



TALENT MANAGEMENT

PORTFOLIO OF EVIDENCE
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Abstract

Human Resource Management (HRM) is a crucial part of organisations. HRM, however, begins with self-study before the study of other human resources. Therefore, this assignment details the current position and goals of the author. It also acknowledges the presence of the fourth industrial revolution (4IR) and outlines the possible preparation needed to survive this industrial revolution.

Literature review is based on the theoretic framework of skill assessment where theories will be identified, explained, and put in perspective in a real-life situation.

The author will go through questionnaires or self-assessment and engage in it. The collected data will be analysed using descriptive analysis of graphs and tables.

The results will then be discussed and the gaps will be identified followed by a plan on how to bridge those gaps.

Key words: Fourth Industrial revolution (4IR), Human Resource Management (HRM), Self-assessment

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SECTION 1: POSITION AND INDUSTRY ASSESSMENT

1.1. Introduction to position and industry

The author of this document is a pharmacist by profession. Pharmacy has grades that are based on the number of years of practicing as a licensed pharmacist. The author is fairly new in this profession and therefore, a grade 1 pharmacist at Mafikeng Provincial hospital pharmacy.

Mafikeng provincial pharmacy is a public institution that is responsible for the management of pharmaceutical and surgical items utilised by the patients and health care providers. The management of those items includes ordering from different suppliers, distribution to different demanders (clinics and wards in the hospital) and dispensing of medication to out-patients and in-patient with the aim to provide pharmaceutical care by prevention, management, and treating of various medical conditions.

With a starting point in a career, career goals are very important to give a sense of direction in planning and executing the necessary steps to accomplish an intended achievement. The author's career goal is to become an operational manager in this field. That is one of the reasons for studying MBA. This career goal was influenced by the observation of the lack of leaders that went through formal education of leadership before assuming managerial roles.

The above goal is not the end of career goals but the beginning. The author will one day want to own a health centre. That is where the leadership skills, financial literacy and innovative mindset come in and learned at the business school. The health centre can offer more health professionals employment opportunities since the government is being overwhelmed.

With regards to the clinical part of the career the author will one day want to specialise in HIV and TB pharmaceutical prevention and management. This goal is driven by the prevalence of those medical condition in our South Africa and really affecting individuals coming from disadvantaged backgrounds severely.

The current roles of the author in the pharmacy are provision of pharmaceutical care to the patients. That includes dispensing of medication and counselling on how to use

the medication and related information. Other roles are redistribution of medication from pharmacy to clinics and dispensing medication to out-patients

The responsibility assumed is ensuring that a patient does not leave the hospital without medication unless they exercised their right to refuse treatment or if pharmaceutical intervention is unnecessary, ensuring that there is fewer or no expiring stock, following up on orders and reporting out of stock items, participating in continuous professional development (CPD) and training of pharmacy student, pharmacist assistants, intern pharmacists and community service pharmacists. There are also clinic visits which are demanders of pharmaceutical and surgical products from the hospitals. The visits are to conduct regular audits to ensure that the clinics comply with the Good Pharmacy Practice specifications.

1.2. Industry assessment

The entry of the fourth industrial revolution is inevitable. In fact, it is growing at an alarming rate (Xu, David, and Kim, 2018:90) Therefore, the South African might be in need of preparation for the whole process to advantage the society and not remain far behind. Balkaran (2010:14) stated that the younger generation is now being active in the workplace and taking over what the older citizen have been doing.

Many jobs that exist now in South Africa which requires low skill will be executed by automated machinery rather than humans (Manda and Backhouse, 2019:250). This will give rise to new job demands and job descriptions. Traditional ways of operating will, therefore, be forced to change to ensure survival. Therefore, a higher level of IQ will be a minimum requirement of the work environment.

The fourth industrial revolution provides a platform for innovators to invest and to be involved with the business aspect of their creations. Xu *et al.* (2018:91) suggest that innovators will have a better chance to penetrate the market. For example, the University of Pretoria in partnership with the University of Leicester developed a face mask using 3D printing technology that detects active Mycobacterium Tuberculosis 66% better than the sputum tests (Ntuli, 2020:3). Xu *et al.* (2018:90) and Bayode *et al.* (2019:343) share the same idea that 3D printing technology is an important part of the 4IR and that assists with the reduction of production costs. One might conclude that the ability for inventors to easily be involved in the market more easily now is

because it is not expensive to produce products to ~~a~~the point that finding an investor is the most constricting factor.

In the future, I see myself being invested in the pharmacy practice that embraces the 4IR which is pushing the agenda of bringing more automation in the pharmacy setting such as dispensing ATMs as that would create more opportunities for pharmacist to engage in more complicated social matters such as battling drug addictions, improving patient compliance and working in conjunction with dieticians using nutrients to improve patients' health and a minimum amount of drug exposure.

Another future direction for me is offering training to junior pharmacist on how to couple the 4IR, pharmacy and business aspect. This can be done through formal lecturing or informal lecturing. This is to better prepare them for the updated work environment and spark innovative mind-set in them.

In conclusion, the fourth industrial revolution should be seen as a challenge rather than a potential problem for society. Preparation is very important to ensure a fruitful relationship with this opportunity. However, resistance to adopting the new methods of living and working should be expected and recognised as part of the challenges. Boyade *et al*, (2019:345) warn against that resistance in mind-set. As far as South Africa's E-rediness according to the World Economic Forum (2018:12) report it is showing improvement scoring 45, however, which does not suggest a battle won. There is still a lot of improvement that can and should be done.

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

1.1. Self-assessment plan

Self-awareness

Double and Birney (2017:1943) and Rubens, Schoenfeld, Schaffer and Leah (2018:2) state that Duval & Wicklund (1972) observed the objective self-awareness (OSA) theory and proposed that it is achieved by self-awareness where there is a comparison of the current performance and the intended internal goals of self. Duval & Wicklund OSA theory is the direct opposite of subjective self-awareness. According to Narita and Ishii (2020:1) OSA is attention to self and subjective self-awareness is attention away from self. This theory consists of three components namely behavioural, attitudinal, and intellectual component (Ainussamsi, Mohnawawi, Fauziyah, and Nafisah, 2018:92)

Emotional intelligence

Emotional intelligence theory by Daniel Goleman (1998) suggests that there are five emotional intelligence components, namely the self-awareness, self-management, motivation, empathy, and social skills (Moreno, 2018:51). According to Mai (2018:22) the Goleman Emotional intelligence theory (1998) is about one's ability to control and express emotions towards other people in order to get individuals to cooperate in the general objectives.

Components of Emotional intelligence

Self-awareness

Self-awareness is when an individual is able to know his/her emotions, strength, values, and weakness, recognising how they influence him/herself and guiding them to make decisions.

Self-management

Self-management is the ability to organise oneself, realising the importance of accountability for own actions and making decisions from that understanding or abilities.

Motivation

Motivation is when an individual is positive about the current and future plans.....

Empathy

Empathy is when an individual consider other people's feelings when in a decision making state. In other words, the person thinks of how the next person will feel or be affected by the decision made.

Social skills

Social skills are the ability to engage with people without conflicts erupting and the ability to listen attentively and persuade others.

Personality traits

Barne, Mahar, Wong, and Rune (2017:560) states that the personality trait theory by McCrae and Costa (1997) is comprised of five components which are extraversion, neuroticism, openness to experience, agreeableness, and conscientiousness. Personality according to McCrae and Costa's theory (1997) is the consistent behaviour of an individual in a number of situations affected by different factors such as emotions, motivation, and experience (Caliskan, 2019:5).

Components of personality traits

Extraversion

Extraversion is when an individual enjoys being active and talkative and like having fun with people around and being dominant.

Neuroticism

Neuroticism is when an individual is anxious and tense and his/her reaction is rather automatic and therefore might be irrational.

Openness to experience

Openness to experience occurs when an individual is open-minded and uses a lot of imagination that demonstrates a lot of intelligence.

Agreeableness

Agreeable is when an individual has the ability to interact with other people maintaining a behaviour that is socially acceptable

Conscientiousness

Conscientiousness is the ability of an individual to demonstrate being careful, responsible, dedicated, a hard worker and organised.

Organisational commitment

According to Coetzee, Ferreira, and Potgieter (2019:2) Meyer and Allen's theory (1991) suggests that there are three components which are affective, continuance and normative commitment. Coetzee *et al.* (2019:2) further elaborated that the organisational commitment according to Meyer and Allen's (1991) is the attachment of an individual to the organisation.

Components of organisational commitment

Affective commitment

Affective commitment is what indicated how much an individual likes their work. We see that by the way an individual is emotionally attached and share the same values as the organisation.

Continuance commitment

Continuance commitment is when an individual continue to stay at a particular organisation. This includes individuals that might want to leave but still continue to stay for particular reasons (e.g. the salary is good compared to where they might want to go).

Normative commitment

Normative commitment is when an individual realises their importance in an organisation and therefore, feeling guilty about leaving and creating a gap that might be difficult to fill

Job satisfaction

Tentama (2020:2299) states that the job satisfaction model consist of five components which are job, promotion, salary, supervision and co-workers. Tentama (2020:2299) further stated that satisfaction is the pleasant feeling or a reward obtained after an employee competes a duty or job.

Components of Job satisfaction

Job itself

When one enjoys the job objectives and they align with his/her values

Promotion

When the satisfaction is triggered by an offer for a higher position in an organisation

Salary

When job satisfaction is triggered by monetary value

Supervision

When the supervision is conducted in a way that align with your values and ideas

Co-workers

When one is compatible with co-workers and gets the pleasant feeling from working with them

Decision-making style

Driver, Brousseau, and Hunsaker (1990) suggested that individuals have two decision-making styles which are the primary and secondary decision-making styles (Thunholm, 2004:932). Berisha, Pula, and Krasniqi (2018:2) states that the Driver, Brousseau, and Hunsaker decision-making style (1990) states that people have more than one style and it is influenced by outside factors and personal conditions. The decision-making inventories are analytical, conceptual, directive and behavioural Berisha *et al.* (2018:3).

Components of decision-making style

Analytical

Analytical decision-making style is when an individual gathers information first and decide based on the outcome of the information. An example can be data collection.

Conceptual

Conceptual decision-making style is when an individual prefer who uses a lot of imagination and have a high tolerance of ambiguity when making decisions.

Directive

Directive decision-making style is when an individual is direct and not ambiguous in their directions

Behavioural

Behavioural decision-making style is when an individual makes a decision that is greatly influenced by how the members of the team behaves.

Self-motivation

According to Ryan and Deci (2020:1) the self-determination theory by Deci & Ryan (2000) has two components which are intrinsic and extrinsic motivation. Legault (2017:1) stated that the Ryan and Deci self-determination theory (2000) was derived from the assumption that individuals' human nature has them seeking self-growth and self-organisation.

Components of self-motivation

Intrinsic motivation

Intrinsic motivation is independent of the outside factors. Therefore, an individual does something just to get a satisfaction within as opposed to getting recognition from someone else.

Extrinsic motivation

Extrinsic motivation is dependent on outside factors. It is when individuals are motivated by any form of extrinsic reward (e.g. bonus) to a particular work

Career path

Holland's career path theory is a theory that aims to show individuals their career personality to raise self-awareness in that aspect and assist in career selection (Zainudin, Rong, Nor, Yusop, and Othman, 2020:884). According to Zainudin *et al.* (2020) career path by Holland's theory consist of six characteristics which are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

Components of career path

Realistic

Realistic career pathway is when an individual opt for a job such as a health care provider, engineering or electrician which are more technical.

Investigative

Investigative career path is often chosen by individuals that prefer collecting data and drawing conclusion after analysing it. It is mainly about research.

Artistic

Artistic career path is preferred by the creatives that bring their visions, emotions, and imagination to reality. This includes painters, actors, and musicians.

Social

Social career path is the kind that is preferred by the individual with social skills who can interact better with people on a social level. Examples are teachers and counsellors

Enterprising

Enterprising career path is preferred by the individuals that want to be self-employed, sellers, and managers. These individuals do not necessarily display scientific knowledge but they can manage those who are scientific.

Conventional

Conventional career path is preferred by individuals who prefer working in offices and handling financial analysis and taxes.

Wellness

Mabuza and Mafumbate (2019:98) the Hettler's (1980) wellness theory consist of six dimensions which are academic, social, spiritual, physical, occupational, and emotional wellness. Hettler's wellness theory suggests that a balance of those six dimensions must be maintained to achieve wellness (Samanyanga and Zulu, 2016:118).

Components of wellness

Academic wellness

Academic wellness is when an individual developed academically and obtained skills and knowledge to perform certain roles.

Social wellness

Social wellness is when an individual maintain healthy relationships with people and able to conduct social activities.

Spiritual wellness

Spiritual wellness is when an individual finds the reason behind his/her existence and accepting who he/she truly is with a clear understanding.

Physical wellness

Physical wellness is when an individual's physical body is productive without any assistance from external factors.

Occupational wellness

Occupational wellness is when an individual reaches an agreement with organisational goals and values

Emotional wellness

Emotional wellness is when an individual reaches a stage of controlling emotions and receiving other people's emotions well with an understanding.

Engagement

Mauno, Kinnunen, Mäkikangas, and Feldt (2010:111) suggests that the work engagement consists of three dimensions which are vigour, dedication and absorption. Kahn's engagement theory (1990) explains the possible reasons for an individual to engage or disengage the roles (Kwon and Park, 2019:354).

Components of Engagement

Vigour

Vigour is when an individual is engaged in the work with physical energy that may go beyond the minimum requirement

Dedication

Dedication is when an individual has the motivation to perform a certain duty that will help an organisation reach its goals. These individuals feel as though they are valued for the effort they put at work

Absorption

Absorption is when an individual is in an autonomy state. Their skills and experience are challenged by the task and the best solution is achieved.

Burnout

According to Alessandri, Perinelli, De Longis, Schaufeli, Theodorou, Borgogni, Caprara, and Cinque (2018:8-9) conservation of resources theory by Hobfoll (1989) constant exposure to work stress leads to loss in physical, emotional, and cognitive resources. There are three components of burnout which are emotional exhaustion, cynicism, and interpersonal strain at work (Alessandri *et al.*, 2018:6)

Components of burnout

Emotional exhaustion

Emotional exhaustion is often triggered by stress and results in an individual being worn-out. It antagonises the engagement that one might have.

Cynicism

Cynicism is the negative attitude that develops over some time towards the job, organisation or colleagues which might be influenced by stress and might result in incompetence.

Interpersonal strain at work

Interpersonal strain at work is the disconnection with the people one might feel at work due to the pressure.

Cultural intelligence (CQ)

Cultural intelligent theory was explored using Earley & Ang's (2003) multidimensional concept and defined it as the ability of an individual to adapt to a new culture (Brancu, Munteanu, and Golet, 2016:337). According to Roux, Suzuki, Matsuba, and Goda (2019:28) the four components of Cultural intelligence are CQ-drive, CQ-knowledge, CQ-strategy, and CQ-action.

Components of cultural intelligence

CQ-drive

CQ-drive is the level of confidence one has when interacting with a different culture when there is a diversity

CQ-knowledge

CQ-knowledge is the level of understanding of how culture affects people and therefore, is the reason they behave the way they do.

CQ-strategy

CQ-strategy is planning done prior to engaging with another culture and responding to high-level thinking.

CQ-action

Is the ability to behave or respond to another culture verbally or non-verbally effectively and successfully adapting to new cultures.

SECTION THREE: SELF-DEVELOPMENT ASSESSMENTS AND SKILL PRACTICES

1.2. STAR technique employed

The STAR technique employed will be presented in a form of a table

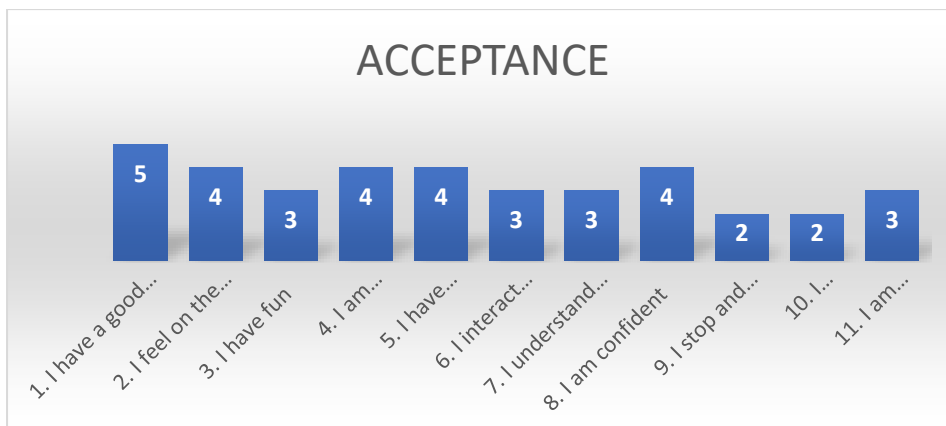
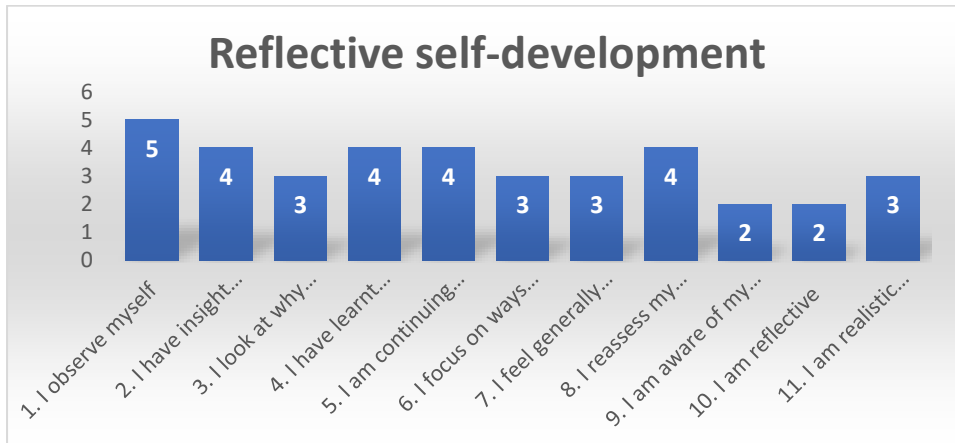
Situation	Immediately after the stock take at the hospital pharmacy, there was a lot of expired stock of even fast-moving items that were discarded.
Task	The task was to limit the amount of stock that expire on shelved and strengthen some of the inventory management systems
Action	I brought a small team together to assist with the whole plan. We identify stock on shelves that is soon to expire and try to move them first, note misbalancing stock and correct the mismatch with the computer system and communicate with the prescribers to inform them about the products that we have in abundance opposed to those that are out of stock.
Results achieved	The process is ongoing but so far we managed to move a lot of soon to expire stock and we correcting stock discrepancies.

The lesson learned in the process of this process was the realisation of the importance of literature even when doing work-related things because I had to consult articles that talk about ~~the~~ inventory management in a hospital pharmacy setting. I also learned that at the workplace you deal with a lot of different people

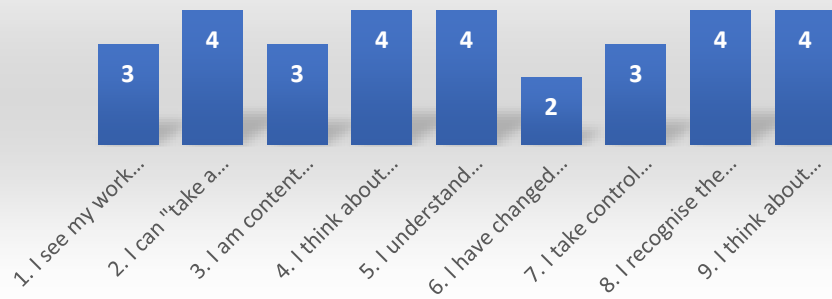
with different goals because when I formed a small team to assist me not everybody was willing to take part because they probably had their own goals and passion that did not necessarily correspond with mine and therefore that when emotional intelligence assisted me a lot.

1.3. Results and discussion

Self-awareness self-assessment



PROACTIVE AT WORK



EMOTIONAL COST

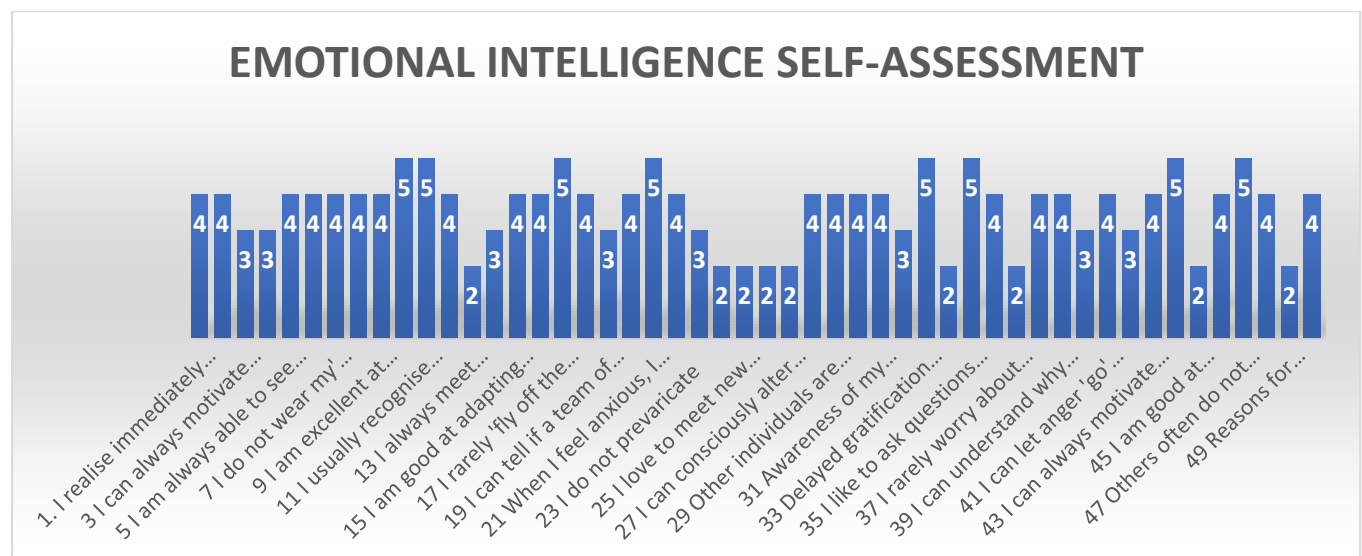


Subscales	My score	Converted into %
Refelctive self-development	37	67.3%
Acceptance	42	76.4%
Proactive at work	31	68.9%
Emotional costs	31	88.6%

The self-assessment in this case, reveals fairly positive results. The emotional cost at 88.6% indicated how invested I am in my emotions with a sensitive nature.

Acceptance is at 76.4% which is high and indicates the good character and that I am comfortable with myself. Reflective self-development and proactivity at work scored 67.3% and 68.9% respectively. Those are relatively low which reflects a lack of self-awareness and passion in the workplace and that is where improvement can be focused.

Emotional intelligence self-assessment



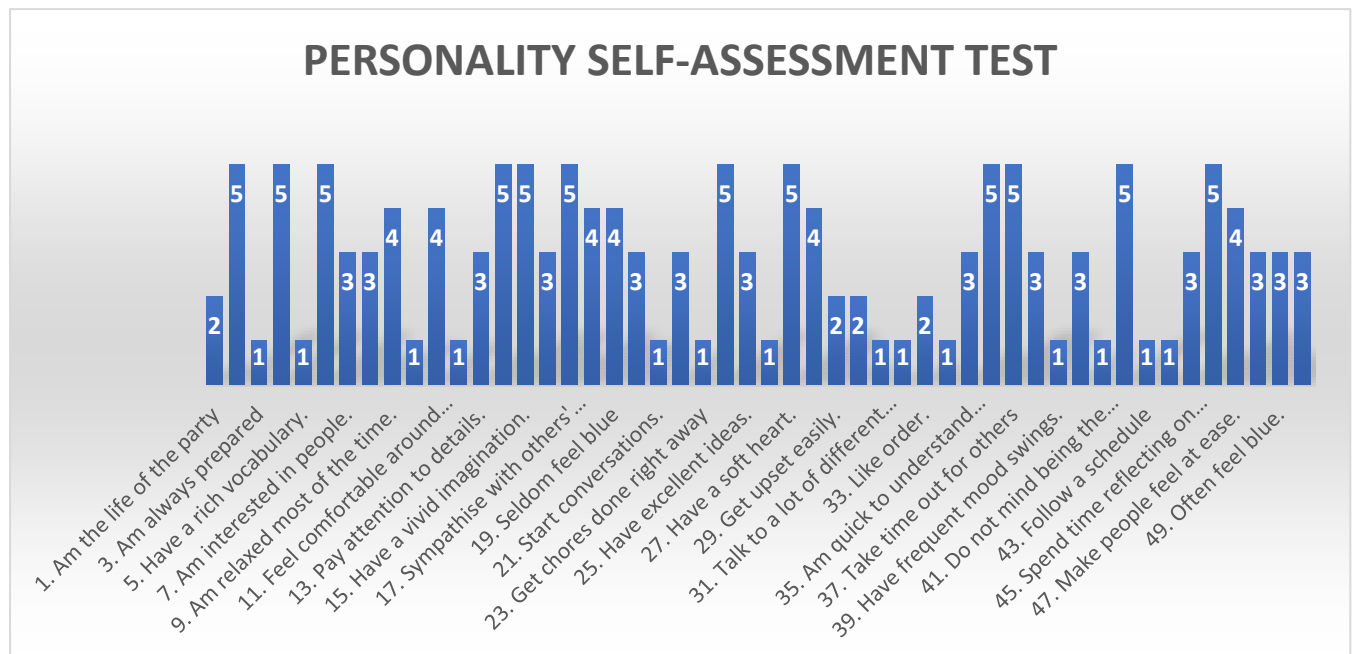
5 emotional competencies

Total = (self-awareness)	42	Total = (managing emotions)	37	Total = (motivating oneself)	33	Total = (empathy)	36	Total = (social skill)	35
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- Self-awareness scored 42 which indicates the strength and the ability to observe myself and act accordingly.
- Managing emotions scored 37 which is relatively low and needs improvement. Attention can be given to this area especially with learning how to be transparent with emotions.
- Motivating oneself scored 33 which is the lowest and reflects a lack of motivation which indicated that most attention needs to be focused on this area. From the data collection, this area is affected by procrastination.

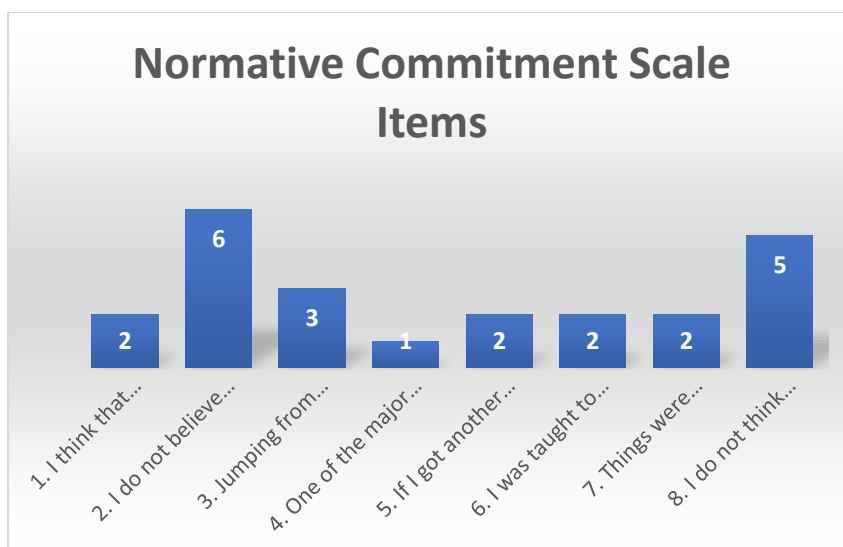
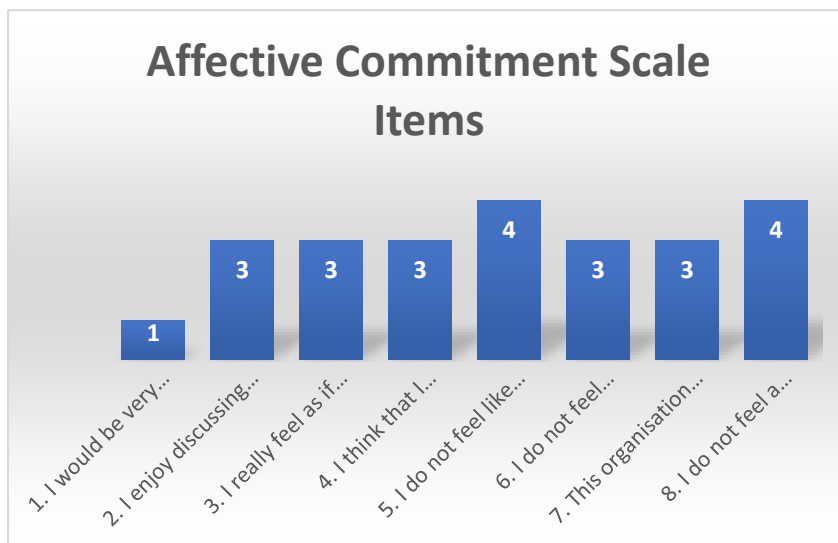
- Empathy scored 36_↓ which is also low and demands attention. The area of improvement can be understanding why people behave the way they behave towards me.
- Social skill scored 35_↓ which is low and also demands attention. These results might be due to a lack of interest in knowing other people's preferences.

Personal self-assessment test



- Extroversion scored 10 which is relatively lowest. This indicated how much I prefer working alone and lack of social interaction
- Agreeableness scored 31 which high and reflects positive character in terms of interacting with other people. That includes being polite and generally liking people.
- Conscientiousness scored 11 which is a low score and needs a lot of attention for improvement. The low mark is influenced by being messy most of the time.
- Neuroticism scored 24 which is not high nor low. It reflects a fair balance of being and not being emotional. There is still room for improvement
- Openness to Experience scored 35 which is the highest score and reflects my strength. I reflect my desire to grow as an individual by seeking a new experience

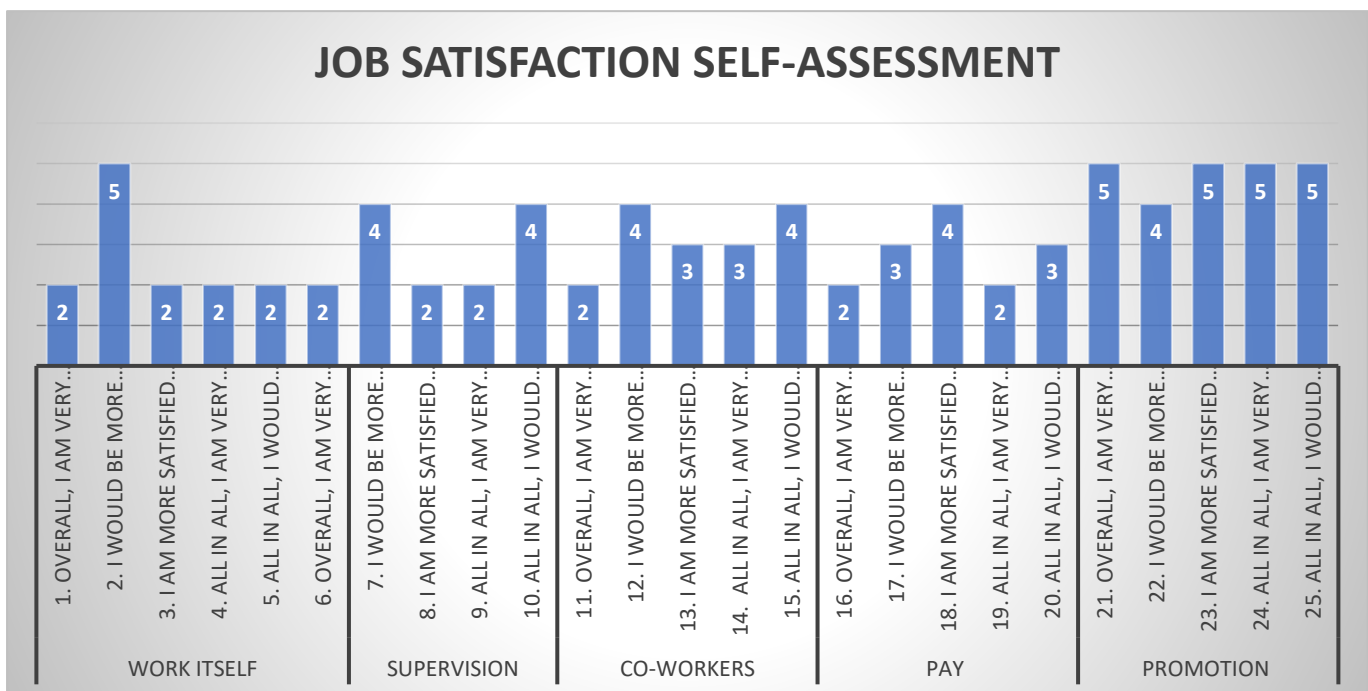
Organisational commitment self-assessment



	My score	Highest possible score	Percentage
Affective	25	56	44.64%
Continuance	45	56	80.37%
Normative	23	56	41.07%

- Affective commitment scored 44.64% which is very low and might suggest there is little emotional attachment to the organisation and its values.
- Continuance commitment scored 80.37% which is very high and might suggest that I am at the organisation but might want to leave if a better offer comes.
- Normative commitment scored 41.07% which is also very low that I will not necessarily feel guilty if I had to leave the organisation maybe to accept a better offer somewhere else.

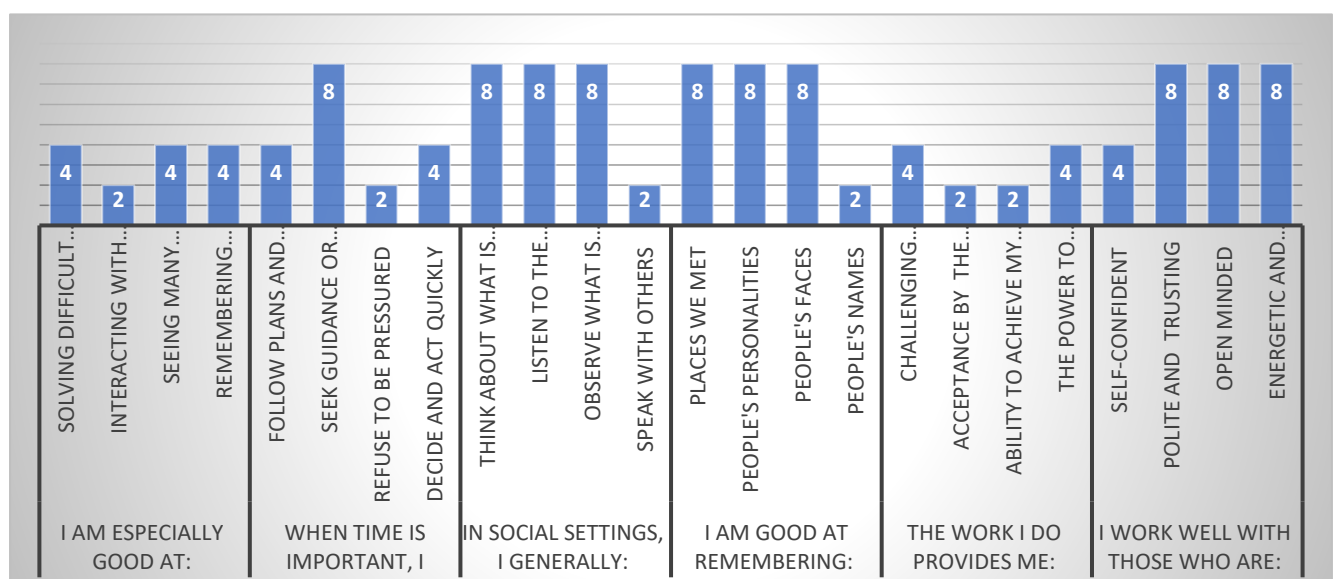
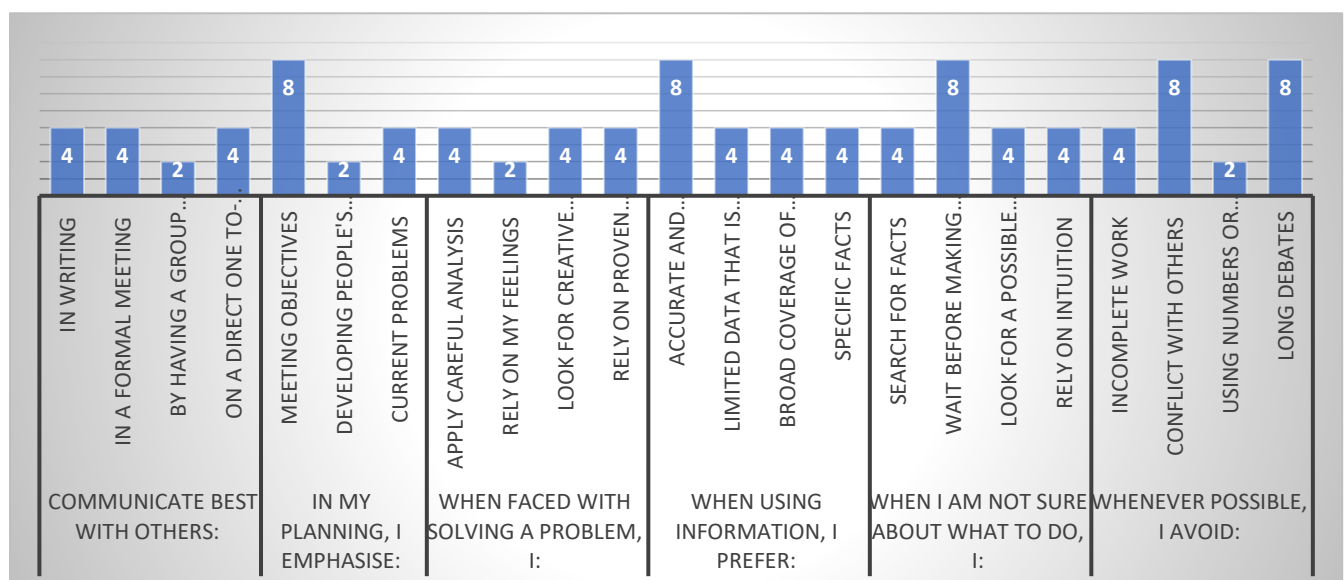
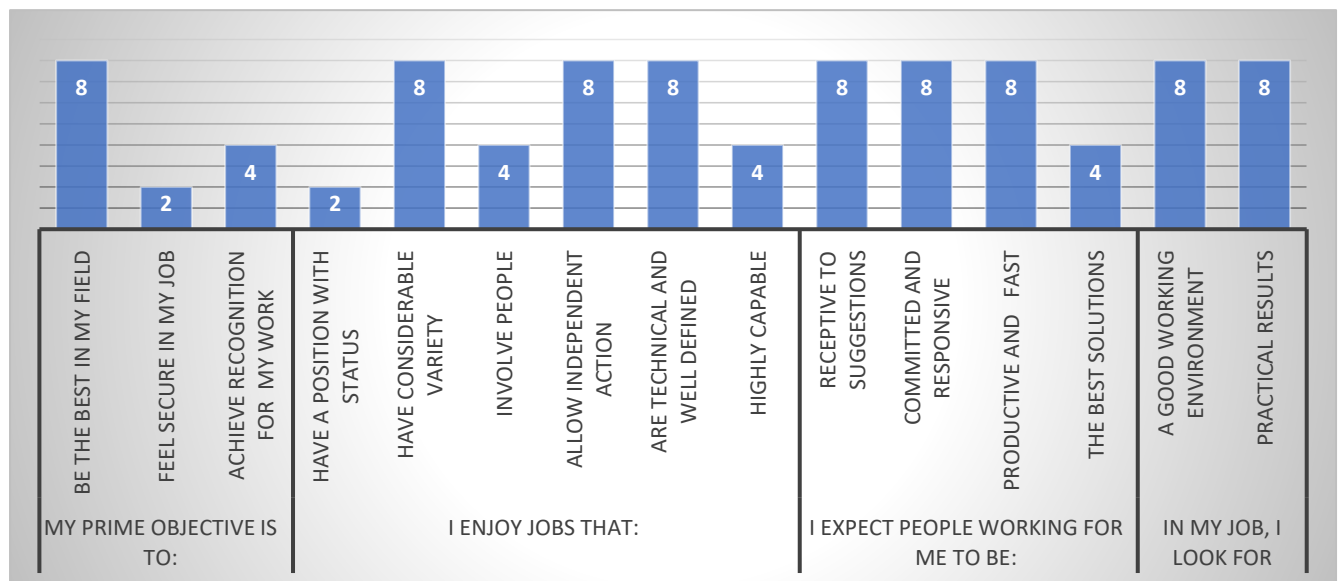
Job satisfaction self-assessment

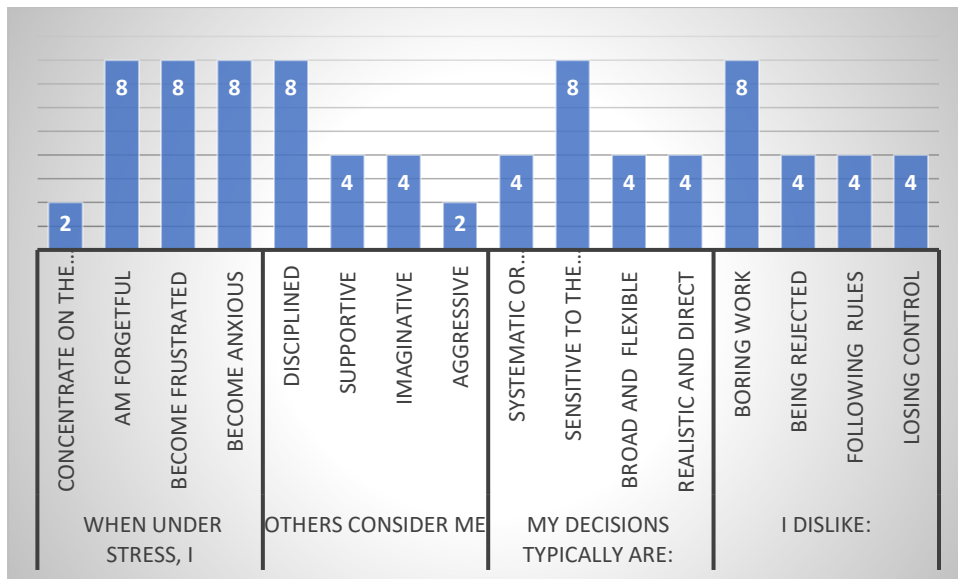


	My score	Highest possible score	Percentage
Work itself	15	42	35.71%
supervision	12	28	42.86%
Co-workers	16	35	45.71%
Pay	14	35	40%
Promotion	24	35	68.57%

- Work itself scored 35.71% which is very low and suggest how dissatisfied I am with my work and might be unhappy
- Supervision scored 42.86% which is low and might suggest how I am unhappy with the way I am supervised at work
- Co-workers scored 45.71% which is also low and might suggest that I am not compatible with my co-workers
- Pay scored 40% which is low and reflects bad salary compared to the work done and effort put
- Promotion scored 68.57% is fairly high and suggest that there is a chance of promotion at my current organisation

Decision-making style self-assessment





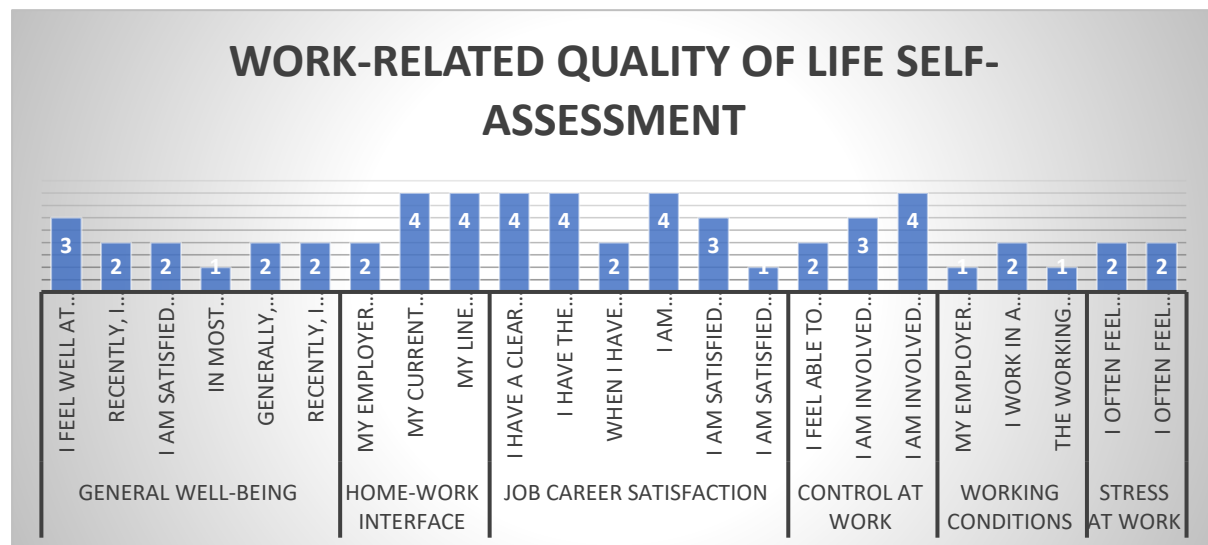
Typical Range of Style Scores

Chart of my scores

	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

- Analytical is dominant indicating a strong point but further development is necessary
- Behavioural is very dominant. Meaning it is my strong point and therefore, the improvement needed is relatively less.
- Conceptual is very dominant which is also a strong point and least extra effort can be invested in this area
- Directive is dominant also reflecting a strong point but demands further attention for development

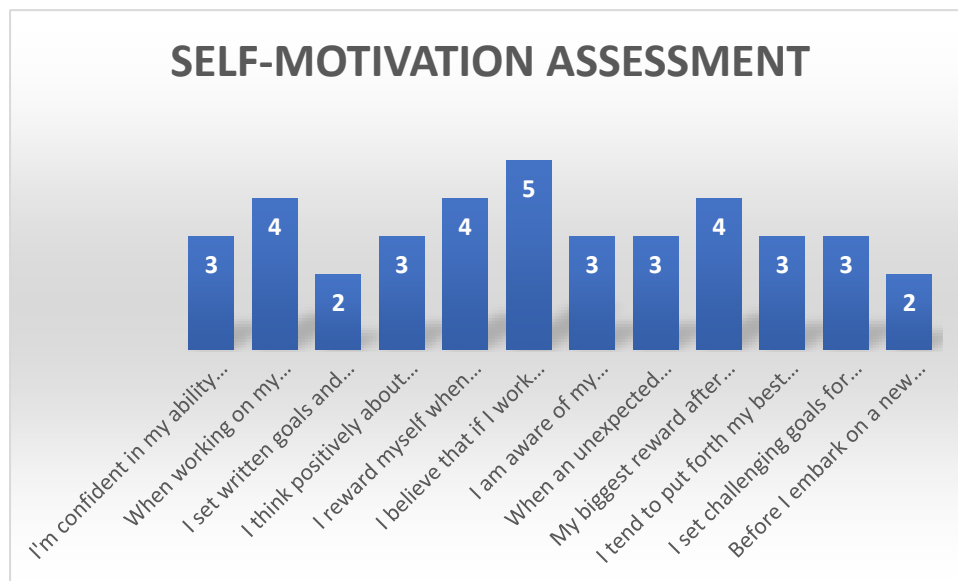
Work-related quality of life self-assessment



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

- General well-being scores low
- Home-work interface scored average
- Job career satisfaction scored low
- Control at work scored low
- Working conditions scored low
- Stress at work scored low

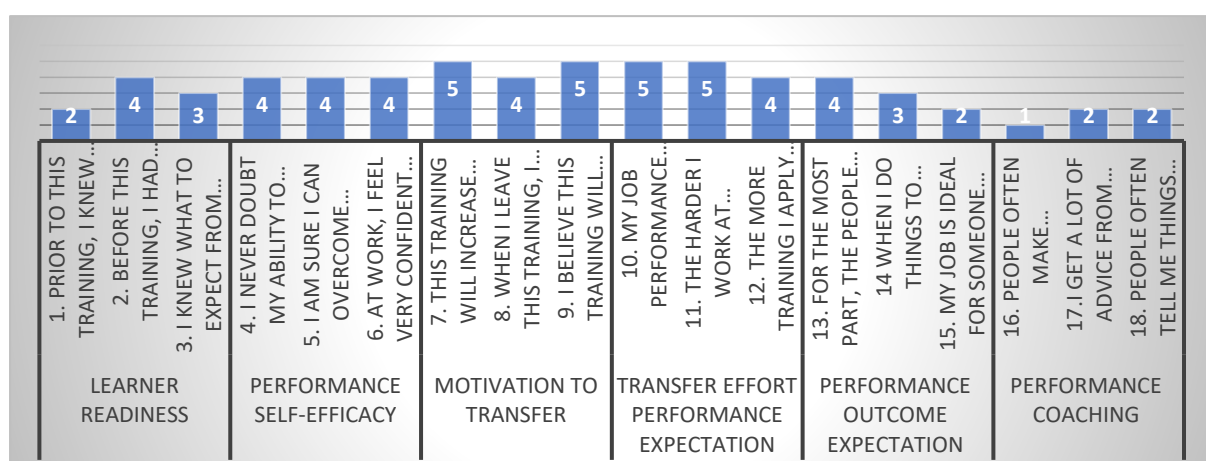
Self-motivation assessment

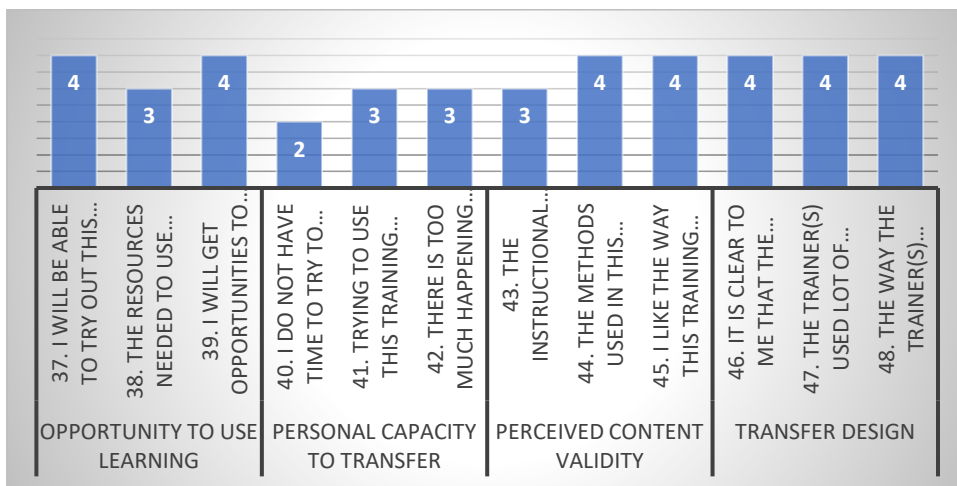
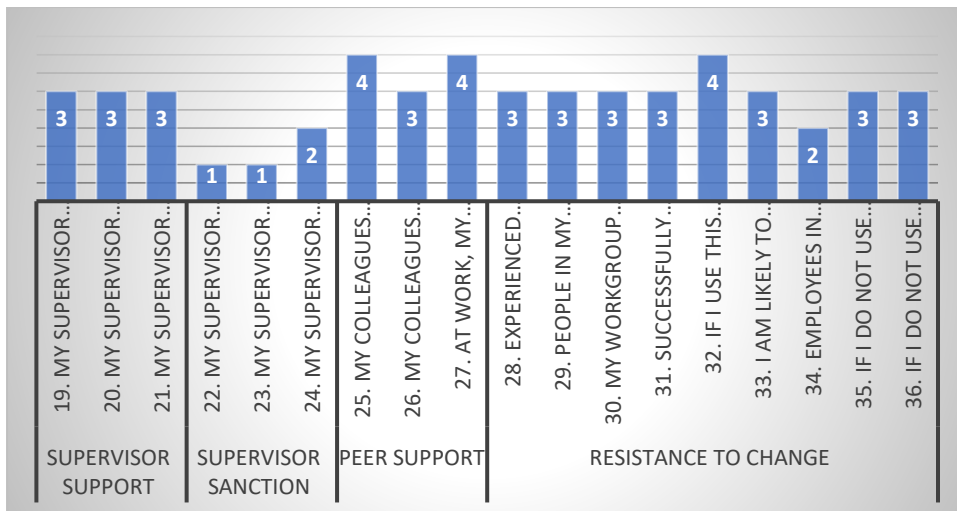


0	4	12	25	5
Total assessment score		46		

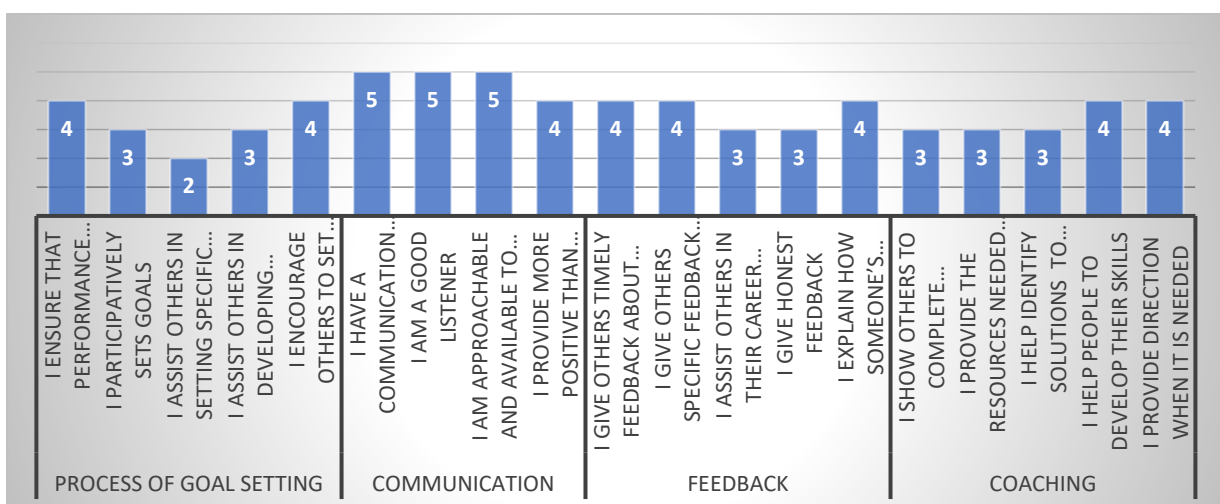
The score obtained is high and reflect positive outcome of the self-motivation even though improvement is necessary. And a plan should be drawn to succeed in improving this aspect

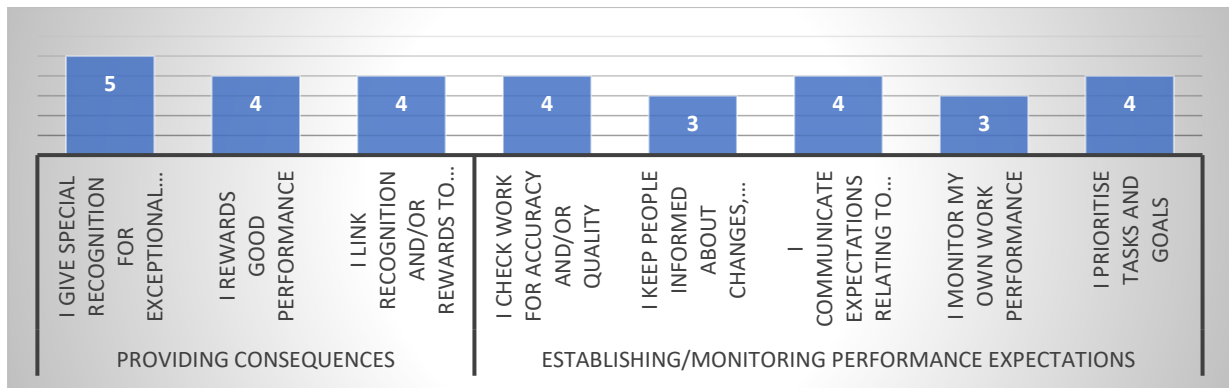
Training programme self-assessment





Performance management behaviour self-assessment





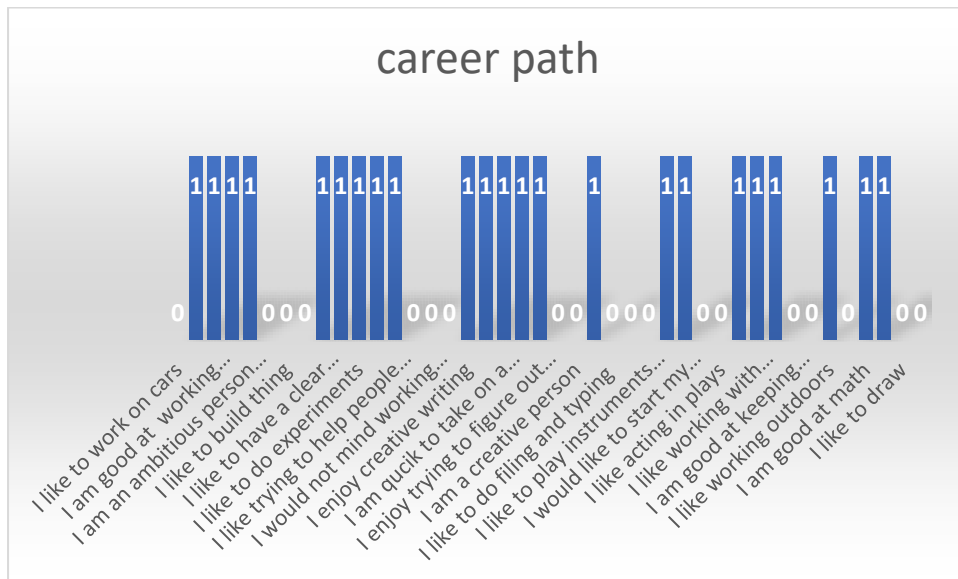
	My score	Highest possible score	percentage
Process of goal setting	16	25	64%
Communication	19	20	95%
Feedback	18	25	72%
Coaching	17	25	68%
Providing consequences	14	15	93.33%
Establishing/monitoring performance expectations	18	25	72%

- Process of goal setting scored 64%
- Communication scored 95%
- Feedback scored 92%
- Coaching scored 72%
- Providing consequences scored 93.33%
- Establishing/monitoring performance expectations scored 72%

The results indicates positive results and suggest good performance management behaviour which can be strong point at work in terms of performance management system.

Career path self-assessment

1 represents Agree and 0 represents disagree



Realistic scored 2

Investigative scored 7

Artistic scored 2

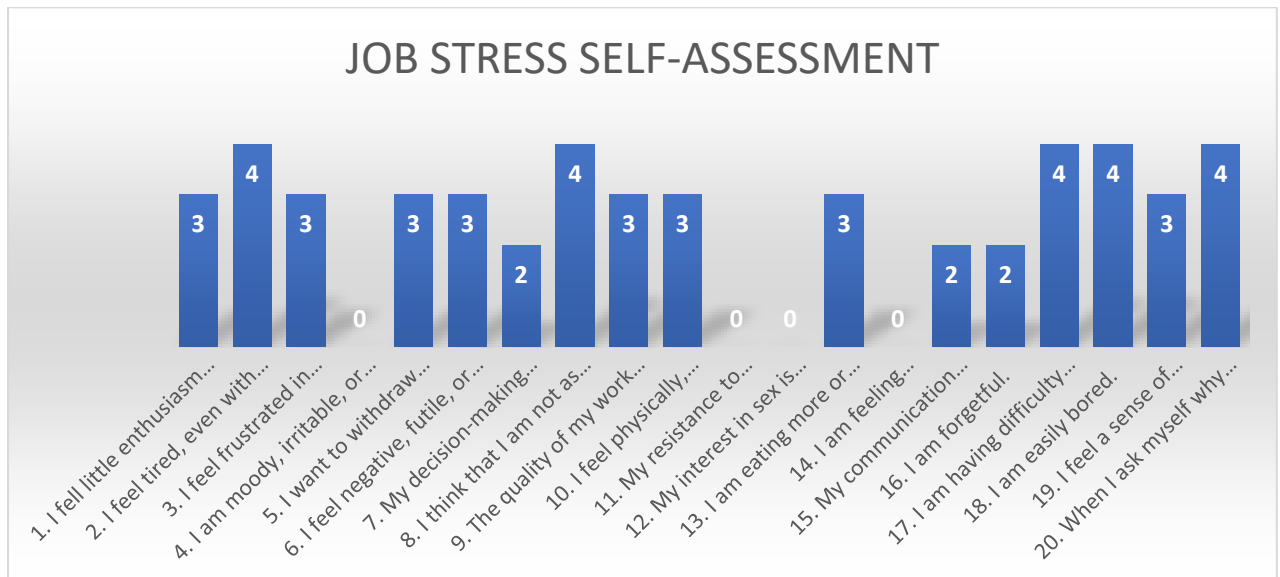
Social scored 7

Enterprising scored 3

Conventional scored 2

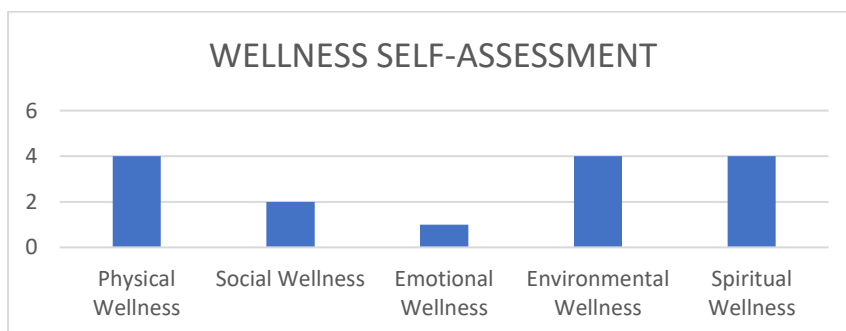
With the highest being investigative and social career pathways and the lowest being conventional and realistic career pathways which might suggest that I would best fit in a job that deals with social issues or analysing data and researching

Job stress self-assessment

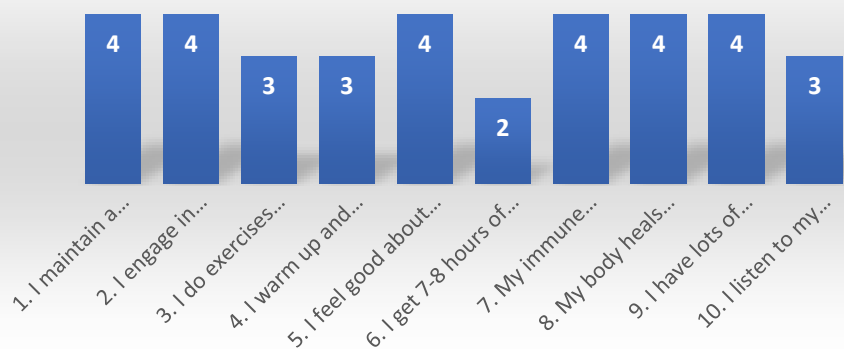


The total score of this assessment is 50/80 which is 62.5% and is relatively high but can do with little bit of improvement because it is very importance to manage work stress to avoid burnout.

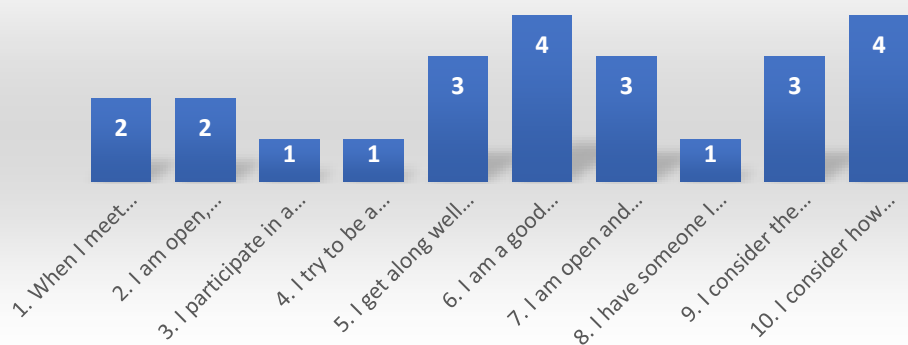
Wellness self-assessment



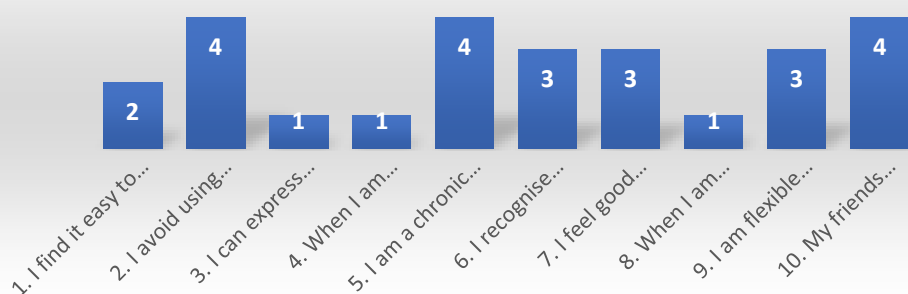
PHYSICAL WELLNESS



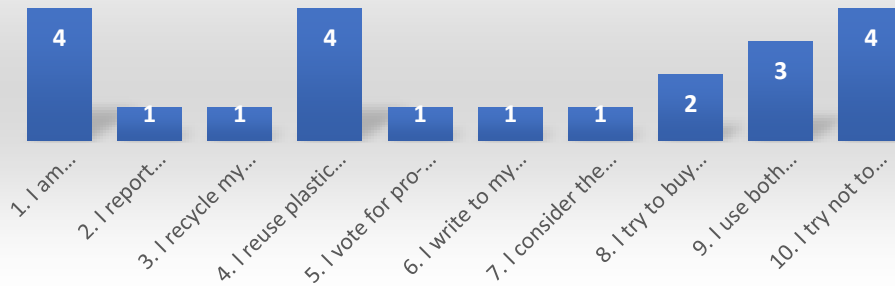
SOCIAL WELLNESS



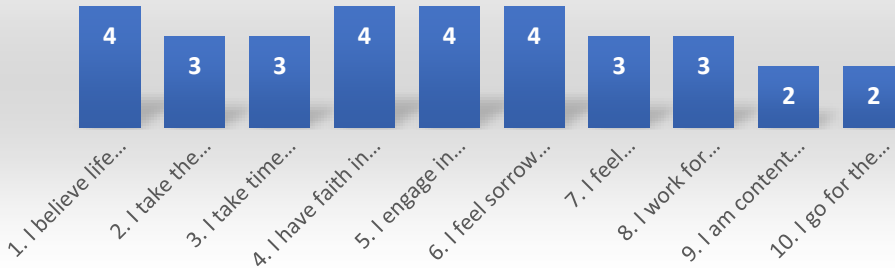
EMOTIONAL WELLNESS



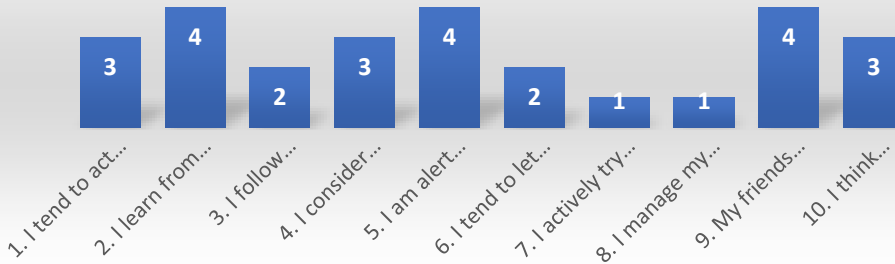
ENVIRONMENTAL WELLNESS



SPIRITUAL WELLNESS



MENTAL WELLNESS

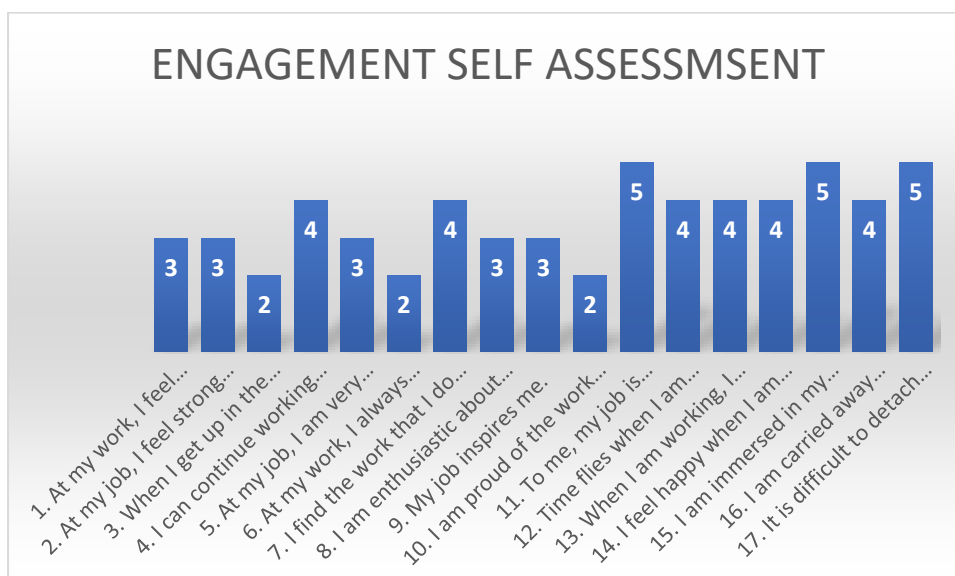


	IDEAL SCORE	YOUR SCORE
Physical Wellness	40	35
Social Wellness	40	24
Emotional Wellness	40	26
Environmental Wellness	40	22
Spiritual Wellness	40	32

Mental Wellness	40	27
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- Physical Wellness scored 35 which is high and indicated that I at least take care of my body even though I can and should improve
- Social Wellness scored 24 which is relatively low in exposes my weakness with social relation and engagement
- Emotional Wellness scored 26 which is also low suggesting the lack of emotional health
- Environmental Wellness scored 22 which is the lowest suggesting that I rarely impact my environment in a positive way
- Spiritual Wellness scored 32 which is high and indicate a strong point and how I am in touch with my spiritual aspect of my life
- Mental Wellness scored 27 which is low and indicated a health risk. Attention is needed in this area since it affects me directly.

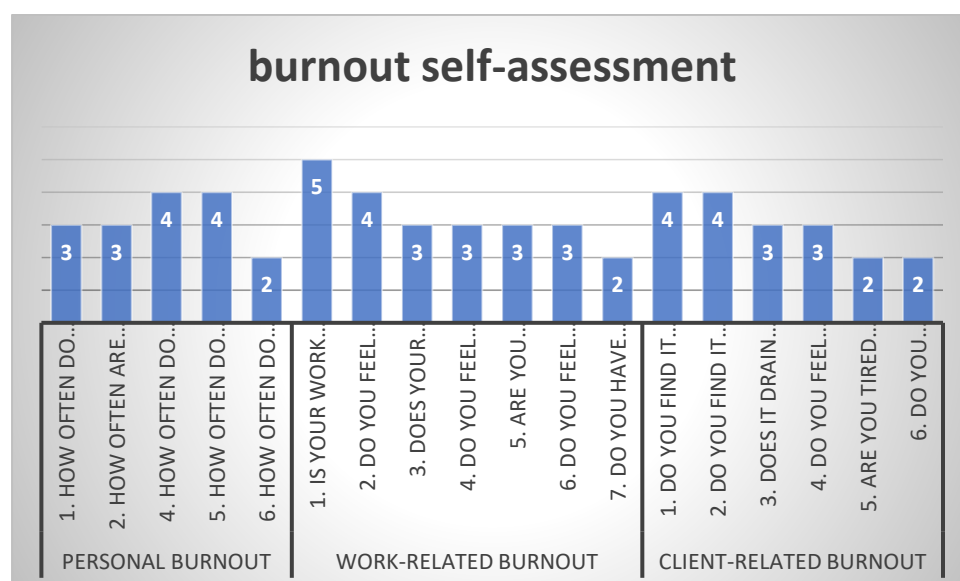
Engagement self-assessment



Engagement subscales	Scores
Vigour scale	17
Dedication scale	17
Absorption scale	26
Total engagement scale	60

- Vigour scale scored 17 which is low and reflects a lack of physical ability or willingness to perform tasks
- Dedication scale scored 17 which is low and might indicate a lack of engagement to work in terms of intrinsic motivation
- Absorption scale scored 26 is high and indicates autonomous engagement to my duties and roles.

Burnout self-assessment



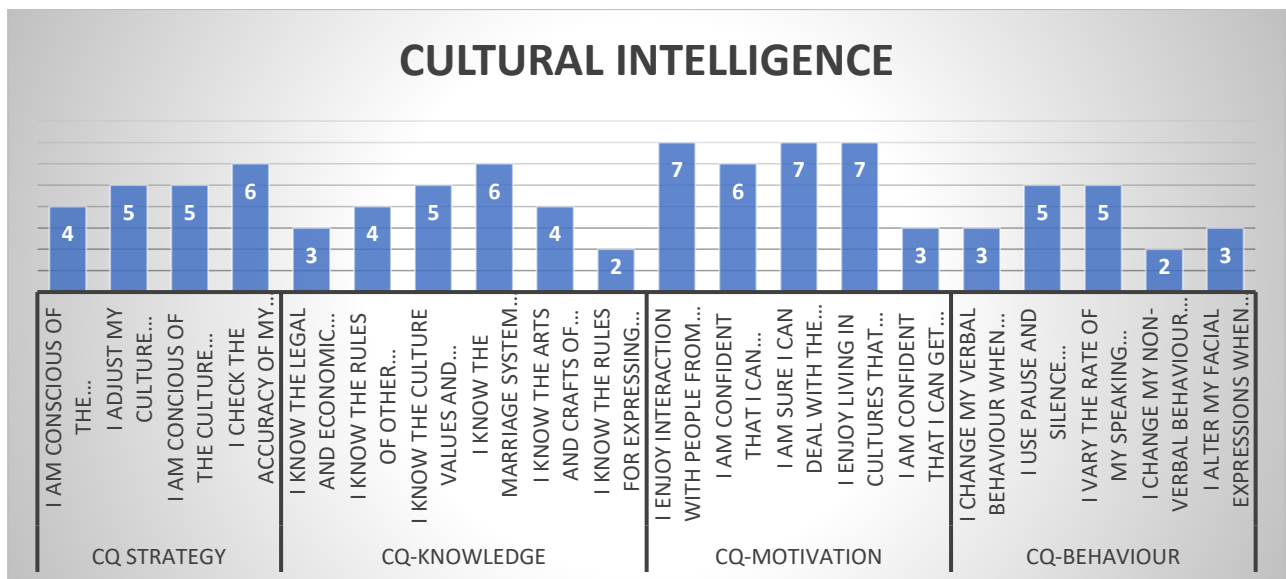
Personal burnout scored 16 over 25

Work-related burnout scored 23 over 35

Client-related burnout scored 18 over 30

All scores range between 60% and 70% which is a high score indication that the process of burnout is progressing and action needs to be taken.

Cultural intelligence self-assessment



	My score	Highest possible score	percentage
CQ-strategy	20	28	71.4%
CQ-knowledge	24	49	49%
CQ-motivation	30	35	85.73%
CQ-behaviour	18	35	51.42%

- CQ-strategy scored 71.4% is relatively fair but can still be improved. It reflects a good strategy developed probably based on past experiences when approaching a new culture.
- CQ-knowledge scored 49% which is the lowest and indicating that I have a lack of knowledge about other cultures and struggle to understand how culture affects people's decisions
- CQ-motivation scored 85.73% which is the highest and reflects the willingness to learn and engage in a new culture unfamiliar to me
- CQ-behaviour scored 51.42% is relatively low and indicates a lack of knowledge or skill on how to behave around individuals of different culture.

SECTION FOUR: PLAN FOR PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT.

1. The insight gained about self

- I have learned about my lack of extroversion but surprisingly, the career path revealed that I would fit better in a social and investigative career.
- Emotionally I have disappointing management especially self-motivation
- I am still at my current workplace because I have not yet found a better offer than possible offers a better salary with co-workers that I am compatible with.
- I am not satisfied with my job including the supervision that takes place.
- My decisions are often influenced by other people's behaviour and I am tolerant of ambiguity
- My physical wellness is doing exceptionally well but my mental and emotional wellness are struggling
- The burnout process has begun in all three aspects which are work-related, client-related, and in personal life
- I have an interest in other cultures and embrace diversity

2. Current skills and skills needed

- The skill that I currently possess is the ability to self-observe and increasing self-awareness
- I am open to new experiences which might mean that I need to develop innovative skills
- I perform well with performance management but the skill need to learn is organising and being formal.
- I need to develop a skill of recording things on paper to draw up better reports

3. Detailed plan

- Do a scheduled reflection on different aspects of my life to increase self-awareness and notice changes that I go through as I grow and change perspectives
- Set goals and put them in writing to offer me guidance whenever I get lost in the process and use them to refresh
- Read books in spare times especially on human relations since I agree with the results that I would fit better in a social job but I lack social skills. Engage with different people as opposed to disengaging when I encounter new people with

different personalities to increase my experience and knowledge about different types of people. This will also help with the learning of different cultures.

- Seek opportunities to engage in leadership programs that are offered by the university which are even free of charge at the moment
- Discuss with the manager and HRM about career plans, challenges and get advice on how to handle different situations and slow down the process of burnout and work stress.
- Rotate different sections in the department to find a position that I am extremely passionate about at work and possibly discover some of my intrinsic rewards and get job satisfaction

4. Rewards

Intrinsic rewards

- I take social responsibility extremely seriously, therefore, I will get satisfied if I am in a position to help patients with better effectiveness.
- Improved skills will make me feel good about myself
- Improved mental wellness will result in me being a happy individual

Extrinsic rewards

- My career will have a better direction and meaning to me
- There might be a greater chance of getting a promotion because my behaviour, attitude, and engagement at work will be improved and therefore, improving performance.
- Chances of getting a bonus or even recognition for doing more than a minimums requirement will be increased

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RUBRIC TO ASSESS THE PORTFOLIO OF EVIDENCE

Name: Lamola Mmacheone
MBAB 822
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	4x	5
2. INTRODUCTION TO YOUR POSITION	19/25					
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

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
Direction you want to follow	0	1	2	3	4x	5
• Brief job description	0	1	2	3x	4	5
3. INDUSTRY ASSESSMENT	11/20					
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.	0x	1	2	3	4	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	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.	46/80					
4.1 Self-awareness Understand the theoretical foundation of self-awareness	0	1	2	3x	4	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

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

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
4.13 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	3	4x	5
4.15 Burnout To understand the meaning, theory and symptoms of burnout and the consequences of burnout	0	1	2	3	4x	5
4.16 Cultural intelligence Demonstrate an understanding of the construct and theory of CQ	0	1	2	3	4x	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	18/20					
6.1 Used descriptive statistics to calculate scores.	0	1	2	3	4	5x
6.2 Presented scores in graphs and tables	0	1	2	3	4	5x
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

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
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	3x	4	5
8.3 Is the references in the text and reference list correct according to the Harvard referencing style	0	1	2	3	4x	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

Competency levels			Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
Comments:								
Mark obtained			137/200					
Deduction for plagiarism if any								
Examiner Final Mark out of 100%:			69/100					
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).