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SOLEMN DECLARATION – INDIVIDUAL ASSIGNMENT

Solemn declaration by the student

Module: Strategic Talent Management
Module Code: MBAB 822
Assignment No.: Individual PoE
Assignment due date: 5 November 2020

I, **Elizma Fuller** 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.

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Signature of student _____

A handwritten signature in black ink, appearing to read 'Elizma Fuller', written over a horizontal line.

Student number: 12128635

Signed at **Potchefstroom** this **5th** day of **November 2020**

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ABSTRACT

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This portfolio of evidence is presented in the aim to indicate and give evidence of knowledge gained during the journey of Strategic Talent Management.

The paper will first off look into the respondent's current work position as director in Fuller Civils, a construction company in the construction industry. A look at the general career goals of a director in the group will be discussed with particular focus on the direction the respondent would like to follow. A brief job description will be provided.

The impact of the Fourth Industrial Revolution (4IR) focussing on the skills to be required in order to succeed, will be discussed. A look into the effect of 4IR in the construction industry will be discussed.

An in-depth look into the conceptual-theoretical frameworks of the self-assessment constructs provided for the paper will be discussed. Learning from the literature review and work during the semester will two scenario's presented themselves be discussed by utilising the STAR technique.

The results of the self-assessment will be provided utilising graphs and tables to give a clear picture to the reader. Each assessment will be discussed separately.

A professional development plan will be provided with a particular focus on insights gained during the self-assessments. Specific career goals will be set up with a gap analysis in order to identify the current skills, needed skills in order to achieve the goals successfully. The respondent's career goal is not to one day become a business owner, that by grace, blessings, and hard work have been achieved already. Therefore will goals explicitly focussing on the running and developing of the organisation be mentioned. Finally, a detailed plan to achieve these goals will be presented with the perceived rewards and benefits.

This journey will take various turns, ups and downs. It is needed to be cleared that during the semester the respondent moved from Fuller Civils to Fuller Development. The results in the self-assessments will give a clear motivation for the change.

1. INTRODUCTION

What is a man if he cannot make a difference in the world-? What is a woman if she cannot make a difference in herself, what is a woman if she cannot make a difference in her organisation.

In the construction industry, we live by the saying "the only constant thing is that something will change". This does not only relate to situations, the organisation but every individual as well.

This paper is a compilation of a journey through self-discovery, realising of strengths, weaknesses, the aha moments and the moments that take your breath away. That moment when you realise you have been wrong and needs to pay attention to correct it.

A further look into current positions and responsibilities followed by a discussion of self-assessment results will be completed with a plan as to where to next. The results presented seems like a roller coaster ride in one of the biggest amusements parks, and in the end, is a true reflection of a journey over the last ten months.

If one is not able to see the problem and willing to let the hammer connect the hot steel in order to forge a sharp knife, the journey is fruitless.

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2. POSITION AND INDUSTRY ASSESSMENT

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2.1 Introduction to the current industry and position

The respondent is a director at Fuller Group consisting out of 2 separate companies operating in the construction industry, Fuller Civils and Fuller Development.

The past eight years, the respondent was working and taking on responsibilities in both companies. Eight years ago she started in Fuller Civils as a site manager working her way up to Managing Director. Her primary responsibility was the managing of the organisation, ensuring profitable reports by focussing on organisational success and growth.

Around the same time, Fuller Development was registered to develop property owned by the Fuller family. In 2014 the respondent acquired shares and became director focussing on the overseeing of the Winfield Estate project in Baillie Park. During this time her main focus was still mainly at Fuller Civils.

The COVID-19 lockdown created a positive environment for creative thinking, and some innovative action plans were proposed to combat the lack of progress in Fuller Development as well as organisational culture challenges experienced by the respondent. The dynamics in a family business is well known, and although it can add to organisational effectiveness can it also pose its challenges (Yu *et al.*, 2019:154). Changes in the managing of the two organisational were proposed, and the responded moved into the managing director role at Fuller Development and stepped back from responsibilities in Fuller Civils.

Current responsibilities are to develop and lead Fuller Development to achieve its strategic goals and to increase the footprint in the development section around Potchefstroom.

2.2 General career goals and direction you wish to follow

The respondent is in the fortunate position to be in top management from a reasonably young age. Natural leadership and business insight is not only a gift, but a privilege to be tough by a hardworking father, a man that always lead by example and moral values.

The current position the respondent founds herself in is an excellent opportunity to develop a reasonably new business with only one development nearing completion. Based on recent strategic goals set for the organisation and personal goals can the following be concluded:

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2.2.1 Short term goals

- To increase turnover by focussing on smaller projects whilst developing and designing more significant projects.
- To establish systems and procedures that are manageable and that will add value to the organisation.
- To employ staff that is equally passionate about building
- To successfully establish Fuller Development in the famous De Land Estate as a reputable contractor that is delivering quality work, within budget and on time.

2.2.2 Medium-term goals

- To further lead the organisation to grow and become financially independent from the other company in the Group.
- To develop technology innovation that will incorporate client needs and quality management.
- The being known as a company that is putting the client first, looking after the client needs.
- To complete the design and town registration of the next internal development by end 2021

2.2.3 Long term goals

- To further develop and grow the Fuller brand as one of the leading building construction companies in North-West.
- To lead the company by example based on a personal motto, "Do not tell me, show me."
- To complete the 120 houses of the new '4 Seasons' development.

2.2.4 Personal goals

- To be known as a strict but fair leader that motivates staff.
- To learn from previous mistakes and to correct them in the new division.
- To focus on my strong points, not standing back to please other people

2.3 Brief job description

The following brief job description aims to give clarity on the responsibilities of a director working in the Fuller Group. Apart from the descriptions below were the respondent when working in Fuller Civils directly responsible for the overlooking finance, the tender office, quantity surveying and programming. Now directly in Fuller Development, the respondent is responsible for the development, growth and reporting to the board of directors together with the previous responsibilities only also applicable to Fuller Development.

2.3.1 Fuller Civils Values

1. To Complete a Project in Time and Provide Innovative Solutions.
2. To Deliver a Quality Product, with no Shortcuts – You get what you paid for
3. To Limit Labour, Material, and Transport Losses
4. To be People that do your work with Joy and offers practical solutions
5. To Follow a Scientific Approach – Records and Systems. Bearing in mind that systems are our gearbox

2.3.2 Job Purpose - Director

The role is accountable to the Group Executive Board for the efficient operation and delivery of profitable growth in Fuller Development Pty Ltd. To achieve optimal organisation growth, the director has a responsibility to oversee all activities focussing on and ensuring

that projects are delivered on time, within the allocated budget and with a high-quality standard, whilst maintaining health and safety and customer satisfaction.

As a member of the Board of Directors, the role is also responsible for ensuring that Fuller Development Pty Ltd is fully aligned to the achievement of the group's objectives and goals as set out in the business plan whilst ensuring adherence to the organisational purpose and values, policies and procedures.

2.3.3 Detailed job profile and responsibilities

- Developing a business plan and set of organisational strategies to ensure that long term goals are achieved.
- Delivery and achieving of annual targets
- Prepares and drive annual division budgets
- Providing of strategic guidance, support to ensure delivery of set targets
- Implementation of systems, procedures
- Monitor progression of goals to reach targets
- Delivering high-quality projects and products
- Ensure a high level of client satisfaction
- Ensure successful handover to clients on completion of works
- Encouragement and implementation of continuous improvement of systems and procedures.

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2.3.4 Leadership and People

- Provides leadership and strategic guidance and support to ensure the development of business strategies in order to deliver the required levels of profitability.
- Ensures that Fuller Civils Pty Ltd's plan is effectively communicated and that all colleagues have accountabilities and targets aligned to the achievement of this business plan.

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- Liaises with HR to develop strategies for Fuller Civils Pty Ltd that drives engagement and ensuring that colleagues are delivering in line with the purpose, values and policies, and procedures.
- Supported by HR leads the development of a performance
- Provides mentoring support to the direct team and colleagues up and down, in line with the business strategies.

2.3.5 Financial / Risk Management

- Provides strategic guidance, support, and challenge to ensure effective cost forecasting and cost management of projects.
- Ensure the implementation of the Health and Safety Policy by putting processes and systems in place to monitor its compliance and share best practices.
- Ensure adequate risk management processes to identify, quantify and monitor and minimise risks in projects

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2.3.6 Organisation Responsibilities

As a member of the Board of Directors,

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- Set the Company Strategy and Business plan with the board members.
- Oversees all activities of the ~~Board~~board, ensuring that they are in-line with the strategy and business plan.
- Resolves issues in line with Fuller Civils Pty Ltd Goals
- Understands and demonstrates the principles of confidentiality
- Understand and demonstrates their responsibilities for the Healthy and Safety
- Understand and demonstrates a commitment to Fullers Civils Pty Ltd Purpose and Values
- Demonstrate commitment to ongoing personal development

3. INDUSTRY ASSESSMENT

The 4IR is characterised by a collaboration of new technologies that are fusing the physical, digital and biological worlds. It contains different technologies such as Artificial Intelligence (AI), blockchain, robotics, the internet of things (IoT), 3D printing, genetics, computing, virtual reality (VR) and other technologies (Mahomed & Smith, 2019:74). The initiation of industrialised economic systems launched the idea to enhance global competitiveness through developments of specialised industries, therefore putting pressure on organisations to adapt to new requirements in order to stay on top of changing organisational changes (Sukhodolov, 2019:5). The significant impacts on all disciplines, economies and industries cannot be ignored (Mahomed & Smith, 2019:74; Oosthuizen & Mayer, 2019:1).

The impact of the 4IR will continue to eliminate and change the nature of jobs and amend the required skills required in order to succeed in the labour market. This cannot be seen as a phenomenon only applicable to international organisations, but also has significant impacts on South Africa (Mahomed & Smith, 2019:74). Across the world, countries are grappling with ways to capitalise on new opportunities, but equally focusing on mitigating the risk involving the 4IR. Continuous efforts to prepare the future workforces through forwarding looking education systems and better collaboration with the private sector is required. The importance of further training and skills development for current employees to adapt to the challenges and changes of the 4IR are not to be left behind.

3.1.1.1 Skills development

The importance of numeracy, literacy and development of soft skills have all been identified as critical skills for the future workforce (Mahomed & Smith, 2019). The World Economic Forum has found that skills such as problem-solving, critical thinking, social skills, active learning and management skills are to be specifically focused on by the government (Mabasa, 2019). Therefore, the importance of continuous education and skills development is progressing into the workforce.

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3.1.1.2 Economic and business development

The Department of Trade and Industry launched the Intsimbi Future Production Technologies Initiative (IFPTI). The IFPTI is a fully-fledged 4IR program focusing on training in robotics, mechatronics and industrial maintenance (Mahomed & Smith, 2019:76).

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More than 500 companies representing various industries, including hi-tech capital equipment, steel, plastics to tool, die, and mould-making industries participated in the program. Factories on the job facilities will be made available to students participating in the program (Mahomed & Smith, 2019:76).

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3.1.1.3 Building the future workforce

As pointed out by Bughin *et al.* (2020), could the following five strategies be leveraged:

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- Retraining: to improve the skills capacity of existing employees through new skills. This supports the drive to secure in-house functional knowledge.
- Redeployment: re-bundling of tasks and assigning, specifically skilled workers to these tasks will enhance the utilisation of existing skill sets.
- Hiring: An alternative to the previous two options albeit risky, is to hire new individuals with the relevant skills. New digital tools can improve sourcing and recruitment.
- Contracting: As a rapid response, companies can deploy skills brought in from outside the organisation.
- Releasing: Releasing employees might be necessary for companies, particularly those in slow-growing industries and in which automation substitutes labour in a significant way.

When looking at the importance of hiring and training the correct personnel, can the benefit and impact of organisations like WeTalkCode be noticed. The support and impact similar organisations play into the adaptation of 4IR in business are of utmost importance (Reporter, 2017; WeThinkCode, 2020).

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3.1.1.4 Job position analysis in 4IR

The 4IR revolution had significant impacts on the construction industry. Moving from the paper-based era to having all drawings, communication online proof to be a big step forward, for others, it is merely a joy.

Apart from office-related technology based in the cloud, are various new technologies utilised on-site. From laser levels setting out levels for concrete pours, to laser pointing levels over 100m down an excavation indication for the operator where to excavate for a pipeline. The same applies to laser technology applied to the blade of an excavator. This enabled the operators to be more aware and accurate in the work they do. It also resulted in less labour utilisation due to taking out the human factor.

The building industry also had its fair share of technology introduces, electronic drawings, online quality management systems and applications have made the work of a building manager easier, resulting in more accurate work. To measure a drawing during the pricing stage is now a mere click of a couple of buttons vs the do it by hand way. Today progress is measured by a handheld laser measurer recording all measurements to an application on your phone to be sent to your laptop.

The reality facing the construction industry, regardless if it is civils or building, technology will enable more accurate and quicker work. The result, doing more at the same time.

4. CONCEPTUAL-THEORETICAL FRAMEWORK OF SELF-ASSESSMENT CONSTRUCTS

The self-assessment construct utilised for this study will each be defined with the aim to focus on the theoretical foundation and highlighting the contemporary theories on which they are bases. A theoretical framework can be seen as a critical aspect of any research process leading the theory-driven thinking and acting (Osanloo & Grant, 2016).

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4.1 Self-awareness

Self-awareness is known as an evolving process in the continuance of self-discovery. Therefore it can be argued that self-awareness is a dynamic and ever-changing process that will never achieve any form of saturation (Rasheed *et al.*, 2019:763). Self-awareness is commonly used in psychology and has two critical components to be considered: cognitive and neuroanatomical basis. The self-awareness process starts from a young age and can be traced back to infancy and will continue the development process through into adulthood.

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According to Rasheed *et al.* (2019:763), self-awareness is developed through constant exposure and responses to various physical and emotional stimuli, social interactions, verbal and non-verbal communications, personal appraisals and reflections, the recalling of past events and continuous cognitive processes. During the exposure of the responses mentioned above is the further incorporation of guided imagery, reflection, personal and social feedback all seen as essential elements to achieving optimal development of self-awareness. The result would be individuals that are more self-focused and self-regulated as they have developed their ability to make inferences about other people's emotions and mental states all in an effort the assist them to better and fully understand themselves and others (Rasheed *et al.*, 2019:763).

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To understand the extent to which one is consciously aware of the internal state and interactions or relationships with others are critical skills that managers can utilise to understand and better manager staff in the organisation entirely. Effective feedback plays an integral part in the continuation of any managers professional development. Therefore the need exists for it to be credible, informed and supported by self-reflection in order to sustain development (Ramani *et al.*, 2017:1065). The result would be a more proactive, boosted acceptance and encouraged positive self-development. Increase communications and self-confidence will encourage managers to be better in their jobs that will spin off into increased job-related well-being.

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Ramani *et al.* (2017:1065) suggest the utilisation of a framework such as the Johari window developed by Joseph Luft and Harry Ingham in 1955. The Johari window guides the

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establishment of a learning culture. A learning culture aims to encourage self-awareness by raising the credibility and acceptability of feedback to promote behaviour changes (Ogbonnaya, 2019:451).

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4.2 Emotional Intelligence

Psychologist Savoy and Mayor describe emotional Intelligence (EI) as the person's ability to think about feelings, and emotions in the aim to enhance reasoning further. It further relates to the individual capacities to accurately observe feelings and to access or elicit emotions in order to promote belief, to understand feelings and emotional information in the process to thoughtfully control reaction to enhance further enthusiastic and personal development (Aderibigbe & Mjoli, 2019a:12961). In general, speaking terms are EI referred to as the force that drives human behaviours and actions through the accumulation of non-cognitive competencies, skills and abilities that can impact one's capacity to in managing challenges faced and pressured positively (Aderibigbe & Mjoli, 2019b:87).

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Little assertion is known whether EI signifies the cognitive capacity for the processing of emotional stimuli, characteristics of personality like integrity or charisma, or even aptitude to coping with challenging circumstances. Researchers relate that EI can vary in the abilities and skills from individual to individual in the expertise and personalities that are in most cases alluded to as soft inter and intra-individual aptitudes (Aderibigbe & Mjoli, 2019a:12962; Aderibigbe & Mjoli, 2019b:88). These aptitudes are beyond the conventional part of overall intelligence, specialised or proficient aptitude and specific knowledge.

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This skill set is not only reserved for manager or employers but could lead to an organisational culture that encourages teamwork, break down any barriers between managers and direct report that might exist. The workplace will end up as a place where people want to be in, where they want to explore their talents and grow holistically and maybe even risk diverse opinions and new ideas (Kgasi, 2020:6). Employees with high EI is better equipped to handle stressful situations. They can handle pressure better due to their ability to hold off an emotional reaction in stressful conditions. Emotional intelligence is a critical skill set to be required and nestles in for the years to come (Kgasi, 2020:7).

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4.3 Personality traits

Personality traits also referred to as the Big Five trait dimensions or five-factor model are divided between extraversion, agreeableness, conscientiousness, emotional stability and openness (Oshio *et al.*, 2018:55; Soto, 2019:712). The Big Five traits were developed as a variable centred approach and constitute the framework most widely used for the conceptualising and measuring personality traits (Oshio *et al.*, 2018:56).

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Personality traits are of importance to determine the reliable prediction of consequential life outcomes. This is achieved in the individual pattern of thinking, feeling and behaving perceived to be consistent over time across various relevant situations (Soto, 2019:711).

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Various role players in the likes of personality-outcome literature, economists, educators and policymakers have shed light on the promotion of well-being through positive personality development. Although questions were raised in recent studies about the replicability of behavioural science are the consensus reached that personality trait still plays an integral part of the way individuals will react to and in various scenario's (Soto, 2019:711).

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Woods and West (2020:23) further postulate that all personality theories focus on this same phenomenon, the individual differences in behaviour, thought process and emotions. Each theory is represented in different in various ways, although most theories are based on the same features namely: description, explanation, empirical validity, testable concepts, comprehensiveness, parsimony, heuristic value and applied value. Recent studies strongly draw towards the trait theory and further develop perspectives incorporating the social learning theory.

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4.4 Organisational commitment

The theoretical framework proposed by 'the conceptualisation of Meyer and Allen (1993) is still applicable and used in current studies (Emam *et al.*, 2019:133). The model identifies three different components of organisation commitment (OC) namely: affective

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commitment, continuance commitment and normative commitment. Organisational commitment can briefly be described as the relative strength of individuals relating to the achievement of organisations goals (Odoardi *et al.*, 2019:104). Organisational commitment is seen as a crucial factor relating to the developing relationship between individual and organisation. A high level of OC indicates acceptance of goals resulting in devoted time and energy spend towards achieving that.

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Collectively are all three of the commitments contributing to the rate of organisational staff turnover (Masud & Daud, 2019:218). The proposed framework of Meyer and Allen describe the OC commitments as follow:

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Affective commitment. A strong emotional attachment towards an individuals job has a direct relation towards the affection towards the organisation. Theoretically, are a strong correlation observed between a positive relationship between affective commitment and general employee innovation. This will increase the level of likeliness to identify with organisational goals and values. Enjoyment at work will result in a feel-good feeling and satisfaction that will increase overall job satisfaction and add to a feeling of affective commitment (Odoardi *et al.*, 2019:104).

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Continuance Commitment. Continuance commitment (CC) is based on the theory that regardless of organisation fatigue or stresses, that it can be mitigated when individual continuance commitment is high. This should have a positive consequence of total job performance. A high CC might generate a feeling that one needs to stay at the current organisation as possible losses would be worst if leaving (De Clercq *et al.*, 2019:3).

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Normative Commitment. Normative commitment refers to the employees' perception in their standard organisational obligation. The general vies that commitment is a mental expression describing the employee's suggested association and the choice of enrolment they will proceed with (Adiza & Diete-Spiff, 2020:2). A good example is the feeling and sense of obligation towards an organisation when the employee is unhappy in their role or department. In cases like this, the employee will pursue the current commitment, as they feel it is the right thing to do.

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4.5 Job satisfaction

Research previous done indicates a strong link between job satisfaction (JS) and performance in the service industry. Job satisfaction can be defined as the extent to which employees feels positive or negative about his or her job. This indicates that a satisfied employee will more easily engage in better service delivery, and this, in the end, will positively influence customer confidence (Grobler *et al.*, 2018:829; Woods & West, 2020:69). The driving force in JS is that when employees perceive themselves to be treated in a respectful and fairly manner, will they ultimately improve performance due to the social exchange relationship that develops and grow between employees and the firm (Mafini, 2016:61).

There are three dimensions to JS. Firstly, is JS an emotional response to a job situation. Secondly, is it determined by how well outcomes meet or exceed employees' expectations. Thirdly is JS a representation of several related attitudes. The attitude related refers to a persistent tendency to feel and behave in a set way towards an object (Grobler *et al.*, 2018:829).

According to Mafini (2016:61) are JS mostly influence by the resemblance of job-related and job context factors relating to remuneration, promotional opportunities, control, relations with seniors and colleagues, organisational communication reputation and operating conditions. It is further stated that personal factors like attitude, autonomy, creativity and personal development further play a significant effect on the development of the influential factors of JS Thus the conclusion could be made that higher satisfaction levels may be experienced in a work environment that meets the individual's needs and values or collate to personal characteristics (Mafini, 2016:61).

4.6 Decision-making style

Decision-making styles are according to various researchers defined as a habitual pattern individuals utilise in the decision-making process (Cosenza *et al.*, 2019:519). According to Harren (1979:119) are decision-making models, conceptual frameworks utilised to

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understand better how individuals process information and arrive at conclusions during the decision making process. When applied to vocational behaviour, can these models be regarded as career decision making. Decision-making models are seen as a psychological process where applicable information is organised, deliberated among the present alternatives and a commitment action is taken (Woods & West, 2020:340).

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The decision-making model consists of four interrelated parameters and are postulated as Process, Characteristics, Task and Conditions. Underneath each of the parameters are various constructs further to elaborate the process (Harren, 1979:120). Cosenza *et al.* (2019:519) further state that in utilising these parameters and constructs in decision-making, one needs to recognise the fact that decision-making styles are learned habitual response patterns. When individuals are confronted with a decision-making situation it is not personality traits that influence or make the final decision, but habit-based propensity to react in a certain way when certain context presents themselves.

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Harren (1979:120), proposed two opposing categories utilised in decision making with regards to information gathering and evaluating; namely, intuitive and rational decision-making styles. Intuitive decision-making style is referred to as a holistic thinking immediate insight method when a decision is made without knowing (Abubakar *et al.*, 2019:106). Rational decision-making style forces individuals to consider various alternative scenarios and probabilities before a final decision is made (Abubakar *et al.*, 2019:107).

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4.7 Quality of working life

Quality of work-life has been extensively researched between 1960 and 1970, indicating that it is not a new concept recently focused on (Grote & Guest, 2017:149). Quality of work life is, according to Mafini (2016:62) determined by the extent the organisation responds to employees' needs in terms of quality of life at work. This notion can be perceived as reflecting the strengths and weaknesses in the comprehensive work environment.

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Quality of work-life can be divided into eight categories namely: (1) adequate and fair compensation; (2) safe and healthy working conditions; (3) immediate opportunity to use

and develop human capacities; (4) opportunity for continued growth and security; (5) social integration into the employer organisation; (6) constitutionalism in the employer organisation; (7) work and total living space; and (8) social relevance of work-life (Mafini, 2016:62).

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In modern organisational set-ups have various other factors increasingly gained value in developing or determining the quality of work life. Undeniably are the factors also playing a critical part in the prosperity and survival of organisations. The qualities referred to are problem-solving and decision making.

Two main theoretical approaches have been identified by Lee *et al.* (2011:274) namely, needs of satisfaction and spillover

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The need satisfaction refers to the need satisfaction models by Maslow. Basic individual need requirements need to be fulfilled through works. The derived satisfaction individuals receive from work to such an extent that work meets their desired needs.

The spillover theory involves the fulfilment of needs and satisfaction in one area of life and that it will also influence the satisfaction and needs in other areas. Job satisfaction can have a positive influence on family, leisure, financial and health of individuals.

A fundamental criterion for the quality of life can relate to the following: fair compensation, safe and healthy working conditions, immediate opportunity to utilise and develop human capacities, the opportunity for growth and security, social work integration, work and living space (Lee *et al.*, 2011:280).

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4.8 Self-motivation

Theories utilised in industrial or organisational psychology are firmly established, although research and literature on the comprehensive structure of theoretical corpus are lacking (Dwivedula *et al.*, 2017). Locke and Latham (2004:388) proposed a seamless theory of work motivation that enabled the integration of multiple theoretical lenses. Motivation concept refers to the internal factors assisting impel action to external factors acting as

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inducements to action. Motivation focus on the automotive role of rewards and feedback plays on work motivation and collates directly with psychological processes as goals and self-efficacy.

An essential emphasis of work motivation is the role and effect of role modelling, having a direct result on self-motivation (Locke & Latham, 2004:389). The role of strategies of motivation self-regulation or self-motivation plays an essential role in the learning and developing process and aims at generating and managing various positive motives and emotions that are a prerequisite of initiating, directing and maintaining behaviours.

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Woods and West (2020:106) refers to the self-determination theory and once mastered by management can have powerful results in work and organisation psychology. The aim is for managers to design work in such a way that employees attain their goals resulting in positive and rewarding motivation. The aim is to have employees work because they believe work is essential to them, rather than merely working for a paycheck.

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The self-determination theory differentiates controlled motivation on a continuum of motivation ranging from motivation, external regulation, introjected regulation, identified regulation, integrated regulation and intrinsic motivation.

In management, the role of self-motivation plays an integral part in the development and continuous learning and performance of the individual. Based on the self-determination theory is optimal motivation achieved when the work they do represents a vital and essential part of who they are (Woods & West, 2020:107).

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4.9 Training programmes

Training and staff development is an expensive investment, and therefore organisations will more than ever would like to ensure that the training provided will result in maximum returns (Priya & Easwari, 2019:481). Training can be described as a planned learning experience specifically designed to encourage permanent change in an individuals knowledge, attitude and skills. In business, knows become an integral part and source for organisations utilising their competitive advantage. This is done through the behaviour of

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transfer of training. Transfer of training relates to the degree to which trainees apply the new knowledge, skills and attitude gained into their daily lives and jobs.

Transfer of knowledge can be improved when clearing understanding the factors that affect transfer or learning. Organisational training evaluation model should be utiles to take these factors into account. A typical instrument that can be applied is the LTSI model used to examine the factors affecting the transfer of training. This will enable organisations to tailor-made training to best suit the individuals and organisation (Priya & Easwari, 2019:482).

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4.10 Performance management behaviour

The effectiveness of traditional performance appraisal practices caused an exciting debate resulting in speculation about changes in performance management and performance appraisal in organisations (Curzi *et al.*, 2019:2). Performance management is seen as one of the essential HRM practices. The identification of individual responsibilities, objectives and required behaviour, aims to align employees' behaviour and goals complying with organisational strategy. Performance management is a complex subject and therefore is the framework of appraisal purposes methods, characteristics, problems, legal considerations of utmost importance (Kriemadis *et al.*, 2015:65).

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Goal setting is seen as a crucial part of the theoretical foundation of performance management (Woods & West, 2020:110). Based on the theory are goals and intentions regulating individual actions and performance. In an organisational setting is goalsetting essential in the insurance of individual performance. This can effectively be measured against key performance indicators to ensure correlation with organisational strategic goals.

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Performance management can be effectively utilised to communicate acceptable performance levels, identify and rewards outstanding performers in the workplace. Although the connection of salary with performance appraisal is still a much-debated issue, is it of importance to understand the two phases forming the performance management

framework (Kriemadis *et al.*, 2015:66). The first phase is concerned with the assessment and reward and the second with the development purposes.

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Internal training is of importance for the appraisers and is seen as the most significant step in the optimisation of the performance management system. Once internal goals are set, forms training an indispensable part of the quality evaluation system.

In the global competitive business environment is the performance management of all employees seen as a vital tool in the management of performance and a means of developing more outstanding employee commitment.

4.11 Career path

Understand how personality traits influence your career choices and how to plan your career is of importance due to the various phases of career development. Career paths can be divided into the following various stage:

- Growth (0-14)
- Exploration (15-24)
- Establishment (25-44)
- Maintenance (45-64)
- Decline/disengagement (65+)

Merluzzi and Burt (2020:2) in a study about woman entrepreneurship proposed a framework leveraging the career theory of how careers are understood as an evolving sequence based on the work experience gathered over time. In general, are career path frameworks focused on how success is measured, interpreted and perceived. Gender comparison in terms of a career path as a measuring tool seems to be not sufficient.

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Therefore one would instead go with the theory stated by Patton and McMahon (2006:153) that effective career counselling has derived from utilising principles of career theory and counselling theory. System theory has been proposed as the best suitable framework when dealing with human behaviour issues. The system theory further has received

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extended attention as the best-unified theory for the application of a metatheoretical framework for career theory and ever since redefine career counselling practices.

Career theory has been labelled as a dynamic process depicted through various influences, recursiveness, changes and chance over time. The open system positively influences by personality traits having a direct correlation of past, present and future scenarios influencing the future (Patton & McMahon, 2006:154).

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The framework changes tremendously over time, the notion of sticking to one job for ten plus years have changed drastically, leading to newly proposed theories. In today's work, people change jobs and occupational choices several times (Patton & McMahon, 2006:155). This lead to the notion that career path theories need to be adapted as the circumstances change.

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4.12 Job stress

Occupational stress (OC) is a career-related concept that negatively generated concerns among employees. It can influence individuals and organisation relating to their outcomes, goals and general work environment (Aderibigbe & Mjoli, 2019a:12960). Occupational stress can settle itself physically, emotionally and psychologically in affected employees, relating to the behaviour and non-task related work behaviour. Organisational stress can be identified in the increasingly harsh work environment evident in job dissatisfaction, high rate of absenteeism, employee intention to quit, labour turnover, and poor job performance (Aderibigbe & Mjoli, 2019a:12961).

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Occupational stress also labelled as a negative phenomenon can appear threatening to employees. All symptoms divided between the physical, emotional and psychological can have significant health and personal concerns to the employee that can affect they perform at work but also in their daily lives apart from work.

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Woods and West (2020:297) describe one of the significant theoretical shifts first introduced by Lazarus and Folkman in 1984. The theory proposes that the effect of stressors are highly dependent on how individuals thought about them. Stressful

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experiences are construed and labelled as person-environment transactions. Depending on whether the stressor is perceived as harmful, threatening or challenging, is it labelled as a primary appraisal. Secondary appraisal refers to how an individual feels and perceives themselves to handle the stressor. The theory is based on the principle that it will be helpful to improve the planned coping responses to be implemented in future stressor situation.

4.13 Wellness

Occupational wellness has received significant attention due to the health concerns related to increased burnout and distress (Ungerleider *et al.*, 2017:205). Wellness received special attention from employers, employees, healthcare providers, patients, insurers and policyholders. The main reason is the general increase and social trend emphasising health, wellness and well-being (Hartley & Young, 2019:271). The connection of how individuals employees perform and how their performance can influence the organisation put extra emphasis on employers to address the required and elective view towards employee wellness. Individual courses with the main focus on human resources, leadership, team building and career planning were put into place to counter the negative effect of occupational stress on the well being of employees.

Hartley and Young (2019:271) conducted a study with the main focus to provide an integrative framework to enable employers to better understand the diverse nature the wellness in the business field.

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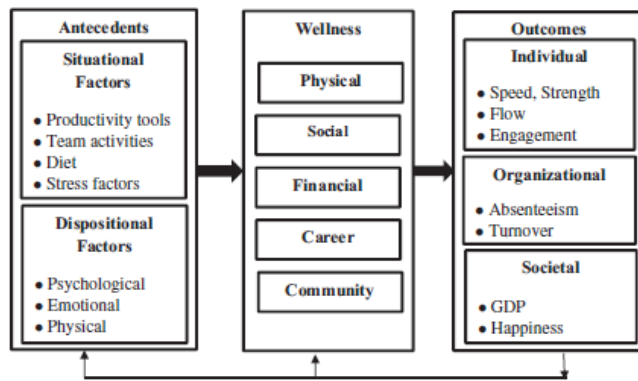


Figure 1: Wellness model (Hartley & Young, 2019:275).

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4.14 Engagement

Macey and Schneider (2008:4) reviewed various engagement theories to conclude the key components of engagement. In organisational behaviour, literature is engagement distinguished by the following role-playing factors: work motivation, commitment, job involvement and job satisfaction (Meyer & Gagne, 2008:60). According to Meyer and Gagne (2008:60) is a robust unifying theory required to guide research and practice and established that self-determination theory would suffice.

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Two primary sources of motivation are settled in the human domain, intrinsic and extrinsic.

Intrinsic motivation is when activities are done out of enjoyment and interest for the sake of the individual itself. Extrinsic motivation is when activities are done for instrumental reasons only. In work, environments are extrinsic motivation predominantly surfacing due to the desire to gain rewards or to avoid punishment (Meyer & Gagne, 2008:60). A third source of motivation directly in contrast has been identified as reactive autonomy. Reactive autonomy is when an individual in a work setting is rebelling against the source of control. This is important to understand why employees are not motivated to perform tasks at work. If they are not personally interested in it or can gain something from it, makes it sense that they will act in rebellion.

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It is, therefore, an essential skill for managers to understand how employees will be motivated by new changes, instructions or systems. By approaching and framing new systems or task correctly, will determine greatly the level of buying in from employees. If employees are engaged in their tasks, would there be more significant benefits to both the organisation and employee.

4.15 Burnout

Burnout, engagement and organisational justice are collectively studied in various labour organisations. Burnout is an internationally acknowledge syndrome, although minimal stigma is attached to it. The aetiological explanation relates to various variables manifested to the background and socio-professional causes, of which the most common are environment and work context (Navarro-Abal *et al.*, 2018:1). Navarro-Abal *et al.* (2018:2) further postulate that burnout can be categorised in three stages.

- Emotional exhaustion noticeable by a feeling of exhaustion due to activity demands
- Depersonalisation demonstrated by an attitude of coldness and distancing in interpersonal relationships
- Personal accomplishment described as a feeling of lack of self-efficacy and personal fulfilment at work.

Schaufeli *et al.* (2017:15) referred to three types of theoretical models to fully explain burnout emphasising on the influence of the individual, the social environment and the organisation variables. Navarro-Abal *et al.* (2018:2) argued that it is of more value to integrate all three of the models.

4.16 Cultural intelligence

Organisational culture can be described up as the collaborated shared meaning, values, attitudes and beliefs regarding various cultures created according to organisational morals and beliefs and subsequently communicated with staff (Woods & West, 2020:276). Cultural intelligence (CQ) allows employees to interact effectively across various cultural contexts bearing in mind and respecting different cultures.

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According to [Shaffer and Miller \(2008:110\)](#) can the cultural intelligence theory be divided into three facets: cognitive, motivation and behavioural. [Thomas et al. \(2015:1099\)](#) however describe the facets of cultural intelligence as cross-cultural skills, cultural knowledge and cultural metacognition.

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Cultural knowledge is mainly concerns about the effect of processed knowledge on individual nature and that of others. The question relates to the recognition of the existence of other cultures and differentiation nature or referred to as content-specific knowledge. Process knowledge relates to intercultural encounters, especially when dealing with problem-solving.

The exhibition of CQ requires a particular skill set gathered from social experiences, appreciating differences and general background between cultures.

Cultural metacognition plays a central position in theory presented by [Thomas et al. \(2015:1099\)](#). The knowledge of and control over thoughts, minds and learning activities during specific cultural experiences and strategies takes centre stage. The managing and regulation of cultural metacognition involve the regulating of cognition, the transfer of new knowledge gained, focused cognitive resources and the compensation of individual disadvantages in knowledge or skills related to culture.

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According to [\(Groves & Feyerherm, 2011:536\)](#) is CQ playing a vital role in the cultural composition of work teams, and subsequently the values of individual team members, and will continue to do so in years to come. Due to the shifted focus and importance of CQ is it seen as a leadership competency for managers [\(Groves & Feyerherm, 2011:537\)](#).

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5. SKILL LEARNING

The STAR interview response method is utilised as a method to answer the interview questions. It allows providing concrete examples of proof that the relevant experiences are at hand to do the required job [\(Doyle, 2020\)](#). STAR is the acronym used for **Situation**, **Task**, **Action**, **Results**.

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The STAR method will be used to discuss various learning opportunities where the respondent learned and practise newly learned skills.

5.1 Organisational culture

Situation – working in a family business can pose its challenges at times, especially if there is a thirteen year age difference between siblings. Many a time will new systems and procedures that are beneficial to the organisation be introduced. The first one to cancel, can or disregard the new systems or procedures will be the co-director. The respondent was told that no significant changes were implemented since starting to work in the organisation in eight years ago. All but true. The respondent was told to be bold and to make significant changes in the organisation in order to proof and encourage change.

Task – To establish and introduce new systems that are user friendly, gaining the trust of employees and co-director, for employees to buy into the new systems knowing that it will make their life more comfortable as well apart from being suitable for the organisation.

Action – The respondent differs in the view of how change is to be implemented. The reality was that many staff encouraged and was eager to implement new systems and that the value was visible to all....well most. Regardless of being told to be bold, have the respondent started to implement small changes and introduced new systems to help the site manager to track performance and progress on site. As the staff developed and managed, the system were the add-ins introduced. A new proposal for the developing division was introduced with specific goals and way the goals wanted to be achieved.

Result – A decision was made that the co-director will take on the full responsibility of the civils division, and the respondent will move and take full responsibility in the development division. It was made clear that staff management and systems will be done differently and that each division will be run according to the strong points of each director, due to clashes that led to negative vibes for other employees.

Lessons learned - The biggest lesson learned is that organisational cultural cant contributes massively to the success or demise of an organisation. Fortunately was the respondent in a position than rather quit the job, to instead alter the structure in order to be of benefit to both organisations. On a personal note are the rewards visible.

5.2 MBA group work

Situation – two of the members in our MBA group, regularly delivered sub-standard work, were late on target dates and was merely happy to only 'just' pass their subjects. Although expectations for each subject and the MBA degree as a whole were discussed at the beginning of the year, was it clear early on that great teamwork, encouragement and guidance would be required to align the whole Group as to where we would like to go. The delivering of poor or no work in group assignments continued, and the rest of the Group had to jump in to save or redo the work.

Task –A significant discussion was held with the Group to align goals and objectives in order to ensure that the maximum amount of points were retrieved in group assignments. This will ensure that we keep the pressure manageable during exam times. Members performing poorly were managed according to milestones set. Continuous feedback had to be supplied in order to keep them on track.

Action – On two separate occasions, did it happen that we had to talk to the group members. Knowing that the respondent can be very direct to the point was one of the other group members asked to lead the discussion. Aware of the respondent's strong points and shortcomings, where the responsibility to put the final nail in the coffin so to speak left to the respondent. Other group members will share their frustration and unhappiness, but do not want to be placed in a spot of bother, where difficult decisions as to the future participation of the Group needs to be made.

Result – The respondent, after gathering all the information, discussed discussion and the way the final discussion of the group meeting had to be done. The Group in smaller teams worked well together to gather information as to the best way to proceed. Another group member, being very diplomatic lead the discussion, the final verdict, however, had to be done by the respondent. Being in a position where difficult decisions are made daily, have it come to the norm to take the emotions out and merely deliver the result best suited for the Group. After completion of the decision making self-assessment are the value known and is there a better understanding as to how and why the respondent makes and take final decisions. This proofed to be a great learning experience.

Lessons learned – just because you are set and driven to reach your goals, doesn't it mean that the person next to you regardless of being in your team or not have the same goals. Some people are happy just to finish the race, where others are going for a podium position. Manage the expectations at all times.

6. COMPREHENSIVE SUMMARY

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6.1 Self-awareness self-assessment

The self-development subscale represents various items containing the development of continuous attention to the self. The respondent scored low in the sub-scales concerting acceptance and emotional cost. During the second assessment have all scores increased with a total increase in self-awareness from 68.5% to 81.5%.

	1st Assessment		2nd assessment	
	Score	% per section	Score	% per section
Reflective self-development	40	72%	55	81%
Acceptance	33	60%	44	76%
Proactive at work	37	82%	40	88%
Emotional cost	21	60%	29	82%
Total		68.5%		81.5%

Table 1: Self-awareness self-assessment percentage results

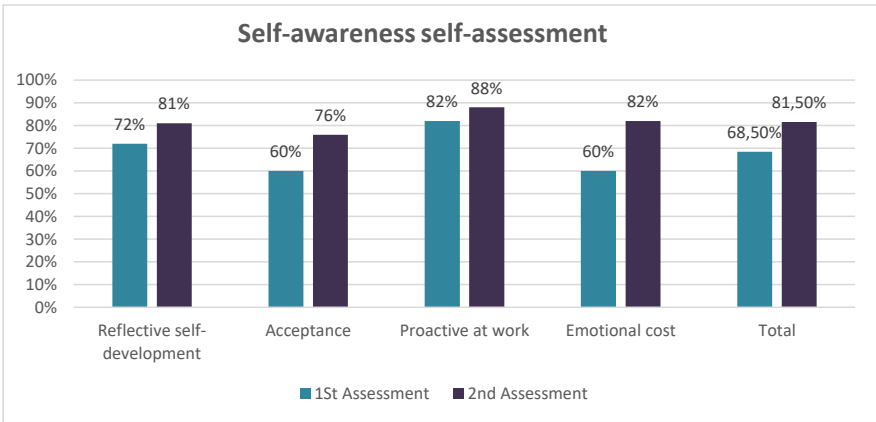


Figure 2: Self-awareness self-assessment graph

The self-awareness was completed in the first part of the semester and again in the last part of the semester. An apparent increase in the development of reflective self-development, acceptance, pro-activeness at work and emotional cost can be observed. A total increase from 68.5% to 81.5% in total self-awareness indicates that the respondent was open to the development of the self. The scenario's or opportunities for learning can be contributed to active participation in group work that presented various learning opportunities. The development of the respondent in the work citation and encountering with colleagues at work showed and resulted in a positive learning experience.

6.2 Emotional intelligence self-assessment

The EI self-assessment force the respondent to think about the various competencies of EI, as it applies to them. The assessment focus EI constructs, namely self-awareness, managing emotions, motivating oneself and empathy and social skills. The assessment results indicate areas of strength, namely self-awareness, motivating oneself and social skills. Areas identified as 'giving attention' were managing emotions and empathy. An assessment early in the semester and before the start of the portfolio of evidence (POE) was done. It is clear that during the semester, the respondent learned more about the construct of EI and showed a total increase in EI from a total of 163 to 193 points. All concepts showed an increase, but the most progress can be observed in the concept concerning empathy.

Emotional Competencies	1st Assessment		2nd assessment	
	Strength*	Needs attention	Strength	Needs attention
Self-awareness	38		41	
Managing emotions		25		30
Motivating oneself	40		43	
Empathy		25	38	
Social Skill	35		40	

Table 2: Emotional intelligence self-assessment percentage score

*Scores out of a possible 50 points

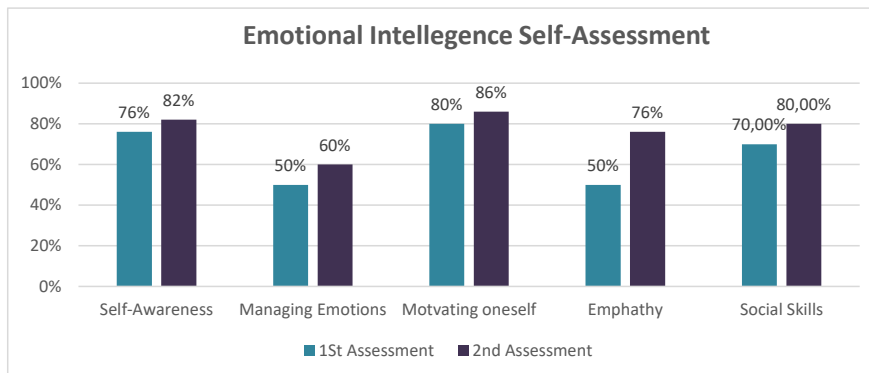


Figure 3: Emotional Intelligence self-assessment graph

6.3 Personality self-assessment test

The personality self-assessment aims to portray personality traits including extroversion, agreeableness, conscientiousness, neuroticism and openness to experience. Results between the first and second assessment in general, increased in the concepts concerning extroversion, conscientiousness, neuroticism and openness to experience. Lower results in agreeableness indicate that the respondent realised that one cannot always 'tell it like it is'. An increase in openness to experience is a positive increase and indicates that the respondent is more open to new learning experiences like the once experienced during the first year of the MBA

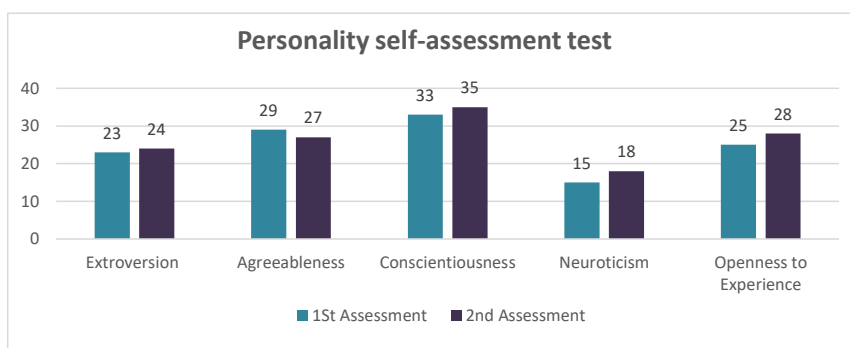


Figure 4: Personality self-assessment graph

6.4 Organisational commitment self-assessment

The organisational commitment was measured utilising constructs, namely: affective commitment, continuance commitment and normative commitment. A 7 point Likert scale was used to capture results. Lower scores indicate areas that need self-development with suitable improvement interventions. In general, have all construct tested lower in the second assessment. This is a clear indication that the respondent has experienced challenges and that the general view about the organisation changes between assessments.

Various reasons can be contributed to the changed view of the organisation. The lessons and knowledge gained during the first year of MBA identified critical areas to be worked on where the company are lacking. Top management involvement and commitment to incorporate changes were limited, and the respondent was accused of not implementing any changes. The proposed changes turned down and minor changes implemented were turned down or rejected at the first instances were production received priority. Based on the results are the respondent experiencing negative situations having a direct result on the organisational commitment from 46% at the first assessment dropping down to 40% in the second assessment.

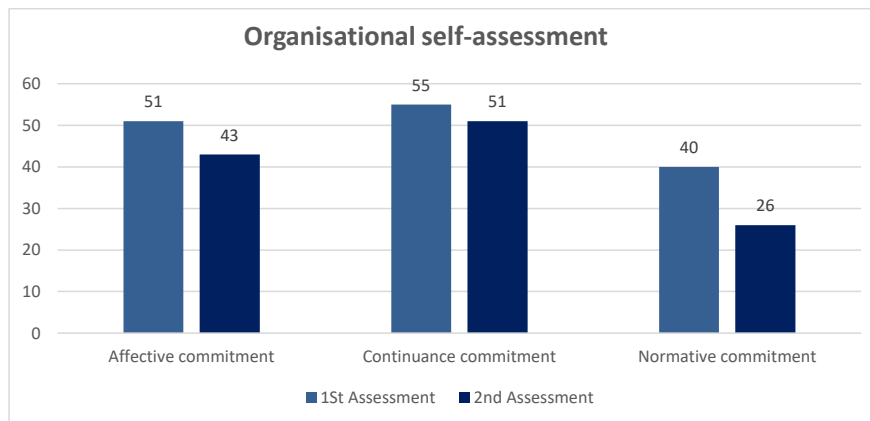


Figure 5: Organisational self-assessment graph

6.5 Job satisfaction self-assessment

The job satisfaction self-assessment measures constructs namely: work itself, supervision, co-workers, pay and promotion. According to the results is it clear that high scores above 80% were achieved in the area of work itself, co-workers, pay and promotion. A clear area of improvement is the supervision; in this case, the respondents co-director. Various areas of concern can be identified and for the greater good of the organisation, would it be recommended that steps are taken to resolve this concern area. The supervision score dropped from 71.4% during the first assessment to 52.4% in the second assessment. A positive relationship with co-workers might be contributed to the skills and knowledge gained during the progression of the subject. Further reasons can be contributed to the respondent's outlook on what the manager expects to have been saying. The relationship with the co-worker's indication that knowledge gained was implemented for the better.

	1st Assessment		2nd Assessment	
	Score	% per section	Score	% per section
Work itself	27	77.1%	29	82.8%
Supervision	25	71.4%	19	52.4%
Co-workers	24	68.5%	29	82.8%
Pay	31	88.5%	31	88.5%
Promotion	30	85.7%	30	85.7%
Total		78.2%		78.8%

Table 3: Job satisfaction self-assessment percentage score

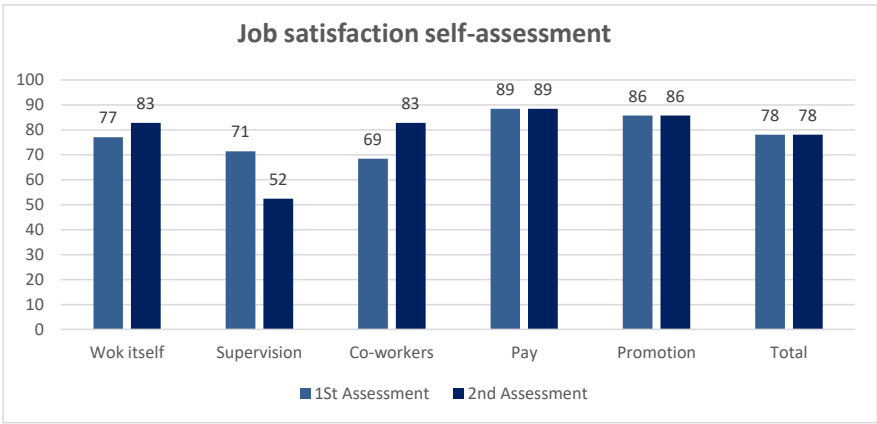


Figure 6: Job-satisfaction self-assessment graph

6.6 Decision-making self-assessment

The results for the sections were as follow:

Analytical = 114

Behavioural = 46

Conceptual = 68

Directive = 64

Based on results after completion of the decision-making self-assessment, is it clear that the respondent is mainly basing the decision on analytical information. All information is required before deciding by going through the process in her head, although analytical decision-makers do go to other people for advice. The second highest score is the conceptual decision-making style. Outside people will be asked for help, and groups will be getting together to brainstorm before making a decision.

	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

Table 4: Decision-making self-assessment percentage score

6.7 Work-related quality of life self-assessment

This questionnaire is designed to assess the quality of working life. Constructs are divided into general well-being, home-work interface, job career satisfaction, control at work, work condition and stress at work. Home-work interface, job career satisfaction, control at work, work conditions have tested high, indicating a general satisfying work-related feeling or

condition. A significant concern is a low score in terms of stress at work of 30%. This is a clear indication that is regardless of other concepts testing high/positive that the amount of stress the respondent is dealing with daily is concern high and might lead to burnout.

	Score	% per section
General well-being	23	77%
Home-work Interface	14	93%
Job career satisfaction	27	90%
Control at work	14	93%
Work conditions	15	100%
Stress at work	3	30%
Total	96	83%

Table 5: Work-related self-assessment percentage score

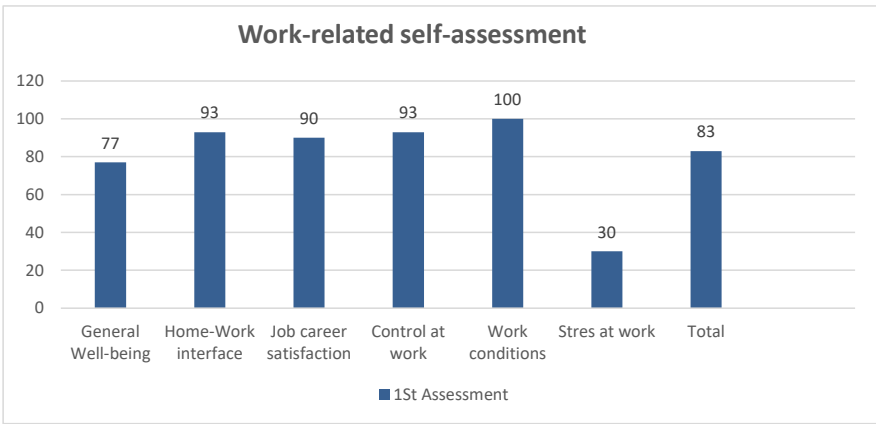


Figure 7: Work-related self-assessment graph

6.8 Self-motivation assessment

The self-motivation self-assessment is designed to enhance awareness of your level of self-motivation. A total score of 55 points was calculated, indicating that the respondent is excellent at planning, prioritising, and getting the right things done. Conscious efforts are made to stay self-motivated and focused. Significant time and effort are spent on setting goals and achieving them. A high level of perseverance, self-discipline, and excellent results, with continued success is anticipated in your future.

Caution needs to be taken as not everyone is as self-motivated, this was a definite learning point during group work during the first semester of the MBA.

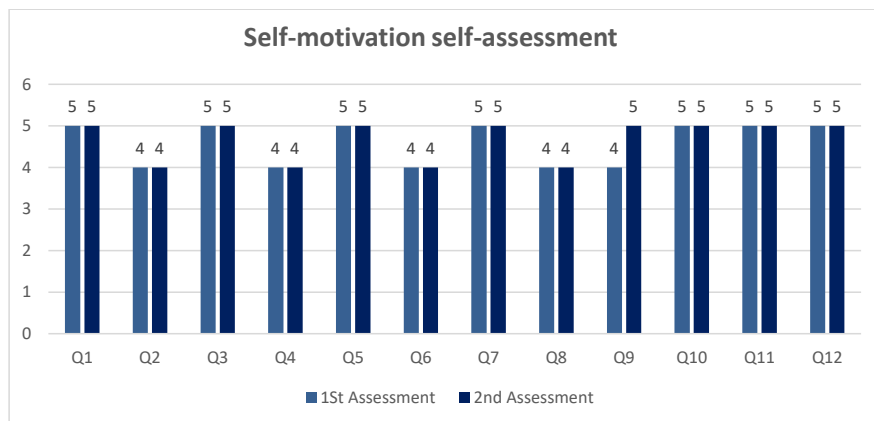


Figure 8: Work-related self-assessment graph

6.9 Training programme self-assessment

The LTSI measure 16 constructs in or to identify constructs that will encourage and influence training transfer effectively. Based on Holton's model of transfer (Holton et al. 2000), can it be categorised into three major groups: personal factors, training factors, and work environment factors.

Total capacity to transfer might be wrongly allocated, and it seems that the scale was supposed to be reversed as the respondent do have time to try and use this training. The general feeling is that the opportunity in the daily routine of the respondent would allow for new skills to be transferred or implemented as part of her tasks. The total score of 67% indicates that the organisation is not very useful in the implementation of newly learned skills. The same argument as before would suffice in the sense that new skills are encouraged but 'when the going gets tough' and time is of the essence, the hold habits would suit best. The more significant concern is that new skills will, in most cases, increase work and quality levels.

Constructs	Score	% per section	Constructs	Score	% per section
Learner readiness	10	66%	Supervisor sanctions	9	60%
Performance self-efficacy	12	80%	Peer support	12	80%
Motivation to transfer	15	100%	Resistance to change	17	37%
Transfer effort performance expectation	13	86%	Opportunity to use learning	12	80%
Performance outcome expectations	13	86%	Personal capacity to transfer	3	37%
Performance coaching	9	60%	Perceived content validity	10	66%
Supervisor support	6	40%	Transfer design	9	60%
			TOTAL		67%

Table 6: Training programme self-assessment percentage score

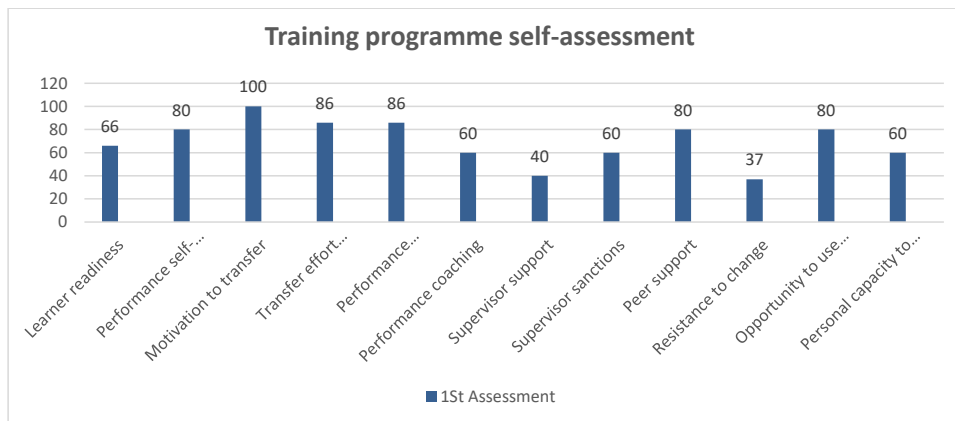


Figure 9: Training programme self-assessment graph

6.10 Performance management behaviour self-assessment

The performance management self-assessment focussed on six constructs. The respondent scored the lowest in communication and feedback. In the second assessment, the specific areas scored higher, indicating that special attention was given to the mentioned areas. The fact that more authority was given in the way employees were handled in the Fuller Development contributed to the change in score.

	1st Assessment	2nd assessment
Process of goal setting	76%	84%
Communication	65%	75%
Feedback	70%	80%
Coaching	76%	85%
Providing consequences	85%	95%
Establishing/monitoring performance expectations	85%	95%

Table 7: Performance management behaviour self-assessment percentage score

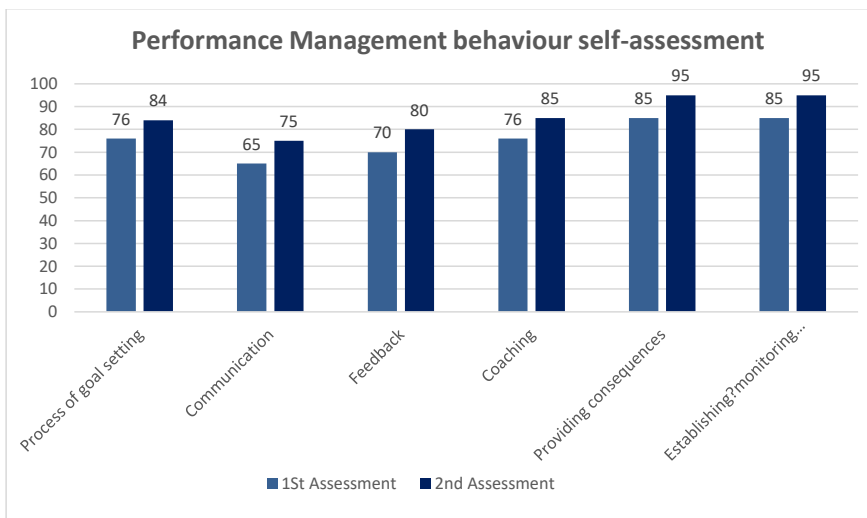


Figure 10: Performance Management self-assessment graph

6.11 Career path self-assessment

The career path self-assessment aims to investigate possible career paths that would suit the respondent. The results/scores for each of the constructs investigated are presented below.

R – Realistic – 7
I – Investigative – 3
A – Artistic – 2
S – Social – 5

E – Enterprising – 5
C – Conventional – 5

Realistic people are often good at mechanical or athletic type jobs. Being in construction correlates well with the highly realistic score received.

Enterprising people, on the other hand, like to work with others and enjoy persuading and performing, being responsible for finance in the organisation relates well to the score received.

Conventional people are very detail-oriented, organised and like to work with data. The high score in this section makes sense when looking at the bigger picture taking overall director responsibilities into account.

6.12 Job stress self-assessment

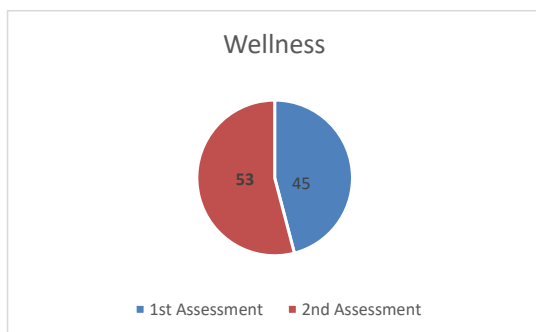


Figure 11: Job stress self-assessment graph

Job stress management is useful in assisting and increasing the sense of control in the work setting. In both assessments were scores achieved between 41 to 55, indicating that preventative action needs to be taken to prevent burnout. The respondents high level of stress were highlighted earlier, and it was indicated that it might lead to burnout as clearly can be seen in the results. The high level of responsibility towards work and organisational

commitment would suggest that higher levels of stress would be present. Methods to handle and manage stress would be recommended.

6.13 Wellness self-assessment

The importance of wellness cannot be denied. The upholding of a holistic regimen is, at times difficult to maintain during a busy working schedule. As with the case is it noticeable that physical wellness dropped between the first and second assessment. Time constraints can be contributed to the lower result. In general, did all other areas stayed within margins between assessments with small but noticeable increases in social and environmental wellness. The MBA group work can be considered as a critical contributor to the increase in results.

	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 8: Assessment results of how respondent saw herself before Assessment

	1st Assessment		2nd Assessment	
	Score	% Score	Score	% Score
Physical Wellness	24	60%	20	50%
Social Wellness	36	90%	37	92.5%
Emotional Wellness	29	72.5%	30	75%
Environmental Wellness	27	67.5%	27	67.5%
Spiritual Wellness	32	80%	30	75%

Table 9: Wellness self-assessment percentage score

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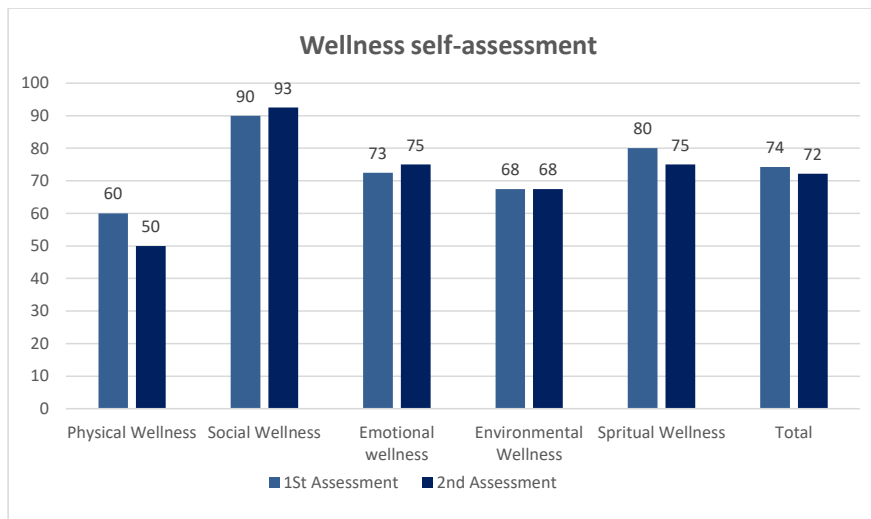


Figure 12: Wellness self-assessment graph

6.14 Engagement self-assessment

The engagement self-assessment aims to determine how the respondent feel about statements made regarding situations in the work condition. Low levels of the various represented scales would require attention. During the first assessment were the lowest score identified under the vigour scale construct. Although not concerningly low does it seems that conditions at work make it harder to focus on the task at hand. In the end, have the total engagement increased from 79% to 84% with improvement in all areas. The change between organisations within the Group can be contributed to the increase in score.

	1st Assessment		2nd assessment	
	Score	% Score	Score	% Score
Vigour scale	25	69%	27	74%
Dedication scale	25	83%	36	90%
Absorption scale	30	83%	32	88%
Total		79%		84%

Table 10: Engagement self-assessment percentage score

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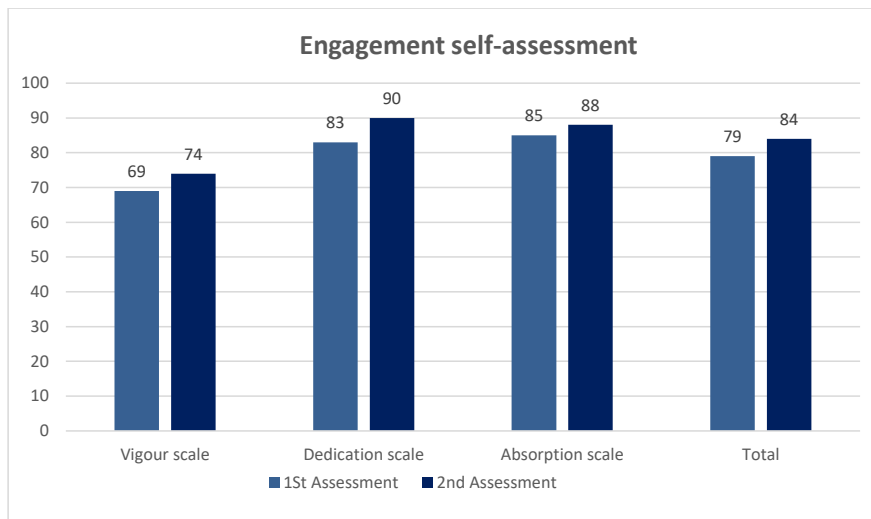


Figure 13: Engagement self-assessment graph

6.15 Burnout self-assessment

The burnout self-assessment is divided into three parts: Personal burnout, Work-related burnout and Client-related burnout. When bearing in mind, the work-related respectability and job stress is the reality of burnout in areas understandable. Personal burnout is manageable at 58%. Work-related burnout is higher at 71%. With the steps set into place to manage it, should it be more manageable in the near future. Client related stress is 30%, indicating that the respondent is gaining energy from clients.

	1st Assessment	
	Score	% Score
Personal	350	58%
Work-related	25	71%
Client-related	16	30%
Total		53%

Table 11: Burnout self-assessment percentage score

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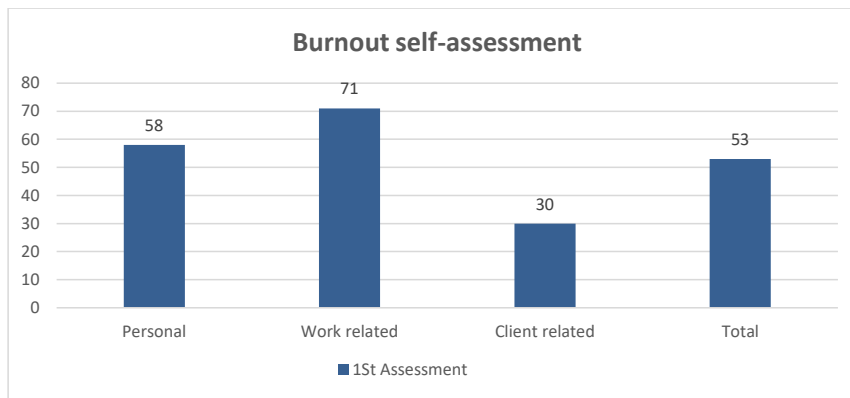


Figure 14: Burnout self-assessment graph

6.16 Cultural intelligence self-assessment

Cultural intelligence is measuring sub-scale related to strategy, knowledge, motivation and behaviour. The 7 point Likert scale indicated that the respondent has a cultural strategy, although knowledge is limited. The motivation to respect other cultures is high, but that due to the lack of knowledge, the behaviour does not correlate with the motivation.

	1st Assessment	
	Score	% Score
Strategy	20	71%
Knowledge	30	71%
Motivation	25	71%
Behaviour	21	65%
Total		63%

Field Code Changed

Table 12: Cultural intelligence self-assessment percentage score

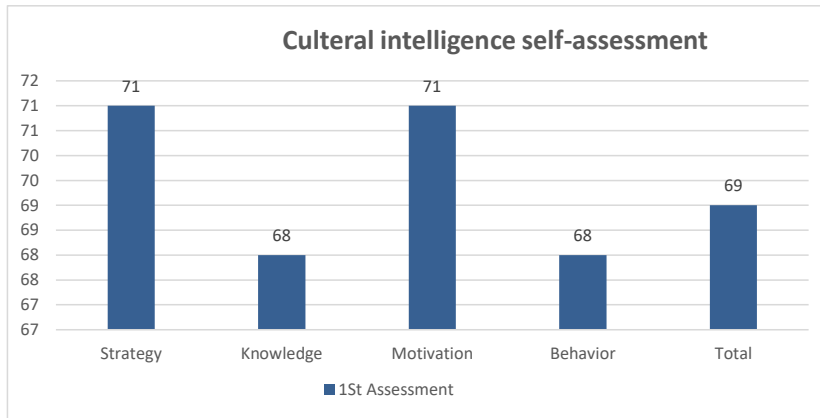


Figure 15: Cultural intelligence self-assessment graph

7. PLAN FOR PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT

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7.1 Self-evaluation

7.1.1 Self-awareness self-assessment

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Lower scores were obtained in the areas of acceptance and emotional cost. Higher scores were obtained in reflective self-development and pro-activeness at work. A lower score in acceptance shows that the respondent can quickly adapt her personality and the way she handles herself to fit the situation and easy to judge. The feeling of vulnerability and exposure is relevant concerning the work situation and environment, especially in the last six months. The way harsh words were thrown regardless of hard work, time and effort put in harmed the self-awareness. Despite the difficulty did the respondent work on areas of improvement and was the results evident during the second assessment. The realisation that you are good enough assisted in the process.

7.1.2 Emotional intelligence self-assessment

The assessment results indicate areas of strength, namely self-awareness, motivating oneself and social skills. Areas identified as 'giving attention' were managing emotions and

empathy. Managing emotions have been always harder bearing in mind situations that had to be dealt with from a young age. This might have contributed to the respondent having difficulty to show empathy. A constant battle to accept that not all people are attacking or want to see you fail changes the way the respondent started to look at other people, but also in how situations were handled.

7.1.3 Personality self-assessment test

Results between the first and second assessment in general, increased in the concepts concerning extroversion, conscientiousness, neuroticism and openness to experience. Lower results in agreeableness indicate that the respondent realised that one cannot always 'tell it like it is' but also, on the other hand, always change to feel that you fit in. The journey in the first year of the MBA was accentuated in the way group work were handled. Typical in nature is it at times not hard to say it like it is. Mostly when the respondent has set their mind to set or achieve a specific goal, at times, this is not a bad thing, but the situation must lean itself towards it. Following the rules is at times only half the truth, the respondent agrees that things are either right or wrong, but at times you do not need to bend or break the rules in order to work smarter.

7.1.4 Organisational commitment self-assessment

The challenges of being part of top management are evident. To be spoken to harshly is one thing, but to continuously hear it when you spend every day working especially in lockdown when the rest of the staff were doing nothing, did not go off well. The respondent realises that despite being over-committed to the organisation, doing the work of 4 people is not sustainable and changes had to be implemented. Looking at the results after the changes to the new division is it hard to believe that however, a small change can have such a big difference. If the second assessment were taken at the end of October, it would have looked very different. Utilising the system and by showing courage to stand up, is merely one of the ways to change one's organisational commitment.

7.1.5 Job satisfaction self-assessment

According to the results it is clear that high scores above 80% were achieved in the area of work itself, co-workers, pay and promotion. Personally, it is believed that money will not buy you happiness, and it showed again. Regardless of pay and promotion possibilities will one never be happy or satisfied in a position if all areas are not well balanced. Despite the drop in supervision results have the respondent spend time and soul searching into ways to improve working relations with the supervision. Regardless of the results shown are things improving. The realisation that together we are better is very real, but the reality is that we suffocated each other as we both have strong personalities and in the end lead differently. Dividing the shared focus resulted in two divisions moving forward with the comfort of having each other as backup and support. Now more than ever are shared knowledge and skills utilised and asked for.

7.1.6 Decision-making self-assessment

Being an analytical decision-maker was at times the results of many frustrations for people around. It takes time to be hundred percent sure as the facts had to know. The respondent realised that by involving more people in the decision-making process do have benefits and can eliminate much time to spend.

7.1.7 Work-related self-assessment

In work-life today is it inevitable to have work stress. With national and global economic stance is it part of a typical workday. The respondent realised that taking on more and more work is neither beneficial for the organisation nor on a personal level. The workload of the MBA assisted in starting to delegate more work to other people, who were supposed to do it. This decision balanced out a lot of the areas. By assisting others to set goals and follow up on progress assisted in creating time to focus on the duties of being a director.

7.1.8 Self-motivation assessment

Self-motivation is one of the respondents strong points. Once a goal has been set will all effort go in to realise it. The weakness is that it will be done at all cost, maybe even losing

a friendship. The first year of MBA followed with great lessons and realisation moments, one of many ways that great results can still be achieved if you work smarter without compromising on relations along the way.

7.1.9 Training programme self-assessment

Being in a position where new skill implementation can be implemented, and encourage was a joyous realisation. Staff that underwent training are now encourage to implement the new skills learned. A programme of implementation and grace in period is provided. This includes the respondent's new skills and lessons learned.

7.1.10 Performance management behaviour self-assessment

A weakness was the feedback and communication with staff. Since moving back into a full-time office, work was the respondent more focused on the work at hand and did not follow up regularly with staff. In the meantime, morning meetings have been scheduled, and more individual sessions with staff to do reviews and rigid bases sessions have been implemented.

7.1.11 Career path self-assessment

The realisation that you are in the correct industry field is satisfactory. This encourages and motivates the respondent to implement new strategies further mainly focussing on the current industry working in.

7.1.12 Job stress self-assessment

Job stress management is vital, primarily when operating in various organisations. Realising that the job stress is at times too high and that burnout is imminent, have specific steps been implemented to counter and manage job stress. Being a director, it is almost sure that job stress level will be higher than in a lower-ranked position. The delegation of work, taking time to do specifically non-work-related activities added to the dealing of job stress.

7.1.13 Wellness self-assessment

The importance of wellness on a personal and organisational level cannot be denied. The upholding of a holistic regimen is, at times difficult to maintain during a busy working schedule. Time constraints due to goals set caused limited time to go for a cycle or paddle. The realisation is that it would have assisted in better managing all the stresses and frustrations. The support of friends, mostly during exam times were overwhelming, and knowing that one did not lose friendships during this journey, gives one peace of mind. The next important activity planned after submission of this portfolio is a cycling session to the dome for an excellent breakfast at the Imperial inn.

7.1.14 Engagement self-assessment

During the first assessment were the lowest score identified under the vigour scale construct. Although not concerningly low does it seems that conditions at work make it harder to focus on the task at hand. The change between organisations within the Group can be contributed to the increase in score. Being able to set organisational goals and to work toward them provide an incredible feeling of satisfaction. This increased general feeling of work engagement.

7.1.15 Burnout self-assessment

The inevitable realisation that one is on the edge of burnout was not a shock to the system but rather a confirmation. With all of the above efforts implemented was a feeling of being in control created. The constant anxious feeling subsided and lent the respondent to focus more and better on the task at hand.

7.1.16 Cultural intelligence self-assessment

Understanding various cultures living in South Africa is of importance. Although the respondent experience many of the African cultures in the past is the updated knowledge, especially in the last ten years lacking. The understanding of the importance is known, but more attention to behaviour during cultural encounters can be beneficial.

7.2 Specify career goals

The following career goals have been set out:

- Develop a vision and mission for Fuller Development
- To manage and lead FD to become highly profitable organisations
- To complete the major planned projects within the next seven years.
- To develop sound business strategies
- Delivering strong leadership
- Effectively oversee the day to day operations
- Implementation of approving procedures and policies
- Translating business goals into action.
- Nurturing staff talent and development.
- Ensure effective operations of communication systems.
- Ensure effective management of corporate governance, ensuring no corruption, waste, risks and mismanagement.
- Ensure economic growth and success.
- The management of strategic development of the organisation.
- Ensure projects are run effectively, on time, within budget and with high-quality standards
- Drive marketing strategies to build the brand.
- Develop technology to be implemented to ensure we stand out above the rest.

7.3 Gap analysis and detailed plan to reach goals

The following gap analysis has been done based on the strategic career goals set out. The gap analysis aims to focus on the current and required skills needed to fulfil goals. A detailed plan for the achievement of the goals will be set out later. Career goals are based on progress in current position due to seniority and shareholding in Fuller Development.

Career goal identified	Current skills	Required skills	How to achieve	Timeline
Develop a vision and mission for Fuller Development	Current business knowledge Knowledge of strategic goals	Write vision and mission based on organisational strategic goals	Write V&M and present to the Board of Directors	Nov 2020
To manage and lead FD to become highly profitable organisations	Leadership role as Managing Director Good leader, able to set out goals and work towards them Industry knowledge	Set out goals for projects, budget and completion dates Do financial planning to support projects Manage finances in order to ensure profitability on every project	Set out project objectives Set out a plan to achieve every project Do financial planning and requirements	Jan 2021
To complete the major planned projects within the next seven years.	Current goals	Project designs Project programme and cost	Do design and costing Financial planning Resource planning Get staff on board to have the same goals Show positive leadership skills	Jan 2021 onwards

Delivering strong leadership	In a leadership role	Investigate leadership strategy Best leadership style suited for the team to support goals	Lead the team with style best suited for them to achieve their goals without changing who you are Spend time with industry leaders, learn from their mistakes Investigate the leadership style of other successful opposition leaders	Nov 2020 onwards
Effectively oversee the day to day operations	Average staff management Project programming	Show faith in employee ability Help employees to work towards goals Set goals with the team	Share goals with a team Keep the team informed of progress Show progress towards goals Manage expectations	Jan 2021 onward reviewed monthly
Implementation of approved procedures and policies	No policies and procedures in place	Set new organisational policies and procedures Set up QMS	Set out policies and procedures Set out QMS Deliver proposal to the board of directors Share the approved plan with employees	Dec 2020
Translating business goals into action.	Set out of goals in progress	Set out goals and how to achieve them	Break down each goal and add way forward for achieving it Share with the board	Jan 2021
Nurturing staff talent and development.	None	Investigate staff strengths and weaknesses	Allocate staff to project based on strengths and weaknesses	Dec 2020

			Continuous staff performance feedback Measuring goal achievements quarterly	
Ensure effective operations of communication systems.	None	Monthly progress meetings Report meetings to board Updated programming	Regular site meetings Monthly staff/site reports Monthly site meeting Progress/programming schedules	Jan 2020
The management of strategic development of the organisation.	Review current strategic goals	Review current goals vs new goals set for the next 7 years Set up a staff development plan Set up a performance management system Staff training schedule needs	Review and update strategic goals Assist HR in the set-up of a staff development plan Assist Hr in set up of performance management system Review staff needs and schedule monthly training	Jan 2021 onwards (monthly to be reviewed)
Drive marketing strategies to build the brand.	Review marketing plan	Set out new marketing strategy and requirements	Get experts in the field to assist	Dec 2020 quarterly
Develop technology to be implemented to ensure we stand out above the rest.	Just an idea	Design and develop new QMS app and client selection tool	Get experts in the field to join to turn practical approach into an online tool	March 2021 onwards completed by Dec 2021

Table 13: Career goal gap analysis

7.4 Perceived rewards and benefits for achieving goals

The biggest goal in life was to be a successful business owner. The first part was achieved in 2012. The second part is a continuous process that needs to be reassessed regularly. The perceived rewards and benefits for achieving the goals above can be listed as follows:

- Learning and understanding oneself can have benefits in the work environment.
- Recognition of stressors and scenario's leading to stress, work satisfaction, engagement will enable you as a leader to manage the situation.
- Having a reasonable level of EI will enable the better handling of situations
- Knowing areas of improvement will enable early action.
- I will feel proud of myself, and it will add to increased self-awareness, self-confidence and self-motivation.
- Approval from the board, in other words, approval from my family that I am doing an excellent job in building a better future for us.
- Enable creative business ideas will enable sustainability in our work, business and lives.
- Building the Fuller brand.

8. CONCLUSION

The conclusion is written by Elizma Fuller and not about Elizma Fuller. However, when able to comprehend the structure will one realise that it is more about than merely what someone else is thinking about oneself. Looking at the above is it only making sense for the sensible, sitting on the receiving side of this study, project, research one will only comprehend what has been written black on white. Sitting on the other side, hearing the click click click of constant letters and bars being pressed for nearly 15 000 words later, the narrative is different.

The reality and learning process that went along this journey is of great value, will forever change the way I am looking at work scenario's, looking at people, looking at problems. Furthermore, more, solving, handling and progressing through scenario's, people, problems, work, life....a journey sculptured like clay in the hand of the Master.

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RUBRIC TO ASSESS THE PORTFOLIO OF EVIDENCE

Name: <u>E Fuller12128635</u>
Module:
Date:

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

<u>Competency levels</u>	<u>Not yet competent</u>	<u>Very poor competency</u>	<u>Below average competency</u>	<u>Average competency</u>	<u>Above-average competency</u>	<u>Excellent competency</u>
<u>1. TITLE PAGE, TABLE OF CONTENT, ABSTRACT AND INTRODUCTION</u>	<u>5/5</u>					
Is the title page correct and the title a good representation of the content?	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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?						
<u>2. INTRODUCTION TO YOUR POSITION</u>	<u>21/25</u>					
Introduction to your current position	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
Introduction to the industry currently employed in	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
General career goals	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>

<u>Competency levels</u>	<u>Not yet competent</u>	<u>Very poor competency</u>	<u>Below average competency</u>	<u>Average competency</u>	<u>Above-average competency</u>	<u>Excellent competency</u>
<u>Direction you want to follow</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
• <u>Brief job description</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5x</u>
<u>3. INDUSTRY ASSESSMENT</u>	<u>12/20</u>					
<u>Impact of the Fourth Industrial Revolution on the future of work.</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>Skills required to succeed in the Fourth Industrial Revolution.</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>A job/position analysis and explaining the specific position (s) you see yourself working in the future.</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
• <u>Required competencies and skills needed for this/these positions.</u>	<u>0x</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>4. CONCEPTUAL-THEORETICAL FRAMEWORK OF SELF-ASSESSMENT CONSTRUCTS</u> <u>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.</u>	<u>59/80</u>					
<u>4.1 Self-awareness</u> <u>Understand the theoretical foundation of self-awareness</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>4.2 Emotional intelligence</u> <u>Understand the theoretical framework of EI</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3x</u>	<u>4</u>	<u>5</u>

<u>Competency levels</u>	<u>Not yet competent</u>	<u>Very poor competency</u>	<u>Below average competency</u>	<u>Average competency</u>	<u>Above-average competency</u>	<u>Excellent competency</u>
<u>4.3 Personality traits</u> <u>Demonstrate an understanding of personality theory</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3x</u>	<u>4</u>	<u>5</u>
<u>4.4 Organisational commitment</u> <u>Understand the theoretical foundation of organisational commitment</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5x</u>
<u>4.5 Job satisfaction</u> <u>Understand the construct, theory and facets of job satisfaction</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>4.6 Decision-making style</u> <u>Demonstrated insight of decision-making theory</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>4.7 Quality of working life</u> <u>Demonstrate an understanding of the construct and theory of quality of work-life or QWL</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>4.8 Self-motivation</u> <u>Understand the construct and theory of motivation</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>4.9 Training programmes</u> <u>Understand the theory of training and demonstrated the capacity to assess a training programme</u>	<u>0</u>	<u>1</u>	<u>2x</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>4.10 Performance management behaviour</u> <u>Understand performance management behaviour theory</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3x</u>	<u>4</u>	<u>5</u>
<u>4.11 Career path</u> <u>Understand how personality traits influence career choices and how to plan your career</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>

<u>Competency levels</u>	<u>Not yet competent</u>	<u>Very poor competency</u>	<u>Below average competency</u>	<u>Average competency</u>	<u>Above-average competency</u>	<u>Excellent competency</u>
<u>4.12 Job stress</u> 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	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>4.13 Wellness</u> To understand the construct and theory of wellness	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>4.14 Work engagement</u> Understand the construct and theory of work engagement	<u>0</u>	<u>1</u>	<u>2</u>	<u>3x</u>	<u>4</u>	<u>5</u>
<u>4.15 Burnout</u> To understand the meaning, theory and symptoms of burnout and the consequences of burnout	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>4.16 Cultural intelligence</u> Demonstrate an understanding of the construct and theory of CQ	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>5. SKILL LEARNING</u>	<u>5/5</u>					
<u>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.</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6. RESULTS OF SELF ASSESSMENT'S</u>	<u>16/20</u>					

<u>Competency levels</u>	<u>Not yet competent</u>	<u>Very poor competency</u>	<u>Below average competency</u>	<u>Average competency</u>	<u>Above-average competency</u>	<u>Excellent competency</u>
<u>6.1 Used descriptive statistics to calculate scores.</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>6.2 Presented scores in graphs and tables</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>6.3 Discussion of scores</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>6.4 Discussion of strengths and weaknesses regarding each assessment</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>7. PLAN FOR PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT</u>	<u>20/25</u>					
<u>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.</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>7.2 Specify your career goals</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>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).</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>7.4 Compilation of detailed plans for achieving these goals, including incremental steps.</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>7.5 Indication of your perceived rewards and benefits for achieving each goal.</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>8. PRESENTATION AND TECHNICAL ASPECTS</u>	<u>15/20</u>					
<u>8.1 Writing - the style and language (grammar) meet the requirements</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3x</u>	<u>4</u>	<u>5</u>

<u>Competency levels</u>			<u>Not yet competent</u>	<u>Very poor competency</u>	<u>Below average competency</u>	<u>Average competency</u>	<u>Above-average competency</u>	<u>Excellent competency</u>
<u>8.2 Is the stylistic and technical refinement in order?</u>			<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>8.3 Is the references in the text and reference list correct according to the Harvard referencing style</u>			<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>8.3 Assessor's general assessment rating of the quality of the POE taking into consideration all the above factors</u>			<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4x</u>	<u>5</u>
<u>Comments:</u>								
<u>Mark obtained</u>			<u>153/200</u>					
<u>Deduction for plagiarism if any</u>								
<u>Examiner Final Mark out of 100%:</u>			<u>77/100</u>					
<u>Moderator name</u>		<u>Moderator Mark</u>	<u>/100</u>					

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).

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