

# MBAB 822

## STRATEGIC TALENT MANAGEMENT

Faculty of Economic and Management Sciences

**Study guide compiled by Professor PA Botha**

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North-West University



## **It all starts here**

- Ranked in the top 5% of universities globally by the QS-rankings
- Contributes the second largest number of graduates annually to the labour market

## **Dit begin alles hier**

- As een van die top 5% universiteite wêreldwyd deur die QS-ranglys aangewys
- Lewer jaarliks die tweede meeste graduandi aan die arbeidsmark

## **Gotlhe go simolola fano**

- Re beilwe mo gare ga diyunibesiti tse 5% tse di kwa godimo go ya ka peo ya maemo ya QS
- Ngwaga le ngwaga go abelwa palo ya bobedi ka bogolo ya badiri mo maketeng ya badiri

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## Module information

|                                                                    |                                                                                                                                                                                                              |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Module code</b>                                                 | MBAB 822 and GHRM 526                                                                                                                                                                                        |
| <b>Module credits</b>                                              | <b>12 credits</b><br>This implies that you must spend a total of 120 hours to master the outcomes of this module successfully. For a total of study hours per study unit, refer to electronic study material |
| <b>Module name</b>                                                 | Strategic Talent Management / Human Capital Management                                                                                                                                                       |
| <b>NQF level</b>                                                   | 8                                                                                                                                                                                                            |
| <b>Prerequisites</b>                                               | Internet access for E-fundi use                                                                                                                                                                              |
| <b>Additional requirements to complete the module successfully</b> | Ability to work independently as well as in groups                                                                                                                                                           |
| <b>Name of lecturer(s)</b>                                         | Professor PA Botha                                                                                                                                                                                           |
| <b>Office telephone</b>                                            | (018) 3892089                                                                                                                                                                                                |
| <b>E-mail address</b>                                              | <a href="mailto:petrus.botha@nwu.ac.za">petrus.botha@nwu.ac.za</a>                                                                                                                                           |
| <b>Building and Office nr</b>                                      | Leopard Park                                                                                                                                                                                                 |
| <b>Consulting hours</b>                                            | Make an appointment (e-mail)                                                                                                                                                                                 |

## The aim of the module:

Welcome to the module Strategic Talent Management/Human Capital Management in the MBA and PG Dip programmes. The module aims to equip leaders with an understanding of the basic principles of work- and organisational psychology to optimise human talent and promote organisational competitiveness. It is a 12-credit module, which implies that approximately 120 study hours are needed to successfully achieve the outcomes. This includes preparation for classes, completion of assignments and other formative assessment opportunities, as well as preparation for and writing of the exams. The module is divided into four themes, and therefore an average of 30 study hours should be allocated per theme.

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

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

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

*Boleha*

**Work program MBAB 822: Second semester 2020 (Vaal, Potch and Mafikeng)**

| <b>Scheduled contact sessions</b> | <b>Campus</b>              | <b>Study units, group presentations &amp; submission dates</b>                                                                                                                                                                                                                                                               |
|-----------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 August 2020<br>07:30-10:00      | Potch, Maf & Vaal combined | Study unit 1: The Psychology of Work and organisations<br>Study unit 2: Talent Management<br>Group presentations                                                                                                                                                                                                             |
| 15 August 2020<br>07:30-10:00     | Potch, Maf & Vaal combined | Study unit 3: Individual differences at work<br>Study unit 4: Attitudes and behaviour in organisations<br>Group presentations                                                                                                                                                                                                |
| 29 August 2020<br>07:30-10:00     | Potch, Maf & Vaal combined | Study unit 5: Motivation at work<br>Study unit 6: Recruitment and selection<br>Group presentations<br><b>Submission date for individual assignment 29 August 2020</b><br><b>Submission date for test 1-E-Fundi: Friday 28 August 2020 at 23:00</b><br><b>Test 1 cover Chapters 2,3,4 &amp; 5 of your prescribed textbook</b> |
| 12 September 2020<br>07:30-10:00  | Potch, Maf & Vaal combined | Study unit 7: Learning, training and development<br>Study unit 8: Performance management<br>Group presentations                                                                                                                                                                                                              |
| 25 September 2020                 | Potch, Maf & Vaal          | <b>Submission date of group assignment 25 September 2020</b>                                                                                                                                                                                                                                                                 |
| 3 October 2020<br>07:30-10:00     | Potch, Maf & Vaal combined | Study unit 8: Performance management<br>Study unit 9: Careers and career management<br>Group presentations                                                                                                                                                                                                                   |
| 10 October 2020<br>07:30-10:00    | Potch, Maf & Vaal combined | Study unit 10: Safety, stress and health at work<br>Study Unit 11: Teams and teamwork<br>Group presentations                                                                                                                                                                                                                 |
| 17 October 2020<br>07:30-10:00    | Potch, Maf & Vaal Combined | Study unit 12: Organisational culture<br>Group presentations<br><b>Test 2 E-fundi – submission date 18 October at 23:00</b><br><b>Test 2 covers chapters, 5, 6, 7, 8, 9, 12 &amp; 13 of your prescribed textbook</b>                                                                                                         |
| 5 November 2020                   | Potch, Maf & Vaal          | Submission date for POE                                                                                                                                                                                                                                                                                                      |

|                  |                   |                                                     |
|------------------|-------------------|-----------------------------------------------------|
| 27 November 2020 | Potch, Maf & Vaal | 2 <sup>nd</sup> opportunity submission date for POE |
|------------------|-------------------|-----------------------------------------------------|

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

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

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

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

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

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

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

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

- Develop, validate and apply methods to recruit and select individuals who will match their jobs, orientate, train and develop them and equip them with the knowledge, skills and attitudes required by jobs, monitor and evaluate their safety and well-being, and assist them with their career development.
- Apply work and organisational psychology knowledge to benefit organisations by promoting efficiency, improving morale and increasing organisational profits.

This module does not intend to train specialists in the respective fields of organisational- and work psychology as such. Rather, it aims to add to the knowledge and skills of business leaders to develop practical business solutions focused on optimising

performance, improving processes and relationships, enhancing fairness and equity and increasing subjective well-being. It intends to develop two types of skills: explanatory and intervention. Explanatory prepares you to assess, diagnose, explain and interpret phenomena in the areas of work, organisations and personnel. Intervention refers to the application of theory to change behaviour and intervention skills to plan, implement and monitor changed behaviour.

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

## **Module assessment criteria:**

Upon completion of this module, you should be able to

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

## Assessment methods

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

Formative (participation mark):

| Assessment method                                                                                                                                                                                           | Number of assessments                                                                                                                          | Maximum marks | Weight |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------|
| Class activities in both individual- and group format. These will contribute towards an individual portfolio of learning of which segments must be handed in at scheduled intervals for evaluation purposes | One individual and/or group activity per contact session. Selected activities will be assessed as part of the individual portfolio of learning | 100           | 10%    |
| E-fundi class tests                                                                                                                                                                                         | 2                                                                                                                                              | 100           | 10%    |
| Individual assignment                                                                                                                                                                                       | 1                                                                                                                                              | 100           | 40%    |
| Group assignment                                                                                                                                                                                            | 1                                                                                                                                              | 100           | 40%    |
| <b>Weights</b>                                                                                                                                                                                              |                                                                                                                                                |               |        |
| All the formative assessments                                                                                                                                                                               |                                                                                                                                                | 100           | 60%    |
| Portfolio of evidence (summative assessment)                                                                                                                                                                | 1                                                                                                                                              | 100           | 40%    |

### Calculation of the final module mark

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

POE: 40% of the final mark

**Total: 100%**

### Requirements for successful completion of the module:

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

### Compulsory study material:

- **Prescribed textbook.** The Psychology of Work and Organisations, 3rd Edition  
Stephen A. Woods, Michael A. West Published: © 2020 Print ISBN: 9781473767171 Pages: 544
- **Recommended textbook:** Surette Wörnich, Michael R. Carrell, Norbert F. Elbert, and Robert D. Hatfield. 2018. Human Resource Management in South Africa. Sixth Edition. Cengage Learning. ISBN: 9781473751125
- **Additional reading:** Journal articles as listed per contact session (available on e-fundi – go to Resources of the relevant website). Articles can alternatively be downloaded from the library website / follow the permanent links to these articles



when given in the study guide. Articles are compulsory reading unless otherwise indicated.

## How to study the guide and textbook:

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

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

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

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

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

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

## Action verbs:

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

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

- **Describe**

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

- **Discuss**

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

- **Interpret**

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

- **Explain**

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

- **Motivate/substantiate**

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

- **Evaluate**

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

- **Criticise**

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

- **Distinguish**

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

- **Analyse**

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

- **Design**

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

- **Investigate**

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

- **Report**

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

- **Critically evaluate**

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

- **Demonstrate**

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

## Icons

|                                                                                   |                     |                                                                                   |                          |
|-----------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------|--------------------------|
|  | Time allocation     |  | Learning outcomes        |
|  | Study material      |  | Assessment / Assignments |
|  | Individual exercise |  | Group Activity           |
|  | Example             |  | Reflection               |

## Warning against plagiarism

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

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

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

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

**Be warned: students who submit copied text will obtain a mark of zero for the assignment and disciplinary steps may be taken by the Faculty and/or University. It is also unacceptable to do somebody else's work, to lend your work to them or to make your work available to them to copy – be careful and do not make your work available to anyone!**

Plagiarism is a serious offence and you should familiarise yourself with the plagiarism policy of the NWU. <http://library.nwu.ac.za/copyright-and-plagiarism>

Please refer to the *Policy on Academic Integrity* which is found on the following website: [http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2P-2.4.3.2 Academic%20integrity e.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2P-2.4.3.2%20Academic%20integrity%20e.pdf)



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

## 1

### THE PSYCHOLOGY OF WORK AND ORGANISATIONS

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#### Study time



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

#### Study outcomes



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

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

#### Study material



Textbook, Woods & West 2020, Chapter 1

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

## 2

## TALENT MANAGEMENT

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### Study time



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

### Study outcomes



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

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

### Study material



Articles will be uploaded under resources

## Group activity



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

## THEME 2: BEHAVIOURAL ASPECTS OF HUMAN RESOURCE MANAGEMENT

### 3

### INDIVIDUAL DIFFERENCES AT WORK

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#### Study time



Recommended time to master study unit outcome: 10 hours

#### Study outcomes



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

- Understand theories of personality and the Big Five model of personality.
- Understand the impact of personality traits on work outcomes.
- Understand developmental perspectives on how work influences personality change and growth in adulthood.
- Understand theories and models of cognitive ability and intelligence and their impact on work outcomes.
- Describe core self-evaluations, proactive personality, and their influences on work outcomes.
- Understand how individual differences are measured and describe principles of reliability and validity, and associated methods

#### Study material



Textbook Woods & West 2020, Chapter 2

**Compulsory additional reading:** Articles will be uploaded under resources



## Group activity



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

## THEME 2: BEHAVIOURAL ASPECTS OF HUMAN RESOURCE MANAGEMENT

# 4

### ATTITUDES AND BEHAVIOUR IN ORGANISATIONS

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#### Study time



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

#### Study outcomes



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

- Understand how behaviour can be modified or controlled through conditioning and reinforcement at work.
- Define attitudes and understand theories about how attitudes affect behaviour, including the causes and consequences of work-related attitudes, job satisfaction and organisational commitment.
- Describe emotional influences on behaviour, and the concepts of self-regulation and conservation of resources.
- Understand the processes of individual perception and decision-making, including bounded rationality and intuition.
- Understand and evaluate social influences on behaviour in groups and organisations.

#### Study material



Textbook Woods & West 2020, Chapter 3

**Compulsory additional reading:** Articles will be uploaded under resources

## THEME 2: BEHAVIOURAL ASPECTS OF HUMAN RESOURCE MANAGEMENT

### 5

### MOTIVATION AT WORK

---

#### Study time



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

#### Study outcomes



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

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

#### Study material



Textbook Woods & West 2020, Chapter 4

**Compulsory additional reading:** Articles will be uploaded under resources

## Individual activity



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

## Group activity



- What are the positive motivators that make you good about yourself?
- What gives you pleasure in life (personal and working life)?
- How do these positive motivators influence your happiness?
- What are the de-motivators that make you unhappy?
- What are the things that make you feel bad at work?
- Robin manages a medium-sized creative marketing agency in Johannesburg. He has 32 employees who are all paid very competitive salaries. Over the years, Robin has noticed that new hires often start out highly energised and motivated due to the high salary. This energy soon fades, however, and most of Robin's employees who have more than a year of service are not very motivated. Even the annual pay raises and bonuses do not seem to have much of an effect. How would you explain the low levels of employee motivation that Robin is observing? What specific measures can Robin take to address the situation and improve his employees' motivation?

## THEME 3: PROFESSIONAL PRACTICES OF HUMAN RESOURCE MANAGEMENT

# 6

## RECRUITMENT AND SELECTION

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### Study time



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

### Study outcomes



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

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

### Study material



Textbook Woods & West Chapter 5

Recommended book Wörnich *et al.* 2018, Chapter 6

Compulsory Additional Reading: Articles will be uploaded under resources

## Individual activity



- Try to list the KSAOs required for your current job. Write down around 5-8 different personal requirements. Go back to the list of KSAOs that you generated. Identify how each one could be assessed at a selection process.
- Is your organisation following the right recruitment and selection steps?
- In which of these phases are there shortcomings?
- Determine the most significant values for organisations) and behaviour among employees in your organisations).
- Determine which of these values and behaviour (identified as pivotal to employees) should be considered during the recruitment and selection phases. Indicate how your organisation should include them as selection criteria.
- Determine what role senior management should play in this process.

## Group activity



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

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

## CASE STUDY – Unfair discrimination at Batho-Pele Air?

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

## FLIGHT ATTENDANT

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

You may qualify if you meet the following criteria:

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

For more information, contact May Grant on 011 456-7890 or at [may.grant@batho-peleair.co.za](mailto:may.grant@batho-peleair.co.za).

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



**BATHO-PELE AIR**

**PEOPLE FIRST**

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

### Questions

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



## THEME 3: PROFESSIONAL PRACTICES OF HUMAN RESOURCE MANAGEMENT

# 7

### LEARNING, TRAINING AND DEVELOPMENT

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#### Study time



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

#### Study outcomes



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

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

#### Study material



Textbook Woods and West 2020, Chapter 6

Recommended book Wörnich *et al.* 2018. Chapter 10

Compulsory additional reading: Articles will be uploaded under resources



## Group activity



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

## Case study: Towards worthy performance: A case study on Western Union's training programme

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

### Background

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

### The case at Western Union

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

### Western Union's challenge

The organisational challenge at Western Union relates to the organisation's overall change of culture, from being historically focused on telegram delivery to branching out into more customer service and consumer relations ventures. Becoming customer-centric, when previously the organisation was known as primarily transaction-based, could not just be a talking point at the top; it needed to be embraced by all levels of employees and enforced through training. Reaching a dispersed employee base and training across global boundaries, while aligning training to fit in with the organisation's larger corporate culture, created a distinct barrier.

Moreover, many service-level or call-centre employees could not attend off-site training sessions that would take them away from their daily obligations. In fact, in 2011, it was uncovered that approximately half of Western Union's employees were not receiving any cohesive training or ongoing developmental support, mainly because employees were in

disparate locations and experienced language barriers. Furthering the training disparity, a large amount of global learning that was being facilitated was via internal, on-the-job tasks. Finally, Western Union also recognised the need for ongoing, just-in-time tools and resources that employees would require during the transformative time, as well as the obstacles that hindered accomplishing this.

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

### Questions

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

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

## THEME 3: PROFESSIONAL PRACTICES OF HUMAN RESOURCE MANAGEMENT

### 8

### PERFORMANCE MANAGEMENT

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#### Study time



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

#### Study outcomes



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

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

#### Study material



Textbook Woods and West 2020, Chapter 7

Recommended book Wörnich et al. 2018, Chapter 9

Compulsory additional reading: Articles will be uploaded under resources

## Group activity



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

## THEME 3: PROFESSIONAL PRACTICES OF HUMAN RESOURCE MANAGEMENT

### 9

### CAREERS AND CAREER MANAGEMENT

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#### Study time



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

#### Study outcomes



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

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

#### Study material



Woods & West 2020, Chapter 8

Compulsory additional reading: Articles will be uploaded under resources

## Individual activity



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

## Group activity



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

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

## THEME 3: PROFESSIONAL PRACTICES OF HUMAN RESOURCE MANAGEMENT

# 10 SAFETY, STRESS AND HEALTH AT WORK

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### Study time



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

### Study outcomes



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

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

### Study material



Textbook Woods & West 2020, Chapter 9

Recommended book Wörnich et al. Chapter 12  
Compulsory additional reading:  
Articles will be uploaded under resources

## Individual activity



### Case study:

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

## Group activity



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



## THEME 4: ORGANISATIONS

# 11 TEAMS AND TEAMWORK

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### Study time



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

### Study outcomes



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

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

### Study material



Textbook Woods & West 2020, Chapter 12

Compulsory additional reading: Articles will be uploaded under resources

### Individual activity



- What is organisational demography, and how does diversity affect team performance? Give your opinion on whether or not diversity is desirable in a team context.
- Why is it important to foster a climate of trust in teams? What, in your opinion, are some good ways to build trust?
- Philip is the CEO of Wernham Hogg, a paper company with branches in every major city in South Africa. Philip has decided to assemble a team consisting of

the top salesperson from each branch to develop a better sales strategy for the company. He realises that each of these individuals will be used to working on their own and that joining a team might be a difficult transition for these top performers. Concerning selection, training and rewarding of team members, advise Philip on how to turn these individuals into team players.

## Group activity



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

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

The findings were:

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

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

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

### Questions

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

## THEME 4: ORGANISATIONS

# 12 ORGANISATIONAL CULTURE

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### Study time



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

### Study outcomes



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

### Study material



Textbook Woods & West 2020, Chapter 13

Compulsory additional reading: Articles will be uploaded under resources

### Group activity



- Steven is the managing director of a chemical company that was recently the focus of an embarrassing media exposé. It was found that one of the managers had ordered chemical waste to be dumped in a nearby lake to save costs. Steven is adamant that the company should take active steps to foster a more ethical culture. What can Steven do to create a more ethical culture?

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

### Case Study

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

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

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

So is the activity-based hybrid described earlier a potential solution? With its constantly shifting workspace and lack of consistent locations, this may be an even less controlled environment than an open office. However, it does signal a culture that values the autonomy of individual workers to choose their own best environment at a particular time. The lack of consistency creates other problems, however. Workers cannot achieve even the modest level of personal control over any specific space that they had with the open design. Design expert Louis Lhoest notes that managers in an activity-based office "have to learn to cope with not having people within their line of sight" This is a difficult transition for many managers to make, especially if they are used to a command-and-control culture.

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

### Questions

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