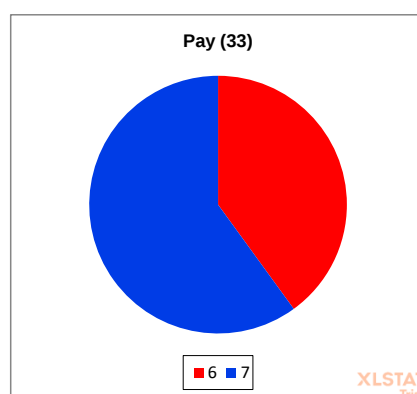
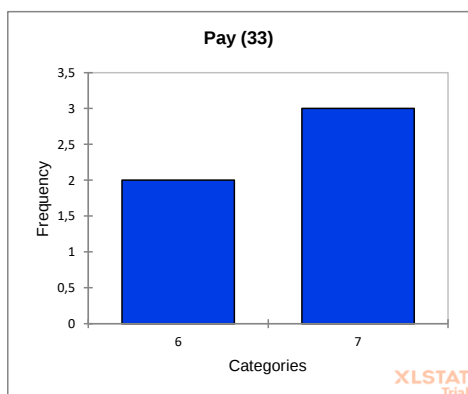
Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
28	5	3	6	3	3	1,000
					6	3,000
					7	1,000



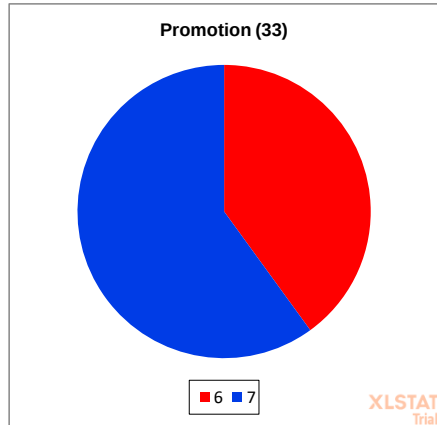
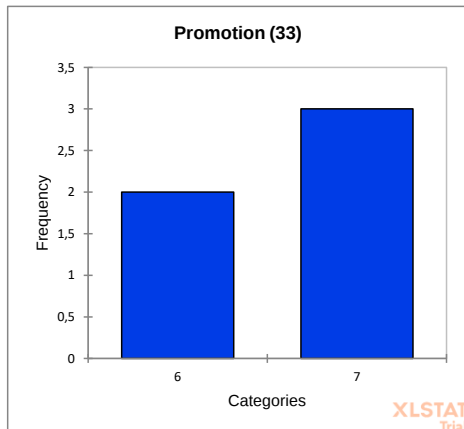
Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
31	5	2	7	4	3	1,000
					7	4,000



Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
33	5	2	7	3	6	2,000
					7	3,000



Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
33	5	2	7	3	6	2,000
					7	3,000



6. Decision-making style self-assessment

	Least Preferred		Backup		Dominant		Very Dominant
(A) Analytical	20 to 82		83 to 96		97 to 104		105 to 160
(B) Behavioural	20 to 47		48 to 61		62 to 69		70 to 160
(C) Conceptual	20 to 72		73 to 86		87 to 94		95 to 160
(D) Directive	20 to 67		68 to 81		82 to 89		90 to 160

7. Quality of working life

Norm scores	GWB	HWI	JCS	CAW	WCS	SAW	Full score
Lower	6-21	3-10	6-21	3-10	3-10	2-6	23-81
Average	22-25	11-13	22-25	11-12	11-13	7-8	82-90
High	26-30	14-15	26-30	13-15	14-15	9-10	91-115

My scores

GWB	HWI	JCS	CAW	WCS	SAW	Full score
28	15	27	14	15	10	109

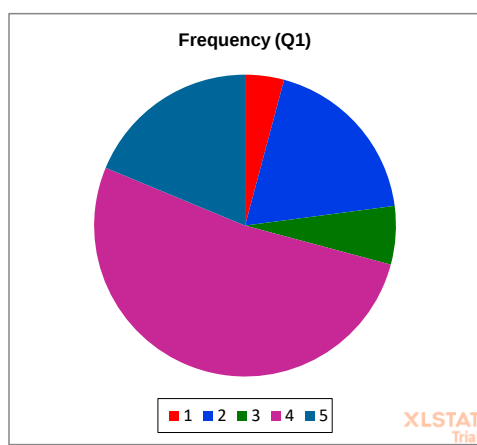
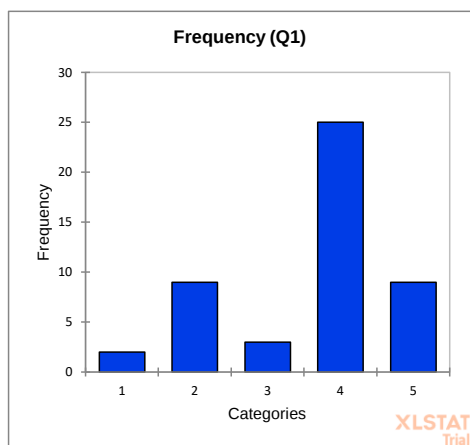
8. Self-motivation

Score	Interpretation
51 - 60	You are excellent at planning, prioritising, and getting the right things done! You make a conscious effort to stay self-motivated and focused, spending significant time and effort on setting goals and achieving them. You inspire
37 - 50	You're doing fairly well with your level of self-motivation; however, it appears you could be achieving greater results. To attain more of
Up to 36	You likely allow your personal doubts and/or fears to keep you from succeeding at times. You may not believe in your own skills, abilities and talents, which may have caused a lack of self-confidence and/or self-esteem. Start by

My score = 54

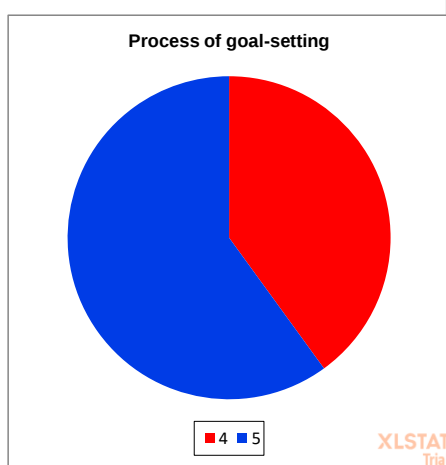
9. Training programmes self-assessment

Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Q1	61	5	4	25	1	2,000
					2	9,000
					3	3,000
					4	25,000
					5	9,000

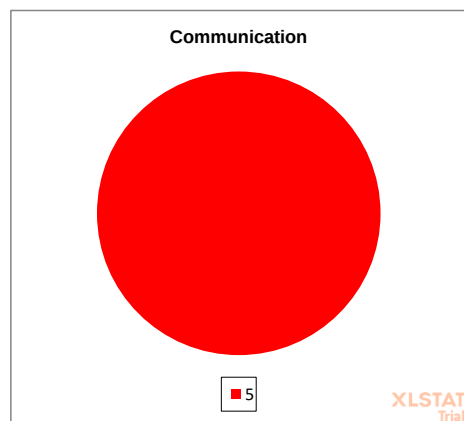
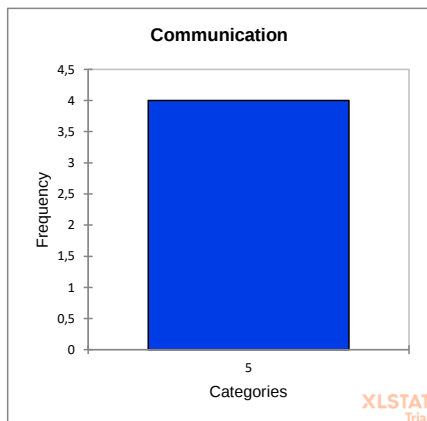


10. Performance management behaviour self-assessment

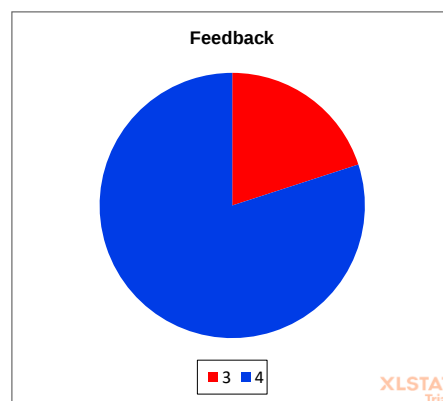
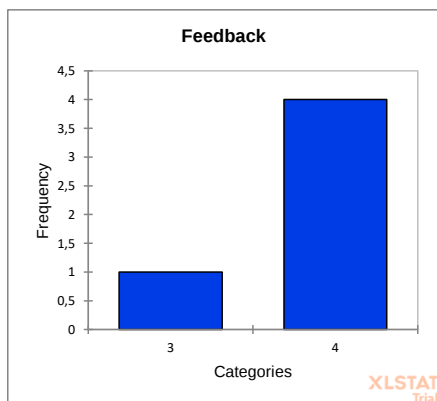
Variable\Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Q1	5	2	5	3	4	2,000
					5	3,000



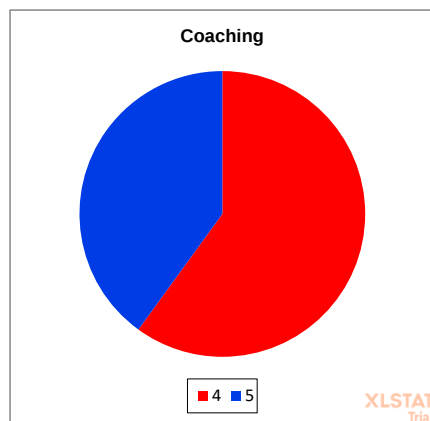
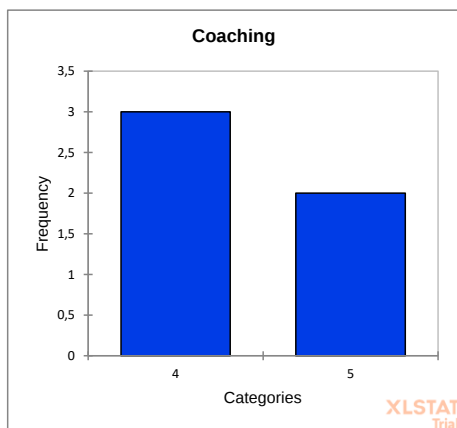
Variable	Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Q1		4	1	5	4	5	4,000



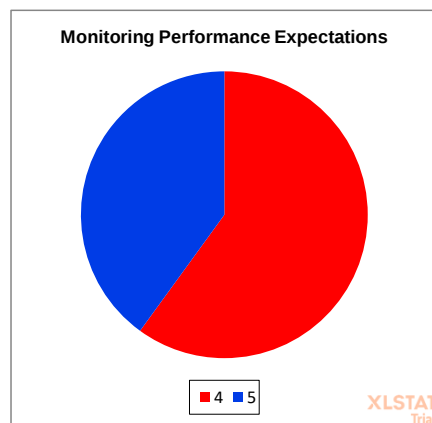
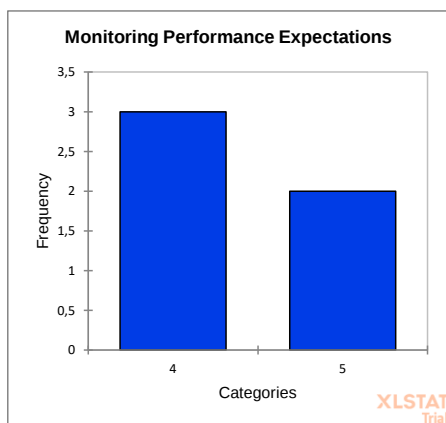
Variable	Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Q1		5	2	4	4	3	1,000
						4	4,000



Variable	Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Q1		5	2	4	3	4	3,000
						5	2,000



Variable	Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Q1		5	2	4	3	4	3,000
						5	2,000



11. Career path self-assessment

Grand total					
1	4	1	6	7	7
R	I	A	S	E	C

12. Job stress self-assessment

My score
9

If you scored 0 to 25, you are probably coping adequately with the stress of your job. If you scored 26 to 40, you are suffering from job stress and would be wise to take preventative action. If you scored 41 to 55, you need to take preventive action to avoid job burnout. If you scored 56 to 80, you are burning out and must develop a comprehensive job stress management plan

13. Wellness self-assessment

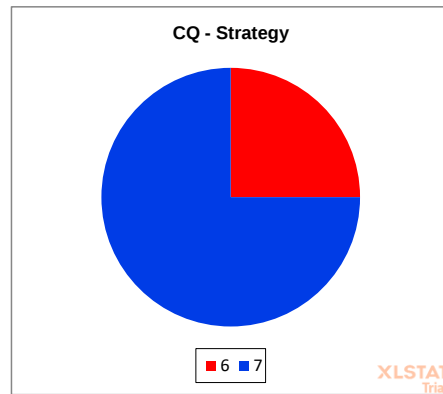
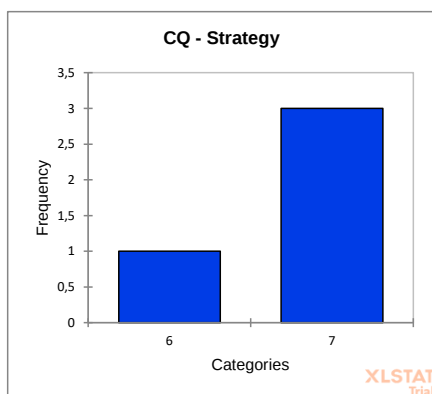
	IDEAL SCORE	YOUR SCORE
Physical Wellness	40	28
Social Wellness	40	37
Emotional Wellness	40	31
Environmental Wellness	40	27
Spiritual Wellness	40	31
Mental Wellness	40	31

14. Engagement self-assessment

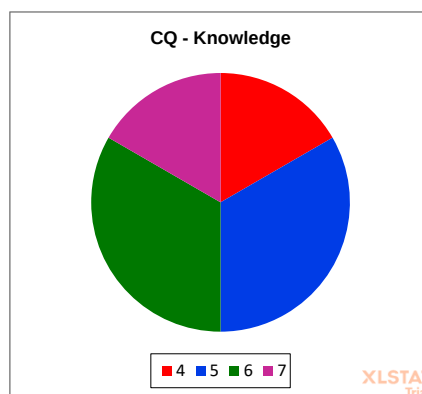
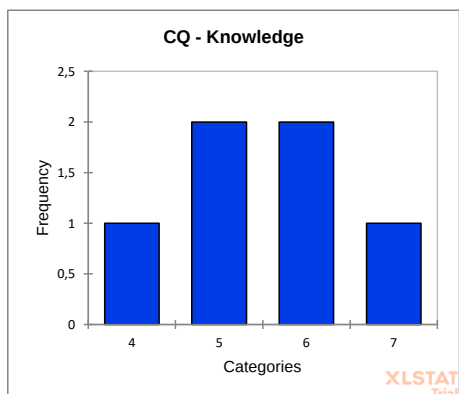
Engagement subscales	Scores
Vigour scale	31
Dedication scale	28
Absorption scale	30
Total engagement scale	89

15. Cultural intelligence self-assessment

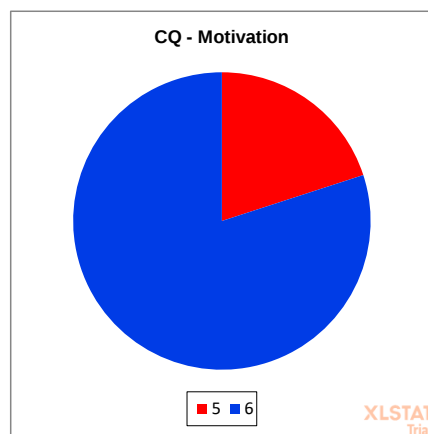
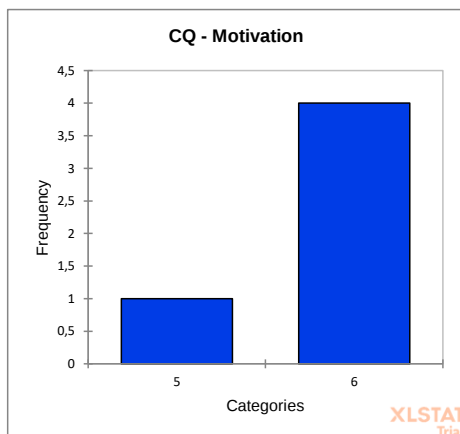
Variable	Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Q1		4	2	7	3	6	1,000
						7	3,000



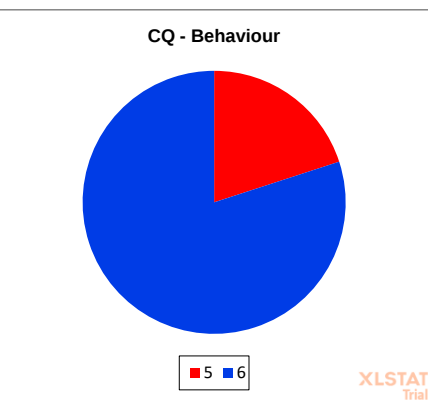
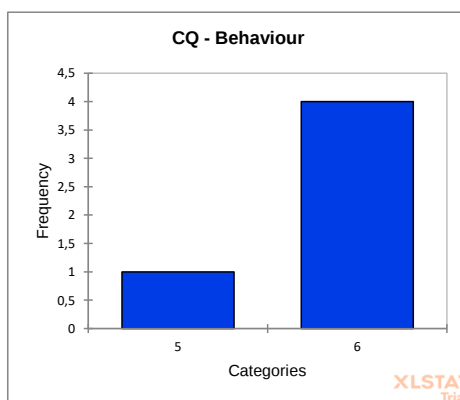
Variable	Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Q1		6	4	6	2	4	1,000
						5	2,000
						6	2,000
						7	1,000



Variable	Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Q1		5	2	6	4	5	1,000
						6	4,000



Variable	Statistic	Nbr. of observations	Nbr. of categories	Mode	Mode frequency	Categories	Frequency per category
Q1		5	2	6	4	5	1,000
						6	4,000



3.2 SKILL ASSESSMENT SURVEYS – DISCUSSION OF THE RESULTS

3.2.1 Self-awareness

The first section of this questionnaire deals with reflective self-development. There are eleven observations in this section and I scored high (5) on ten questions. It indicates that I have a high level of self reflectiveness. The mode of these questions is five and mode frequency is ten.

I also scored high on the acceptance questions. There are also eleven observations in this section and I scored at the top end of the scale (5) in eight questions and 4 in the remaining three questions. It implies that I have a high degree of acceptance and self-confidence. The mode of this section of the questionnaire is five and the mode frequency is eight.

I rated high on the proactive at work section of the questionnaire. It indicates that I am content, in control and thoroughly understand my work. I scored 5 on six questions and 4 on the remaining three questions. The mode of this section is five and the mode frequency is six.

The results of the final section in the questionnaire indicates that I am in control of my feelings. I scored low on six questions which dealt with me feeling exposed and vulnerable at work. The mode and the mode frequency of this section are two.

3.2.2 Emotional intelligence

There can be practical advantages to embracing the nuances of human emotion in the workplace, such as better cooperation between employees and a happier workplace. We questionnaire evaluate the following five emotional competencies:

- Self-awareness
- Managing emotions
- Motivating oneself
- Empathy
- Social skill

I scored high in all five emotional competencies and all these areas are indicated as a strength to me. The level of emotional intelligence is what distinguishes leaders and I should use these qualities to create a more productive workplace.

3.2.3 Personality traits

The outcomes to this questionnaire were as follows:

- Extroversion – scored low, which indicates that I prefer to work on projects alone.
- Agreeableness – scored high, which shows that I am polite and like people.
- Conscientiousness – the high score I have achieved here confirms that I am honest and hardworking.
- Neuroticism – indicates being emotional.
- Openness to experience – my score of 25 indicates a balance between being down to earth and daydreaming.

3.2.4 Organisational commitment

Affective commitment relates to how much employees want to stay at their organisation. There were eight questions in this section. I scored 7 in five questions which indicates that I am affectively committed to the organisation. The mode to this section of the questionnaire is 7 and the mode frequency is five.

Continuance commitment relates to how much employees feel the need to stay at their organisation. I had diverse responses to the eight questions in this section. The majority of my answers were at the top end of the response scale. It confirms my continuance commitment to the organisation. I feel the need to stay with the organisation because my salary and fringe benefits won't improve if I move to another organisation. The mode of this section is 7 and the mode frequency is four.

Normative commitment relates to how much employees feel they should stay at their organisation. This section consists of eight questions and I scored low in this section. The reason for this is because I'm planning to move on in the future. I don't see myself remaining at the organisation forever. The mode is 3 and the mode frequency is two.

3.2.5 Job satisfaction

Work itself – This section measures the satisfaction level with my current job and its associated duties. I scored 7 on all five questions. It confirms that I am happy and with my current job. The mode is 7 and the mode frequency is five.

Supervision – This section measures the relationship between myself and my manager. The mode is 6 and the mode frequency is three. It confirms a good relationship between my superior and me.

Co-workers – This segment calculates the relationship between myself and my co-workers. I also scored high in this section because I have an excellent relationship with my colleagues. There are five questions in this section. The mode this section is 7 and the mode frequency is four.

Pay – This section measures my satisfaction level with my salary and it confirms that I am satisfied with my salary. I scored high on the five questions in this section. The mode is 7 and the mode frequency is three.

Promotion – This segment tests my level of satisfaction with promotion opportunities in our organisation. There are five questions in this section and I scored 7 on three questions and six on the remaining two. The mode is 7 and the mode frequency is three. It indicates that I am happy with the promotional opportunities in our organisation.

3.2.6 Decision-making style

This questionnaire is used to determine my decision-making style. My very dominant decision-making style is analytical. Managers with this decision-makers style examine a great deal of information before they take any decisions. To support their decisions, they rely on direct observation, data, and evidence. I fully agree with this outcome and it describes me correctly.

My least preferred decision-making style is conceptual. This decision-making style takes a more social approach compared to the directive or analytic methods. They facilitate creative thinking and consider a wide variety of viewpoints when making critical decisions. These decision-makers are achievement-oriented and want to look well into the future.

3.2.7 Quality of working life

General Well-Being (GWB) - scored 28, it reflects my psychological well-being and general physical health.

Home-Work Interface (HWI) – scored 15, measures the degree to which I think the organisation understands and tries to help me with pressures outside of work.

Job and Career Satisfaction (JCS) – scored 27, reflects the extent to which I am content with my job and prospects at work.

Control at Work (CAW) – scored 14, shows how far I feel that I am involved in decisions that affect me at work.

Working Conditions (WCS) – score 15, this subscale assesses the extent to which I'm satisfied with my work conditions.

Stress at Work (SAW) – score 10, assesses the extent to which I see work pressures and demands as acceptable and not excessive or "stressful". Higher scores on this scale indicate a lower overall quality of working life.

Overall – score 109, this indicates my overall work-related quality of life score, taking into account the key factors underlying my overall experience of work overloaded and stressed.

I have scored high in all the categories measures. This higher scores indicate that my quality of working life is good and satisfying.

3.2.8 Self-motivation

This assessment tool is designed to enhance awareness of one's level of self-motivation. I scored 54 in this questionnaire, and it indicates that I am excellent at planning, prioritising and getting the right things done. I can make a deliberate effort to remain self-motivated and investing much time and effort on setting and achieving goals. I inspire others through perseverance, self-discipline, and excellent results.

3.2.9 Training programmes

This section measure the effectiveness of training on my job performance. There are 61 observations in this questionnaire. The mode is 4, and the mode frequency is twenty-five. It indicates that training improves my job performance and efficiency.

3.2.10 Performance management behaviour

Process of goal setting: this section measures my involvement in the overall goal-setting at work. There are five questions in this section. The mode is 5 and the mode frequency is three. It indicates that I am actively involved in the goal-setting.

Communication: this section measures my level of communication with my colleagues at work. There are four questions in this section. Both the mode and the mode frequency is five. It indicated that I am a good communicator.

Feedback: this shows the level of feedback that I give to my colleagues. There are five questions in this part of the questionnaire. The mode and the mode frequency is four. It indicates that I give regular and timeous feedback.

Coaching: this section measures the level of coaching that I provide to my colleagues. There are five questions in this section. The mode of this portion is 4 and the mode frequency is three. It confirms that I am actively involved in coaching my colleagues.

Monitor performance expectations: this section measures if I monitor expectations at work. There are five questions in this section. The mode is 4 and the mode frequency is three. It confirms that I manage expectations at work.

3.2.11 Career path

My results were – SEC. This questionnaire correctly indicates my interest and career choices. These are:

S = Social – the education industry where I'm currently employed is listed under this section.

E = Enterprising – all of the previous industries where I have been employed are listed under this section. These are real estate, sales and marketing and banking industries. I have a legal qualification and that industry is also listed under this section.

C = Conventional – I was employed by both the insurance bank banking industries and those industries are listed under this section.

3.2.12 Job stress

This questionnaire measures my level of job stress management. My score is 9, which indicate that I am coping adequately with the stress of your job.

3.2.13 wellness

This questionnaire measure several wellness dimensions and my scores are as follows:

- Physical wellness = 28
- Social Wellness = 37
- Emotional Wellness = 31
- Environmental wellness = 27
- Spiritual wellness = 31
- Mental Wellness = 31

My Social Wellness is outstanding; it shows that I am aware of the importance of this area to my overall wellness.

The scores of my Emotional Wellness, Spiritual Wellness and Mental Wellness indicates that my health practices in these areas are acceptable, but there is room for improvement.

The scores of my Physical Wellness and Environment Wellness indicates that health risks. I need to put measures in place to correct this immediately.

3.2.14 Engagement

This questionnaire evaluates how I feel at work. My scores are as follows:

- Vigour scale - 31
- Dedication scale - 28
- Absorption scale - 30

Total engagement scale - 89

I have high scores on all the three subscales, and no remedial interventions are required at this stage.

3.2.15 Cultural intelligence

CQ-strategy – this section of the questionnaire measures the adaptability and awareness of my cultural knowledge in various situations. There are four questions in this section and I scored high on three questions. The mode is 7 and the mode frequency is three.

CQ-knowledge – this section of the questionnaire evaluates my knowledge of various cultural systems. There are six questions in this part of the questionnaire. The mode is 6 and the mode frequency is two. It confirms that I have good knowledge about other cultural systems.

CQ-motivation – this section of the questionnaire deals with joy that I get from interacting with different cultures and the ease that I interact with them. There are five questions in this section. I scored very high on 4 of those questions. It indicates that I enjoy interacting with different cultures. The mode of this questions 6 and the mode frequency is four.

3.3 SKILL LEARNING

3.3.1 Job stress definition:

Job stress is described as the physical and emotional harmful responses that occur when the job's requirements do not meet the worker's skills, resources, or needs. Job stress can contribute to poor health and even injury.

Situation: In my previous role sales manager, I was in charge of a team that consists of three sales consultants. One of my core functions was to ensure that all our sales consultants achieved their monthly sales targets and to contribute to the financial sustainability of the company.

Task: The goal was to monitor our sales team on an ongoing basis, to provide them with training and resources to do their job successfully and to ensure that all the consultants perform at an optimum level.

Action: We had weekly sales meeting to track the progress of our sales. One consultant was continuously struggling to achieve his sales targets, and the non-performance was affecting his health negatively. Our training interventions did not yield any positive results. It was clear that he was not a salesperson, but he had other valuable skills that we could use in our organisation.

Result: I discussed the situation with him and we agreed to transfer him into an administrative position. His health improved and it allowed us to appoint another salesperson with the required skills and competencies.

3.3.2 wellness

Workplace wellness is any health promotion program or organizational strategy in the workplace intended to encourage safe workplace behaviour and maximize health outcomes.

Situation: A friend and colleagues were absent from work for an endless amount of days. When I address the absenteeism with him, he said that we were under stress because of personal issues. His performance at work was suffering, and he developed a "don't care" attitude.

Task: I knew that I had to intervene because if it continued, he would be fired. He has a family to take care off and losing his job would be catastrophic and make matters worse. I had to intervene.

Action: I visited him at home where we had an open and frank discussion about the situation. I told him what the possible consequences of his action would be. It turned out that he had a problem with alcohol as well. We agreed that we would discuss the matter our Wellness team at work the following day. They intervened and he was admitted into a rehabilitation facility.

Result: He returned to work after six weeks and his work ethic improved drastically. He was able to turn the situation around with the assistance and the intervention of the Wellness team.

SECTION FOUR: PLAN FOR PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT

4.1 Self Evaluation

Strengths	Weaknesses
-I have skills, qualifications and experience in the banking, insurance, property, bookkeeping, education and legal industries. -Have been in management for the past fourteen years and have demonstrated my ability to manage people and provide clear direction. Also leads by example. -Perform well under pressure and great at multi-tasking. -Communicate clearly, listens to team members and communicate employee appreciation. -Strong analytical abilities.	-Gained weight during the COVID-19 lock-down period (unhealthy). -Average excel skills and needs to update it (normally delegate these tasks). -Needs to delegate more tasks to all team members. I tend to delegate only to reliable team members. -Must improve planning and time management skills - always doing assignments close to the submission dates (poor planning). -Still have a challenge to initiate difficult conversations with team members.
Opportunities	Threats
-Appointed as acting director at the Unit for Continuing Education (UCE) at NWU which will allow me to gain valuable management skills. -Currently participating in the Middle Management Development Programme (MMDP) at NWU. A training programme for university managers. -Completed Practical Legal Training through the Law Society.	-Balance work, studies and personal commitments. -Unable to do the 1-year articles to be admitted as an attorney.

4.2 Setting Goals

What do I want to learn /achieve	What do I have to do?	What support and resources will I need?	How will I measure success?	Target date for review
Advanced Excell Training	Register for excel course during the current lock-down period	Funding support from the Skills Development Fund at NWU	Course assessment	30/10/2020
Complete MBA - 1 st year	Pass 2 nd -semester subjects	Group participation for group assignments	Assignments, POE's and exams	1/11/2020
Complete LLM – 1 st year	Pass 2 nd -semester subject	Participate in group discussions	Assignments and exams	1/11/2020

4.3 Detailed plan for achieving these goals

Short Term Goals (next 12 months)	
Complete the Middle Management Development Programme (MMDP) – currently busy with it.	
Complete Advanced Excel Training - will enrol by 30 October 2020.	
Medium-Term Goals (next 2 – 3 years)	
Complete Master of Business Administration (MBA) – 1 st year student, completed 1 st semester.	
Complete LLM (Tax Law) – 1 st year student, completed 1st semester.	
Long Term Goals (beyond 3 years)	
Start a legal practice, a financial services company and an estate agency/property development business.	

4.4 Rewards and perceived benefits for achieving each goal

Goals	Perceived Benefits
Complete Middle Management Development Programme (MMDP)	Strengthen my management skills and increase possible promotion opportunities
Complete Advanced Excel Training	Reinforce my administration skills and allow me to work independently on excel
Complete Master of Business Administration (MBA)	It will equip me with the skills to manage our unit effectively and efficiently, present possible promotion opportunities and increase my entrepreneurial skills to manage my own businesses successfully (my ultimate goal).
Complete LLM (Tax Law)	Increase my tax skills and provide me with the ability to open a legal practice that specialises in tax law.
Start a legal practice, a financial services company and an estate agency/property development business.	Increase my independence and create generational wealth (businesses to pass on to my children).

CONCLUSION

People management skills positively influence the manager and employee relationship. A manager with poor people management skills can be insidious for a business and can lead to top performers leaving the company, unsatisfied customers, and unaddressed problems. Managers must have people management skills to perform their jobs effectively.

The portfolio of evidence provided me with the opportunity to assess my people management skills, to develop a strategic plan to enhance these skills and to develop a plan for professional development and continuous improvement.

I demonstrated with the compilation of this POE that I have acquired the critical skills and competencies to manage individuals effectively and competently.

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<https://www.weforum.org/focus/fourth-industrial-revolution> [Date assessed 25 October 2020]

RUBRIC TO ASSESS THE PORTFOLIO OF EVIDENCE

Name: A V Brishmaer
Student Number: 27149439
Module:
Date:

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

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
1. TITLE PAGE, TABLE OF CONTENT, ABSTRACT AND INTRODUCTION	3/5					
Is the title page correct and the title a good representation of the content? Is the table of content correct? Does the abstract appropriately demarcate the POE? Does the introduction give a clear and sequential indication of the structure of the POE?	0	1	2	3x	4	5
2. INTRODUCTION TO YOUR POSITION	16/25					
Introduction to your current position	0	1	2	3	4x	5
Introduction to the industry currently employed in	0	1	2	3	4x	5
General career goals	0	1	2	3	4x	5

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Direction you want to follow	0	1	2	3	4x	5
• Brief job description	0x	1	2	3	4	5
3. INDUSTRY ASSESSMENT	14/20					
Impact of the Fourth Industrial Revolution on the future of work.	0	1	2	3	4x	5
Skills required to succeed in the Fourth Industrial Revolution.	0	1	2	3	4x	5
A job/position analysis and explaining the specific position (s) you see yourself working in the future.	0	1	2	3x	4	5
• Required competencies and skills needed for this/these positions.	0	1	2	3x	4	5
4. CONCEPTUAL-THEORETICAL FRAMEWORK OF SELF-ASSESSMENT CONSTRUCTS This section focus on the theoretical foundation of the self-assessment constructs. You have to define the constructs and discuss one (1) contemporary theory on which they are based.	59/80					
4.1 Self-awareness Understand the theoretical foundation of self-awareness	0	1	2	3	4x	5
4.2 Emotional intelligence Understand the theoretical framework of EI	0	1	2	3	4x	5
4.3 Personality traits Demonstrate an understanding of personality theory	0	1	2	3	4x	5

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4.4 Organisational commitment Understand the theoretical foundation of organisational commitment	0	1	2	3	4x	5
4.5 Job satisfaction Understand the construct, theory and facets of job satisfaction	0	1	2	3	4x	5
4.6 Decision-making style Demonstrated insight of decision-making theory	0	1	2	3	4X	5
4.7 Quality of working life Demonstrate an understanding of the construct and theory of quality of work-life or QWL	0	1	2	3	4X	5
4.8 Self-motivation Understand the construct and theory of motivation	0	1	2	3	4X	5
4.9 Training programmes Understand the theory of training and demonstrated the capacity to assess a training programme	0	1	2x	3	4	5
4.10 Performance management behaviour Understand performance management behaviour theory	0	1	2	3x	4	5
4.11 Career path Understand how personality traits influence career choices and how to plan your career	0	1	2	3	4x	5
4.12 Job stress Understand that job stress is the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker	0	1	2	3	4x	5

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4.13 Wellness To understand the construct and theory of wellness	0	1	2	3	4x	5
4.14 Work engagement Understand the construct and theory of work engagement	0	1	2	3x	4	5
4.15 Burnout To understand the meaning, theory and symptoms of burnout and the consequences of burnout	0	1	2	3x	4	5
4.16 Cultural intelligence Demonstrate an understanding of the construct and theory of CQ	0	1	2	3	x4	5
5. SKILL LEARNING	4/5					
Use STAR technique (e.g., Situation, Task, Actions taken, Results achieved) to describe examples when you applied the people management skills to your work and/or personal lives and then provide an assessment outcome and reflection on the lessons learned.	0	1	2	3	4x	5
6. RESULTS OF SELF ASSESSMENT'S	15/20					
6.1 Used descriptive statistics to calculate scores.	0	1	2	3	4X	5
6.2 Presented scores in graphs and tables	0	1	2	3X	4	5
6.3 Discussion of scores	0	1	2	3	4x	5
6.4 Discussion of strengths and weaknesses regarding each assessment	0	1	2	3	4x	5

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7. PLAN FOR PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT	20/25					
7.1 Clarify what insights you gained about yourself from the self-assessments and how the assessments led to a better understanding of your full potential in their professional capacity and fit for your desired positions.	0	1	2	3	4x	5
7.2 Specify your career goals	0	1	2	3	4x	5
7.3 Supplement your goals with a gap analysis identifying your current skills, and needed skills, that are required for successful achievement of your desired career position(s).	0	1	2	3	4x	5
7.4 Compilation of detailed plans for achieving these goals, including incremental steps.	0	1	2	3	4x	5
7.5 Indication of your perceived rewards and benefits for achieving each goal.	0	1	2	3	4x	5
8. PRESENTATION AND TECHNICAL ASPECTS	14/20					
8.1 Writing - the style and language (grammar) meet the requirements	0	1	2	3x	4	5
8.2 Is the stylistic and technical refinement in order?	0	1	2	3	4x	5
8.3 Is the references in the text and reference list correct according to the Harvard referencing style	0	1	2	3x	4	5
8.3 Assessor's general assessment rating of the quality of the POE taking into consideration all the above factors	0	1	2	3	4x	5

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Comments:							
Mark obtained		145/200					
Deduction for plagiarism if any							
Examiner Final Mark out of 100%:		73100					
Moderator name		Moderator Mark	/100				

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).

