



STRATEGIC TALENT MANAGEMENT

MBAB 822 – Portfolio of Evidence

"The challenges of people management- starts with oneself"

Solemn declaration by the student

Module: Strategic Talent Management

Module Code: MBAB 822

Examination

PoE Due Date: 09 November 2020

I, Dorothy Grace Flint hereby declare that the following Strategic Talent Management Portfolio of Evidence, which I herewith submit, to the North-West University as partial completion of the requirements set for the MBA degree, is my own work.

Signature of Student: Dorothy Grace Flint

Student Number: 22224920

Signed at Potchefstroom on 09 November 2020

A handwritten signature in black ink, appearing to read 'D Flint'.

Abstract

The following document includes an overview of the background individuals work position, the aspirations and perspectives towards career success.

This portfolio of evidence evaluates 16 different conceptual-theoretical frameworks that are important for professional development and continuous improvement. A self-assessment is done by the student to identify strengths and weaknesses in these skill domains. A compilation of a detailed career plan is developed that will equip the student with the necessary skills to develop and what action will be taken to achieve these career ambitions.

Introduction

To become an exceptional leader, leaders should develop their self-awareness, leadership skills and ability to manage people or the organisation's resources effectively.

The aim of this portfolio of evidence (POE) in the domain of Strategic Talent Management (STM), will outline the fundamental principles, practices and skills of me as an MBA student. The outcome of the POE will be evaluated according to personal accomplishment and a tangible demonstration of skills and learnings established through the challenge of people management.

The POE will present four sections that conclude an industry analysis and organisational role assessment, a conceptual-theoretical framework of self-assessment constructs, individual self-assessment and skill practice and lastly a plan for continued self-improvement and career management.

This POE will identify how specific skills and talents can be developed to support future people management. Therefore, it enables me as an MBA student to reflect upon personal or professional strengths and weakness through practising self-awareness. Once this is obtained, individual leadership competencies will allow me to manage people effectively and proficiently within an organisation.

Contents

Abstract.....	2
Introduction.....	2
Career background and entitlement	5
Organisation background	5
Current employment position	5
Industry of current employment	5
General career goals	6
Career path aspirations	7
Job Description	8
Industry Assessment	9
Impact of the Fourth Industrial Revolution on the future of work	9
Skills required to succeed in the Fourth Industrial Revolution	11
A job/position analysis	12
Required competencies and skills needed for this or these position	13
Conceptual Theoretical Framework of self-assessment constructs.....	13
Self-Awareness.....	13
Emotional intelligence.....	15
Personality Traits.....	16
Organisational commitment.....	17
Job satisfaction	18
Five facets of job satisfaction	18
Decision-making style.....	19
Quality of working life.....	21
Self-motivation	23
Training Programmes	25
Performance management behaviour.....	28
Career Path	28
Job Stress.....	28
Wellness	28
Work Engagement	28
Burnout	28
Cultural intelligence.....	28
Skill learning.....	28
Results of Self Assessment's	29
Discussion of scores	34

Discussion of self-assessment scoring according to strengths and weaknesses.....	36
Plan for professional development and continuous improvement.....	39
Insights from self-assessment.....	39

Career background and entitlement

Organisation background

Procter & Gamble (P&G) was established over 180 years ago as a simple soap and candle company. P&G is now one of the world's largest consumer goods company and home to iconic, trusted household brands that have made the life of consumers convenient and more accessible.

The company has grown over the centuries due to three simplistic approaches or leadership, innovation and nationality. The engagement, insight, innovation followed by the passion of talented teams has served P&G to evolve into a global organisation that is governed by responsibly and ethics, transparent and open, and that supports charitable events and protects the environment. This organisation takes pride in its employees and where their contribution matters.

Current employment position

As an employee of Procter & Gamble (P&G), the current employment position I reserve is a Medical Sales Representative (MSR) in the Procter and Gamble Professional Health Care (PHC) division.

This position forms part of the salesforce team and customer relationship management (CRM). The PHC division serves pharmaceuticals, over-the-counter medications and wellness products. My current position has been altered over the five years at the organisation according to skill development and innovate thinking.

This function in the organisation is located in various geographic areas according to customer segmentation and requirements. The area I represent is the West Rand, Vaal Triangle and inclusively North-West Province.

Industry of current employment

As mentioned in the background of the organisation, P&G is driven towards consumer goods. The organisation operates through five segments: beauty; grooming; health care; fabric and home care; and baby, feminine and family care.

The industry domain where the MSR serves is within the Health Care division. This industry emphasises on health care product solutions for consumers wellness. The salesforce team aims to serve and support HCP's and pharmacies with products availability, information, features and building customer relationships.

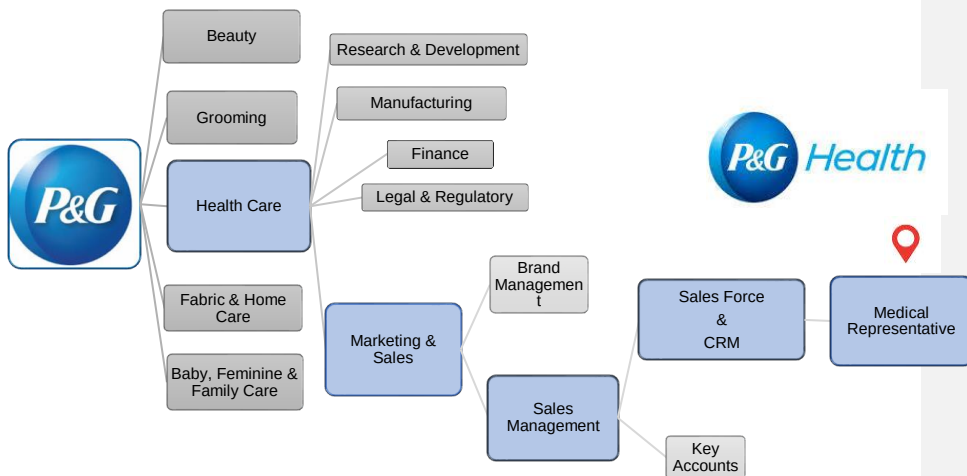


Figure 1 Procter & Gamble – Current employee position

General career goals

Over the years, it was evident for me that my initial short and long-term career goals altered and transformed due to various life or work circumstances, personal development, professional progression and the exposure to seek new and different opportunities.

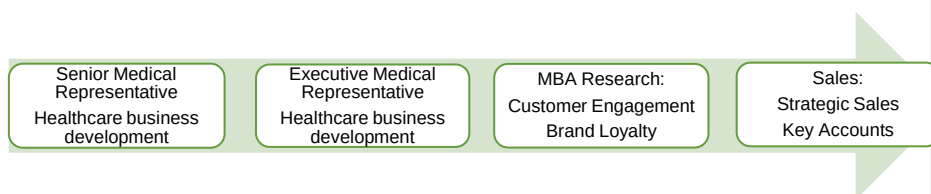


Figure 2 Career goals: Short-term

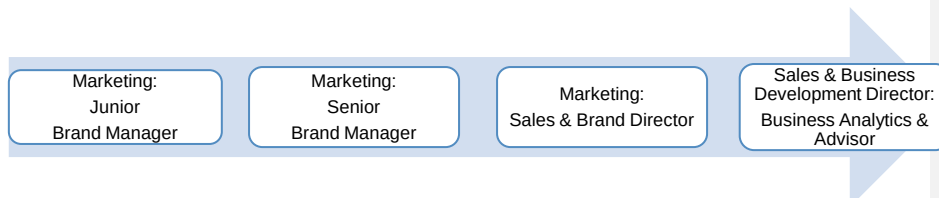


Figure 3 Career goals: Long-term

Table 1 Procter & Gamble - Career Goals

Short-term Goals		Long-term Goal
Time Frame	1-4 years	5 -10 years
Conceptual	More responsibility for administering marketing and sales operations Broad exposure to all facets of marketing, consumer engagement and brand loyalty More interaction & coaching from line manager Develop business management and administration skills through MBA journey, development plan towards awareness of my interests in P&G	Involvement in marketing, sales, business analytics and consumer behaviour Involvement in long term planning with in P&G Healthcare team Ability to innovate and manage a P&G brand Consumer, brand and analytics specialists Develop future skills
Operational	Senior medical sales representative Strategic Sales and key account manager	Junior Brand Manager Senior Brand Manager Director of Sales & Brand Manager Director of Business Development (Sales)

Career path aspirations

The career path, as a P&G employee, would be to become a part of the line management team soon. While reflecting on my personal and professional interests, the business scope of marketing, sales and brand management will be my choice of career. The motive towards these business management determinants is that it allows both my creative and analytical thinking towards business development.

Throughout this journey would be essential to develop my skills within these domains as well as my leadership style. Within an innovative work environment, I aspire to become an influential leader in the marketing and sales segments of brands. My employee engagement focus is towards improving my knowledge and competencies in these domains, be open for new opportunities and learning curves. This will empower me to develop strategies in the organisation that can contribute towards employee development, leadership and business performance.

Job Description

A job description summarises the primary responsibilities, ventures, qualifications and skills for a organisational role an individual has to manage and be accountable for. This document outlines the kind of work that needs to be performed.

Job Description: Medical Representative
Key accountabilities & roles
• The key role of a medical representative is to engage in customer-facing activities to sell and promote the PHC product portfolio. • To adopt P&G's Purpose, Values and Principles and always conduct business in a compliant manner. • To act like an owner and ensure cross-functional collaboration with stakeholders.
Key Tasks & Responsibilities
<u>Sales & promotion of PHC product portfolio</u> • Implement marketing strategy. • Execute promotional grid & marketing, sales and promotion (MS&P) strategy. • Achieve sales targets within the framework of the agreed budget. • Analysis of all available sales, health care professional scripts and recommended data in order to formulate action plans within geographical reporting area. • Engage in pre-call planning and post-call analysis to ensure high impact during sales call utilising trained sales skills optimally. • Consistent feedback to regional and national sales managers, brand managers and the marketing, sales and promotion team upon risks and opportunities identified. • Able to track the return on investment in promotional activities and spend. <u>Achieve all KPI's defined according to territory management</u> • Record customer data and the use of the Veeva CRM utilisation system • Customer segmentation coverage, frequency, interaction & call rate targets to be achieved. • Updating the customer record database. <u>Commitment to stewardship & compliance requirements</u> • Complete assigned health care professional and pharmacy training as required. • Complete all assigned e-Learnings and P&G employee development training.

Teamwork responsibilities and cooperations	
Internally	
•	Regional Sales Manager: (Sales targets & activities)
•	Brand Managers, Medical and MS&P
•	Product queries: Product & competitor feedback & insights
Externally	
•	Customers: Sales, service, relationship & promotions
•	Doctors: Manage the relationship; encourage recommendations
•	Pharmacies: Manage relationships; drive sales and execute with excellence
Job-specific competencies & skills	
•	Product & disease knowledge
•	Territory & Customer experience
•	Product Training
•	Selling & negotiation skills
•	Visibility tracking of marketing strategies and material
•	Competent in managing Veeva CRM data system

Industry Assessment

Impact of the Fourth Industrial Revolution on the future of work

The comparison of prior Industrial Revolutions, it is evident that there have been dramatic differences between the Fourth Industrial Revolution and the other three Revolutions. In its measure, scope, and complexity, the transformation will be unlike anything humankind has experienced before. The Fourth Industrial Revolution is not only a prolongation of the Third Industrial Revolution but rather a new and distinct revolution.

The elements identified from the fourth Industrial Revolution are expected to contribute to different impacts and influences on employment, which are no longer limited to one industry, but all industries. In addition to the changes that might occur, many jobs will disappear. However, in contrast, there will be various innovative opportunities that will increase the demand for new employment requirements, skills and capabilities.

The result of the Fourth Industrial Revolution, is that this Revolution is significantly contributing towards the demand for new jobs, while previously established job functions are being eliminated. However, employees or employers should not be too pessimistic; the long-term impact of the Fourth Industrial Revolution will generate more wealth and additional employment opportunities outside the current economic challenges. Therefore, the number of new jobs or positions will expand remarkably. The limitation organisations may experience is that due to the challenges for some individuals to adapt to the new job requirements and mastering new job skills, the actual dilemma these individuals would encounter is the structural unemployment, not lack of job or career opportunities.

The Fourth Industrial Revolution is primarily driven by four distinct technological developments: high-speed mobile Internet, artificial intelligence (AI) and automation, the use of big data analytics, and cloud technology. The most influential category of the four technologies will be AI and automation as it will have the most significant impact and result on employment figures within the global or organisational workforce.

In addition to new roles, functions, and responsibilities occurred by the Fourth Industrial Revolution, it can also drive organisations by employing or recruiting specialist contractors or remote workers.

The evolution of new technology and the change in demands, employers may become more supportive of existing employees who want to work remotely or have flexibility towards their job function.

If an organisation allows potential and current employees with more freedom and flexibility, it can be extremely beneficial for the outcome of organisations employee retention. This organisational support mentioned above allows the organisation to recruit a global workforce, increase employee loyalty and commitment, contributes to a faster pace which can reach new levels of productivity. This will also allow employees to benefit by not having to commute or travel, enabling employees to have more free time, a more satisfying work-life balance and greater flexibility which can lead to overall employee satisfaction and commitment.

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Skills required to succeed in the Fourth Industrial Revolution

Various skills have been identified through research and experience in the Fourth Industrial Revolution. These skills do not only equip employees to adapt, but also to develop new skills and abilities to perform at work or in their career.

- Emotional Intelligence (EI)
- Complex problem solving
- Critical thinking
- Creativity
- People management
- Coordinating with others
- Judgement and decision-making
- Service orientation
- Negotiation
- Cognitive Flexibility

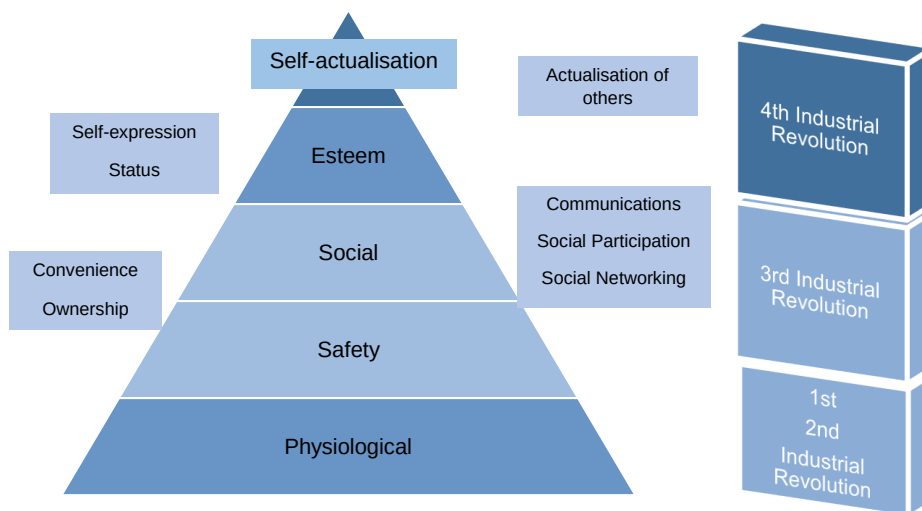


Figure 4 Maslow's hierarchy of needs influence through the Industrial Revolution

A job/position analysis

The specific position in my career would be through the promotion towards brand manager where I can develop my knowledge and skills in the marketing industry of a corporate organisation. Analysing the Fourth Industrial Revolution, it has brought to my attention the opportunities and challenges one may face in the work environment. These opportunities are associated with the possibility of increases in the efficiency and productivity that will allow new markets to open and encourage economic growth. The more significant benefit is that this revolution can enhance the quality of life, allowing individuals to work less and more effectively.

Traditional routine-based positions will become less applicable in larger organisations, as P&G strategy towards production **is** driven by precision and cost saving principles. Therefore, the demand will move towards individuals that can be creative, innovative, engaged and delivers solutions through critical thinking. Technology and automation can assist with administrative elements, the need for self-actualisation and performance will not be guided through automation but rather through leadership transforming employee management.

It would be advisable for organisations to adopt policies that can cultivate employee position through two main strategies:

1. a strategy to govern the extensiveness towards techno-digital change through trail
2. a strategy to promote leadership and human development capacity. This strategy aims towards employee value components such as experience, emotions, energy, ethics, environment & culture, and engagement.

As a brand manager, the responsibility is to ensure that the products, services and product lines that are in their domain resonate with current and potential customers. These professionals continuously observe marketing trends and competitive products in the marketplace. Personal interaction is with regular client meetings and superior management, and they manage a team of junior marketers. Brand managers serve as the functional individual for developing, implementing and executing marketing initiatives and activities for a brand.

Brand managers are also responsible for executing marketing campaigns; supervision of managing and developing financial resources and accelerating the market growth. Strong analytical skills, business intelligence and the ability to multitask are all fundamental.

Required competencies and skills needed for this or these position

The competencies to achieve the position as a brand manager will be through mastering the skillset required:

- Excellent written and verbal communication abilities
- Vital research and analytical skills
- Comfort and cooperative with CRM software system
- In-depth understanding of the company's current products and future concepts
- The ability and willingness to listen to the suggestion.
- Ability to think creatively and innovatively towards marketing brands
- Budget-management skills and proficiency
- Professional insight, judgment and discretion from of experience in the profession
- Analytical skills to forecast, distinguish consumer or product trends and challenges
- Familiar with the latest consumer behaviour brands, trends, technology and methodology digital marketing

Conceptual Theoretical Framework of self-assessment constructs

This section focusses on the theoretical foundations of the self-assessment constructs. You have to define the constructs and discuss one contemporary theory on which they are based

Self-Awareness

Self-awareness is the ability to see oneself clearly and objectively through reflection, observation and introspection.

Self-awareness is part of an emotional intelligence competency that provides individuals with the ability to identify and understand their own emotions, attitude and moods. It also encourages one to differentiate and characterise emotions in others, as well as to recognise emotional signs in the work or social environment. Self-awareness can empower an individual to realise significant emotional factors around oneself; these determinants may and can trigger either a subtle emotion or an extensive break down of emotions.

This is why emotional intelligence gives one the awareness and abilities that help themselves acknowledge and distinguish information that negatively impacts their behaviour. This challenges our social and professional performance. Awareness is the capability to perceive facts as they occur. After it has been changed, we will only recognise the information based on our perception. It is essential never to confuse perception with awareness, as these are two different cognitive ways of processing information.

Self-Awareness Theory is developed towards the belief that you (as an individual) are not your thoughts, but the actuality observing your thoughts; you are the mastermind, separate and apart from your thoughts (Duval & Wicklund, 1972). However, we can also focus our awareness upon that inner self, an ability which Duval and Wicklund termed "self-evaluation."

The implementation or execution of the components mentioned above can allow an individual to practise self-control throughout the process of evaluating and determining whether one is making the right decisions to accomplish their goals.

The depth of knowledge on self-awareness and its advantages can provide individuals with a healthy foundation towards improving their awareness within themselves and others. Therefore, according to the theory, there are two primary outcomes identified in the comparison of personal standards of accuracy:

- "Victory" - Individuals find alignment between themselves and their standards
- "Failure" - Individuals find a discrepancy between themselves and their standards

Emotional intelligence

Emotional intelligence is one of the top skills required by employees in the workforce. While machines and automata secure technical operations, employers will have to drive more importance toward soft skills and tasks that cannot be performed or executed by robots. Employees should be able to pivot to a new role or area of responsibility as circumstances change. Emotional intelligence is one of the soft skills that are in high demand in the work environment.

The five growth and development areas, according to Daniel Goleman, are defined as (Goleman, 2001):

- The ability of awareness, expression and understanding of oneself (Intrapersonal skills/self-awareness)
- The ability to understand, relate and be aware of others (Interpersonal skills/self-regulation)
- The ability to control one's impulses and strong emotions with regards to being motivated in achieving goals (Self-Management)
- The ability to be capable of adapting to circumstances and to be able to solve problems which may appear in the form of personal or social grounds (Adaptability and empathy)
- The general attitude of a person that influences the atmosphere around a person (Social skills)



Figure 5 Five domains in four quadrants: Personal competence & Social competence

Emotional intelligence is seen as one of the essential tools to build one's career (Goleman & Cherniss, 2001). It is believed that it is even more important than one's intellect alone. Goleman (2001) described that EI as skill of controlling and understanding one's own emotions and also the emotions of others around oneself.

A high EI can be exhibited in self-management, empathy, self-awareness, motivation and social- or communication abilities. Therefore, if the five growth and development areas, as mentioned above, are not developed, individuals will struggle to manage diverse groups in the workplace.

Personality Traits

Personality is a simple concept for most to understand. It is what makes an individual, unique and allows them to be themselves. It incorporates all the traits, characteristics, and mannerisms that set one apart from everyone else.

The Big Five model suggests that the adequate description of personality traits is to classify them into five broad bipolar dimensions which are (West & Woods):

- **Openness / Intellect:** The degree to which an individual is creative and open to new experiences versus narrow-minded and unimaginative thoughts
- **Conscientiousness:** The degree to which an individual is organised and reliable versus impulsive and disorganised
- **Extraversion:** The degree to which an individual is outgoing and sociable versus reserved and quiet.
- **Agreeableness:** The degree to which an individual is friendly and trusting, versus distant and unfriendly.
- **Emotional Stability / Neuroticism:** The degree to which an individual is relaxed and stable, versus neurotic and anxious.

Table 2 Big Five Personality Characteristics

Low	Personality Trait	High
Practical, conventional, prefers routine	Openness / Intellect (imagination, feelings, actions, ideas)	Curious, wide range of interest, independent
Impulsive, careless, disorganised	Conscientiousness (competence, self-discipline, thoughtfulness, goal-driven)	Hardworking, dependable, organised

Quiet, reserved, withdrawn	Extraversion (social ability, assertiveness, emotional expressions)	Outgoing, warm, seeks adventure, sociable
Critical, uncooperative, suspicious	Agreeableness (cooperative, trustworthy, good-natured)	Helpful, trusting, empathetic
Calm, even-tempered, secure	Emotional Stability / Neuroticism (tendency toward unstable emotions)	Anxious, unhappy, prone to negative emotions

Organisational commitment

Some employees become extensively committed to their jobs because they enjoy what they do, or their goals are aligned with those of the company. Others might stay for job security and the rest stay as they reason they are obligated to the company or their manager. These types of commitment can harm an individual's well-being, self-respect, and job satisfaction.

There are three basic types of commitment identified which contribute to the necessary changes that will improve employee engagement and loyalty effectively and positively. John Meyer and Natalie Allen developed the Three-Component Model of Commitment which was published in 1991.

The model explains that commitment to an organisation is a psychological state and three distinct components affect how employees perceive the organisation:

1. Affective commitment: Affection for employees' job
2. Continuance commitment: Fear of loss
3. Normative commitment: Sense of obligation to stay

This model can be adopted to increase commitment and engagement in the team while also helping employees to experience a more incredible perception of well-being and job satisfaction.

Table 3 Summary of the Three Component Model of Commitment

Affective Commitment	Continuance Commitment	Normative Commitment
<i>Emotion-Based Reasons</i>	<i>Cost-Based Reasons</i>	<i>Obligation-Based Reasons</i>

Strong emotional attachment to the organisation	Weigh the pro's and con's of leaving the organisation	Remain at the organisation because it is the right thing to do
Scenario		
"There are some of my best friends who work in my department, I will miss them if I had to leave."	"I am due for a promotion soon, considering another company, will I advance as quickly there?"	"My manager has invested so much time, mentoring, training and showing me in my current role."
"The atmosphere of the organisation is so fun and relaxed."	"My salary and benefits allowed me to buy a big house, also the cost of living is higher in this new area."	"My organisation gave me the head start to my career, they believed in my talents."

Job satisfaction

Job satisfaction is generally observed as being associated with absenteeism rate, employee turnover, and performance to some extent. Many authors describe or define job satisfaction as a positive attitude or experience that results from the fulfilment of the perceived values when working. Research conducted by Chan et al. (2012:2) defines Job Satisfaction as a feeling of contentment and happiness of fulfilling their aspirations and needs at the workplace

The concept that overall job satisfaction can deviate from satisfaction with particular dimensions, or facets, of a job, is fully understood among organisational researchers. The Job Descriptive Index (JDI) is a questionnaire or survey tool that measures the five facets of job satisfaction.

Five facets of job satisfaction

- Pay
- Promotion
- Supervision
- The work itself
- Co-workers

Job satisfaction in combination with the organisational climate and demographic variables contribute to the outcome of employee satisfaction. Employees want to feel respect and trust while working in a safe environment, with good pay and

opportunities to develop. If an organisation develops channels to deliver on these essential determinants, it can satisfy employees, where in return, will help to build a more robust, stable and profitable future. Investigating job satisfaction with the focus on the various facets can provide insight toward the attitudes, needs, and motives of employees. Managers have to evaluate employee job satisfaction, more particularly with a description of the different facets of job satisfaction.

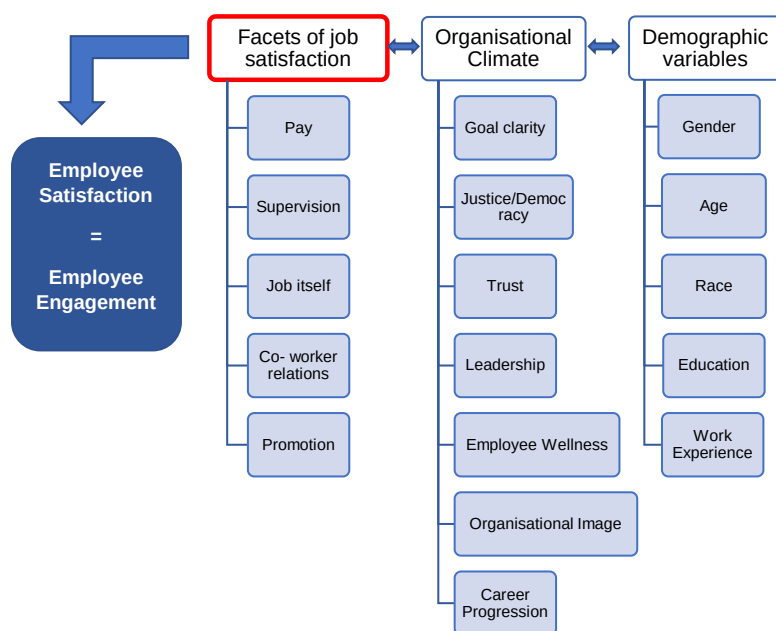


Figure 6 Contributing factors towards Employee Satisfaction

Decision-making style

Theories about judgement, decision making and selection usually fall into two categories:

a) Normative theories of cognition

Normative theories are regarded by how one should or ought to reason, make judgements and take a decision. Theories supporting this, falls into the category that includes formal logic, contingency theory, and decision theory.

b) Descriptive theories of cognition

Descriptive theories set out to describe how individuals think when making decisions and have empirical evidence to support them.

Decision making styles

The four identified types of decision-making styles are:

Analytical decision making

Analytical decision style involves individuals who have enjoyed challenges, variety and diversity. They tend to examine and analyse a situation; they are thoughtful decision-makers. They represent a higher tolerance for ambiguity or uncertainty. They prefer to have many information and choices.

For this style, the best-fit adhocracy culture as these individuals is creative, innovation-oriented and risk-takers. Therefore, employees as individual feel valued, welcomed and encouraged to think creatively to allow new ideas to the team.

Conceptual

The conceptual or abstract decision style involves individuals who orientated by achievement and performance. They have the creativity and tend to focus on the people or social features of a work situation. They rely on intuition or inspiration where they discuss with others to collect information.

The best fit for this style would be in a market culture in which individuals' ideas are based on real results. Another quality of this decision-making style is that these individuals can also be goal-oriented people at top management.

Directive

The directive style includes individuals who are result driven and have a low tolerance for ambiguity. They demand power and chooses to control or manage.

This best fit for this style would be hierarchy culture. This is a traditional culture where organisation have a transparent chain of command and various management tiers that separate employees and leadership (organisational structure of employees). These management functions inline power, or superior positions enable them to control the work of employees on the lower rankings.

Behavioural

The behavioural style involves people-oriented individuals. They are empathic and like social interactions or communication. They look for the advice of others. These individuals are supportive and receptive to suggestions. They also show warmth and favour verbal to written communication of information.

The best fit for this style would be an organisation that values a family culture. This style involves people and relationships with them. This culture consists of making employees feel like family or part of the team where the decision maker involves employees collaborate.

Table 4 Decision Making Styles & Traits

Analytical	Conceptual	Directive	Behavioural
Ambiguity	Ambiguity	Structure	Structure
Task / Technical	People / Social	Task / Technical	People / Social
Committed to finding the best solution	Achievement orientated	Driven by results	Generally supportive, a team player
Enjoys problem solving	Creative	Relies primarily on rules and processes	Empathetic nature
Comfortable with large amounts of information data	Comfortable with "what ifs"	Aggressive nature	Looks to other for advice
Innovative	Generally, openminded with a broad outlook	Prefers to make decisions alone	Gets buy in from stakeholders before making a decision
Thrives on control	Humanitarian or conscious of how decisions will affect others	Intuitive nature	Persuasive nature
Will take as long as needed to find the best option	Thinks in the future	Reacts quickly and doesn't like to dwell on decisions	Good communicator
Enjoys variety and new challenges	Enjoys coming up with new ideas	Strong verbal communicator	Relies on implied data -reading people
		Inform people once a decision is made	

Quality of working life

Various components of our lives are bound to the actions of organisations. Indeed, most employees organise their lives according to work responsibilities. They spend most of their day in work or job projects and activities; their work can control how their days are spent and puts certain constraints upon them; it restricts their living

standards and affects their relationships. Work goes beyond just changing behaviour; however, it plays a significant role in the individual's sense of self.

The successful management or lack of ability and resources to manage work stressors influences self-esteem and can affect well-being. Quality of work life in organisations is a significant element regarding the quality of life in general.

General Well-Being (GWB)

GWB illustrates an individual's psychological well-being and overall physical health or well-being. An individual's insight of GWB may be more or less independent of their work condition or situation. A person's general well-being can be influenced by work. It is often closely connected with an individual's overall quality of working life.

Home-Work Interface (HWI)

This subscale measures the degree to which an individual thinks the organisation understands and attempts to help one with the pressures or demands outside of work. HWI is related to the work-life balance of an employee; it is about having a measure of control over when, where, and how one would do their work. A low work-life balance can have adverse effects on employee's well-being.

Job and Career Satisfaction (JCS)

This work-related quality of life subscale represents the degree to which one is content with their job and possibilities at work. JCS is a highly significant subscale in the overall quality of working life. The JCS subscale is influenced by the clarity of goals and role of ambiguity, appraisal, reward and recognition, personal development career benefits, enhancement and training requirements.

Control at Work (CAW)

This subscale reveals the personal views towards their involvement in decisions that affect the outcome of their work. Authority or control at work reflects the level to which exhibits the views and feelings towards how much a person can exercise and what will be considered to be an appropriate level of control within their work environment. That perception of control can be associated with various perspectives of work, including the opportunity to contribute to the process of decision making that affects one personally. The perception of personal control can strongly affect both an individual's experience of stress and their health.

Working Conditions (WCS)

This subscale evaluates the extent to which the individual is satisfied with the conditions in which one work. The individual's score for the WCS subscale shows the degree to which one is satisfied with the essential resources, working conditions and security required to do the job effectively. This involves aspects of the work environment or conditions such as noise and temperature, salary or benefits, tools and equipment, safety and security, shift patterns and working hours.

Stress at Work (SAW)

This subscale assesses the degree to which the individual sees work pressures and requirements as acceptable and not extreme or 'stressful'. Higher scores on this scale represent a lower overall quality of working life. Work requirements or demands can be a positive aspect of our work experience, providing challenge and stimulation, but, when an employee sees them as extreme and beyond their ability to manage or cope, these employees are expected to feel overloaded and stressed.

Overall Work-Related Quality of life

This is the individuals overall work-related quality of life rating, taking into account the key determinants underlying their overall experience of work overloaded and stressed. These subscale scores may assist individuals to distinguish areas where they might seek to see if there are positive changes that they could execute. These changes could result in a better quality of working life and help the individual feel great about life in general.

Many scores in the higher ranges show that the quality of working life is good and satisfying. The critical element to control most importantly is the good quality of working life. It would be beneficial for the individual to reflect on these above-mentioned subscales, it can make one feel good about their work.

Self-motivation

Abraham Maslow formulated the well-known theory of needs. This framework distinguished the basic needs that human beings have, in the sequence of importance:

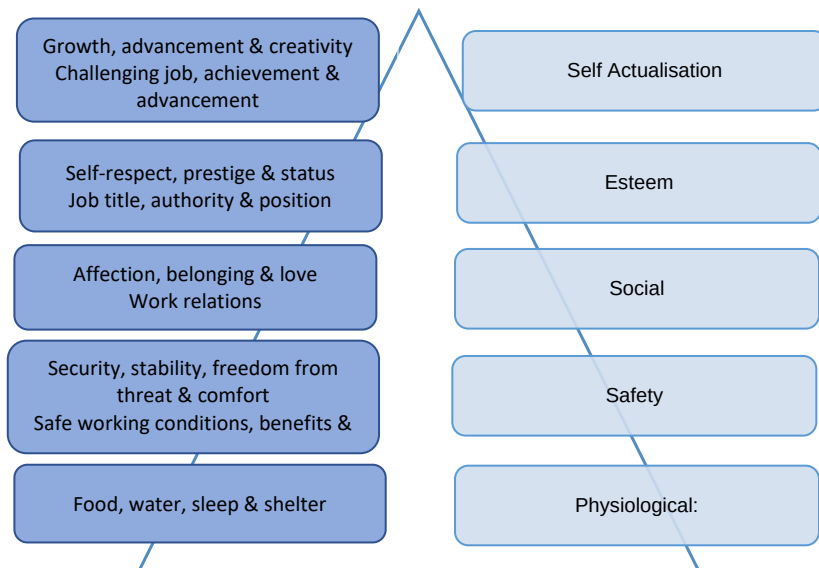


Figure 7 Maslow's Hierarchy of Needs towards Self- Motivation

David McClelland developed Maslow's theory in his 1961 publication, "The Achieving Society." McClelland identified three motivators that he considered we all have. Each individual will have different characteristics depending on their dominant motivator, and these motivators can be self-taught or developed (West & Woods, 2015).

These characteristics are as follows:

- The need for Achievement (nAch): This represents the need for or drive to excel and achieve success
- The need for affiliation (nAff): The need to develop close and meaningful interpersonal relationships.
- The need for Power (nPow): The need to control or influence the behaviour of others.

McClelland's theory can support individuals to identify their dominant motivators of co-workers in a team. They can employ this information to influence how they set goals and provide feedback and how to motivate and reward team members. These motivators can also be used to craft, design, or towards work culture among team members, ensuring a better fit.

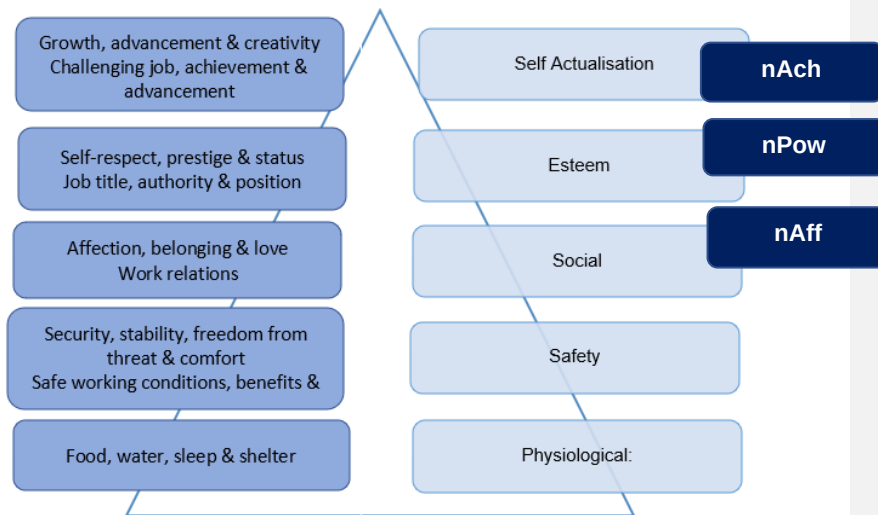


Figure 8 The relation of McClelland's theory and Maslow's theory

Training Programmes

This section will overlook how learning and development in organisations can contribute to work performance and advancement. Learning and training programmes are fundamental to HR functions to support employees with the required knowledge, skills, abilities and competencies required to achieve the strategy and goals of the organisation. Behavioural and cognitive theories of learning are relevant to the design of training and development interventions.

Methods of training	
Internal training	External trainings
Apprenticeship programs	Lectures
Job instruction training	Discussion method
Planned progression	Demonstrations
Job rotation	Seminars, conferences and workshops
Creation of assistant -to positions	Business simulation
Temporary promotions	Equip simulators
Coaching	Case presentations
Mentoring	Experimental exercise

eLearning programmes	Digital based training
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Training

This process includes developing employee skills through a sequence of lectures, case study exercises, development videos, podcasts, simulations, and individual or group-based assignments.

It can be formal or informal approaches to develop skills.

Formal	Informal
Instructor-led	YouTube videos
Lecturer	Reviewing educational blogs
eLearning courses	Posts on peer-group forums like
Workshops	LinkedIn or chat rooms
Conferences	Self-study approaches

Employees must actively undergo training throughout their career to improve skills they consider necessary by management or the organisation, for the role they are fulfilling. However, organisations need to actively support employee skills and talent development for future roles/responsibilities that the organisation aspires to consign to these employees. Training is an ideal employee development approach when it comes to managing both hard (technical) and soft (communications, conflict resolution, time management) skills.

Task/job rotations

Employees could offer to rotate or switch roles with co-workers on a shift/team, to put new skills into practice. Job sharing can also assist employees, who have shown their eagerness to obtain practical experience, for additional skills development. The purpose is to rotate the tasks and roles to discover something new through learning or have an opportunity to practice what has been learned. Extent assignments include management who are working with employees to understand where they need to improve, facilitating them with assignments to develop those skills.

These assignments need to push the limits of an employee's existing responsibility at work, therefore, to develop their scope to incorporate additional skills needing development.

Coaching

This method of skills development typically involves senior employees working one-on-one with less skilled or experienced individuals. This can enhance an employee's understanding of a variety of topics, yet this method can also be time-consuming for both parties. Depending on the importance of the coaching required, it can fast-track particular learnings towards leadership and team management skills. Coaching is usually a very hands-on strategy for skills development and ideal for strengthening skills like technical and analytical abilities. Employees could also pick up valuable interpersonal and conflict resolution skills.

Mentoring

This method involves senior leaders/management taking subordinate employees under their observation to help develop essential skills that the mentored individual might lack.

It requires senior leadership commitment; mentoring is often used to improve high-level skills such as leadership, strategic management, communication and critical thinking. More skilled employees can mentor less experienced or skilled employees and is not necessarily limited to management. It can be performed at any professional level and is excellent for communication, leadership and organisational skills.

On-the-job development training

This is learning by doing, which is typically done right after the training.

The primary purpose of on-the-job training is to present everything to the employee for self-study while at work. Employees learn how to use something or practice the methods as they finish the assigned tasks.

This is a new way to improve employees as companies are limited to time. This development can enhance technical skills, leadership development, organisational skills and analytical expertise.

Performance management behaviour

Career Path

Job Stress

Wellness

Work Engagement

Burnout

Cultural intelligence

Skill learning

The STAR format stands for *Situation, Task, Action, Result*:

- **Situation:** This is an event, project, or challenge faced
- **Task:** The individual's responsibilities and assignments for the situation
- **Action:** This is the steps or procedure taken to relieve or rectify the situation
- **Result:** Results of actions taken towards the situation

Situation	Task	Action	Result
Team Challenge			
In our team we faced a situation where team members started disagreeing upon different views towards strategic management that led to conflict and affected the outcome of team to work together.	The team had to settle the conflict among each other to shift the focus towards the target strategy project that needs to be completed.	A team meeting was arranged, where each member could share their frustrations and discuss the reasons to why the disagreement took place. This enabled the team to share their requirements among each other and as whole team to find a solution for these challenges.	The end result was that the team managed to agree and implement the solutions provided by us. The strategy project continued and it was completed successfully on time.
Skills Challenge			
The company was structured to a new	My focus was to ensure that these	I did self-study on the Coupa process and	Once customers were able to follow the

vendor process where customers found the payment system complicated and frustrating.	customers were added as a vendor, as it affected the business relationship to payments not done on time,	also met with a co-worker who guided met through the process to show my customers how to complete the application themselves	process and do the application themselves, it resolved various admin issues and frustrations. As a result, payments were made on time.
Motivation and Work engagement Challenge			
After the a personal setback, I found it very challenging to get back to my previous work ethic and routine after being on leave for a month. This made me feel incompetent with very little motivation.	I arranged a meeting with my line manager to discuss my feelings and challenges I currently experienced with my work responsibilities	After a long discussion, we managed to set a plan of action to phase in my productivity and progress to obtain my routine.	Taking each day to rediscover my interest for my job, by week 2 my progress was back to the work ethic standards I set for myself.

Results of Self Assessment's

Table 5 Representation of Self-Assessment Colour Score

Scale	Colour Rating	Colour Code
70-100%	Strengths	Strong Skills & Competence
60-70%	Opportunity	Opportunity to improve skills
<60%	Weakness	Poor outcome on these skills or functions

Table 6 Self-Assessment Scores

Self-Assessment Results			
Self-Awareness			
Reflective self-development	49/55		
Acceptance	49/55		
Proactive at work	33/45		

Emotional Costs	25/35	66%	
Average Outcome	82%		
Emotional Intelligence			
Self-Awareness	42/50	84%	
Managing Emotions	38/50	76%	
Motivation oneself	39/50	78%	
Empathy	42/50	84%	
Social Skill	41/50	82%	
Average Outcome	81%		
Personality (Unique Scoring)			
Extroversion	20/40	50%	
Agreeableness	28/40	70%	
Conscientiousness	25/40	63%	
Neuroticism	22/40	55%	
Openness to Experience	32/40	80%	
Organisational Commitment			
Affective	41/56	73%	
Continuance	42/56	75%	
Normative	41/56	73%	
Interpretation	Strength		
Job Satisfaction			
Work Itself	17/35	48%	
Supervision	34/35	97%	
Co-workers	29/35	83%	
Pay	31/35	89%	
Promotion	14/35	40%	
Average Outcome	71%		
Decision-making Style (Unique Coding)			
Analytical	119/160	74%	
Behaviour	130/160	82%	
Conceptual	121/160	75%	
Directive	107/160	66%	
Average Outcome	119/160	Very Dominant	
Quality of working life (Unique Coding)			
General well-being	16/30	53%	

Home-Work Interface (HWI)	15/15	100%	
Job Career Satisfaction (JCS)	26/30	87%	
Control at work (CAW)	8/15	73%	
Working Conditions (WCS)	11/15	80%	
Stress at Work (SAW)	6/10	80%	
Average Outcome	72%		
Self-motivation			
Self-motivation levels	52/60	87%	
Training Programmes			
Learner readiness	10/15	67%	
Performance self-efficacy	13/15	87%	
Motivation to transfer	11/15	73%	
Transfer effort performance expectation	14/15	93%	
Performance outcome expectation	15/15	100%	
Performance coaching	10/15	67%	
Supervisor support	13/15	87%	
Supervision sanction	6/15	40%	
Peer Support	11/15	73%	
Resistance to change	31/45	69%	
Opportunity to use learning	14/15	93%	
Personal capacity to transfer	6/15	40%	
Perceived content validity	10/15	67%	
Transfer design	14/15	93%	
Average Outcome	74%		
Performance management behaviour (PMB)			
Process of goal setting	19/25	76%	
Communication	17/20	85%	
Feedback	16/25	64%	
Coaching	21/25	84%	
Providing consequences	12/15	80%	
Establishing / Monitor performance expectations	21/25	84%	
Average Outcome	79%		

Career path			
Realistic	1	Less Interest	
Investigative	1	Less Interest	
Artistic	2	Less Interest	
Social	3	Average Interest	
Enterprising	5	High Interest	
Conventional	5	High Interest	
Job Stress			
Job Stress	10		
Wellness (Unique Coding)			
Physical Wellness	40/40	100%	
Social Wellness	35/40	88%	
Emotional Wellness	31/40	78%	
Environmental Wellness	31/40	78%	
Spiritual Wellness	36/40	90%	
Mental Wellness	29/40	72%	
Low Health Risk	84		
Work Engagement (Unique Coding)			
Vigour Scale	26/36	72%	
Dedication Scale	21/30	70%	
Absorption Scale	21/36	58%	
Average Outcome	63%		
Burnout			
Personal Burnout	125	Low	
Work Related Burnout	175	Low	
Client Related Burnout	175	Low	
Cultural Intelligence			
CQ Strategy	23/28	82%	
CQ-Knowledge	13/42	31%	
CQ Motivation	26/35	74%	
CQ Behaviour	24/35	69%	
Average Outcome	64%		

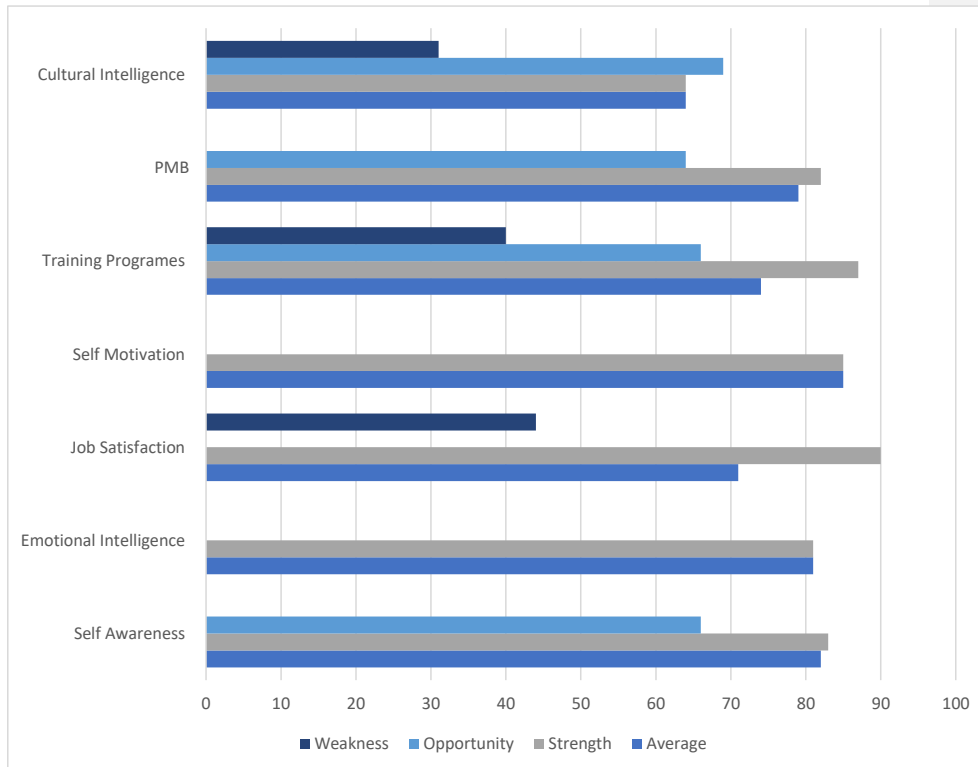


Figure 9 Self-assessment Selected Functions Chart

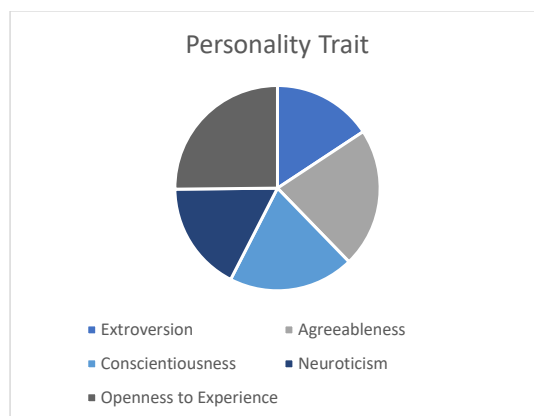


Figure 10 Personality Trait



Figure 11 Career Path

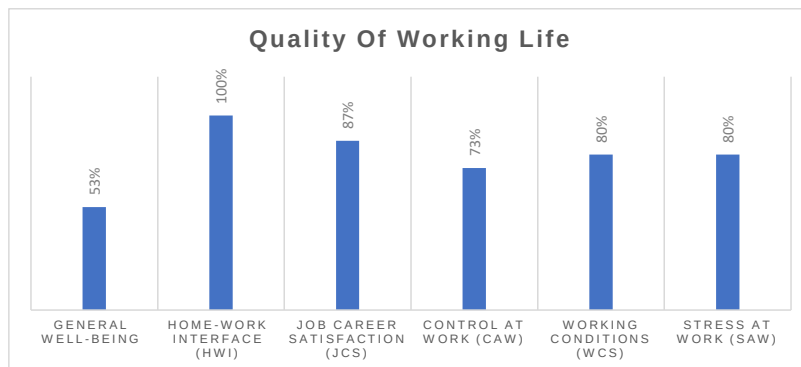


Figure 12 Quality of Work Life Chart

Discussion of scores

The calculations were done according to the assessment form and instructions. Each category with its sub categories were scored. The interpretation of some of the categories were according to my own coding of whether I consider this function as a strength, opportunity to improve or as a weakness. This also helped me to determine the overall scores of each category and where I needed to focus more attention, develop my skills or continue to improve my strengths. See the table below that highlights scores and areas where the self-assessment identified my

strengths and weaknesses. The summary table below discuss the scores with regards to my assessment strengths and weakness.

Discussion of self-assessment scoring according to strengths and weaknesses		
Self-Assessments		Focus Areas for improvement
Self-Awareness	Strength	Emotional Costs: This varies according to my emotional wellbeing. This my awareness of my personal space, which I find myself to be vulnerable if one would disrespect it.
Emotional Intelligence	Strength	The is a strength area for me that has developed through training and experiences.
Personality Traits	Openness to experience	This does reflect my ambition towards innovation and challenges. I do dream big towards achievements. Less likely personality trait is extroversion, where I prefer working alone on projects. This is an area where I can develop and allow to trust team members.
Organisational Commitment	Strength	Overall assessment to organisational commitment is positive. It is easy for me to adapt to changes and organisational development. Affective, continuance, normative commitment is all within the same range according to the scoring.
Job Satisfaction	Strength	Overall a great experience and employee satisfaction at work, yet my work it self and promotion are areas where I have to take a new journey, as my current role does not challenge me and has limited promotions. A different segment of the division will help me to find passion and fulfilment in my job.
Decision making-style	Very Dominant	All my decision styles range within the very dominant score. Where behaviour and conceptual are rate a higher score. These styles do compliment and also reflect my personality.

Quality of working life	Opportunity	General well-being is the area where I can draw more attention too. This also reflects the outcome of my current feelings towards job satisfaction, because of my ambition to succeed, the frustration in my role at work affects my perspective on towards my well-being.
Self-Motivation	Strength	I do have the ability to motivate myself to get things done and achieve my goals. I thrive to inspire those around me and believe one should unlock their potential according to their talents or improve areas where one would find it challenging to accomplish. My pitfall might be patience and understanding others motivations towards projects.
Training Programmes	Strength	The consensus of this assessment reflects training programmes as a strength. The areas where scoring was low where areas that where not applicable to my role to deliver insight. This has made me aware that I should focus on these areas especially of I had to be employed in a different high functioning role.
Performance Management Behaviour	Strength	A function I can work on is to deliver more feedback towards my perspective and analysis of team members suggestions or work.
Career Path		Social: My first degree reflects my compassion towards people, where I worked as a dietitian to assist patients or clients with a solution. Enterprising: This is my current position with in the corporate and business environment according to my role in marketing and sales.

		Conventional: This career path highlights both the health services and business. As a medical sales representative working in the healthcare industry, I can agree that my interests reflect my career path.
Job Stress	Strength	I am able to manage my job stress through healthy ways or to unwind when I need to.
Wellness	Low Risk	My overall wellness is a positive reflection of low risk health, although a area where I do acknowledge myself is mental wellness. This has improved from a year ago, although there are small changes that still need to be made.
Work engagement	Absorption	Absorption, reflects my focus towards work and that I do enjoy what I do. Other engagement such as vigour and dedication, are also influence towards my mental wellness and job satisfaction areas of weakness. This can improve with change in attitude and circumstances.
Burnout	Low	Great balance towards work and my personal well-being. I am aware of signs when I experience exhaustion and I try to improve this once I experience a degree of burnout
Cultural intelligence	Opportunity	CQ-Knowledge: my knowledge towards cultures are limited, this are can be improved with engaging conversations and teaching myself about cultural differences.

Plan for professional development and continuous improvement

Insights from self-assessment

Self-assessment allowed me to identify the areas of skills I need to develop to obtain the competencies for my future towards career planning. I was able to interpret my perceptions, personalities, thinking, skills and interests toward my career development plan as well as how I can practice my strengths in the workplace.

Through these assessments is was able to achieve the objective of the module to discover the role(s) that match with my personal and professional attributes.

Table 78 Career Development -Self Assessment Insight

Self Assessment Insight	
Self-Awareness	Reflect and be aware of my internal state The interactions & relationships with my family, friends, relatives and colleagues Self-acceptance to be have believe in others and in myself
Emotional Intelligence	The outcome of my EI allows me to be a leader that distinguishes self-awareness, management of emotions, motivating myself, empathy and social skills.
Personality Traits	My personality trait relates strongly to openness to experience. This will enable me to take on new challenges with my career development plan.
Organisational Commitment	I have a affective commitment towards my organisation, I am happy at my organisation and will be able to take on new roles within the organisation. I feel confident to continue as an employee at Procter & Gamble
Job Satisfaction	My frustration is that I have out grown my current position. I have the need to express my creativity through the marketing or brand segment. In my development plan, I will need to include promotion positions where I can experience professional growth with each accomplishment.

Decision making-style	In all four domains of analytic, behavioural, conceptual and direct I have a very dominant segment of each. This quality can assist me to think and consider various decision making suggestions.
Quality of working life	In my development plan I will have to change my employee satisfaction as this influences my enthusiasm for work.
Self-Motivation	I experience great motivation towards setting goals and encouraging others. This will significantly assist me to achieve my career and development goals.
Training Programmes	The various options for training will allow me to improve my skills, learn from my superiors and find a mentor who will guide me through my career development.
Career Path	The assessment reflected that my choice of career is in line with my aspirations in business and marketing.
Cultural intelligence	I find it easy to work with different cultures, although in my development plan I will have to engage in more conversation and get to know the different cultures. This will assist me to understand the differences between employee diversity.

Table 89 Career Development Plan

Career Development Plan Phase 1						
	Goals	Key Skills	Skill Development	Actions / Training	Due	Rewards Outcome
	What are my specific career goals?	What are the key skills I need to achieve my goals?	What are the skills I will need to improve	What actions am I going to take?	Time frame for training	Reward and Benefits for achieving the goal
2020-2022						
Junior Brand Manager	Executive Medical Representative	Commercial awareness Sales & Negotiation skills Confidence Patience Strong interpersonal and communication skills Organisational skills Data analytics	Patience Confidence Organisational skills	MBA Degree Research: Customer Engagement Brand Loyalty	2021	Flexibility Expert in the field Insights in the industry of selling and customers
	Strategic Sales Key Account Manager	Communication Company & Customer expertise Strategic Perspective Skilled negotiation Value based selling	Communication Strategic skills	e-learning course for soft skills Coaching or part time experience towards key accounts Key Account training course Lead meetings	2022	Insight to customer management Strategic management Improved communication and confidence to sell

Career Development Plan Phase 2						
	Goals	Key Skills	Skill Development	Actions / Training	Due	Rewards Outcome
	What are my specific career goals?	What are the key skills I need to achieve my goals	What are the skills I will need to improve	What actions am I going to take?	When am I going to complete my training by?	Reward and Benefits for achieving the goal
2023-2025						
Senior Brand Manager	Junior Brand Manager	Collaboration and relationship management Creativity Communication Skills People / Customer skills Data analytics Tech Skills Social media platform management	Tech Skills Social media platform management	Understand consumer behaviour Trends Online Digital Marketing course Networking sessions Brand Webinars	2025	Impact of brands on consumer behaviour Allow me to apply my research in the position and find new strategies for engagement Enable me become an expert towards brands and the consumers

Reference List

West, M.A. & Woods, S.A. 2015. *The psychology of work and organizations*. 2nd Edition, Hampshire, UK: Cengage Learning EMEA.

RUBRIC TO ASSESS THE PORTFOLIO OF EVIDENCE

Name: Dorothy Grace Flint
Student Number: 22224920
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	4/5					
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	3	4	5
2. INTRODUCTION TO YOUR POSITION	21/25					
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
Direction you want to follow	0	1	2	3	4x	5

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
• Brief job description	0	1	2	3	4	5x
3. INDUSTRY ASSESSMENT	14/20					
Impact of the Fourth Industrial Revolution on the future of work.	0	1	2	3x	4	5
Skills required to succeed in the Fourth Industrial Revolution.	0	1	2	3x	4	5
A job/position analysis and explaining the specific position (s) you see yourself working in the future.	0	1	2	3	4x	5
• Required competencies and skills needed for this/these positions.	0	1	2	3	4x	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.	35/80					
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
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

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
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	4	5x
4.8 Self-motivation Understand the construct and theory of motivation	0	1	2	3x	4	5
4.9 Training programmes Understand the theory of training and demonstrated the capacity to assess a training programme	0	1	2	3x	4	5
4.10 Performance management behaviour Understand performance management behaviour theory	0x	1	2	3	4	5
4.11 Career path Understand how personality traits influence career choices and how to plan your career	0x	1	2	3	4	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	0x	1	2	3	4	5
4.13 Wellness To understand the construct and theory of wellness	0x	1	2	3	4	5
4.14 Work engagement Understand the construct and theory of work engagement	0x	1	2	3	4	5

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
4.15 Burnout To understand the meaning, theory and symptoms of burnout and the consequences of burnout	0x	1	2	3	4	5
4.16 Cultural intelligence Demonstrate an understanding of the construct and theory of CQ	0x	1	2	3	4	5
5. SKILL LEARNING	5/5					
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	4	5x
6. RESULTS OF SELF ASSESSMENT'S	17/20					
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	3	4x	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	4	5x
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

Competency levels			Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
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			12/20					
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	3x	4	5
8.3 Is the references in the text and reference list correct according to the Harvard referencing style			0	1	2x	3	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
Comments:								
Mark obtained			128/200					
Deduction for plagiarism if any								
Examiner Final Mark out of 100%:			64/100					
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).