

SOLEMN DECLARATION - INDIVIDUAL ASSIGNMENT

Solemn declaration by student

Module: Strategic Talent Management
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I Narisha Moodley declare herewith that the assignment which I herewith submit to the North-West University as partial completion of the requirements set for the MBA degree, is my own work.

Signature of student N. Moodley Student Number 37079018

Signed at Vanderbijlpark this 6th day of November 2020

Individual Assignment

Portfolio of Evidence (POE)

Table of Contents

1.	ABSTRACT	1
2.	POSITION AND INDUSTRY ASSESSMENT	2
2.1	INTRODUCTION TO POSITION AND INDUSTRY.....	2
2.2	INDUSTRY ASSESSMENT.....	4
3.	CONCEPTUAL-THEORETICAL FRAMEWORK OF SELF-ASSESSMENT CONSTRUCTS	6
4.	SELF-DEVELOPMENT ASSESSMENTS AND SKILL PRACTICES	21
4.1	SKILLS ASSESSMENT SURVEYS	21
4.2	SKILL LEARNING.....	22
4.3	COMPREHENSIVE SUMMARY.....	24
4.3.1	SELF-AWARENESS	24
4.3.2	EMOTIONAL INTELLIGENCE (EI)	25
4.3.3	PERSONALITY TRAITS	26
4.3.4	ORGANISATIONAL COMMITMENT	27
4.3.5	JOB SATISFACTION	27
4.3.6	DECISION-MAKING STYLE	28
4.3.7	QUALITY OF WORKING LIFE (QWL).....	29
4.3.8	SELF-MOTIVATION	30
4.3.9	TRAINING PROGRAMMES	30
4.3.10	PERFORMANCE MANAGEMENT BEHAVIOUR	32

4.3.11 CAREER PATH	33
4.3.12 JOB STRESS.....	33
4.3.13 WELLNESS	34
4.3.14 ENGAGEMENT.....	35
4.3.15 BURNOUT	35
4.3.16 CULTURAL INTELLIGENCE	36
5. PLAN FOR PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT	37
6. REFERENCE LIST	42

LIST OF FIGURES

FIGURE 1: ORGANISATION ORGANOGRAM	2
FIGURE 2: IMPACT OF AUTOMATION ON JOB TYPES	4
FIGURE 3: IMPACT OF AUTOMATION AND AI ON WORKFORCE SKILLS	5
FIGURE 4: FRAMEWORK OF EMOTIONAL COMPETENCIES	7
FIGURE 5: BIG FIVE (FIVE-FACTOR) PERSONALITY MAPPING	9
FIGURE 6: DECISION MAKING STYLES.....	11
FIGURE 7: LTSI CONCEPTUAL MAP OF CONSTRUCTS (HOLTON, 2005:48)	14
FIGURE 8: HOLLAND'S MAP OF TRAITS AND ENVIRONMENTS	16
FIGURE 9: MAPPING OF DECISION MAKING STYLE	28
FIGURE 10: BURNOUT ASSESSMENT RESULTS	35

LIST OF TABLES

TABLE 1: SELF-AWARENESS DESCRIPTIVE STATISTICS	24
TABLE 2: SELF-AWARENESS DIMENSIONAL SCORES.....	24
TABLE 3: EI DESCRIPTIVE STATISTICS	25
TABLE 4: EMOTIONAL COMPETENCY LIST SCORES	25
TABLE 5: PERSONALITY TRAITS DESCRIPTIVE STATISTICS	26
TABLE 6: SCORES FOR SPECIFIC PERSONALITY TRAITS (SCORE RANGE OF 0 – 40)	26
TABLE 7: ORGANISATIONAL COMMITMENT DESCRIPTIVE STATISTICS.....	27
TABLE 8: JOB SATISFACTION DESCRIPTIVE STATISTICS	28
TABLE 9: QWL DESCRIPTIVE STATISTICS	29
TABLE 10: QWL FACTOR SCORES.....	29
TABLE 11: TRAINING PROGRAMMES DESCRIPTIVE STATISTICS.....	31
TABLE 12: PERFORMANCE MANAGEMENT DESCRIPTIVE STATISTICS.....	32
TABLE 13: SUMMARY OF CAREER PATH RIASEC SCORES	33
TABLE 14: WELLNESS ASSESSMENT SUMMARY	34
TABLE 15: INDIVIDUAL WELLNESS DIMENSIONS SCORING.....	34
TABLE 16: ENGAGEMENT LEVELS.....	35
TABLE 17: CULTURAL INTELLIGENCE (CQ) DESCRIPTIVE STATISTICS.....	36
TABLE 18: DEVELOPMENT PLAN INTERVENTIONS.....	41

1. Abstract

The Strategic Talent Management course was an inward focussed journey that allowed an opportunity to formalise my career aspirations, assess strengths and areas for development, and to document the findings in the form of this portfolio of evidence (POE) presented herein. The POE highlights the current role I fulfil in the organisation and details the responsibilities I have as the sales leader and my professional growth ambitions. I considered the impact of the fourth industrial revolution, ~~my~~the current skills I have in the business of today, and the associated relevance of skills required for the business of tomorrow.

Further, I researched sixteen (16) self-assessments constructs and provided brief summaries of each theory. The opportunity to apply some of the skills learnt in this course proved valuable and an example is shared in the form of a STAR technique. All 16 self-assessments were taken over a period of time and each result is discussed in detail, highlighting strengths and areas of development. Ultimately the outcome of the self-assessments formed the basis of my continuous improvement and professional development plan. I am committed to executing on the plan of action to further develop my skills within the time-line planned. I thoroughly enjoyed the Strategic Talent Management course and looked forward to adding tremendous value to the business, my direct reports, and importantly myself.

2. Position and Industry Assessment

2.1 Introduction to Position and Industry

Narisha Moodley holds an Executive position at AECI WATER based in Johannesburg, South Africa. Her role is to develop the company's sales strategy and execute on key deliverables to grow its revenue and profits. She is responsible for specific regions in South Africa as well as the rest of Africa regions.

AECI WATER's core focus is to supply water ~~treatment~~-related technologies that comprises of chemicals, and engineered packages in the market in which AECI WATER is active. This spans over a vast industry landscape that include Oil & Gas (Upstream, Refining and Chemical Processing), Mining and Mineral Processing as well as Middle Markets (Food & Beverage, Pulp & Paper).

She currently has ten direct reports as illustrated in the organogram (Figure 1 below) with a total of 112 employees reporting in her division. She works closely with her team of ~~cross~~-functional leaders (sales, technical and strategic focus areas) to execute the company's growth ambitions.

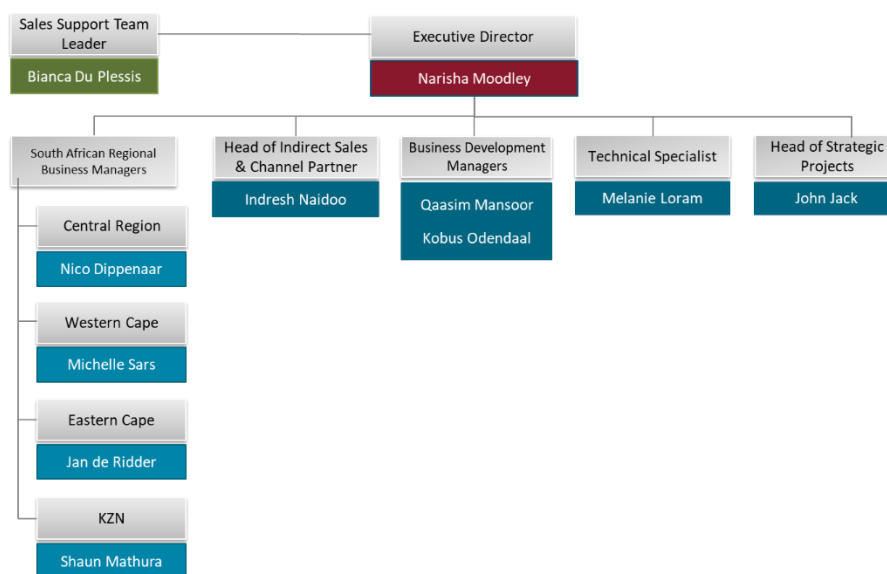


Figure 1: Organisation organogram

There are four regions in South Africa (SA) that primarily make up customers that AECI Water services. This includes Central, Western Cape, Eastern Cape and Kwa Zulu Natal. Each of these regions are led by a senior business manager which cascades into a team of account managers and service specialists in each region (totals to a head count of one hundred and twelve). Narisha works closely with her four direct reports in each region to ensure the needs of customers are fulfilled and that strategies are developed and executed by her team to retain and grow the customer base.

The second area of focus are countries outside of South Africa (SA), but still within the Sub Saharan region. Similarly to SA the roles and responsibilities carried out are the same. The business development team work across the regions within South Africa to landscape the market and actively seek new sales opportunities to progress to sustainable new customers.

Narisha has aspirations to grow into a managing director (MD) role at AECI WATER by 2025. The current MD role is fulfilled by an individual who will be retired by then, which makes Narisha eligible as a possible candidate.

2.2 Industry Assessment

There are four key technological advancements that drives the fourth industrial revolution which will affect the future of work. This includes artificial intelligence, high speed mobile internet, data analytics and cloud technology. According to McKinsey (2019) it is estimated that these technological advancements will affect nearly one-fifth of the global workforce. The number of full time staff is expected to decrease by half over the next ten years and robots will replace around eight hundred million employees across the globe.

The future of jobs are vulnerable due to automation. It is envisaged that jobs in specific industries will become obsolete. Figure 2 below (Change, 2019) lists the job types at risk as a result of automation.

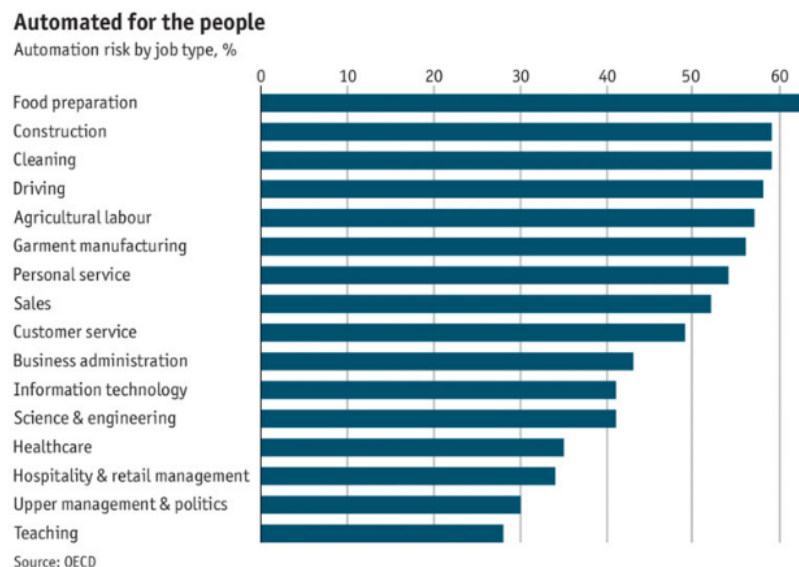


Figure 2: Impact of automation on job types

The skill set required into the future will change with the changing nature of the work required. There will be a shift in the required workforce skills as individuals increasingly interact with machines in the workplace. Research conducted by McKinsey (2019) across several industries (banking and insurance, energy and mining, healthcare, manufacturing, and retail) indicated that the following skill sets (indicated in Figure 3 below) will be impacted into the future (2030):

- Technological skill demand will increase the most and is expected to rise by fifty five percent. This will then affect the demand for basic digital skills as well as skills associated with programming.
- The demand for basic cognitive skills associated to data inputting and processing will decrease in demand.
- Manual skill associated with the manufacturing sector will decrease.
- The need for cross functional and team-based work will increase.

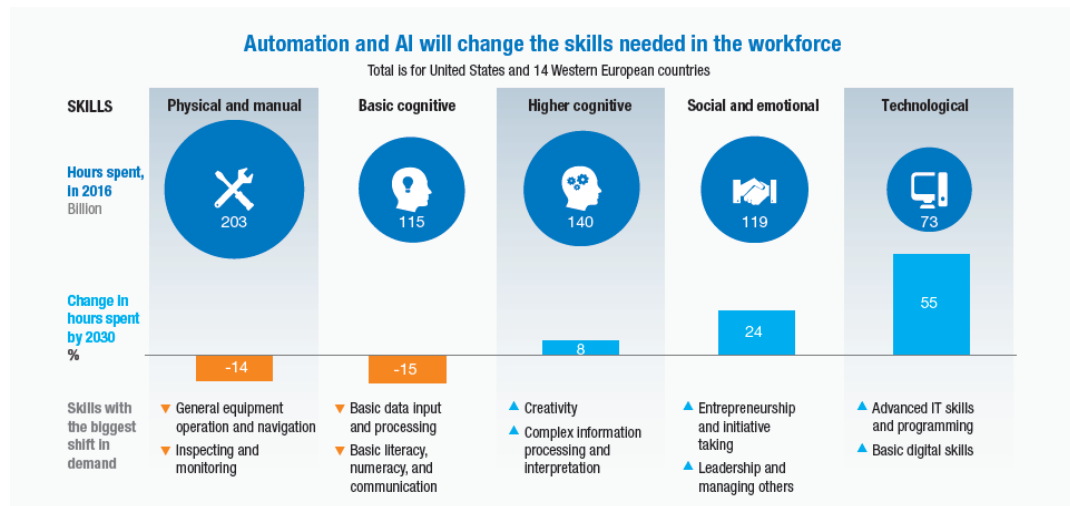


Figure 3: Impact of automation and AI on workforce skills

My personal aspiration is to develop into a managing director (MD) role by 2025. This involves significant leadership and management of others that would require a high level of social and emotional skills. Based on the self-assessments completed, my high scores relate to social skill and emotional intelligence which can be seen as key strength areas. These areas will require minimal development work to propel me into this future position.

Based on the other skill-sets required into the future that will be impacted by technological advancements, an area to develop would be more around cognitive skills required for complex information processing. This will enable decisiveness in the workplace as one of the key competencies required for this role. My skill set at present serves more the basic data inputting and processing that may not be as important in the future. The role and aspirations I have to become an MD, with the associated skill set required, will be in greater demand under the future technological era providing the required job security.

3. CONCEPTUAL-THEORETICAL FRAMEWORK OF SELF-ASSESSMENT CONSTRUCTS

This chapter of the portfolio of evidence focusses on highlighting the associated theoretical constructs associated with the various self-assessment instruments.

- **Self-Awareness**

Self-awareness can be defined as a concept which includes how conscious individuals are of their interaction and relations with others, in conjunction with an understanding of their inner traits and characteristics (Sutton, Williams and Allinson, 2015:611). This definition can be expanded to include the objective of self-awareness which is to enhance one's self-knowledge for overall improvement (Ashley and Reiter-Palmon, 2012:1).

The construct of self-awareness can be ascribed to the ability of humans to contemplate and evaluate their current and ideal state of affairs. This fundamental ability is based on the need to imagine a "future that is better than the past, evaluate alternatives, identify problems, and a yearning to progress toward an ideal" (Ashley and Reiter-Palmon, 2012:2). These constructs include the processes of individual self-reflection and examination, and inner introspection (Ashley and Reiter-Palmon, 2012:2).

Sutton (2016:654) further developed the Self-Awareness Outcomes Questionnaire (SAOQ) with the main themes arising from the author's studies including that of reflective self-development, the acceptance of self and others, proactivity at work, and emotional costs. These constructs and theories are based on the psychology of individuals, and how people function in an individual and social environment within the context of current and future needs and views. The benefits of self-awareness include improved job-related well-being, an increased appreciation of diversity, higher levels of confidence and better communication and interaction with fellow employees (Sutton *et al.*, 2015:622).

- **Emotional intelligence (EI)**

EI can be described “as the subset of social intelligence that involves the ability to monitor one’s and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Khalid *et al.*, 2018:222).

Goleman (2001:2) initially proposed a framework in 1998 of five dimensions relating to EI. Three of which (self-awareness, self-regulation, and motivation) described personal competencies while two dimensions (empathy and social skills) related to managing emotions in others. Additional subsequent work in this area resulted in the framework (illustrated in Figure 4 below) being reduced to four EI constructs including: self-awareness, self-management, social awareness and relationship management. Self-awareness relates to the consciousness of one’s emotions and the impact of this consciousness level on decisions made. Self-management refers to the notion of emotional control and being able to adapt within a changing environment. Social awareness relates to how an individual is able to interpret emotions, internally and externally, within a social network context. Relationship management describes the ability of an individual to positively interact with others even in conflict prone situations. Within each construct resides a set of emotional competencies based on neuroscience and neurological substrates (Goleman, 2001:3).

	Self Personal Competence	Other Social competence
Recognition	Self-Awareness - Emotional self-awareness - Accurate self-assessment - Self-confidence	Social Awareness - Empathy - Service orientation - Organizational awareness
Regulation	Self-Management - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative	Relationship Management - Developing others - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Teamwork & collaboration

Figure 4: Framework of emotional competencies

The benefits of EI include the enhancement of individual job performance and in creating a work environment where diverse views are encouraged (Khalid *et al.*, 2018:230).

- **Personality traits**

Goldberg (1993:27) argued in support of having five primary factors of personality to identify the patterns of thoughts, feelings, and behaviours that describe an individual. His work was subsequently expanded and morphed into the “Big Five” or “Five-Factor” model which is currently a widely accepted personality theory. The model essentially describes that personality can be distilled to five core factors comprises conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion.

Lim (2020:1) clarifies that each trait is a continuum where individuals are ranked on a scale as represented in Figure 5 below. High scores on conscientiousness indicates a higher degree of organisation and discipline, as well as carefulness, which is synonymous with good impulse control. Lower scores indicate challenges with impulse control. Higher scores in agreeableness describe more trusting and liked individuals who are helpful and sensitive to others. Lower scores may be perceived as suspicious and uncooperative. Higher scores on extraversion indicate assertive and sociable traits, while lower scores indicate possible introverts who are more reserved and tend to listen more. Individuals who score high on neuroticism display feelings of anxiousness and insecurity, and can be experienced as moody. Lower scores on neuroticism indicate more calmer and secure individuals, and likely to have high self-esteem.

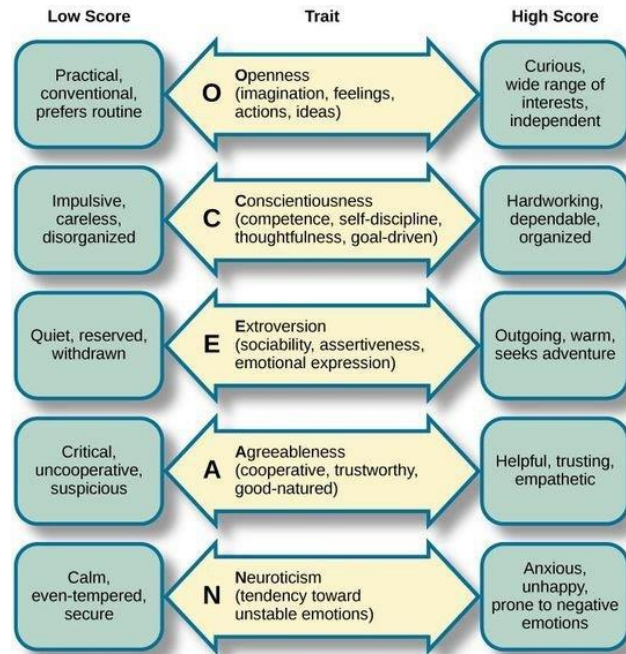


Figure 5: Big Five (Five-Factor) personality mapping

Meta-analyses assessing the relation between the Big Five and job performance have concluded that all personality factors have a positive correlation with individual performance (Bergner *et al.*, 2010:178).

- **Organisational commitment**

A theoretical framework to assess organisational commitment, based on work completed by Meyer and Allen on organisational commitment theory, comprises of three main components referred to as affective commitment, continuance commitment, and normative commitment (Emam, Jais and Tabash, 2019:293).

The affective commitment occurs when individuals embrace the organisation's goals and values, thereby becoming emotionally involved displaying a sense of responsibility for the success of the organisation. Individuals with high affective commitment display "high levels of performance, positive work attitudes, and a desire to stay with the organisation" (Hadi and Tentama, 2020:149).

Continuance commitment refers to the employee's relationship with the organisation based on rewards or benefits in return for work completed, and how risky it may be if the employees leave the organisation. Employee effort is therefore closely correlated with rewards (Hadi and Tentama, 2020:149).

Normative commitment is based on the concept that the functioning of individuals in the organisation is based on an expected standard of behaviour or social norm. Employees therefore work based on compliance and formality. Individuals feel a sense of obligation to the organisation irrespective of work satisfaction or the possibility of better opportunities (Hadi and Tentama, 2020:150).

- **Job satisfaction**

Buitendach, and De Witte (2005:28) describe job satisfaction “as an affective or emotional reaction to the job, resulting from the incumbent’s comparison of actual outcomes with the required outcomes.”

Herzberg (1959) described two factors (known as the two-factor theory) that could result in employees achieving higher job satisfaction levels. These two factors were termed motivational and hygiene factors. Motivational factors included rewards such as bonuses, pay, promotion, recognition etc. Hygiene factors related to aspects around the workplace of a non-financial nature such as the work place environment, actual work, management and supervision, co-workers, company policies etc. (Ali and Ahmad, 2017:134).

Sempene, Rieger and Roodt (2002:29) found in their study that a direct relationship existed between job satisfaction and an organisation’s culture. Organisational culture variables included (amongst others) factors such as management style, reward and performance orientation. These factors support the categorisation from Herzberg’s two-factor theory which influence job satisfaction.

- **Decision-making style**

Rowe, and Mason (1987) developed the Decision Style Inventory (DSI) as an instrument to assess an individual's decision making style based on four basic styles as highlighted in Figure 6: Analytical style, Conceptual style, Behavioural Style, and Directive style (Williams, 2006:10).

		VALUES ORIENTATION	
		Task	People
COGNITIVE COMPLEXITY	Low	Directive	Behavioural
	High	Analytical	Conceptual

Figure 6: Decision making styles

The Directive style is characterised by a low tolerance for ambiguity and cognitive complexity. This style is focused on the task and preferred by individuals exhibiting autocratic traits with a desire for power and control. Individuals with this style prefer structure, information, and facts in working towards a single goal (Al-Omari, 2013:102).

The Analytical Style is characterised by a tolerance for ambiguity and involves a logical approach. Individuals with this style are intelligent and able to deal with complex situations but can come across as assertive and impersonal. In general, the decision-making process is unemotional and based on detailed factual information (Al-Omari, 2013:102).

The Conceptual style is similar to the analytical style from an ambiguity and cognitive complexity perspective. However, this style has a social dimension with individuals being creative and tending to take risks. Individuals with this style are people oriented and focus on building relationships with others, shying away from control and power. The conceptual style tends to rely on intuition with a long term view for making decisions (Al-Omari, 2013:103).

The Behavioural style is characterised by a low tolerance for ambiguity and cognitive complexity and geared towards social concerns. Individuals are supportive and warm preferring open

communication and being surrounded by people. This decision making style relies on group involvement and consensus for decisions taken (Al-Omari, 2013:103).

- **Quality of working life**

Quality of working life can be interpreted as the manner in which work impacts an individual within the context of how an employee would evaluate their job (Van Laar, Edwards and Easton, 2007:325). Van Laar *et al.* (2007:330) in their study identified six independent psychosocial factors which contribute to the quality of working life. The Work-Related Quality of Life (WRQoL) measure was developed accordingly and supports the theoretical approaches of Maslow (1954) and Herzberg (1966) (Easton and Van Laar, 2012:2).

The main theoretical models essential to the development of the concept of Quality of working life have been summarised as: The Transfer Model (or Spillover Effect), The Compensation Model, The Segmentation Model, and The Accommodation Model (Martel and Dupuis, 2006:362).

The six psychosocial factors affecting WRQoL are (Easton and Van Laar, 2012:13-20):

- General Well-Being (GWB) which is a measure of how much an individual agrees that he/she feels generally content with life.
- Home-Work Interface (HWI) which is a measure of how much an individual agrees that the organisation understands and tries to help him/her with pressures outside of work.
- Job and Career Satisfaction (JCS) which is a measure of how much an individual agrees that he/she is generally happy with his/her ability to do their work.
- Control at Work (CAW) which is a measure of how much an individual agrees that he/she feels involved in decisions that affect them at work.
- Working Conditions (WCS) which is a measure of how much an individual agrees that he/she is happy with conditions in which they work.
- Stress at Work (SAW) which is a measure of how much an individual feels that they agree he/she experiences stress at work.

- **Self-motivation**

Self-motivation is defined as occurring when an individual acts with the intention to achieve in the absence of external rewards (Ncube and Zondo, 2018:3). Self-motivation is acknowledged as a key variable affecting individual performance (Heavey, Halliday, Gilbert, and Murphy, 2011:7), with the concept explaining and justifying why an individual performs certain activities for inherent satisfaction or pleasure.

Self-motivation can be associated with self-determination theory, goal-setting theory, and cognitive evaluation theory (CET). CET is, in this context, framed to include social and environmental factors that enable or undermine intrinsic motivation levels (Ryan and Deci, 2000:70).

Factors that influence self-motivation include (Hassandra, Goudas and Chroni, 2003:212):-

- Self-confidence and self-efficacy in which perceived competence positively associates with intrinsic motivation
- Perceived autonomy (self-determination theory)
- Achievement and goal orientation (goal-setting theory)
- Social-environmental factors which are external in nature but serve to influence intrinsic factors (CET).

- **Training programmes**

A substantial investment is being made by organisations into employee training programs. However, the effectiveness and success of this training investment requires that training is transferred into, and improves, employees' job performance (Edwards, 2013: 2).

A mechanism to enable training transfer is the learning transfer system which can be described "as all factors in the person, training, and ~~organization~~ organisation that influence transfer of learning to job performance" (Holton, 2005:44). These sixteen factors are captured in the Learning Transfer System Inventory (LTSI) which can influence the transfer of training in the

organisation. The underlying theoretical constructs supporting the LTSI is indicated in Figure 7 below.

The sixteen constructs is characterised into three major groups (personal, training, and work environment factors) and include: Learner readiness, Motivation to transfer, Positive personal outcomes, Negative personal outcomes, Personal capacity for transfer, Peer support, Manager support, Manager sanctions, Perceived content validity, Transfer design, [Opportunity to use](#), Effort-performance expectations, Performance-outcome expectations, Resistance to change, Performance self-efficacy, and Feedback and coaching (Edwards, 2013:89-91).

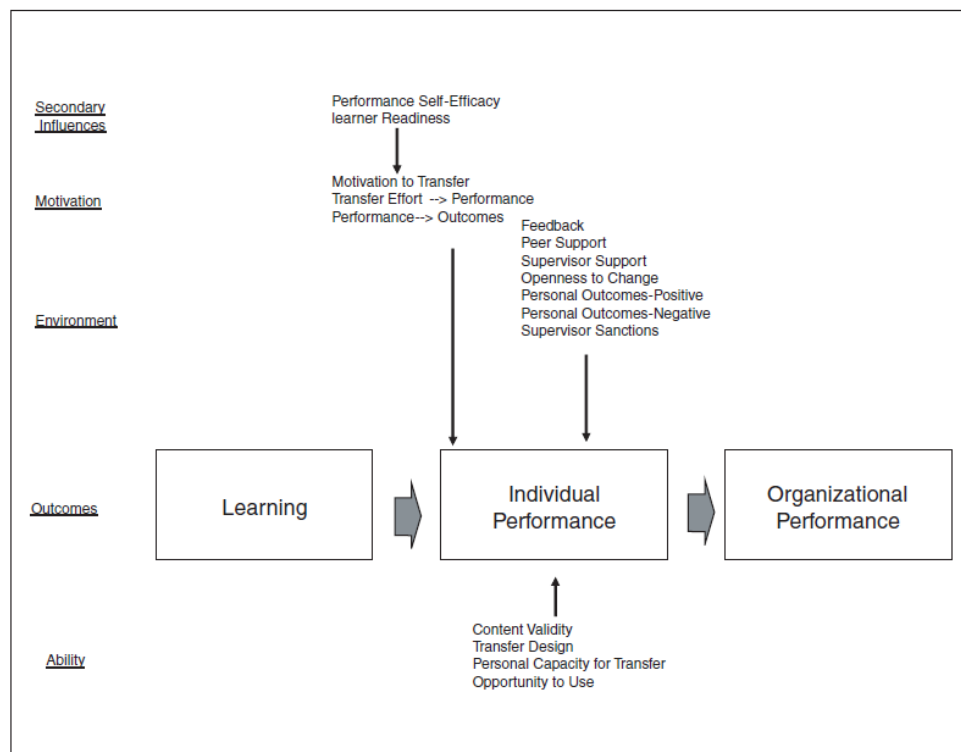


Figure 7: LTSI conceptual map of constructs (Holton, 2005:48)

- **Performance management behaviour**

Performance management can be described as “a means of getting better results from the whole organisation or teams or individuals within it, by understanding and managing

performance within an agreed framework of planned goals, standards and competence requirements” (Kagaari, Munene and Ntayi, 2010:507).

The performance management system follows the following generic steps: goal setting, communication, feedback, coaching, and consequences. The underlying constructs for each of these steps is associated with various motivational and human resource management (HRM) theories.

More specifically the process of settings goals is underpinned by goal-setting theory considering that establishing goals is central to any performance management system. Locke and Latham (2002) played a critical role in the development of goal-setting theory concluding that difficult, specific goals led to higher performance levels when compared to vague goals (Buchner, 2007:63).

Communication, in the context of performance management, is underpinned by expectancy theory considering that the needs and expectations of the individual must be made clear and communicated as part of establishing the work requirements and objectives (Buchner, 2007:62).

Control Theory is essential since assessing progress against objectives and expectations and providing feedback is critical to performance management and for supporting self-regulated performance (Buchner, 2007:62).

Coaching and consequence management is supported by the relevant HRM theories which serve to improve and develop employees’ capabilities and instil organisational discipline with respect to performance (Buchner, 2007:63).

- **Career path**

Career guidance and career path assessments have been largely guided by five career aptitude theories consisting of: theory of work-adjustment, theory of personalities in work environment, self-concept theory of career development, theory of circumscription and compromise, and the social cognitive career theory (Athanasou and Esbroeck, 2008:115).

The instrument used in this assessment is based on Holland's (1997) theory of personalities in the work environment which is an interest-based theory supporting the premise that individuals fit into six personality types which then directly influences their preference for work types and work environments (Nauta, 2010:15).

Figure 8 below (Drenth, 2020) best illustrates how the model is organised into six personality type constructs and six parallel environments (referred to as RIASEC) and described as: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C)

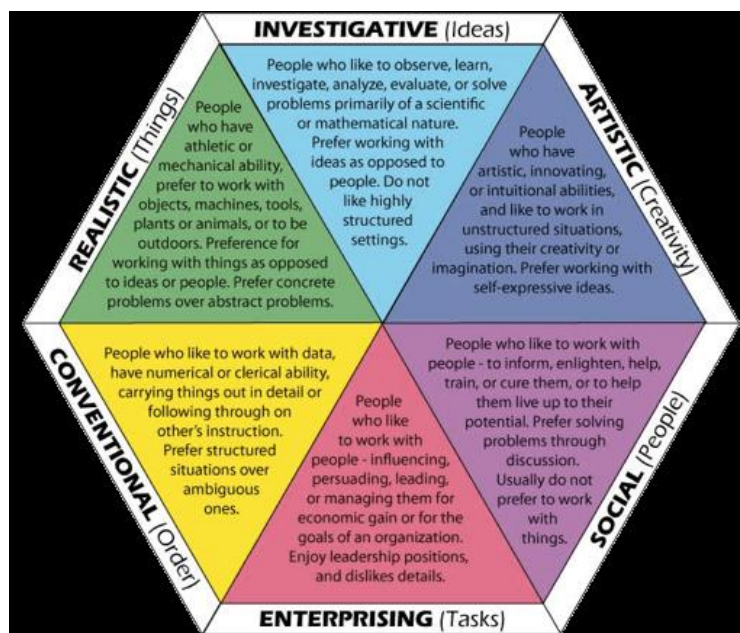


Figure 8: Holland's map of traits and environments

- **Job stress management**

Job stress occurs when there is a mismatch between job requirements and the ability to meet those requirements. Job stress management is critical to minimise the impact of job-related guilt, depression and anxiety. High levels of job stress also manifest through health conditions such as headaches and insomnia and can impact employee turnover (Chen, Lin and Lien, 2011:1327). Further, excessive levels of job stress also negatively impact on employee performance (Ramli, 2018:56).

Some of the underlying contemporary theories of work related stress based on the interaction between any individual and the work environment include:

- Person-Environment Fit theory (P-E Fit theory) which describes stress from arising due to a mismatch between an individual's skills and abilities and the demands of the work environment (Caplan, 1987:253).
- Job Demand-Control Support Theory (JCDS theory) argues that job stress results from the relation between two dimensions in the work environment: the level of job demands and the level of job control which refers to the ability to control one's work activities. Therefore high demands corresponding with low levels of control will experience work related stress. The presence of effective social support mechanisms can help to moderate the effects of work stress (Johnson and Hall, 1998:1341).
- Effort-Reward Imbalance Model (ERI model) puts forth that an imbalance in the relation between the effort expended at work and the rewards received can result in work stress and the effects of ill-health (Siegrist, 1996:30).

- **Wellness**

Machen (2010:13) describes wellness as the balance and incorporation of the various wellness dimensions in an individual in support of an optimal state of being.

There are many wellness assessment tools with differing number of wellness dimensions depending on which characteristics are assigned to which dimension. For example, Albrecht (2014:26) described wellness by highlighting seven dimensions including: physical, mental, emotional, social, spiritual, vocational, and ecological while Stoewen (2017:861) included an eighth dimension of financial. The commonly encountered dimensions are described below based on Albrecht's research (2014:27):

- Physical Wellness relates to the physical aspects of wellness such as resting, exercise, healthy eating etc.
- Emotional Wellness relates to the mental aspects like having coping mechanisms to deal with stress, levels of optimism and resilience, the ability to handle change etc.
- Social Wellness refers healthy relationships, empathy and sensitivity, compassion etc.
- Cognitive Wellness describes the ability to process information, behavioural flexibility etc.

- Spiritual Wellness includes the ability to find meaning and purpose, having balance in all aspects of life, having a sense of freedom etc.
- Environmental Wellness relates to being conscious that all environments impact on wellness, spending time outdoors and on conservation efforts etc.

The underlying constructs associated with wellness include the typical theories associated with Workplace Wellness Promotion (WWP) and Workplace Health Promotion (WHP). These theories include as an example the ecological model of health promotion by Glasgow and Linnan (2008) (Machen, 2010:15).

Wellness also has a relation to Systems theory principles whereby a system (overall wellness) is more than the sum of its parts (dimensions), with the interconnections (dimensions) in a system (wellbeing) operating in an integrated manner, and in which one part (dimension) can significantly impact the system (overall wellness) (Albrecht, 2014:24).

• **Engagement**

Employee engagement can be described as a state where employees feel involved and motivated (cognitive, emotional, and behavioural) to achieve the organisation's goals (Marais, 2017:8).

Marais (2017:14) further describes the theories underpinning employee engagement as including (amongst others):

- social exchange theory (SET),
- Kahn's (1990) needs satisfying theory,
- job demands resources model (JD-R), and
- Broaden and build theory.

Schaufeli and Bakker (2004:295) included in their definition of work engagement the characteristics of vigour, dedication and absorption and subsequently extended the JD-R model to include engagement as a separate measure (Schaufeli and Bakker, 2004:296). These three characteristics are described by vigour being synonymous with energy and mental resilience indicating effort and persistence in ones' work, dedication relates to the enthusiasm and

inspiration one experiences in their work, while absorption describes the level of being concentrated and engrossed in one's work (Basikin, 2007:5). The assessment measure for employee engagement was subsequently operationalised through the development of the Utrecht Work Engagement Scale (UWES) (Schaufeli and Bakker, 2004:295) which was then used in the self-assessment for this assignment.

- **Burnout**

Michailidis and Banks (2016:279) describe burnout as a “psychological response to work stress” manifesting through “emotional exhaustion, cynicism and feelings of professional inefficacy” impacting employee performance and wellbeing.

The Maslach Burnout Inventory assessment tool (MBI) is generally used for assessment based on this definition with the incorporation of three subscales relating to exhaustion, cynicism, and professional efficacy (Michailidis and Banks, 2016:283).

Burnout can also be defined as “a state of physical, emotional, and mental exhaustion that results from long-term involvement in work situations that are emotionally demanding” (Schaufeli and Greenglass, 2001:501). Kristensen, Borritz, Villadsen, and Christensen (2005:193) identified certain shortcomings with the MBI tool and subsequently developed the Copenhagen Burnout Inventory (CBI) tool for assessing burnout. The CBI was used for this assignment and consists of three dimensions which can be used in different work areas to determine personal burnout, work-related burnout, and client-related burnout. Personal burnout is described as the level of fatigue (physical and psychological) and exhaustion experienced, work-related burnout as level of fatigue (physical and psychological) and exhaustion perceived that is related to their work, and client-related burnout as the level of fatigue (physical and psychological) and exhaustion perceived that is related to their work with clients (Kristensen *et al.*, 2005:197).

Burnout has a number of underlying theoretical constructs such as self-determination theory relating to the need for perfectionism, and social cognitive theory relating to self-efficacy and the associated belief in one's own ability and capability (Fiorilli, De Stasio and Benevene, 2015:540).

- **Cultural intelligence**

Cultural intelligence (CQ) can be defined as an individual's aptitude to effectively deal with situations that are characterised by cultural diversity (Ang, Van Dyne and Koh, 2006:101). To understand why certain individuals respond and deal positively with cultural diverse situations and environments, Earley and Ang (2003) theorised a multifactor concept of CQ that includes mental (metacognitive and cognitive), motivational, and behavioural aspects to assess an individual's CQ (Ang *et al.*, 2006:101).

CQ has theoretical constructs based in the fields of social and emotional intelligence (Ang and Van Dyne, 2008:289). The mental intelligence aspect includes both metacognitive and cognitive capabilities acknowledging that individuals with higher cognitive CQ understand similarities and differences across cultures easier. Similarly individuals with higher metacognitive CQ are knowingly aware of others' cultural preferences during dealings. Behavioural intelligence focuses on individuals' actions instead of what they think or feel, and these individuals typically display a wide range of behaviours. Individuals with higher behavioural intelligence have a greater situational awareness and adapt their behaviours accordingly during interaction. Motivational CQ relates to the energy applied in learning and functioning in cross-cultural situations. Individuals with higher motivational CQ are confident in their ability to embrace and enjoy other cultures (Yitmen, 2013:6).

4. SELF-DEVELOPMENT ASSESSMENTS AND SKILL PRACTICES

This part of my portfolio of evidence summarises the sixteen (16) different skills assessments completed, skills learnt during the course through the use of examples, and a summary of the findings from the self-assessments.

4.1 Skills Assessment Surveys

The subsequent sixteen (16) skills assessments were undertaken with the following intention:-

- Self-awareness – to assess my awareness of my internal traits and how these influence my interaction with others.
- Emotional intelligence (EI) – to understand my level of EI and its relation to career progress.
- Personality traits – to understand the reasons for my behaviour and its impact within a work environment.
- Organisational commitment – to understand how my organisational commitment is related to my motivation levels.
- Job satisfaction – to understand my levels of job satisfaction and its impact on productivity.
- Decision-making style – to understand my decision making style and its associated strengths and weaknesses.
- Quality of working life (QWL) – to assess my QWL and my state of happiness, productivity and my commitment to remaining in the employ of my organisation.
- Self-motivation – to understand my own motivation levels.
- Training programmes – to evaluate my own capacity to assess training programs related to performance improvement and behavioural enhancements.
- Performance management behaviour – to assess how I behave with respect to the area of performance management in the organisation.
- Career path – to understand how my personality characteristics can influence my career plan and choices.
- Job stress – to understand how job stressors can impact the physical and mental health of employees leading to lower levels of productivity.

- Wellness – to understand my own levels of wellness which is important to maintain a healthy life.
- Engagement – to be conscious that employee engagement is important for talent and skills retention which contributes to employee satisfaction.
- Burnout – to assess my levels of burnout by being sensitive to the symptoms and consequences thereof in both my work and personal life.
- Cultural intelligence – to be sensitive to different cultures and to understand how to work effectively within a diverse environment.

4.2 Skill learning

The STAR technique was applied to demonstrate an example of how people management skill was applied to my work:

Situation: Sales declined significantly resulting in regional sales performance falling behind budget in quarter 2 of 2020.

Task: Restore the revenue to achieve the set sales target.

Action: Engaged the sales team and assessed the root cause for the decline in sales. Discovered that the drop was mostly attributed to the COVID-19 impact that resulted in a lower demand for some of our products. We embarked on a strategy to work collaboratively that drew in resources cross functionally to attack all competitively held business in new markets. The right people were positioned based on their areas of strength to fulfil the right roles to drive the opportunities identified. In this time we appointed an independent consultant to provide additional sales training and we formalised a more structured approach to funnel the sales management process. I attended the training with the team to support them through the process and to ensure we could speak the 'common sales language' and apply the learning outcomes together. I spent three months coaching the team on the job which entailed daily communication and weekly rhythm calls. Within three months we managed to capture a significant market share of the competitively held business in new markets.

Result: Sales Revenue was restored and year to date results are 10% above the initial goal set in 2020.

Lesson Learnt/Reflection: The lessons learned in talent management was invaluable as much of the techniques learnt was applied in this situation. It really allowed me to use the talent I had in the right way to achieve the desired business objective, which is the fundamental objective of this course. I especially applied the lessons learnt from performance management, training and decision making. In addition to achieving and surpassing the sales target by the end of Q3, the team morale improved significantly. The commitment displayed by the team and the way in which the each individual embraced the revised road map truly impacted the end result positively.

4.3 Comprehensive summary

The result from each of the self-assessments completed is presented below per assessment area. These results are presented using descriptive statistics (where applicable) in tabular format. A discussion is included for each assessment area highlighting my strengths and development areas.

4.3.1 Self-awareness

The descriptive statistics for the self-awareness assessment is presented in Table 1 below (based on a five-five-point Likert scale with 1 = never and 5 = always).

Variable		Min. statistic	Max. statistic	Range	Mean	Std. Deviation	Median	Count
Self-Awareness	Reflective self-development	2.0	4.0	2	3.5	0.7	4.0	11
	Acceptance	2.0	4.0	2	3.5	0.7	4.0	11
	Proactive at work	2.0	5.0	3	3.6	0.9	4.0	9
	Emotional cost	3.0	5.0	2	3.4	0.8	3.0	7

Table 1: Self-awareness descriptive statistics

Sub-dimensions	Score	Converted into %
Reflective self-development	38/55	69
Acceptance	38/55	69
Proactive at work	32/45	71
Emotional costs	24/35	69

Table 2: Self-awareness dimensional scores

The purpose of the self-awareness assessment was to assess my awareness of my internal traits and how these influence my interaction with others. Based on the results obtained for each sub-dimension, the results indicate that I have a good overall awareness of my internal traits. The strengths identified in the assessment was my ability to self-reflect that allows for conscious learning and self-improvement. The self-confidence I display is an area of strength. As an area of improvement, I could spend more time understanding others at a deeper level.

This can be achieved by spending more time getting to know my colleagues on a personal level, and practising more empathy.

4.3.2 Emotional intelligence (EI)

The descriptive statistics for the EI assessment is presented in Table 3 below (based on a five point Likert scale with 1 indicating that the statement does not apply at all, 3 indicating that the statement applies about half the time, and 5 indicates that the statement always applies to me).

Variable	Min. statistic	Max. statistic	Range	Mean	Std. Deviation	Median	Count
Emotional Intelligence	1.0	5.0	4	3.6	1.1	4.0	50

Table 3: EI descriptive statistics

From Table 3 it is evident that a median score of 4 (and average of 3.6) indicates EI as a general area of strength for me. Table 4 below provides scores for the various emotional competencies.

Self-awareness (SA)		Managing emotions (ME)		Motivating oneself (MO)		Empathy (E)		Social Skill (SS)	
1	4	2	4	3	3	4	4	5	2
6	4	7	1	8	3	9	5	10	3
11	4	12	2	13	3	14	4	15	5
16	5	17	4	18	4	19	5	20	3
21	5	22	2	23	4	24	4	25	4
26	4	27	4	28	3	29	4	30	4
31	4	32	1	33	3	34	3	35	2
36	5	37	2	38	5	39	3	40	3
41	4	42	3	43	4	44	4	45	4
46	5	47	2	48	4	49	3	50	5
Total	44		25		36		39		35

Table 4: Emotional competency list scores

The purpose of the Emotional Intelligence assessment was to understand my level of EI and its relation to career progress. Considering the scores in Table 4 (35-50 range is a strength, 18-34 requires attention, and that 10-17 is a development priority area), it is evident that self-awareness, motivating oneself, empathy and social skills are my strengths.

The area that requires attention is managing emotions. The way to better manage this aspect is to self-talk in situations that affect my emotions and 'practice the pause' by counting to ten in my mind as a technique to remain calm. This will prevent me from reacting to situations that raise my emotional level, and to stay more focussed, think clearly and progress decision making or action required in a more positive way.

4.3.3 Personality traits

The descriptive statistics for the personality traits assessment is presented in Table 5 below (based on a five point Likert scale with 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree. Median and mean scores indicate a general neutrality for this assessment, however scores for specific traits relating to extroversion (E), agreeableness (A), conscientiousness (C), neuroticism (N), and openness to experience (O) is summarised in Table 6.

Variable	Min. statistic	Max. statistic	Range	Mean	Std. Deviation	Median	Count
Personality traits	1.0	5.0	4	3.1	0.9	3.0	50

Table 5: Personality traits descriptive statistics

$$\begin{aligned}
 E &= 20 + (1)4 - (6)2 + (11)4 - (16)3 + (21)4 - (26)2 + (31)4 - (36)4 + (41)3 - (46)3 = 35 \\
 A &= 14 - (2)2 + (7)4 - (12)2 + (17)4 - (22)2 + (27)3 - (32)2 + (37)2 + (42)4 + (47)4 = 27 \\
 C &= 14 + (3)2 - (8)4 + (13)3 - (18)2 + (23)3 - (28)4 + (33)3 - (38)1 + (43)3 + (48)4 = 21 \\
 N &= 38 - (4)3 + (9)2 - (14)3 + (19)4 - (24)3 - (29)3 - (34)3 - (39)2 - (44)4 - (49)2 = 21 \\
 O &= 8 + (5)2 - (10)4 + (15)3 - (20)4 + (25)4 - (30)2 + (35)4 + (40)2 + (45)5 + (50)4 = 22
 \end{aligned}$$

Table 6: Scores for specific personality traits (score range of 0 – 40)

The purpose of the personality traits assessment was to understand the reasons for my behaviour and its impact within a work environment. From the scores highlighted in Table 6, my personality traits indicate a high degree of extroversion which is aligned with my social nature. I obtained middle of range scores for agreeableness, conscientiousness, neuroticism, and openness to experience which indicates a balance or neutrality in these personality characteristics.

4.3.4 Organisational commitment

The descriptive statistics for the organisational commitment assessment is presented in Table 7 below based on a seven point Likert scale with 1=strongly disagree, 2=moderately disagree, 3=slightly disagree, 4=neither disagree nor agree, 5=slightly agree, 6=moderately agree, and 7= strongly agree.

Variable	Min. statistic	Max. statistic	Range	Mean	Std. Deviation	Median	Count
Affective Commitment Scale Items	4.0	7.0	3	6.0	0.9	6.0	8
Continuance Commitment Scale Items	2.0	5.0	3	3.4	1.2	3.0	8
Normative Commitment Scale Items	4.0	5.0	1	4.3	0.5	4.0	8

Table 7: Organisational commitment descriptive statistics

The purpose of the organisational commitment assessment was to understand how my organisational commitment is related to my motivation levels. A high score (48/56) for the affective commitment items, supported by an average score of 6, indicates that I enjoy working for my organisation with a strong sense of belonging and connection to the organisation.

Both the continuance commitment (27/56) and normative commitment (34/56) scores indicate that while I have a strong sense of belonging to the organisation, I would be open to career opportunities at other organisations. I do not view these lower scores for the latter dimensions negatively as I remain committed and loyal to my current employer but remain pragmatic that there may be opportunities for growth that reside outside of my current employer.

4.3.5 Job satisfaction

The descriptive statistics for the job satisfaction assessment is presented in Table 8 below based on a seven point Likert scale with disagree = 1, disagree = 2, somewhat disagree = 3, neither agree nor disagree = 4, sometimes agree = 5, agree = 6 and strongly agree = 7.

Variable	Min. statistic	Max. statistic	Range	Mean	Std. Deviation	Median	Count
Work itself	5.0	6.0	1	5.8	0.4	6.0	5.0
Supervision	3.0	6.0	3	4.8	1.1	5.0	5.0
Co-workers	6.0	6.0	0	6.0	0.0	6.0	5.0
Pay	6.0	6.0	0	6.0	0.0	6.0	5.0
Promotion	2.0	5.0	3	3.4	1.1	3.0	5.0

Table 8: Job satisfaction descriptive statistics

The purpose of the job satisfaction assessment was to understand my levels of job satisfaction and its impact on productivity. The scores for the job satisfaction assessment are relatively high and confirm my current sense of job satisfaction that I enjoy. From a growth point of view, I am at an executive level presently and do feel opportunities to be promoted to a managing director level may be limited, hence scored lower on the promotion sub-dimension. A possible way to overcome this is to engage in open discussions with my chairman and formalise a development plan and discuss opportunities for promotion within the group.

4.3.6 Decision-making style

The purpose of the decision-making style to understand my decision making style and its associated strengths and weaknesses. The results from the decision making style assessment is illustrated in Figure 9 below. It is evident from the scores obtained that my preferred decision making approach is based on a combination of a behavioural and directive style. These are my strength areas where quick decisions are required as well as including other stakeholders to have buy-in when decisions are made.

	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

Figure 9: Mapping of decision making style

My least preferred approaches include adopting an analytic and a conceptual style to decision making. There will be instances where a combination of decision making styles will be required in business and relying on the dominant decision making styles may prevent effective decision making to a large extent. Analytical and conceptual decision making can be seen as an area to improve. As an example when making financial business decisions, analytical skill will be required to assess if projects are viable to pursue. The possible way to improve and enhance my decision making skill associated to analytical and conceptual styles is through up-skilling and these techniques can be learnt through the NWU MBA program.

4.3.7 Quality of working life (QWL)

The descriptive statistics for the QWL assessment is presented in Table 8 below based on a five point Likert scale with strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5.

Variable	Min. statistic	Max. statistic	Range	Mean	Std. Deviation	Median	Count	Total
General well-being (GWB)	4.0	5.0	1	4.5	0.5	4.5	6.0	27
Home-Work Interface (HWI)	2.0	4.0	2	2.7	1.2	2.0	3.0	8
Job Career Satisfaction (JCS)	2.0	4.0	2	3.2	0.8	3.0	6.0	19
Control at Work (CAW)	4.0	4.0	0	4.0	0.0	4.0	3.0	12
Working Conditions (WCS)	4.0	4.0	0	4.0	0.0	4.0	3.0	12
Stress at Work (SAW)	1.0	1.0	0	1.0	0.0	1.0	2.0	2

Table 9: QWL descriptive statistics

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

Table 10: QWL factor scores

The purpose of this assessment was to assess my quality of work life and my state of happiness, productivity and my commitment to remaining in the employ of my organisation. Based on the results obtained, I scored high on my general well-being which can be viewed as a strength. This high score implies that in general my physical and psychological health is good.

The areas I scored the lowest included home-work interface, job career satisfaction and stress at work. These areas had a negative impact on my overall score that resulted in me achieving an overall lower score for quality of working life.

Being an executive in a sales driven organisation, it has been difficult to find the right balance between home and work life. The COVID pandemic also presented challenges with all of work engagements taking place remotely that inevitably impacted family life. This also amplified the levels of stress experienced as I tried to meet the revenue budgets given the current constrained economic climate. This imbalance has brought tremendous strain and can possibly be overcome by prioritising the right work tasks daily, scheduling time for myself to de-stress by practising yoga or any form of exercise, delegating work to my team that will allow for focussed family time after hours.

4.3.8 Self-motivation

The self-motivation assessment resulted in a score of 50. This score resides in the 37 - 50 range indicating that I am doing fairly well with my level of self-motivation. Self-motivation is an area of strength as I have an immense passion for my work. There is however an opportunity however to further improve in this area, specifically by improving my self-discipline. The sales industry is dynamic and I do find it challenging at times to maintain self-discipline. This can be developed by minimising distractions when certain tasks or actions need completion. Planning effectively will enable me to meet and even possibly be ahead of critical deadlines. By adopting this approach further benefit can be achieved in reducing stress levels.

4.3.9 Training programmes

The descriptive statistics for the training programmes assessment is presented in Table 11 below (based on a five point Likert scale with 1 = strongly disagree, 2 = disagree, 3 = slightly agree, 4 = agree, and 5 = strongly agree).

Variable	Min. statistic	Max. statistic	Range	Mean	Std. Deviation	Median	Count
Learner readiness	3.0	4.0	1	3.7	0.6	4.0	3.0
Performance self-efficacy	4.0	4.0	0	4.0	0.0	4.0	3.0
Motivation to transfer	4.0	4.0	0	4.0	0.0	4.0	3.0
Transfer effort performance expectation	4.0	4.0	0	4.0	0.0	4.0	3.0
Performance outcome expectation	3.0	4.0	1	3.7	0.6	4.0	3.0
Performance coaching	2.0	4.0	2	2.7	1.2	2.0	3.0
Supervisor support	2.0	3.0	1	2.7	0.6	3.0	3.0
Supervisor sanction	2.0	3.0	1	2.3	0.6	2.0	3.0
Peer support	4.0	4.0	0	4.0	0.0	4.0	3.0
Resistance to change	2.0	4.0	2	2.7	0.7	3.0	9.0
Opportunity to use learning	4.0	4.0	0	4.0	0.0	4.0	3.0
Personal capacity to transfer	2.0	3.0	1	2.3	0.6	2.0	3.0
Perceived content validity	3.0	4.0	1	3.7	0.6	4.0	3.0
Transfer design	4.0	4.0	0	4.0	0.0	4.0	3.0

Table 11: Training programmes descriptive statistics

The purpose of this assessment was to evaluate my own capacity to assess training programs related to performance improvement and behavioural enhancements. The key strength to note is my performance self-efficacy which ties in with my ability to continuously apply knowledge from training programs. An example of this, is a recent sales training program where new systems and structure needed to be implemented to improve our selling process. As a result of implementing this training, the sales performance improved by 10% in quarter three of 2020. This is an indication that I do apply the learnings and as a result performance is enhanced.

An area of improvement is performance coaching. I seldom receive feedback on how to perform my job better to enable improvement in my job performance. Feedback from my peers and direct line executive is important so that development areas can be identified on an ongoing basis. This can be potentially overcome by setting up formal works discussions with my direct line executive where feedback can be received. A 360 degree feedback can be conducted twice per annum to receive valuable feedback with different perspectives.

4.3.10 Performance management behaviour

The descriptive statistics for the performance management assessment is presented in Table 12 below (based on a five point Likert scale with 1 = rarely/never, 2 = once in a while, 3 = sometimes, 4 = fairly often, and 5 =very frequently/always).

Variable	Min. statistic	Max. statistic	Range	Mean	Std. Deviation	Median	Count
Process of goal setting	3.0	5.0	2	3.8	0.8	4.0	5.0
Communication	3.0	4.0	1	3.8	0.5	4.0	4.0
Feedback	3.0	4.0	1	3.6	0.5	4.0	5.0
Coaching	3.0	5.0	2	4.2	0.8	4.0	5.0
Providing consequences	4.0	5.0	1	4.3	0.6	4.0	3.0
Establishing/monitoring performance expectations	2.0	5.0	3	4.0	1.2	4.0	5.0

Table 12: Performance management descriptive statistics

The purpose of the performance management assessment was to assess how I behave with respect to the area of performance management in the organisation. The process of goal setting can be seen to be a key strength. Being part of the executive committee I am directly involved in building strategies for the organisation and therefore have the ability to align goals that drive the strategic direction of the business. To achieve the targets of the business, I often set goals that are challenging while still attainable. Further I am an engaging leader, always available to my team and is achieved by having weekly catch up sessions that allow for providing direction and feedback on an ongoing basis. Being in a sales driven environment, recognition and gratitude for top performance is always expressed through the sales recognition commission incentives.

An area where I could improve is to assist more with regards to career planning. Very often this subject is neglected. This can be achieved by formalising career development discussions, assessing strengths and weaknesses of the team and ensuring the career paths followed are in line with the individual areas of strength.

4.3.11 Career path

The purpose of the career path assessment was to understand how my personality characteristics can influence my career plan and choices. The interest code result obtained (Table 13 below) was “E, S, R” which indicated a strong “Enterprising” trait, followed by “Social” and “Realistic”.

R	I	A	S	E	C
1	0	0	3	6	0

Table 13: Summary of career path RIASEC scores

The related pathways for enterprising people are business, public and human services, and arts and communication. This can be viewed as an area of strength as my personality characteristics are in line with the related pathways mentioned i.e. business (specifically marketing/sales) which is the core of my career today. Although having studied engineering which reflected somewhat in my “realistic” trait, I have proven over the years to demonstrate success in a sales related career path supported by the engineering background.

4.3.12 Job stress

The purpose was to understand how job stressors can impact the physical and mental health of employees leading to lower levels of productivity. The job stress assessment resulted in a score of 33 (within the 26 to 40 range) indicating that I suffer from job stress. Some of the symptoms I have experienced include anxiety, headaches and insomnia.

As such preventative action is required to improve my sense of control in the work setting. These actions will include:

- Seeing a dietician to formulate a healthy eating plan and to start an exercise routine that will provide the right energy to help cope with my job demands
- Taking the right vitamins and supplements that will assist in improving concentrating
- Practicing yoga, breathing and meditation techniques to improve sleep patterns
- Scheduling time for myself to recharge
- If required I will seek professional support

4.3.13 Wellness

Table 14 below summarises my wellness assessment scores. It is evident that the areas of physical, emotional, and environmental awareness requires urgent attention. Similarly more detailed assessment scores for each wellness dimension is summarised in Table 15. Only the spiritual aspect of wellness indicated good health practices. All other dimensions indicates health risks on my part.

To improve physical, emotional and environmental wellness the following actions similar to actions for job stress can be taken:

- Focus on reaching a healthy weight and maintaining it. This can be achieved by making time for the right meal preparation and a consistent exercise routine
- More environmental awareness is required on my part related to the recycle of plastics, printing on double sided paper or avoiding printing to make a positive impact on the environment.

Social wellness is a strength where I scored high and can be viewed as healthy.

	Very Unhealthy	Somewhat Unhealthy	Somewhat Healthy	Very Healthy
Physical Wellness	1	2	3	4
Social Wellness	1	2	3	4
Emotional Wellness	1	2	3	4
Environmental Wellness	1	2	3	4
Spiritual Wellness	1	2	3	4

Table 14: Wellness assessment summary

	IDEAL SCORE	MY SCORE
Physical Wellness	40	21
Social Wellness	40	29
Emotional Wellness	40	27
Environmental Wellness	40	21
Spiritual Wellness	40	33
Mental Wellness	40	26

Table 15: Individual wellness dimensions scoring

4.3.14 Engagement

Table 16 below summarises my engagement assessment scores. It is evident that in general my levels of engagement are high when considering the mean and median scores for each of the engagement scales. Based on my results obtained my levels of engagement is a key strength and requires very little to no further development.

Variable	Min. statistic	Max. statistic	Range	Mean	Std. Deviation	Median	Count
Vigour Scale	4.0	6.0	2	5.0	0.6	5.0	6.0
Dedication scale	5.0	6.0	1	5.4	0.5	5.0	5.0
Absorption scale	3.0	6.0	3	4.8	1.2	5.0	6.0

Table 16: Engagement levels

4.3.15 Burnout

Figure 10 below summarises the results of the burnout assessment. From the scoring for the three dimensions it is evident that my level of burnout is at average levels and is under control. No further intervention is required at this point. I will however be conscious of the dimensions of burnout and endeavour to take preventative measures at all times to manage this at a low level proactively.

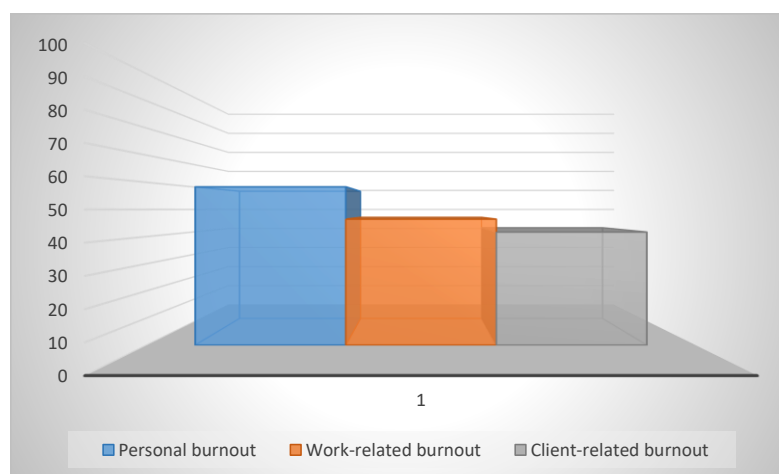


Figure 10: Burnout assessment results

4.3.16 Cultural intelligence

Table 17 below summarises my CQ assessment scores (based on a seven point Likert scale with 1 = strongly disagree and 7 = strongly agree).

Variable	Min. statistic	Max. statistic	Range	Mean	Std. Deviation	Median	Count
CQ - Strategy	4.0	6.0	2	5.5	1.0	6.0	4.0
CQ - Knowledge	3.0	5.0	2	3.3	0.8	3.0	6.0
CQ - Motivation	4.0	6.0	2	5.2	1.1	6.0	5.0
CQ - Behaviour	3.0	6.0	3	4.8	1.1	5.0	5.0

Table 17: Cultural intelligence (CQ) descriptive statistics

The purpose of the Cultural intelligence assessment was to assess my sensitivity to different cultures and to understand how to work effectively within a diverse environment. Considering the regions in which we operate I am exposed to various local and international cultures at all times. In general my aptitude to deal with situations characterised by cultural diversity is strong.

As an area to improve, I will work on expanding my knowledge of the more specific cultures that I am exposed to (African from various regions, Arabs and Europeans). This will bring about a stronger awareness during business dealings. I will also be more conscious and have a greater situational awareness and adapt my behaviour accordingly during interaction.

5. PLAN FOR PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT

This assignment allowed for an in-depth self-analysis that helped identify strengths and development areas. Where areas of development were identified, an action plan was devised with an appropriate time line to improve in these areas. The associated actions form the key basis of the development plan summarised in Table 18 below.

My ambition is to become the managing director of the business by 2025 and there will be tremendous benefit in bridging the gaps identified to fulfil and realise this ambition. I have to remain committed to improving as a leader in all aspects covered by the constructs and execute the plan of action within the reasonable timelines set. I have been assigned a mentor, and will track the progress of my professional development through ongoing interactions with my peers, mentor and direct reports and look forward to applying the valuable lessons learned.

Development Area & Key Objective	Plan of Action	Timeline
Self-awareness – to improve my interaction with others	Spend more time understanding others at a deeper level. This can be achieved by scheduling time to get to know my colleagues on a personal level, and practising more empathy. At least once a week I will dedicate 30 minutes to face time with my team members.	Immediate and ongoing
Emotional Intelligence - managing emotions	Various techniques can be applied to control emotions in a more professional way. • ‘Practice the Pause’ by counting to ten in my mind to avoid outbursts	Immediate and ongoing

	• Always maintain being respectful • Ask for clarification before making assumption's that fuel emotions • Practise mindfulness, make a list of what triggers me to bring about more awareness	
Decision-making style - Use more Analytical and conceptual decision making techniques	Focus on upskilling to enhance analytical decision making capability as this will be required in certain situations. The required up skilling will be achieved through the NWU MBA program (e.g. the financial courses will help making more informed decisions that reduce potential business risk)	6 to 12 months
Quality of Working Life - Home Work Interface	There is significant imbalance between home and work and this has brought tremendous strain. A few key actions will be required to bring this back into the right balance • Accomplish the right work tasks daily through	Immediate and ongoing

	organising, planning and prioritising • Stay focussed when at work by managing interruptions. Avoid taking calls to manage “time stealers” • Delegating work to my team and communicate clearly the times that I am reachable • Give family time full attention during specific hours without any phone or email work distractions	
Self-Motivation – to become more disciplined	• Minimising distractions when certain tasks or actions need completion • Do one thing at a time – don’t overly multitask • Complete high priority tasks first to be able to surpass milestones	Immediate and ongoing
Training Programs - Performance Coaching	• Set up formal works discussions with my direct line executive where feedback can be received. • A 360 degree feedback can be conducted twice per annum to receive valuable feedback with different perspectives.	3 to 6 months

Performance Management- Behaviour	• Formalise career development discussions • Assess strengths and weaknesses of the team and ensure the career paths followed are in line with their area of strength.	6 to 12 months
Job Stress – physical and mental well being	• Seeing a dietician to formulate a healthy eating plan and to start an exercise routine that will provide the right energy to help cope with my job demands • Taking the right vitamins and supplements that will assist in improving concentration • Practicing yoga, breathing and meditation techniques to improve sleep patterns • Scheduling time for myself to recharge • If required I will seek professional support	3 to 6 months
Wellness (physical, emotional & environmental)	• Focus on reaching a healthy weight and maintaining it. This can be achieved by making time for the right meal preparation and a consistent exercise routine	3 to 6 months

	• Make time to meditate and practice breathing techniques • Recycle plastics, print on double sided paper or avoid printing at all to make a positive impact on the environment.	
Cultural Intelligence	• I will work on expanding my knowledge of the more specific cultures that I am exposed to (African from various regions, Arabs and Europeans) through reading. This will bring about a stronger awareness during business dealings. • I will also be more conscious and have a greater situational awareness and adapt my behaviour accordingly during interaction.	3 to 6 months

Table 18: Development plan interventions

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RUBRIC TO ASSESS THE PORTFOLIO OF EVIDENCE

Name: Moodley Student Number 37079018
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	5/5					
Is the title page correct and the title a good representation of the content? Is the table of content correct? Does the abstract appropriately demarcate the POE? Does the introduction give a clear and sequential indication of the structure of the POE?	0	1	2	3	4	5x
2. INTRODUCTION TO YOUR POSITION	16/25					
Introduction to your current position	0	1	2	3	4	5x

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
Introduction to the industry currently employed in	0	1	2	3	4	5x
General career goals	0	1	2	3x	4	5
Direction you want to follow	0	1	2	3x	4	5
Brief job description	0x	1	2	3	4	5
3. INDUSTRY ASSESSMENT	16/20					
Impact of the Fourth Industrial Revolution on the future of work.	0	1	2	3	4x	5
Skills required to succeed in the Fourth Industrial Revolution.	0	1	2	3	4x	5
A job/position analysis and explaining the specific position (s) you see yourself working in the future.	0	1	2	3	4x	5
Required competencies and skills needed for this/these positions.	0	1	2	3	4x	5

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
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.	70/80					
4.1 Self-awareness Understand the theoretical foundation of self-awareness	0	1	2	3	4x	5
4.2 Emotional intelligence Understand the theoretical framework of EI	0	1	2	3	4x	5
4.3 Personality traits Demonstrate an understanding of personality theory	0	1	2	3	4x	5
4.4 Organisational commitment Understand the theoretical foundation of organisational commitment	0	1	2	3	4	5x
4.5 Job satisfaction Understand the construct, theory and facets of job satisfaction	0	1	2	3x	4	5

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
4.6 Decision-making style Demonstrated insight of decision-making theory	0	1	2	3	4	5x
4.7 Quality of working life Demonstrate an understanding of the construct and theory of quality of work-life or QWL	0	1	2	3	4	5x
4.8 Self-motivation Understand the construct and theory of motivation	0	1	2	3	4x	5
4.9 Training programmes Understand the theory of training and demonstrated the capacity to assess a training programme	0	1	2	3	4x	5
4.10 Performance management behaviour Understand performance management behaviour theory	0	1	2	3	4x	5
4.11 Career path Understand how personality traits influence career choices and how to plan your career	0	1	2	3	4x	5
4.12 Job stress Understand that job stress is the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker	0	1	2	3	4x	5

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	4	5x
4.14 Work engagement Understand the construct and theory of work engagement	0	1	2	3	4	5x
4.15 Burnout To understand the meaning, theory and symptoms of burnout and the consequences of burnout	0	1	2	3	4	5x
4.16 Cultural intelligence Demonstrate an understanding of the construct and theory of CQ	0	1	2	3	4	5x
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	4x	5

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
6.2 Presented scores in graphs and tables	0	1	2	3	4x	5
6.3 Discussion of scores	0	1	2	3	4	5x
6.4 Discussion of strengths and weaknesses regarding each assessment	0	1	2	3	4	5x
7. PLAN FOR PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT	16/25					
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.	0x	1	2	3	4	5
8. PRESENTATION AND TECHNICAL ASPECTS	16/20					

Competency levels			Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
8.1 Writing - the style and language (grammar) meet the requirements			0	1	2	3	4x	5
8.2 Is the stylistic and technical refinement in order?			0	1	2	3	4x	5
8.3 Is the references in the text and reference list correct according to the Harvard referencing style			0	1	2	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
Comments:								
Mark obtained			162/200					
Deduction for plagiarism if any								
Examiner Final Mark out of 100%:			81/100					
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).