

SOLEMN DECLARATION – INDIVIDUAL ASSIGNMENT

Solemn declaration by student

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I, **Anelda van Schalkwyk** declare herewith that the assignment which I herewith submit to the North-West University as partial completion of the requirements set for the MBA degree, is my own work.

Signature of student



Student number 22693475

Signed at **Hertzogville** this 4 day of November 2020.

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ABSTRACT

In this study, a self-assessment focussing on 16 different constructs were done. The 16 constructs for the self-assessment was based on the following self-assessments and measured a variety of different concepts ranging from job satisfaction to decision-making. The study focuses on the following 16 self-assessments: Self-awareness self-assessment; emotional intelligence self-assessment; personality self-assessment; organisational commitment self-assessment; job satisfaction self-assessment; decision-making style self-assessment; work-related quality of life self-assessment; self-motivation assessment; training program self-assessment; performance management behaviour self-assessment; career path self-assessment; job stress self-assessment; wellness self-assessment; engagement self-assessment; burnout self-assessment and cultural intelligence self-assessment. It can be seen that throughout the self-assessment an over-all indication, that an average score can be seen for most of the self-assessments, with the exception of the RIASEC test results (career path self-assessment) and burnout, with very high scores and the same with the self-motivation self-assessment. Other constructs like job satisfaction self-assessment, job stress self-assessment, and training programs self-assessment scored extremely lower than the other constructs. Literature indicates that certain jobs require certain preferences when it comes to candidates taking into consideration their personality traits and decision-making style, where the candidate's profile fits into that category. When analysing the self-assessments a clear indication is given of strengths and weaknesses that need to be addressed.

1 INTRODUCTION

According to Brown & Harris (2013:368), they define self-assessments as: “a descriptive and evaluative act carried out by the student concerning his or her own work and abilities.” Epstein *et al.* (2003:5) defined self-assessments as: “ongoing moment-to-moment self-monitoring” the self-monitoring refers to: “the ability to notice our actions, curiously to examine the effects of those actions, and willingness to use those observations to improve behaviour and thinking in the future.” Information on the background of the individual’s industry is given and discussed including the impact of the Fourth Industrial Revolution. Backgrounds on the 16 self-assessment constructs are discussed with the focus on the framework and foundations of the construct’s main theory. The results give a clear overall indication of who the individual is and how they function as an individual and within the workplace. The results of the 16 constructs as mentioned, is analysed and discussed. Further analysis focuses on a personal development plan for the individual and through the self-assessments which attributed tremendous value to evaluate the current situation and what incremental steps need to be taken to reach future goals.

2 INTRODUCTION TO CURRENT POSITION IN COMPANY

2.1 INTRODUCTION TO CURRENT POSITION

Current job title: Store and Yard Manager at Suidwes, Hertzogville.

Key tasks include the following:

- Managing finances that include managing branch targets and budgets. Financial control overseeing all credit notes; controlling petty cash and daily cash-ups.
- Managing client service and relationships: This includes but is not limited to attend to the client’s product’s needs. Ensuring that both the store and the yard have enough stock as required by clients. Ensure client service and handling of client complaints.
- Marketing: Launching of new products; managing branch promotions and building of displays and marketing products and promotions. Merchandising of shelves and products.

- Liaison with suppliers to promote products and arrange marketing days for clients to attend.
- Managing of stock: Duties includes purchasing of all stock; controlling of stock; receiving stock; ensuring the right product is purchased for the right price; enough stock available according to seasonal needs; administration of all stock (responsible for stock takes) and managing employees with this regard
- Managing strategic goals; responsible to ensure new business (or expand the current business from clients) and be able to assist and make recommendations on products.

2.2 INTRODUCTION TO THE INDUSTRY CURRENTLY EMPLOYED IN

Suidwes head office is in Leeudoringstad, the company was established in 1909. The company consists of 19 branches that stretch over two provinces.

The organisation's main business is agriculture. The Suidwes Group is divided into two mainstream divisions: Suidwes Landbou and Africum. Their primary divisions are Financing of clients, the storage of grain, trade (which includes the branches), and mechanization. Africum is responsible for the following divisions: Africum Commodities, Agrinet (who is a leading supplier for a variety of products), NviroTek labs, Raddix, and Protek.

Every branch has a great layout with a quality range of products that is unique to the agricultural sector. Every client within the different districts has different needs in terms of feed, irrigation, etc. that must be available to them, as the designated person (usually the store manager) is responsible for ordering the stock.

Each branch consists of a variety of products that includes but is not limited to livestock medicine and feeds. Seed, fertilizer, and poison; general hardware and supplies, fuel, gas, oil, building materials; gardening and irrigation products and in selected branches a grocery section.

2.3 GENERAL CAREER GOALS AND DIRECTIONS

My general current career goal is to become a branch manager within the next year. Thereafter to further develop my skills, knowledge, and experience to become an operational manager, there are not a lot of women in operations, as most companies prefer men in this position. As a second option exploring other options like getting scrum master certified/ project manager diploma, as it is a skill that can be used in a variety of industries and will also be an advantage to have as an operational manager.

2.4 JOB DESCRIPTION

Manage store and yard activity and oversee all daily operations, including assisting customers, monitoring staff, and to manage all stock, place orders, and monitor inventory. Plan promotions, building of displays, and promote company strategic goals.

Responsibilities:

- Deliver excellent service that is in line with company standards and to ensure customer satisfaction.
- Create and explore new business strategies.
- Ensure that all customer complaints are responded to professionally.
- Arrange promotional material, advertisements and in-store displays. Marketing – (promotion planning; introducing new product lines; building displays).
- Ensure compliance with labour and safety legislations and regulations.
- Assisting with drafting & managing of branch's budget.
- Financial control (cashiers; petty cash; ensuring correct ledger codes are used; check all credit notes).
- Manage strategic goals.

- Stock purchases for the store and yard.
- Inventory management.
- Administration management.
- Liaison with suppliers.
- Overseeing Claims.

Requirements:

Table 1: List of requirements, for the current position.

KNOWLEDGE	SKILLS
• OHS Act • Product knowledge • Safety regulations applicable to the industry • Basic Financial knowledge • Business principles • Labour Law • Project Management	• Planning • Excellent communication and interpersonal skills • Administration skills • Negotiation skills • Leadership skills • Training skills • Innovative thinking • Decision –making skills • Problem-solving skills • Customer service-oriented • Sales and marketing • Delegate duties • Organised • Able to work under pressure
WORK ATTITUDE	INTERPERSONAL BEHAVIOUR
• Reliable • Loyal • Integrity	• Work relationship • Inspirational • Positive leadership

3 INDUSTRY ASSESSMENT

3.1 IMPACT OF THE FOURTH INDUSTRIAL REVOLUTION ON THE FUTURE OF WORK

The Fourth Industrial Revolution can change the income levels and may improve the quality of life for all people, just as the revolutions that preceded it, or will it? (Schwab, 2016). It is predicted that about 47% of U.S employment is at risk of being automated. The study further revealed that low skilled workers with a lower income are more likely to be at risk to be replaced due to automation (Hirschi, 2018: 193).

The New York Times conducted a quiz and the result was that a reader couldn't tell whether the story was written by a robot or a real writer (Podolny, 2015). The Oxford Martin Program on Technology and Employment showed that: "0.5% of the US workforce is employed in industries that did not exist at the turn of the century, a much lower percentage than 8% of new jobs created in new industries during the 1980s and the 4.5% of new jobs created during the 1990s" (Guoping *et al.* 2017: 632).

The fourth industrial revolution will affect all businesses in the way they have always done business. An example is the transportation and communication sectors, where a cost drop will take place. The more effective logistics and global supply chains become, the more new open markets and economic growth will take place (Xu *et al.*, 2018:92).

Another way that will affect the way of doing business is to ensure that technological security measures are met, as hackers and cyber-terrorist's increase. Russian hackers stole \$10 million from Citibank customer accounts; this led to further fraud where the hackers took advantage of manipulating the stock prices (Romney and Steinbart 2018, 159-167).

3.2 SKILLS REQUIRED TO SUCCEED IN THE FOURTH INDUSTRIAL REVOLUTION

New businesses and start-ups in this era should focus on increasing the level of flexibility in a digitalized world. Innovation will play an important role in the market.

Business trends of the fourth industrial revolution like virtualization, interoperability, modularity, and decentralization must be followed (Lee *et al.*, 2018: 21).

According to World Economic Forum (WEF) (2016), other skills may include: Problem Solving; Critical Thinking; Creative thinking and approaches; Managing people; Coordinating with individuals; Emotional Intelligence; Decision Making; Negotiation skills, and Cognitive Flexibility.

Ordinary labour non-ordinary capital in a driven technological era will not be valuable resources; scarce resources like people with new innovative ideas will be the future; as talent more than capital will be a critical factor of production. In the 2017 Bloomberg Global Business Forum, Apple CEO Tim Cook commented – “If I were a country leader, my goal would be to monopolize the world’s talent” (Xu *et al.*, 2018:93).

3.3 JOB/ POSITION ANALYSIS IN THE FUTURE

The next step in reaching my career goal is first to become a branch manager before focusing on becoming an operations manager for all the branches. The position that will be discussed is a branch manager.

A branch manager must coordinate and supervise all operations within the branch. The manager must manage staff and foster a positive environment; customer satisfaction must be the number one priority. The branch manager must take a hands-on approach and must implement new business strategies to ensure the success of the branch and that all sales targets are met.

Responsibilities will include but are not limited to:

- Directing all operational aspects; administration, sales, inventory, customer service, and HR.
- Identify current and prospective opportunities.
- Developing financial objectives and business plans, in line with the strategic goals of the company.
- Meet set out goals and targets.
- Manage budgets.

- Ensure training, coaching, development, and motivation of employees.
- Built rapport with clients and the community.

Basic Requirements

- Proven branch management experience, or similar role.
- Product knowledge.
- Driven to meet sales targets.
- Agricultural knowledge.
- Organisational skills.
- Critical thinking and problem-solving skills.
- Applicable degree or diploma.
- Able to work under pressure and to deal with difficult clients/ scenarios.
- Retail background.

3.4 REQUIRED COMPETENCIES AND SKILLS NEEDED FOR THIS POSITION

The following 10 competencies and skills that are needed for the desired position as branch manager are (Lotich, 2019):

1. Supervising Others
2. Conflict Resolution
3. Emotional Intelligence
4. Communication Skills
5. Manage Performance
6. Interviewing Skills
7. Delegation
8. Change Agent
9. Problem Solving
10. Motivating Others

4 CONCEPTUAL-THEORETICAL FRAMEWORK OF SELF-ASSESSMENT CONSTRUCTS

4.1 SELF-AWARENESS

The self is broadly defined as the “person’s knowledge of the person” (Silvia & Duval, 2001).

Self-awareness is the process where an individual focuses attention inwards towards the self. There are two distinctions that can be made of the self: public (physical appearance) and private (aspects that can’t be observed by others). Studies have shown that self-awareness is a psychosocial process that can regulate behaviour (Sutherland *et al.*, 2018:22). An example of this is when using a mirror the reflection provides a type of feedback, which allows an individual to change the way and let them behave in a way to portray a desired image to the other people around them (Gervais & Norenzayan, 2012).

4.1.1 Objective self-awareness theory

Duval and Wicklund, developed the objective self-awareness (OSA) theory. This theory also focuses on the concept that an individual will focus inwards and begin a comparison process to measure them against the standard. This led to the process of introspection and self-evaluations (Ashley & Reither-Palmon, 2012:6).

4.2 EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) refers to certain abilities of an individual that enables the awareness of the emotional state of others and oneself and focuses on the capacity of the individual, to regulate social and emotional behaviour in to ensure a positive outcome (Mattingly & Kraiger, 2018; Pekaar *et al.*, 2017: 223). Joseph *et al.* (2015:298) stated it “is currently considered a widely accepted practitioner tool for hiring, training, leadership development, and team building by the business community.” Talarico *et al.* (2013) found that there is a positive correlation between EI and performance and competency outcomes of otolaryngology residents and those individuals with high levels of EI may promote a successful career. During previous studies it was found that individuals with high EI were positively associated with better health (mentally and physically); better work performance and a greater sense of social interaction were established (Joseph & Newman, 2010). Individuals with a high EI is found to better apprehend and complete any stressful tasks

(Udayara *et al.*, 2019:1). EI focuses on self-awareness; managing emotions; motivating oneself and empathy, the following competencies will be discussed:

4.2.1 Self-Awareness

This aspect of EI consists of two dimensions: interpersonal and intrapersonal intelligence. Previous studies indicated that individuals must be able to distinguish between emotions in the self from emotions in others (Pekkar *et al.*, 2017: 223), this was later pushed into the background because “each branch applied to emotions internally and in others” (Mayer & Salovey, 1997:10). The Four-Branch Model added other components to the revised definition and included the use of emotion and emotion understanding. Emotional perception can be seen as the identification of emotions in others, once these emotions are perceived the emotion information acts as input for the cognitive system (Mayer *et al.*, 2016). The use of emotions or emotional details as perceived as input will guide the task to be done or decision to be made; firstly, an individual can rely on existing emotions to guide or approach the task or new emotions can be generated to enable the individual to perform the task at hand (MacCann *et al.*, 2019).

4.2.2 Managing emotions

When generating emotions, it forms the core of emotion management. To manage emotions is to have the ability to generate the desired emotion to be able to match that emotion with the specific task (MacCann *et al.*, 2019). Emotion regulation strategy can be seen as key when it comes to managing emotions (Mayer & Salovey, 1997). Individuals must be able to distinguish between different types of emotion knowledge, which will enable them to manage emotions better: the vocabulary of emotions; the consequences of the emotions they display; the way in which emotions will change over time and lastly the effect of a situation and the impact it may have over one's emotions in the future (MacCann *et al.*, 2019).

4.2.3 Motivating oneself

If we look at the Four-branch model, this is the third branch, where managing emotions is important when it comes to personal goals. Emotion management not

only illustrates knowledge of EI but indicates the motivational elements that show why emotions are managed and assemblage with an individual's personality and goals (MacCann et al., 2019).

4.3 PERSONALITY TRAITS

Personality has multiple meanings, the two most common distinctions in the literature with regards to the term personality are: “(a) the distinction between personality as underlying disposition and personality as patterns of behaviour, and (b) the distinction between personality as identity and personality as reputation” (Sackett & Walmsley, 2014:540). Personality can further be described as psychological traits within an individual that influence his or her interactions within a certain environment (Pletzer et al., 2019:5).

4.3.1 The Big Five Model

The Big Five model (Extroversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience) domains of personality characteristics that are used to describe the different types of personalities (Ariyabuddhiphongs, 2015:356). The following two personality traits will be discussed: Conscientiousness.

4.3.2 Conscientiousness

Individuals that show high levels of conscientiousness are dependable, hardworking, and strive for achievement. It can be predicted that they are a strong predictor of individual task proficiency (rather than adaptively, proactivity, or team and organisation proficiency) and enjoy detailed and precise work. Furthermore, such individuals comply with rules, deadlines, and quality standards (Neal et al., 2011).

However, individuals with this trait prefer routine, structure, and are sometimes incompatible with an unpredictable environment (Huang et al., 2014:165). Individuals portraying this trait when working in a group will try and avoid unnecessary competition amongst group members and would rather focus to fulfill set out tasks and obligations (Saha and Sharma, 2018). It has been determined that according to the character traits displayed; extraversion and conscientiousness can help an individual be more successful in their organisation (Saha and Sharma, 2018).

4.4 ORGANISATIONAL COMMITMENT

The concept around organisational commitment is based on the way an employee of a company has some extend of loyalty towards it (Freund, 2005). The multidimensional construct which organisational commitment is based on is affective, normative, and continuance.

4.4.1 Types of commitment

Affective (emotional bond) and normative (obligation) commitment indicate the type of involvement that is oriented a desire and moral obligation to remain within the company. Continuance commitment indicates the need of an individual to stay within the company, due to the awareness of the possibility that there is a high cost involved when leaving the company (Oliveira & Honório, 2020:3-7).

The multidimensional approach recognises that commitment types can happen simultaneously, with different intensities. For example, an employee would enjoy staying at the company (affective commitment) and at the same time believe that he must (normative commitment) act in a certain way (continuance commitment) (Meyer *et al.*, 2002).

Results from two studies corroborated that team skills and a performance-based reward system promoted affective commitment within organisations (Chew & Chan, 2007; Ordaz *et al.*, 2011). Other studies done found the same correlation between employee training and compensation predicted a positive affective commitment as well as influencing normative commitment (Oliveira & Honório, 2020:8).

Another study found that there is a positive relationship between affective and normative commitment. Employees with high affective commitment indicate a higher organisation commitment towards the organisation (Valaei & Rezaei, 2016).

4.5 JOB SATISFACTION

Job satisfaction can be seen as the attitude and feelings or perceived job characteristics of employees and managers towards their job. Individuals with a high

degree of job satisfaction will have a positive attitude towards their job (Jackson & Fransman, 2018:4; Ekhsan *et al.*, 2019:409; Valaei & Razaei, 2016: 1668). High levels of job satisfaction correlated with higher commitment levels and productivity of an employee (Rama Devi & Nagini 2013).

4.5.1 Herzberg's theory

Herzberg's two-factor theory (motivation-hygiene theory) suggests that two motivators contribute to job satisfaction: Intrinsic factors and extrinsic factors (hygiene). He further identifies the following key components that underline the theory for job satisfaction: "(a) achievement, (b) recognition, (c) work itself, (d) responsibility, (e) advancement, and (f) opportunity for growth and advancement. Herzberg identified the following key constructs underlying his theory for job dis- satisfiers (a) company policy, (b) supervision, (c) work conditions, (d) salary, (e) job security, and (f) interpersonal relations" (Reukauf, 2018:12).

According to Eisenberger and Rhoades' organisational support theory, employees that perceived that their organisation showed concern to its employee's in terms of need and values (including work-family) will respond better by displaying a more positive outcome in the workplace in terms of job satisfaction and commitment (Jackson & Fransman, 2018:4). Kreitner & Kinicki (2008) found that salary, income, or the perceived fairness thereof is one of the factors that relate to the job satisfaction of an individual. Other contributing factors include the work itself, supervision, co-workers, promotions, and remuneration (Ekhsan *et al.*, 2019:409); that will be discussed.

4.5.2 Compensation - salary

According to the theory of motivation, compensation satisfaction is affected by an individual's salary in comparison to other employees in the same position rather than general jobs (Jawahar & Stone 2011). One study found that there is a large correlation (0.50) between pay and job satisfaction within the health care section (mental health professionals) all with the same job title job (Jackson & Fransman, 2018:3).

4.6 DECISION-MAKING STYLE

“Decision-making style is called a situation which includes the approach, reaction, and action of the individual who is about to make a decision” (Bayram, 2017). Research suggests that decisions are influenced by the personality traits of the individual making the decision (Strohhecker & Größler, 2013).

The decision-making style of a manager depends on his/her approach when making decisions. There are four decision-making styles that a manager might use: Directive style, Analytic style, Conceptual style, and Behavioural style (Azeska *et al.*, 2017).

Decision-making styles propose that people differ in two ways: Firstly, how the information available is used and secondly how options are created. “Maximizers” is the literature term given to individuals that when it comes to the information they will ensure that they have looked at enough data before making the decision. The second individual – “Satisficers” only wants key facts and if the information satisfies their requirements are willing to make a decision (Brousseau *et al.*, 2006).

The following two decision-making styles will be discussed:

4.6.1 *Analytical decision-making style:*

Managers associated with this style makes use of extensive information (data, reports, etc.) to firstly explore more options according to the information, before making a decision, but also displays an autocratic inclination. In an organisation, this trait is suitable when new decisions in a situation need to be made (Ogarca, 2015:446).

4.6.2 *Conceptual decision-making style:*

This style is the idealist of decision-making styles. An individual with this type of decision-making style focuses on ethics and complies with values in not only the organisation, but in society as well. Such an individual encourages participation among fellow employees and can be seen as “thinkers” rather than a “man of action” (Ogarca, 2015:446).

Although it can be determined that an individual has a dominant preference decision-making style, it must be kept in mind that certain situations demand immediate

decisions or another type of decision style approach to acquire desired results (Alqarni, 2003:40).

4.7 QUALITY OF WORKING LIFE

Work-life balance is an individual's perception of the compatibleness of work and home activities, based on the individual's current goals and priorities (Kalliath & Brough, 2008). Work and family will always conflict with one another and it is a continuous process of creating harmony between the two (Poelmans, et al., 2008:228). There are six main factors (a scale that measures) on how an individual perceives if their organisation provides them with a work-related quality of life, they are: general well-being (GWB); home-work interface (HWI); Job and career satisfaction (JCS); control at work (CAW); Working conditions (WCS) and lastly stress at work (SAW) (Fontinha *et al.*, 2019).

4.7.1 *Spill-over theory*

The theory is based on the concept that one part of your life will spill over (positive or negative) to the other part of your life (one area of an individual's life will affect their satisfaction in another area). For example, an individual may experience a negative spill-over from work to family (due to stress from raising a child and handling different tasks daily). This might have a negative impact on work (spill-over) at the same time the skills obtained by the same experiences may enable the individual to have a positive impact at work (spill-over) (Poelmans, et al., 2008:233).

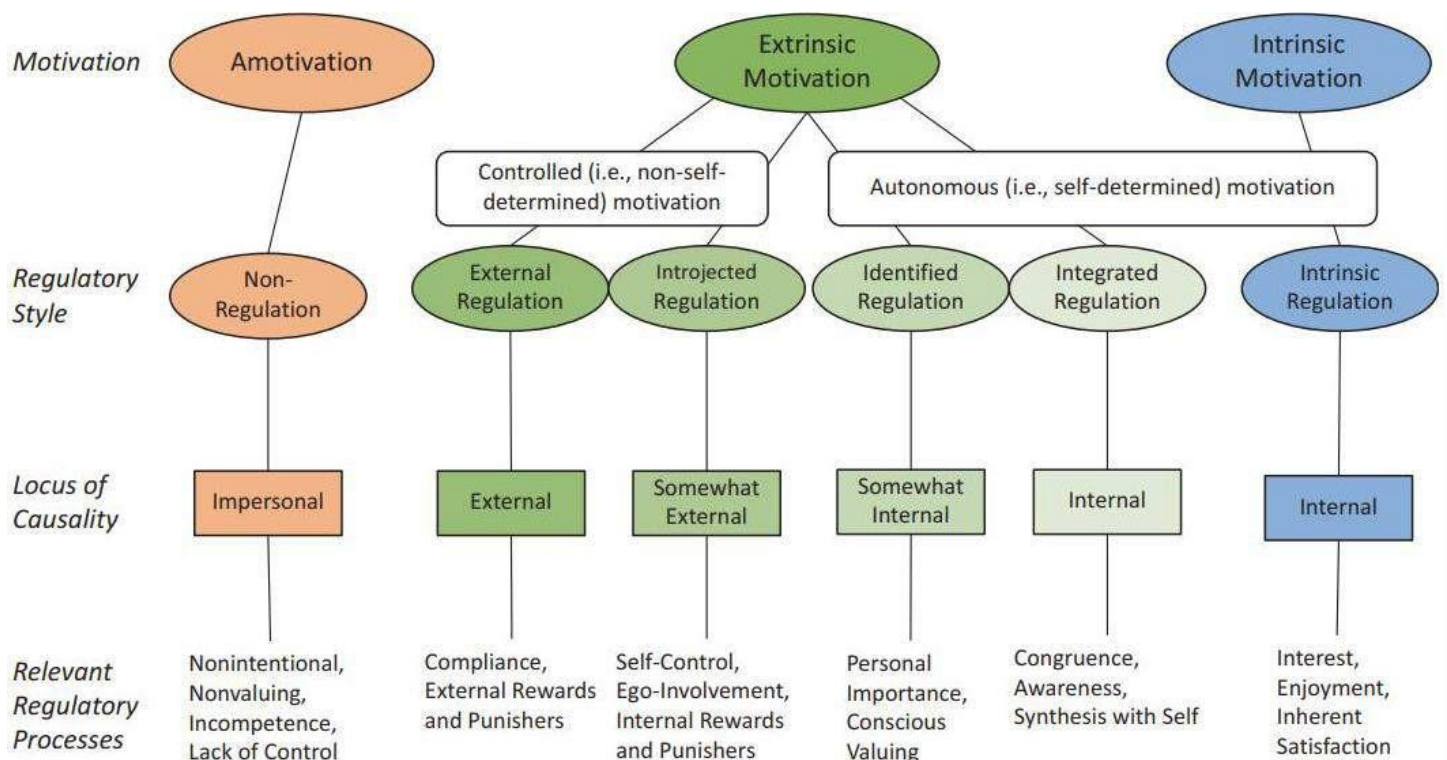
4.8 SELF-MOTIVATION

4.8.1 *Self-determination theory*

The self-determination theory (SDT) is a macro theory that is a combination of motivation and personality development. SDT is based on the humanistic assumption that an individual will strive and actively aim themselves to grow (Ryan & Deci, 2000:68). The two main components which this theory is based on are intrinsic (comes from within) and extrinsic (arises from the outside) motivators. Amotivation is a lack of both internal and external motivation. SDT consists of six mini-theories all combined that focuses on human behaviour across different domains from work, relationships, education, religion, health, and sports (Legault, 2017:1-2).

Another theory that connects with SDT is the cognitive evaluation theory (CET) describes how internal and external components affect an individual's intrinsic motivation. Intrinsic motivation is non-instrumental in nature and refers to the engagement in activities to satisfy oneself rather than attach it to an incentive, because of the behaviour. Extrinsic motivation is instrumental, and individuals are motivated when they are in favour of the action's reward (Legault, 2017:2).

Figure 1: Self-determination Theory. The internalization continuum: Types of motivation



Source: Legault (2017:4).

4.9 TRAINING PROGRAMMES

Training is defined as “a planned process to modify attitude, knowledge, skill, or behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individuals and to satisfy the current and future needs of the organization” (Milhem *et al.*, 2014:13).

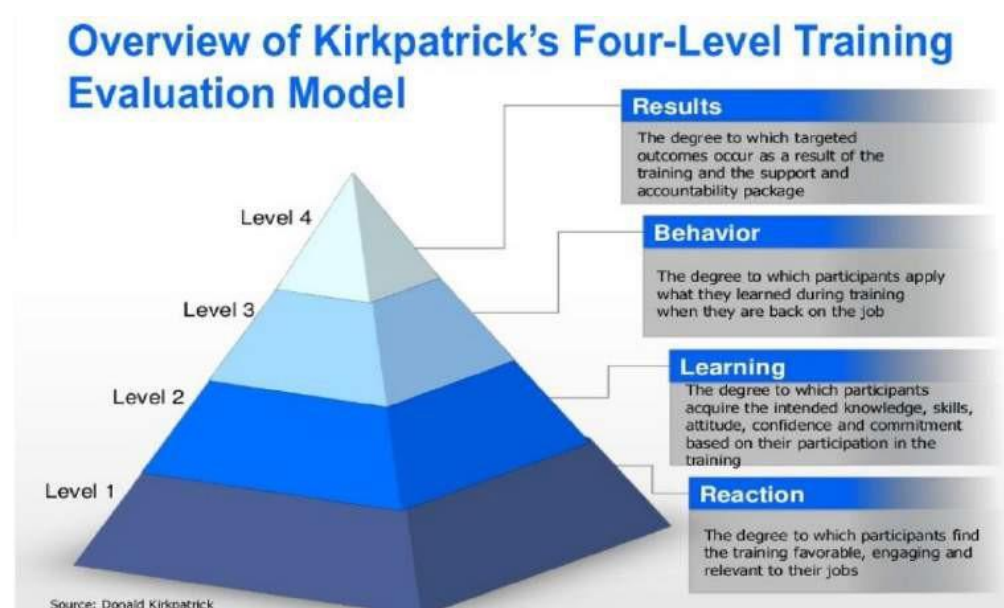
The Human Resource department within an organisation usually analyse (this can be done, by making use of the SWOT matrix (strength; weakness; opportunity; threats) the demands in term of training to be done within the organisation, to ensure strategic objectives of the organisation is met. Studies found that there is a direct strategic link between training and how it contributes to the organisational objectives (Niazi, 2011). There are four well-known learning theories: Social Learning theory; goal-setting theory; need theory; expectancy theory; adult learning theory and information processing theory (Explore the world, 2019). The following theory of training will be discussed:

4.9.1 Adult learning theory:

In 1978 Knowles formalized the adult learning theory that was developed into a method of teaching adults, known as andragogy. The theory was based on the following concepts of adult learning: (1) adults other than children are more motivated to learn; (2) apply new knowledge best by doing; (3) will make use of past experiences to put the information learned into real-world context and (4) adults want to know why this information is important to learn (Kelly: 2017:3).

4.9.2 Assessment of training programmes.

Figure 2: Kirkpatrick's Four-Level Training Evaluation. The figure illustrates an example overview of how to assess a training programme



4.10 PERFORMANCE MANAGEMENT BEHAVIOUR

Performance management can be seen as a continuous process of improvement and there are two important considerations to take into account before the system is implemented, firstly, the knowledge of the organisation's mission and their strategic goals and secondly knowledge that is needed for the job in question. If a company knows what their goals and vision are they can easily identify the gap and what training needs to be done to ensure they move closer to their goal. The following stages can be followed if performance management or other system is first implemented: "Prerequisites performance; planning; performance; execution; performance; assessment; performance; review; performance renewal and reconstructing" (Aguinis, 20019:12).

4.10.1 Goal-setting theory:

The goal-setting theory was developed due to the results of empirical studies that were conducted between individuals and teams. Goal setting can be generalized into three categories: (1) easy goals; (2) general goals or (3) no goals setting. This indicates terms of an individual's commitment and performance, as it was found that the higher an individual's goals were the higher was their performance. Variables like being apart of the decision-making process; receiving feedback (including praise); competition and incentives will have an effect on an individual's behaviour that leads to goal setting. More than 90% of studies that was done indicated a positive effect between goal-setting of an employee and their performance (Gary *et al.*, 2011:386). Performance goals must be managed through performance management platforms which entail the planning; monitoring and evaluation of an employee. Performance management must be consistent to ensure the best results are obtained (Audenaert *et al.*, 2016:46).

4.11 CAREER PATH

Holland's RIASEC model has been well-known for the past 50 years; the model is created and able to describe people's interest. The interest patterns can be best described as realistic (R); investigative (I), artistic (A), social (S), enterprising (E), and conventional (C) and is collectively referred to as RIASEC. The six types of interests may vary in degrees of dependency and is visually represented in a

hexagonal structure, this structure is also known as the RIASEC calculus. Holland's RIASEC is mostly used to assist students in career counseling (Ambiel *et al.*, 2018; Nahla & Saifuddin, 2017).

The first letter of the interest model is R, measuring the realistic interest. An individual scoring high on realistic interest is associated with being good at math. These individuals prefer technical or outdoor occupations and making use of equipment. The investigative group's interest and way of thinking are: research activities; abstract problem-solving and is known for strong science methodology skills. The I, measuring investigative are mostly associated with individuals who like to learn, analyse and solve problems. Artistic individuals choose to work in an untrusted situation where they can use their creativity freely. Social is associated with working with people; enterprising focuses on persuading and conventional is known for focusing on detail (Ambiel *et al.*, 2018).

4.11.1 Personality traits and career path

Studies have indicated that there is a correlation between the Big Five personality traits test and the RIASEC interest test. One of the studies found: "Individuals higher on Openness to Experience were less likely to select or to be selected into stronger Conventional occupations, and these Conventional characteristics, in turn, amplified the normative decreases in Openness to Experience. This effect is entirely in line with Holland's suggested secondary effects: People select certain environmental characteristics based on certain personality characteristics and then change under the influence of those same environmental characteristics in a way to further deepen these initial personality traits" (Willie & Fruyt, 2014).

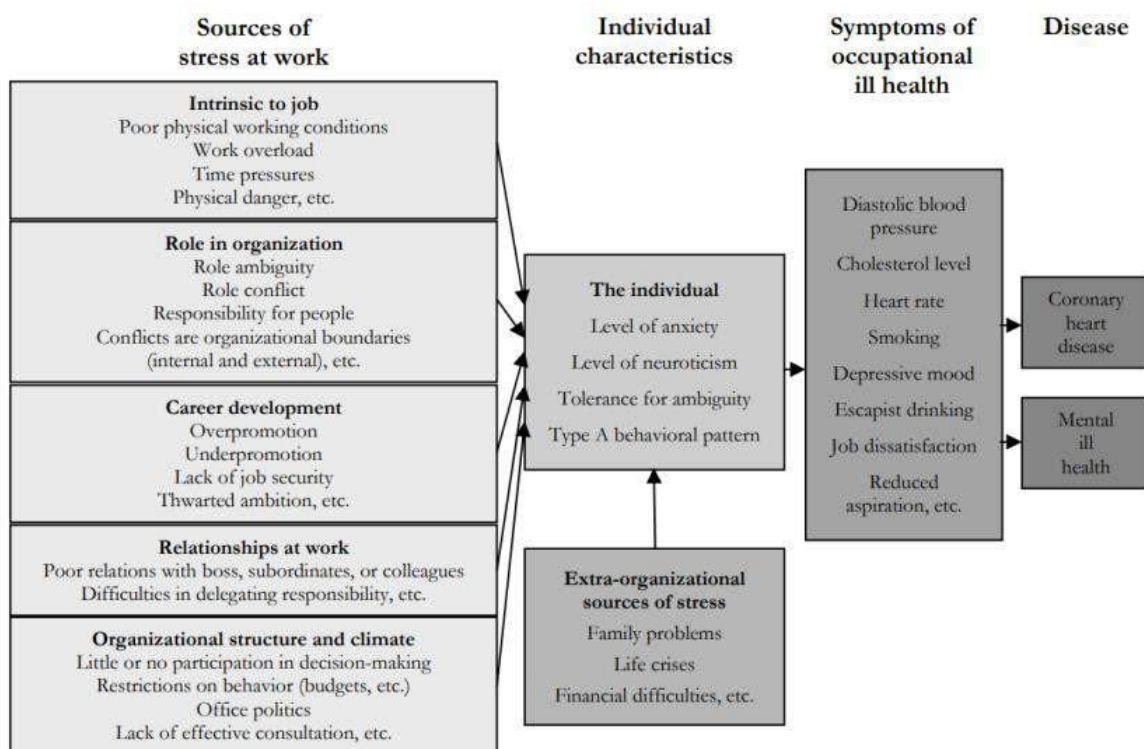
In a study done by Wille & De Fruyt (2014) where they used a sample size of 266 college alumni twice over an interval of 15 years. The study found that there was an increase in extraversion and was associated with social and enterprising characteristics. The interesting trait of conscientiousness increased that was associated with enterprising interests, in the end, it showed a decrease in openness which related to the artistic interest trait.

4.12 JOB STRESS

Job stress refers to situations within the work-context their well-being is affected due to their failure to cope with work demands. Occupational stress refers to one's inability to cope with job pressure, this can be due to a poor fit between an individual's ability and the work requirements (Vokic & Bogdanic, 2007:7) In 1976, Copper and Marshall developed a model of stress at work, which is still applicable today. According to a study released in 2004, it stated that around half a million people in the UK experienced work-related stress, 5 million people to such an extent that they stated it is making them ill. Work-related stress costs are about £3.7 billion every year (Johnson *et al.*, 2005).

Figure 3: A model of stress at work

The figure indicates the main components of the work-stress process (stressors), factors of individual differences (mediators), and lastly the consequences of stressors.



Source: Cooper & Marshall, the original model of stress at work diagram (1976:12).

4.12.1 Consequences of job stress

For individuals, it can be grouped into three main groups: (1) Unwanted feelings and behaviour (job dissatisfaction, low motivation and quality of work, low organisational commitment, occupational burnout, increased smoking, and eating or alcohol intake). (2) Physiological diseases (high blood pressure, cardiovascular diseases, high cholesterol, high blood sugar, back pain, headaches, and fatigue). (3) Psychological diseases (depression, anxiousness, boredom, low concentration levels, dissatisfaction with the job and emotional fatigue) (Johnson *et al.*, 2005; Vokic & Bogdanic, 2007:7).

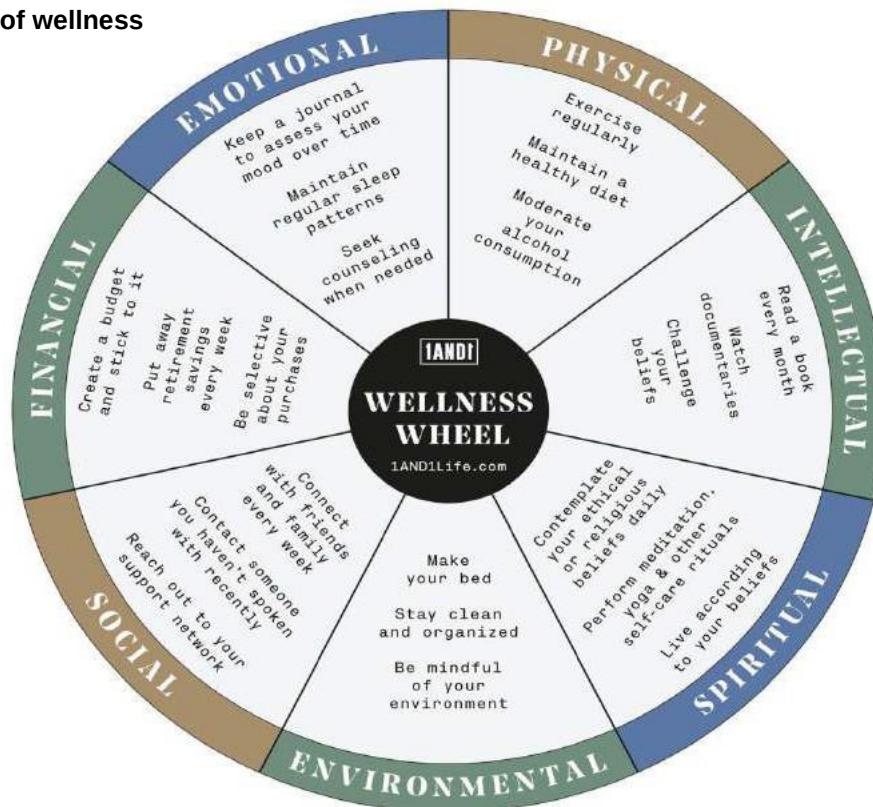
On an organisational level occupational stress can be paired into two groups: (1) Organisational symptoms (poor morale; low productivity and performance; high mistakes rate, high turnover, and high sick-leave). (2) Organisational costs (costing organisation money due to lack of value-adding; recruitment, training, and retaining costs) (Vokic & Bogdanic, 2007:7).

4.13 WELLNESS

The concept of wellness developed thousands of years ago. Traditional cultures had health care practices in place aim to ensure the balance of the human body, spirit, and mind (Cohen, 2010). Halbert L. Dunn is known as the first person to use the term wellness in a modern context and saw wellness as an absence of illness and created the health grid. John Travis is seen as the founding father of wellness and along with a colleague created the illness-wellness continuum (the objective is that absence of illness would not bring wellness or quality of life) and the Ice Berg model of health and disease. He launched the first wellness center in California. Group sessions included how to learn to relax, remove barriers, the improvement of communication skills and be able to take responsibility for themselves. Donald Arell is another well-known advocate of well-being. The last big name in wellness development is Bill Hettler, a former physician at the University of Wisconsin (Stará & Charvát, 2013).

Another known concept is the Wheel of Wellness that focuses on the following six dimensions of wellness: Physical wellness; Social wellness; Emotional Wellness; Environmental Wellness and Spiritual Wellness.

Figure 4: Wheel of wellness



Source: Lewis (2019).

4.14 WORK ENGAGEMENT

Organisations have realized that to be competitive in today's market, employees need to be engaged (Bakker, 2017). A survey from 35 European countries indicated that work engagement should not only be studied at an individual level, but as well on a national level. The study further indicated that work engagement positively correlated with national economic activity and productivity (Schaufeli, 2018).

4.14.1 Utrecht Work Engagement Scale

Arnold Bakker and Wilmar Schaufeli developed the Utrecht Work Engagement Scale (UWES). This scale is a self-report scale with a 17-item and 9-item version that is

widely used in independent research all over the world. The UWES scale consists of three dimensions: vigour, dedication, and absorption (Petrovic *et al.*, 2017).

According to Bakker (2017) work engagement can be defined as an effective motivational state, it is fulfilling and positive. The vigour scale of commitment is characterised by high levels of energy, mental resilience, and the investment of effort. The second item on the scale is dedication which represents involvement in the workplace and the sense of meaningfulness is added. The last item on the scale is absorption and is characterised by concentration and engrossment in work (Bakker, 2017).

Work engagement can be seen as the mediator between job demands and/ or resources and the job performance of an individual. Job resources like job security and career opportunities will lead to high work engagement and performance. The opposite also applies such as high job demands a negative work climate and difficult interpersonal relations that are associated with negative consequences and a low work engagement (Petrovic *et al.*, 2017).

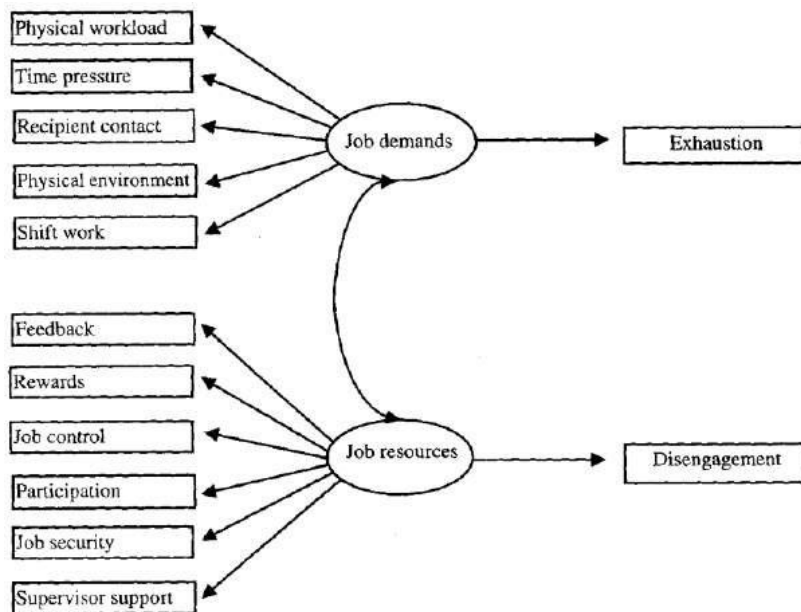
4.15 BURNOUT

Repetitive work activities, pressure, or role conflicts may lead to job stress (LePine *et al.*, 2005). According to Bakker & de Vries (2020:2), burnout can be conceptualised as: “a chronic stress syndrome, including chronic feelings of exhaustion, negative attitudes toward work (cynicism), and reduced professional efficacy.”

4.15.1 JD-R Theory:

The JD-R model proposes two processes for the development of burnout as demonstrated in figure 3. The first process represents the demanding aspects of work that leads to exhaustion in the end, the second process illustrates that the lack of resources further leads to withdrawal (Demerouti *et al.*, 2001:502), where high resources, on the other hand, will lead to increases productivity.

Figure 5: Job demands, resources model of burnout.



Source: Demerouti *et al.*, (2001:502).

4.15.2 Causes of burnout:

Causes of burnout may include high job demands that require sustained physical; emotional and cognitive effort, furthermore including work overload, role conflict, work stress, and pressure a work (Bakker & de Vries, 2020:3).

4.15.3 Symptoms of burnout (Bakker & de Vries, 2020:3):

- Exhaustion- draining of energetic resources.
- Feeling tired all the time
- Chronic fatigue

4.15.4 Consequences of burnout:

Burnout has led to physical consequences that include an increased risk of cardiovascular diseases and due to high demands and stress even led to type-2 diabetes in some cases. In a study conducted by Ahola (2007) where the population group included more than 3000 employees, it was found that burnout is related to an increase in depression and anxiety disorders as well as alcoholism. Workers with high levels of burnout experienced physical health consequences like headaches and sleep disturbances. Other consequences include withdrawal and disengagement from work (Bakker & de Vries, 2020:4).

4.16 CULTURAL INTELLIGENCE

Cultural intelligence (CQ) is a skill that indicates the capability to function effectively in an intercultural context (Earley & Ang 2003). CQ is built of four factors: (1) CQ-Strategy (understanding cultural knowledge); (2) CQ- Knowledge (knowledge about different cultures); (3) CQ-Motivation (interest was shown and confidence of an individual or group when functioning in an intercultural context) and (4) CQ- Behaviour (Flexible behaviour when intercultural interactions are taking place (Van Dyne, *et al.*, 2019).

CQ is different compared to other interpersonal intercultural competencies, as it is relevant to intercultural contexts, rather than to a monoculture context. Research on CQ has grown over the years and has contributed to the positive interactions of individuals and organisations within the CQ context. The importance of CQ is noted as studies indicated that within 20 years over 90 countries have applied to global, selection, and training and development (Van Dyne, *et al.*, 2019).

Within a diverse environment, CQ is highly relevant in predicting affective individual performance (Bogilović *et al.*, 2017). Individual's CQ can affect social and work exchange patterns if they are more knowledgeable in this field and can reduce cultural perception misunderstandings while functioning effectively (Ang & Van Dyne, 2009).

5 SKILL LEARNING

5.1 STAR TECHNIQUE

Figure 6: Star Technique which describes an example where management skills are applied

S Situation	1. Expiring of life stock medication, dose and vaccines, thousands of rand value that is written off against the branch expense. 2. Employees have no knowledge and are not able to assist clients with regards to animal health products. 3. Minimal animal health product sales in a life stock farming community.
T Task	1. Liaison with reps, planning different days and topic of discussions. Ensuring that promotional material is send out to all clients. 2. Arrange for training for all employees and ensure that Tswana speaking employees receive training in their own language and follow up with other employees ensuring they complete the online animal health course. 3. Research products to filter applicable products to purchase and do forecasting to purchase enough products when they are on promotion.
A Action	1. Promotion on products near expiring and hosting animal health discussion and information days. 2. All employees received training on products and employees with access to computers completed an online animal health course. 3. Expanding range of products and purchasing the correct product against the correct price (to ensure in-house specials).
R Result	1. Hosted a number of successful animal health information days, including one in Tswana for the community informing clients about medicine. 2. All employees are able to assist clients with a variety of products for their animals. 3. More sales, better prices, less stock written off and a variety of products. The animal health section grew to have the 3rd most sales in rand value in the branch (after animal feeds/fencing and groceries)

5.2 ASSESSMENT OUTCOME

With this example, the focus of the type of management skill is a technical skill with the main emphasis on people management skill: problem-solving, because I am not always there to assist clients, furthermore to boost sales and ensure that the correct product is marketed. The outcome was more knowledgeable employees assisting clients and relying on their knowledge to help the client with his/her animal problem; this can range from seasonal vaccines to treatment of wounds or prescribing medicine for sick animals.

5.3 REFLECTION ON LESSONS LEARNED

Although we want to give the best service, not all employees are motivated to partake in training. Not everyone's learning time curve is the same and in the future would arrange for follow-up training for some employees. Rather have smaller intimate sessions, as more clients and some reps prefer it, as they have more time to ask questions and discuss specific incidents. In the future rather consider the rep building a stall/ display (products) in the branch and do marketing for the day, with prizes to win.

6 RESULTS OF SELF ASSESSMENT'S

6.1 RESULTS

This section shows the results of the survey done using the questionnaire for self-assessment.

6.2 SECTION A: SELF-ASSESSMENT MEASURING INSTRUMENTS

Figure 7: Summary of self-assessment scores.

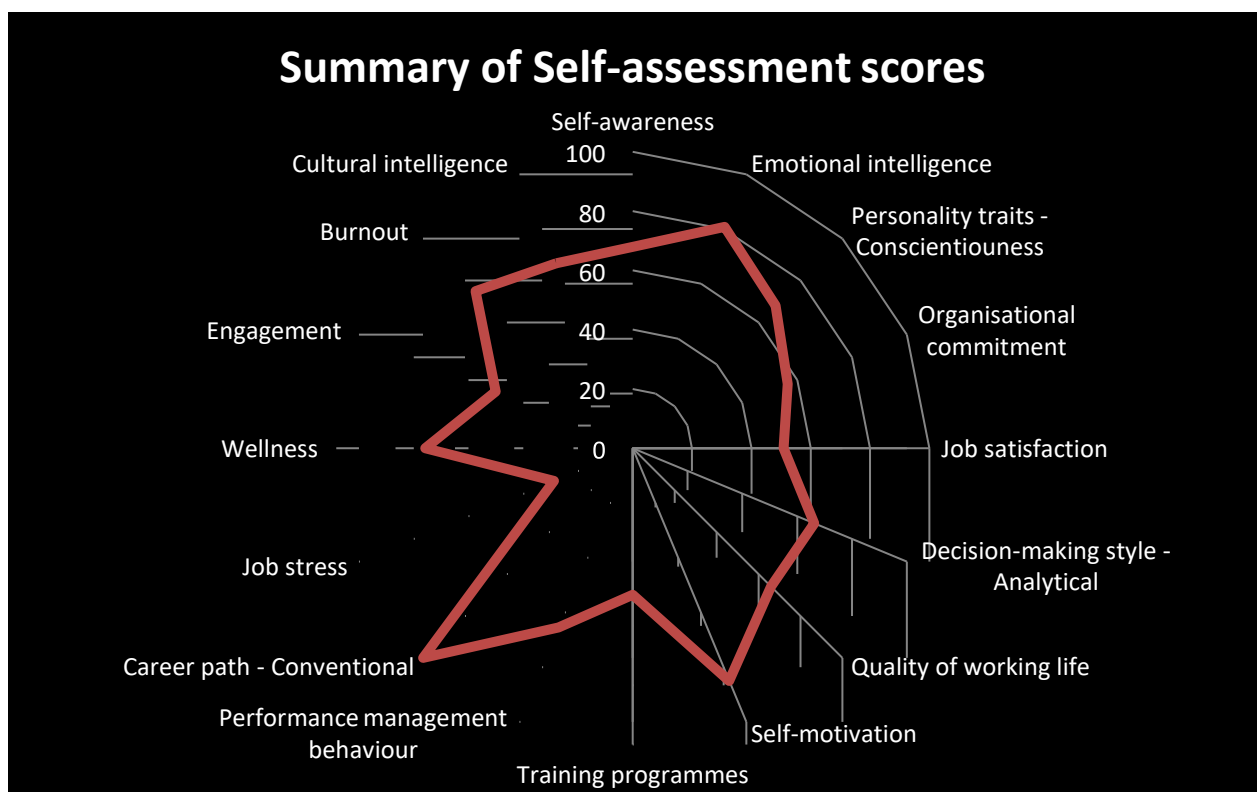


Figure 8: Self-awareness self-assessment, with a high score of reflective self-development.

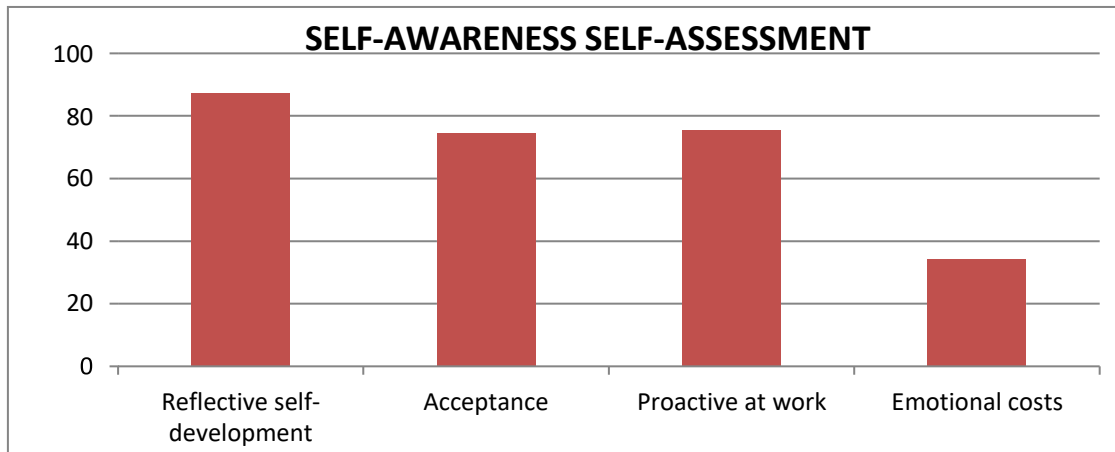


Figure 9: Emotional intelligence self-assessment, where managing emotions scored the lowest.

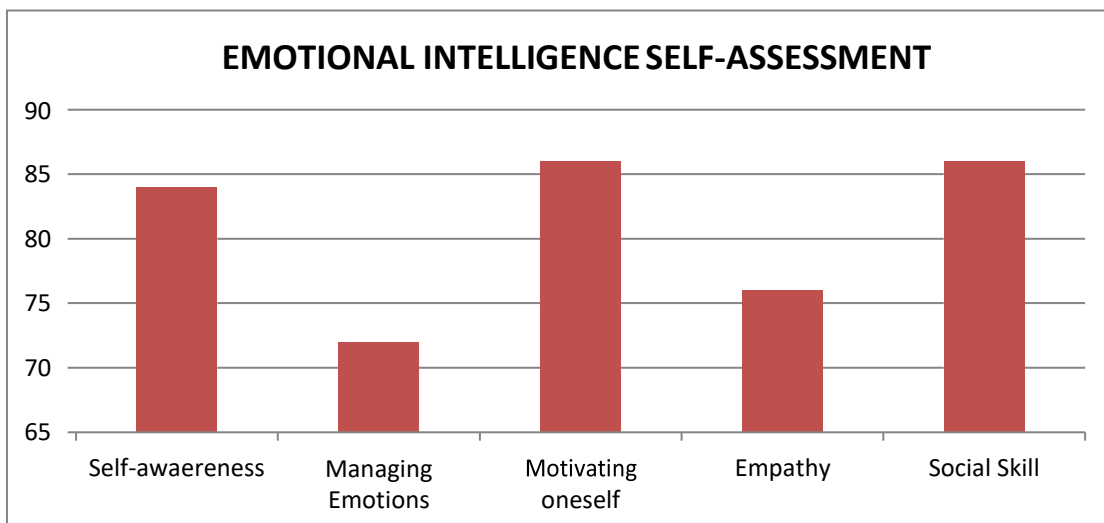


Figure 10: Personality self-assessment, where conscientiousness is the dominant personality trait.

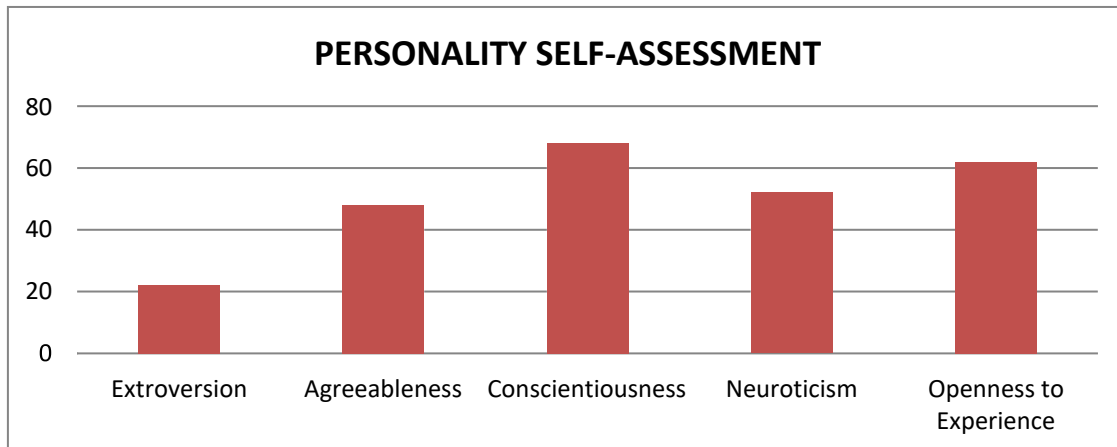


Figure 11: Organisational commitment self-assessment, continuance commitments score the highest.



Figure 12: Job satisfaction self-assessment, where co-workers scored the highest.

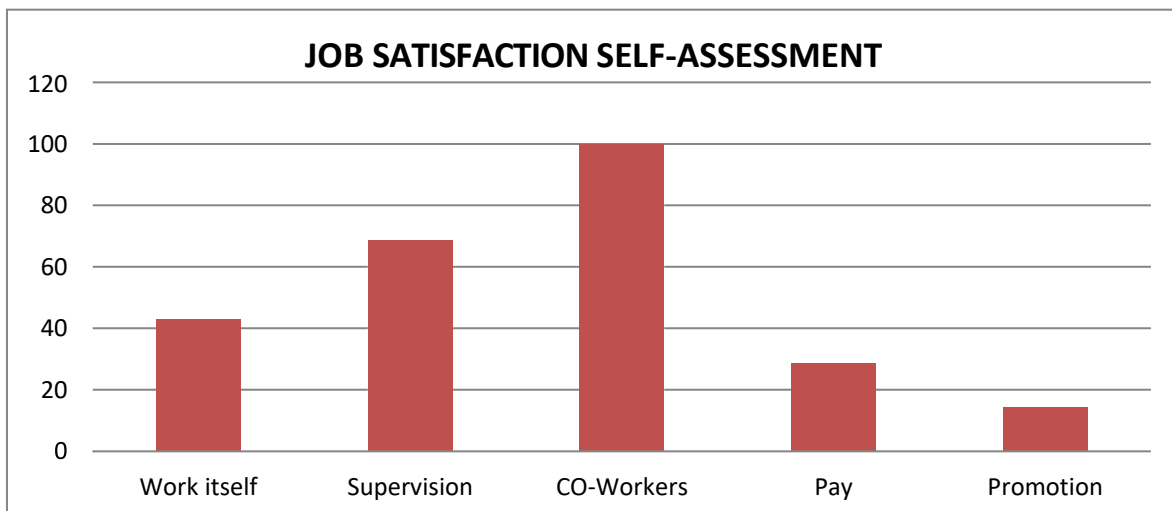


Figure 13: Decision-making style, as the analytical decision-making style takes preference.

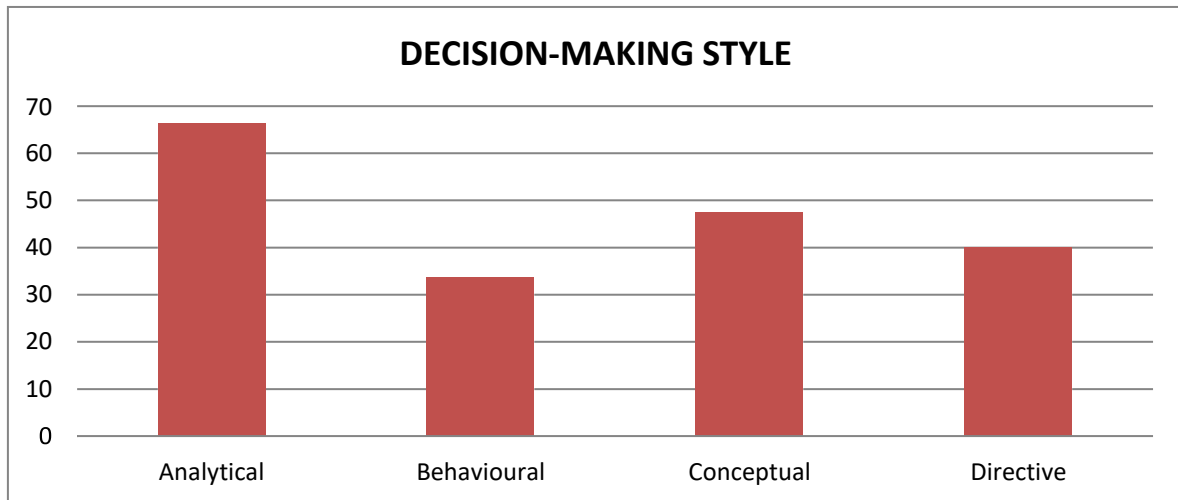


Figure 14: Work-related quality of life self-assessment, displaying a low home-work interface.

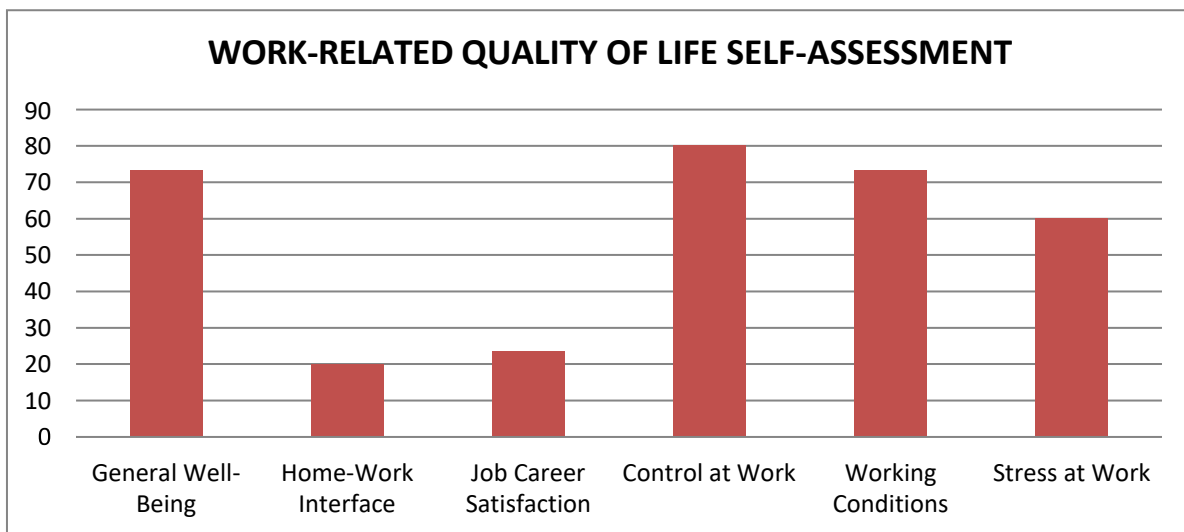


Figure 15: Training program self-assessment.

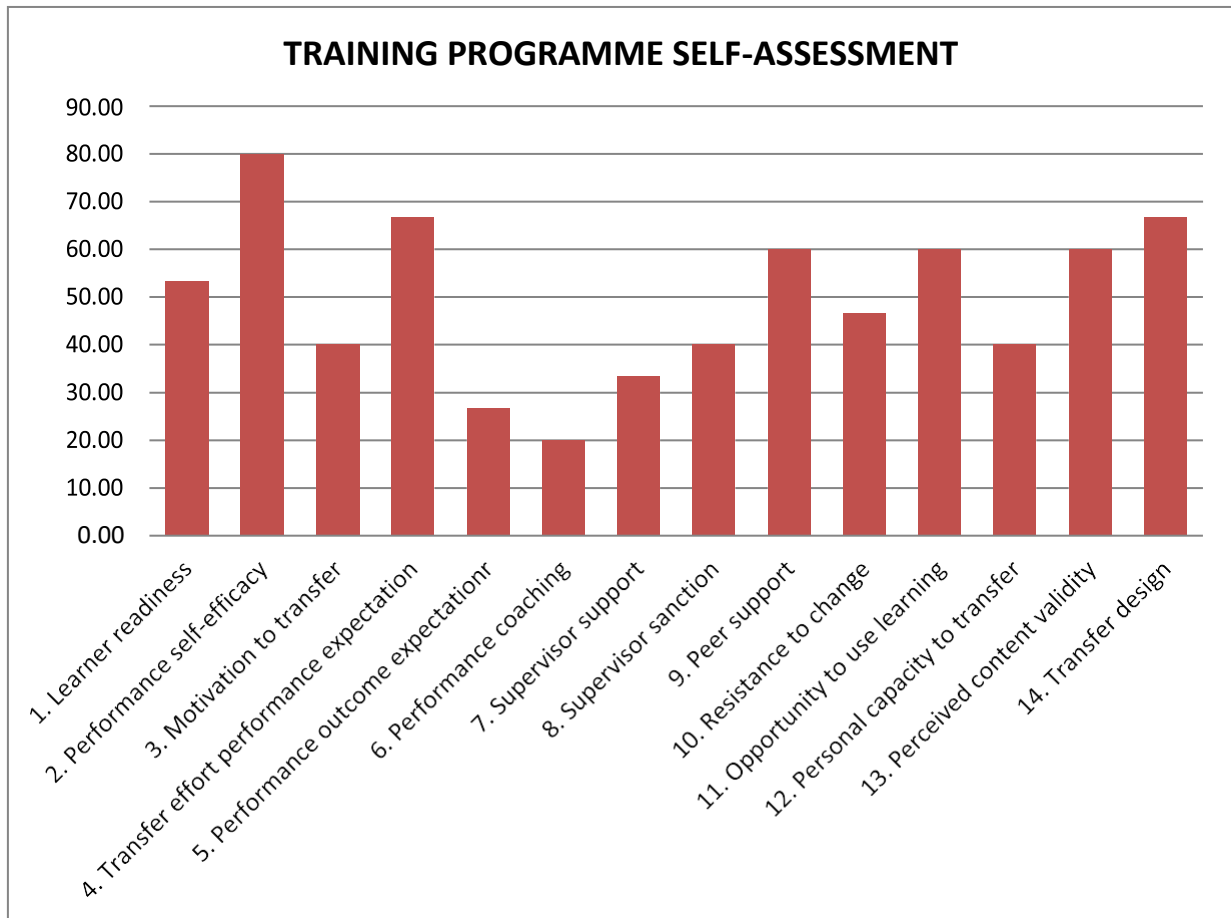


Figure 16: Self-motivation assessment.

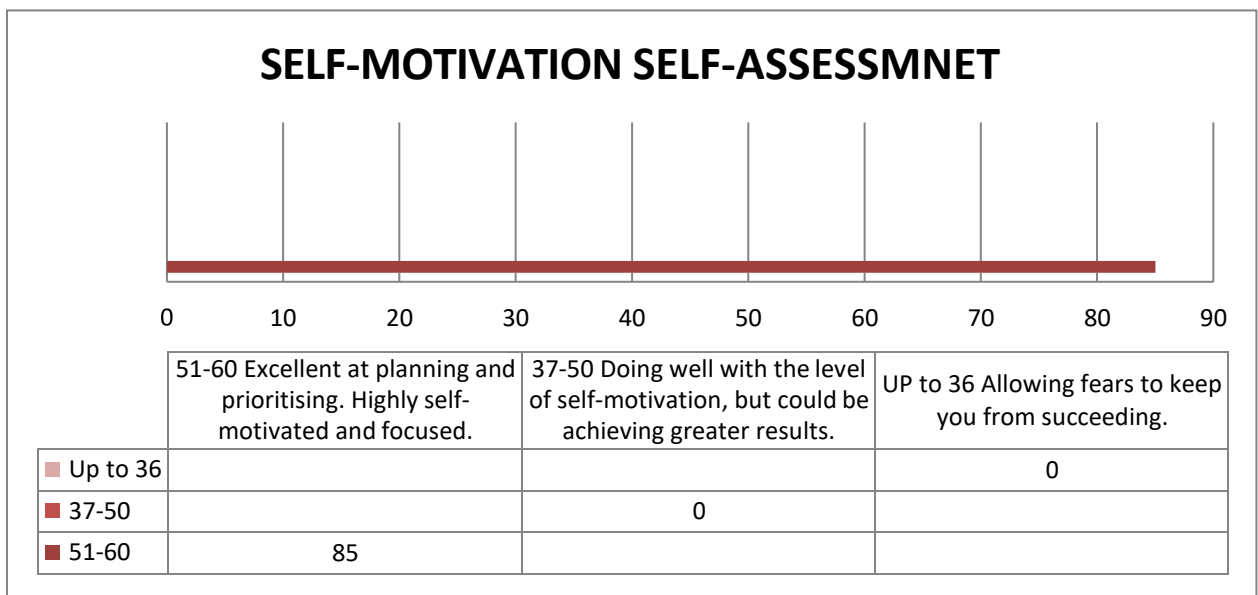


Figure 17: Performance management behaviour self-assessment, with communication scoring the highest.

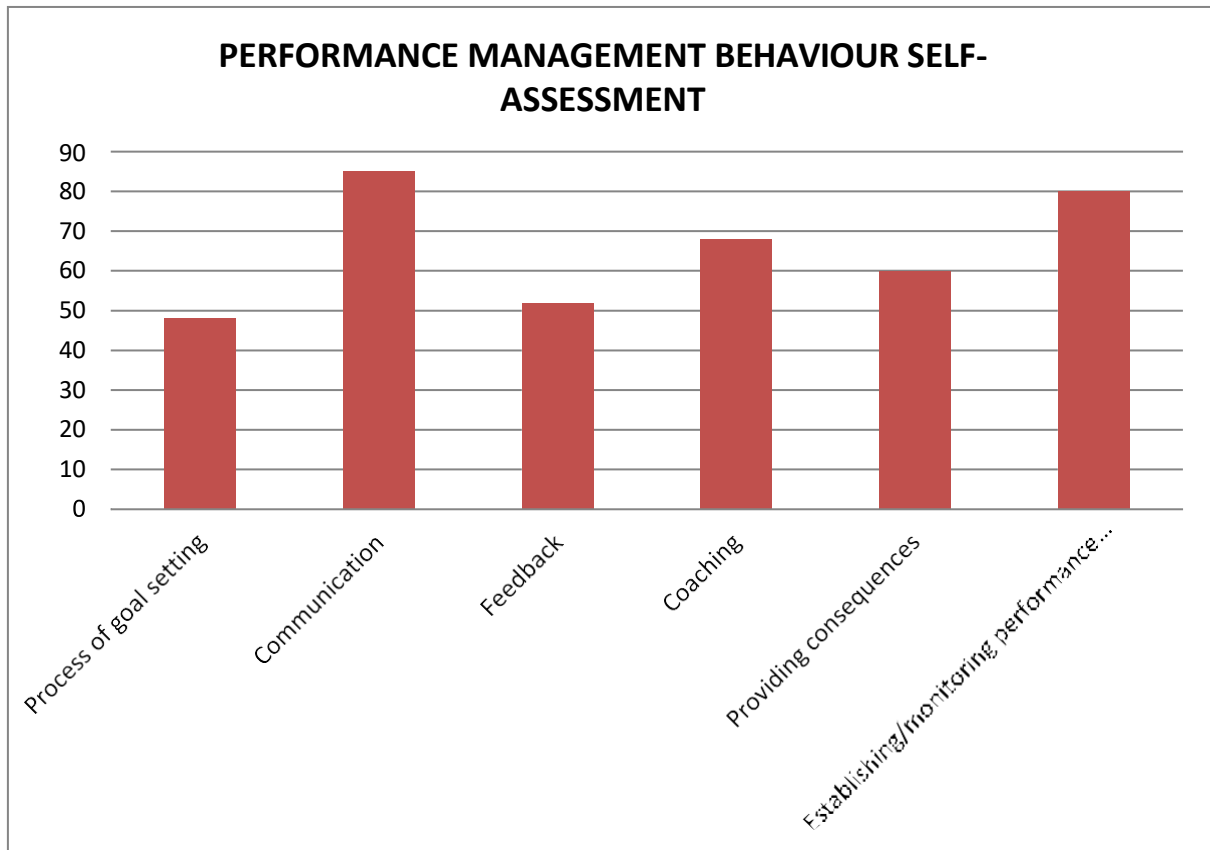


Figure 18: Career path self-assessment displaying a dominant conventional path.

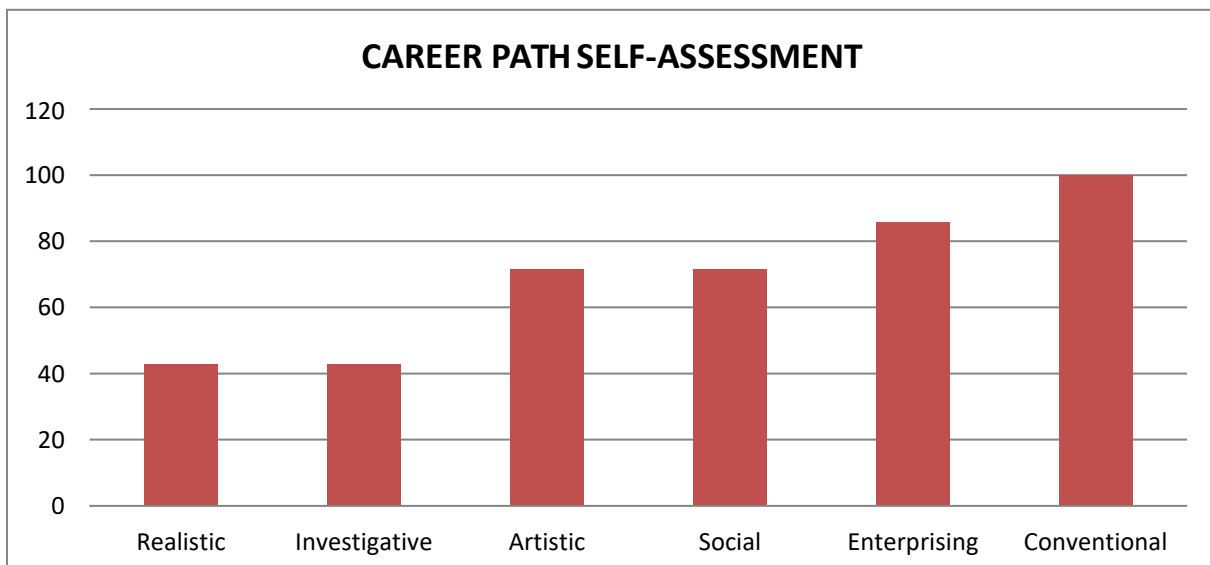


Figure 19: Job stress self- assessment.

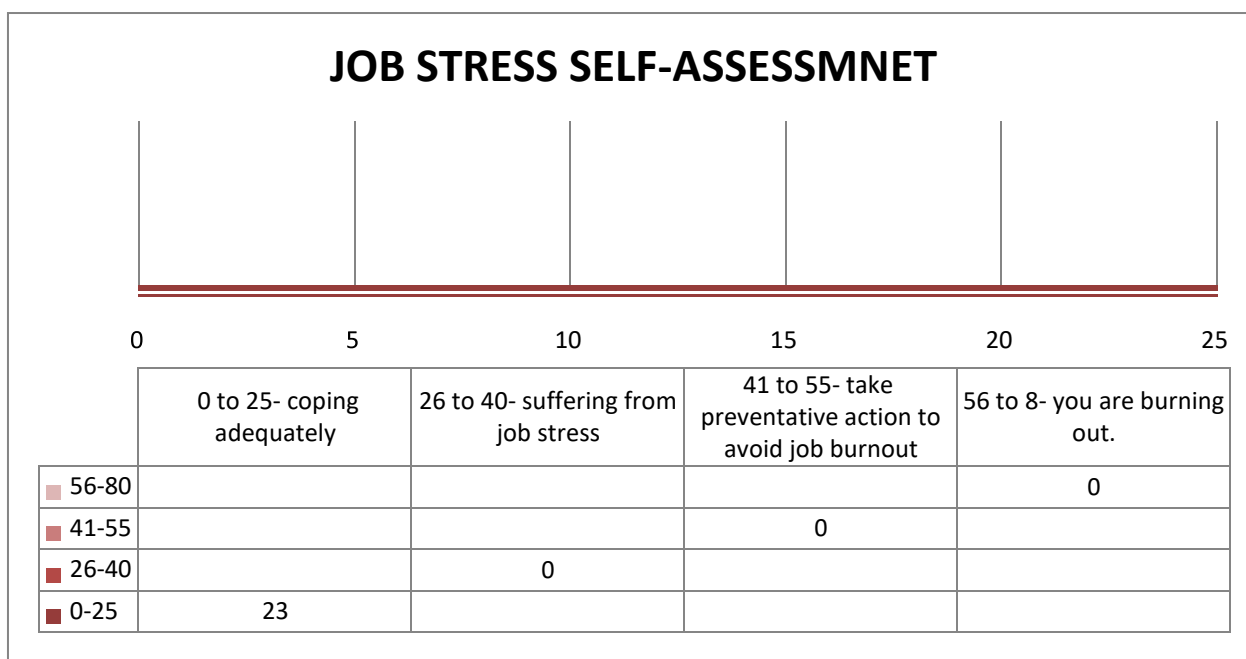


Figure 20: Wellness self-assessment, with overall high scores except for environmental wellness.

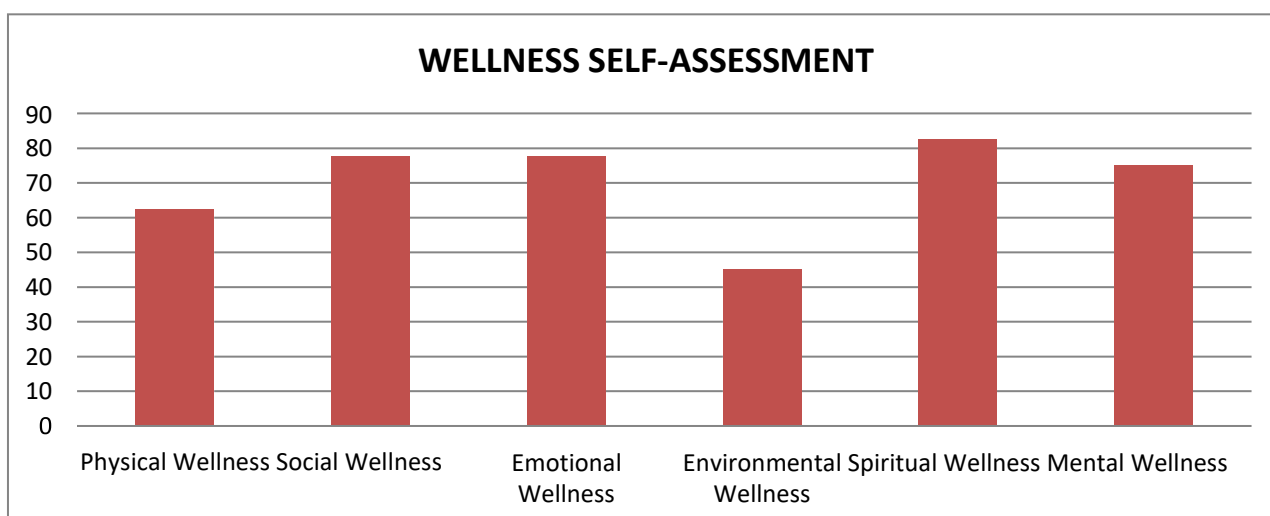


Figure 21: Engagement self-assessment, with vigour scale displaying the highest score.

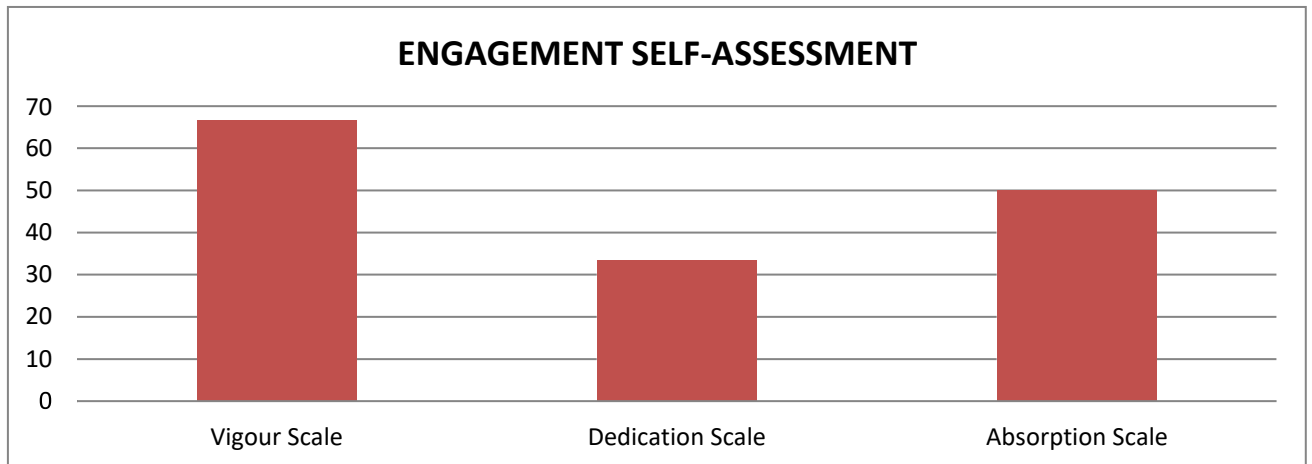


Figure 22: Burnout self-assessment, with very high burnout scores within all three categories.

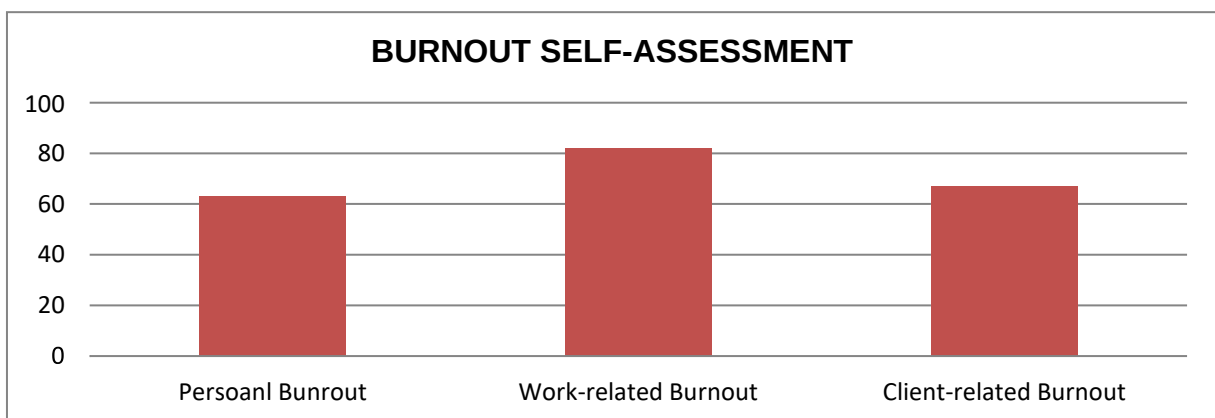
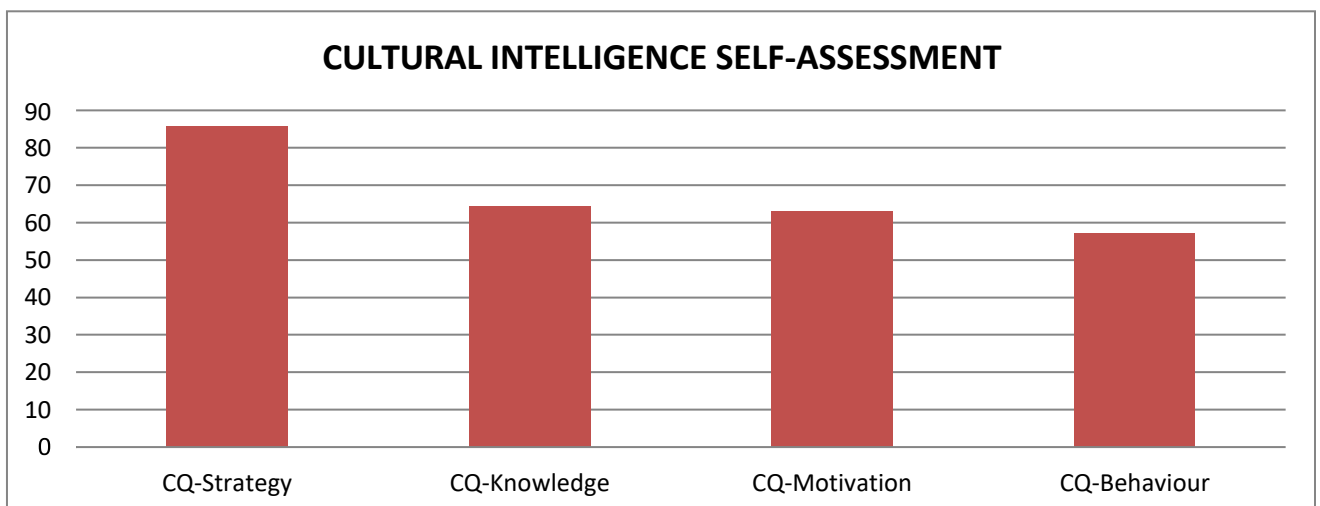


Figure 23: Cultural intelligence self- assessment.



6.3 DISCUSSION OF SCORES

Self-awareness self-assessment: An overall high average consisting of four subscales: Reflective self-development; acceptance; proactive at work and emotional costs. The top score reflective self-development, followed by acceptance of others, indicated a high self-awareness in the subscales. Emotional costs scored the lowest indicating a low self-awareness of emotions.

Emotional intelligence self-assessment: This self-assessment focuses on the emotional competencies of an individual, the competencies are: self-awareness; managing emotions; motivating oneself; empathy, and social skill. There is a difference of 7 between the highest (motivating oneself) and lowest score (managing emotions), but all competencies scored above 35 indicates that the areas as mentioned are a strength, although lower scores even seen as a strength can be developed and improved for example managing emotions which scored the lowest.

Personality self-assessment: There are four different personality traits: extroversion; agreeableness; conscientiousness; neuroticism and openness to experience. The most dominant trait in this part of the self-assessment is conscientiousness, with openness to experience in second. Extroversion scored the lowest indicating that this is a non-dominant trait in the personality.

Organisational commitment self-assessment: This is divided into three commitment scales: Affective commitment; continuance commitment and normative commitment. The overall average score is about 56% for organisational commitment when each commitment scale is viewed on its own the continuance commitment scale is scored above the other commitment scales. This indicates that the individual believes they have to stay at the organisation. These construct overall needs self-development and an improvement intervention.

Job satisfaction self-assessment: The following sub-categories were scored under job satisfaction: Work itself; supervision; co-workers; pay and promotions. Pay and promotion scored exceptionally low, with work itself scoring better but way below average. Co-workers scored the overall highest and supervision scored just above average. Overall job satisfaction without taking co-workers into account scored way

below average and gives a clear indication that the individual is not satisfied with the current job position.

Decision-making style self-assessment: There are four types of decision-making styles: Analytical; behavioural; conceptual and directive. Analytical was the most prominently dominant decision-making style. It stood out far above the other styles. Conceptual came in second and the lowest score is the behavioural style. Although everyone has a dominant style it is important to be able to adapt to other styles depending on the circumstances. Although the behavioural style scored the lowest, it is a least preferred style to use and one must rather focus on improving conceptual and directive styles.

Work-related quality of life self-assessment: It has six factors and statements listed under it: general well-being; home-work interface; job and career satisfaction; control at work; working conditions and stress at work. General well-being and control at work scored very high and indicates a form of satisfaction, with the opposite scores for home-work-interface and job career satisfaction that scored exceptionally low. Both the home-work interface and job and career satisfaction play a vital role in one's overall well-being, personal development career benefits, and goal setting. Both these factors need urgent attention, where changes should be explored.

Self-motivation assessment: This assessment is made-up out of twelve items, that are scored from 1-5. The overall score for all items is above average, indicating that planning, prioritizing is a priority which leads to a high self-motivation assessment.

Training program self-assessment: these self-assessment measures 14 constructs with 48 questions. Performance self-efficiency scored the highest and once again coaching (performance coaching) scored way below average. All the other constructs scored average.

Performance management behaviour self-assessment: This is determined by the following six statements, containing 27 questions. The statements are Process of goal setting; communication; feedback; coaching; providing consequences and establishing/ monitoring performance expectations. Communication scored the

highest followed by establishing/ monitoring performance. Statements that scored low and need improvement are the process of goal setting and feedback.

Career path self-assessment: This assessment serves as a career indication and is divided into six career sections: realistic; investigative; artistic; social; enterprising and conventional. The dominant career path is conventionally followed closely by enterprising. Both artistic and social scored the same and at the bottom with the same score are the realistic and investigative career paths.

Job stress self-assessment: An overall score of 23 was scored, indicating that the individual is coping adequately with regards to stress at work. For 9 out of the 20 statements – a “ never” score of 0 was given; whereas the following two statements were scored a 4 indicating always: I feel a sense of dissatisfaction, of something wrong or missing and when I ask myself why I get up and go to work, the only answer that occurs is “my pay check.” All other statements scored a 1- occasionally or 2- somewhat often.

Wellness self-assessment: An overall score indicates an average within the different dimensions of wellness. Social wellness; emotional wellness; spiritual wellness and mental wellness all scored average, which indicates that these dimensions are good but there is room for improvement of behaviour for change to ensure better health. Physical wellness scored between 20-30 indicating that health risks are showing and that intervention in this dimension is needed. The last dimension of environmental wellness scored well below 20, indicating that serious steps need to be taken to assure drastic changes within this dimension.

Engagement self-assessment: Has 17 statements divided into three main factors: Vigour scale; Dedication scale and absorption scale. The highest score was recorded on the vigour scale and the lowest score on the dedication scale; this indicates that there is no overall job satisfaction in terms of finding the job meaning and purposeful; challenging, or inspiring.

Burnout self-assessment: There are three major categories of burnout: Personal burnout, work-related burnout, and client-related burnout, where under each category the overall levels of burnout are relatively high and different way interns of burnout moving forward needs to be explored.

Cultural intelligence self-assessment: An overall average cultural intelligence was scored. CQ- strategy scored the highest and CQ-behaviour scored the lowest, indicating that there is room for improvement when working with individuals from other cultures and backgrounds. Furthermore, to learn how to adequately behave that is suitable and acceptable for different cross-cultural interactions.

6.4 DISCUSSION OF STRENGTHS AND WEAKNESSES

Self-awareness self-assessment

Strength: Reflective self-development.

Weakness: Emotional costs.

Discussion/ Recommendation: High levels of reflective self-development indicated the ability to control and be able to redirect disruptive emotions and impulses and help to adapt to changing circumstances. Emotional self-awareness is important as it allows the individual to understand how emotional will impact themselves and the environment around them. This weakness needs attention and actions including the following can be taken to improve this item: Don't shove emotions away but guide through them, don't judge the feelings one's experiencing.

Emotional Intelligence self-assessment

Strength: Motivating oneself/ Social skill.

Weakness: Managing emotions.

Discussion/Recommendation: High self-motivation indicates one's drive to improve, commit, and achieve set out goals. This skill is further characterized by optimism and resilience. Managing emotions scored the lowest and can be improved by being more aware of emotional state and being aware of one's emotions and sharing emotions with others.

Personality self-assessment

Strength: Conscientiousness personality trait.

Weakness: Extroversion personality trait.

Discussion/Recommendation: Strengths of this trait include dependability, independence follow-through and organisation, even though this trait also has weaknesses that can be improved like the tendency towards perfectionism and may sometimes be critical and detached.

Organisational commitment self-assessment

Strength: Continuance commitment.

Weakness: Normative commitment.

Discussion/Recommendation: Continuance commitment indicates how much the individual feels they need to stay with their current organisation, for whatever underlining reason, in this case, no other opportunities and salary. Normative commitment is low and indicates the level the individual feels obligated to stay with the organisation, although there are low levels of staying with the current organisation, the continuance commitment indicates that the individual feels the need to stay with the organisation.

Job satisfaction

Strength: Co-workers

Weakness: Promotion

Discussion/Recommendation: The only item that scored high was co-workers, this indicates that everyone is getting along and works well together within the organisation. The lowest score was a promotion, as there is no promotion structure within the organisation, the only way to be “promoted” is to apply for another position within the organisation, and otherwise, most employees will be in the same position for 8+ years, without the focus on any skills development. Better opportunities for career advancement must be looked at, along with skills development plans.

Decision-making style self-assessment

Strength: Analytical decision-making style

Weakness: Behavioural decision-making style

Discussion/Recommendation: Analytical decision-making style strengths include: that decisions are made by relying on data and promotional strategies as supposed to make a decision based on assumptions. The downfall of this decision-making style is time-consuming and sometimes the decision process can be delayed. The behavioural decision-making style strengths are their ability to make all members of the team feel included and important, furthermore getting buy-in from the team as relationships are important to them. This is a skill that must be learned to ensure to include and get the input of all members of the team, before making a decision alone that is based on data.

Quality of working life self-assessment

Strength: Control at work

Weakness: Home-work interface

Discussion/Recommendation: High levels of control at work shows that the individual is able to voice opinions and influence change in their area of work. Work-home interface shows that the current position doesn't provide any flexibility in terms of work-home life or working hours (7:15 to 17:30 Monday to Friday and half-day on Saturdays) this is due to retail hours.

Self-motivation self-assessment

Strength(s):

- Meeting deadlines.
- Considering other options to reach goals.
- Working harder when experiencing a setback.
- Understanding what is involved in the goals setting process.

Weakness: Not writing goals down.

Discussion/Recommendation: Overall most items scored high indicating an overall high self-motivation self-assessment. The only weakness identifies was not writing or only sometimes writing goals down. In the future, it must be focused on writing goals down, as this will help to visualise and see them and will also contribute to being more productive working towards the set-out goals.

Training programmes self-assessment:

Strength: Performance self-efficacy.

Weakness: Performance coaching.

Discussion/Recommendation: Strength indicates that the individual is confident to learn new skills and abilities to overcome obstacles. Performance coaching scores the lowest in indicating that there is no indication or advice given to improve the current job or duties. The best way of going forward to address this would be to implement regular meetings or performance reviews.

Performance and management behaviour self-assessment

Strength: Communication.

Weakness: Process of goal setting.

Discussion/Recommendation: High levels of communication indicate characteristics of listening, delivering information, and responding correctly, lastly by communicating information to employees ensure that all employees are up to speed. The process of goal setting scored the lowest and can be better achieved by adding skills development, that there are more options in terms of the goals setting process that is now very limited.

Career path self-assessment

Strength: Conventional.

Weakness:

- Realistic.
- Investigative.

Discussion/Recommendation: Conventional is characterized by structure and pay attention to detail. Investigative is known for problem-solving skills and avoids leading. Both interests may change over time as it can be directly linked to one's current personality type.

Jobs stress self-assessment

Strength(s): Never (scored 0) on the following:

- I am moody, irritable, or impatient over small inconveniences.
- I think that I am not as efficient as I should be.
- The quality of my work is less than it should be.

- My resistance to illness is lowered.
- I am having difficulty concentrating.

Weakness:

- I feel a sense of dissatisfaction, or something missing.
- When I ask myself why I get up and go to work, the only answer that occurs is: “my pay check”.

Discussion/Recommendation: The majority of the statements with the same score can be seen as strengths, whereas the weaknesses scored the highest, which indicates that there is room for improvement in terms of feeling dissatisfied and that work itself adds no intrinsic value to the individual.

Wellness self-assessment

Strength: Spiritual wellness.

Weakness: Environmental wellness.

Discussion/Recommendation: High levels of spiritual wellness help in finding the meaning of life and define our purpose. Spiritual wellness acknowledges our search for the deeper meaning of life. Environmental wellness is the awareness of the state of the earth and the effects of one’s daily habits; a lack thereof contributes to problems within the environment like pollution and global warming. By changing small day-to-day habits it is possible to contribute to environmental wellness and make a difference.

Burnout self-assessment

Strength: Seldom feeling weak and susceptible to illness (Personal burnout statement).

Weakness: Personal, Work-related, and client-related burnout statements that scored the same.

Discussion/Recommendation: Overall burnout levels are high with currently only health/ illness that are not a problem. The best recommendation is to take a break and be able to recharge one’s batteries and implement a schedule for relaxation time.

Cultural Intelligence self-assessment

Strength: CQ-Strategy.

Weakness: CQ-Behaviour.

Discussion/Recommendation: CQ- Strategy scored high and CQ behaviour the lowest. CQ behaviour can be improved by gaining more knowledge of different cultures and to learn what is acceptable behaviour within their culture in terms of (for example) non-verbal behaviour and facial expressions.

7 PLAN FOR PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT

7.1 SELF-ASSESSMENT REVIEW

The self-assessment indicated that personality trait plays a huge role when to come to making decisions and choosing a career path. Throughout the 16 assessments, it is clear in what sections actions need to be taken to improve oneself career-wise and overall wellness. Certain gaps immediately stood out in terms of a lack of skills and experience that needs to be improved to ensure that the set out the desired position will be met when reviewing current and future job titles.

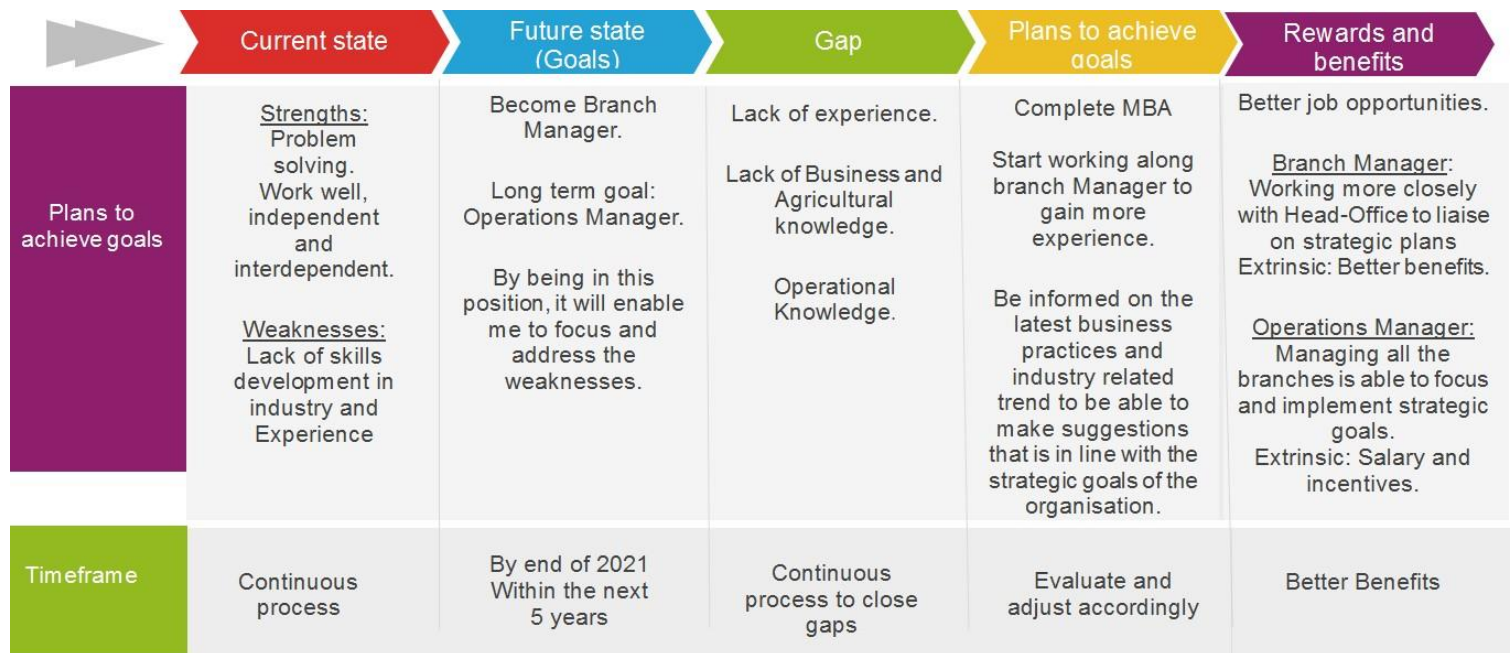
7.2 SPECIFIC CAREER GOALS

Figure 24: Career goals represented through the SMART- chart.



7.3 PERSONAL PROFESSIONAL DEVELOPMENT PLAN

Figure 25: Personal Development Plan



8 CONCLUSION

Each industry may require a different skillset, but in the near future some characteristic skills will be a required and will be seen as a necessity. The Fourth Industrial Revolution will have an effect on all work areas. Some of the skills identified are: critical thinking; problem solving and decision-making.

Self-assessments form a tremendous part of who we are and how one will behave; a certain personality type would have a preference decision-making style for instance. Self-assessments enable us to assess how we are feeling about certain self-assessment constructs (like organisational commitment and job satisfaction), and to be able to assess and reflect current skills, to be able to identify our weaknesses and to improve them. Self-assessments further attributes to the work environment.

“Without proper self-evaluation, failure is inevitable” – John Wooden

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RUBRIC TO ASSESS THE PORTFOLIO OF EVIDENCE

Name: Anelda van Schalkwyk
Module:
Date:

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

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
1. TITLE PAGE, TABLE OF CONTENT, ABSTRACT AND INTRODUCTION	5/5					
- Is the title page correct and the title a good representation of the content? - Is the table of content correct? - Does the abstract appropriately demarcate the POE? - Does the introduction give a clear and sequential indication of the structure of the POE?	0	1	2	3	4	5x
2. INTRODUCTION TO YOUR POSITION	22/25					
• Introduction to your current position	0	1	2	3	4	5x
• Introduction to the industry currently employed in	0	1	2	3	4x	5
• General career goals	0	1	2	3	4x	5
• Direction you want to follow	0	1	2	3	4x	5

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
• Brief job description	0	1	2	3	4	5x
3. INDUSTRY ASSESSMENT	16/20					
• Impact of the Fourth Industrial Revolution on the future of work.	0	1	2	3	4x	5
• Skills required to succeed in the Fourth Industrial Revolution.	0	1	2	3x	4	5
• A job/position analysis and explaining the specific position (s) you see yourself working in the future.	0	1	2	3	4	5x
• Required competencies and skills needed for this/these positions.	0	1	2	3	4x	5
4. CONCEPTUAL-THEORETICAL FRAMEWORK OF SELF-ASSESSMENT CONSTRUCTS This section focus on the theoretical foundation of the self-assessment constructs. You have to define the constructs and discuss one (1) contemporary theory on which they are based.	57/80					
4.1 Self-awareness Understand the theoretical foundation of self-awareness	0	1	2	3x	4	5
4.2 Emotional intelligence Understand the theoretical framework of EI	0	1	2	3	4x	5
4.3 Personality traits Demonstrate an understanding of personality theory	0	1	2	3x	4	5
4.4 Organisational commitment Understand the theoretical foundation of organisational commitment	0	1	2	3	4x	5
4.5 Job satisfaction Understand the construct, theory and facets of job satisfaction	0	1	2	3x	4	5

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

Competency levels	Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
4.15 Burnout To understand the meaning, theory and symptoms of burnout and the consequences of burnout	0	1	2	3	4	5x
4.16 Cultural intelligence Demonstrate an understanding of the construct and theory of CQ	0	1	2	3	4x	5
5. SKILL LEARNING	5/5					
Use STAR technique (e.g., Situation, Task, Actions taken, Results achieved) to describe examples when you applied the people management skills to your work and/or personal lives and then provide an assessment outcome and reflection on the lessons learned.	0	1	2	3	4	5x
6. RESULTS OF SELF ASSESSMENT'S	19/20					
6.1 Used descriptive statistics to calculate scores.	0	1	2	3	4x	5
6.2 Presented scores in graphs and tables	0	1	2	3	4	5x
6.3 Discussion of scores	0	1	2	3	4	5x
6.4 Discussion of strengths and weaknesses regarding each assessment	0	1	2	3	4	5x
7. PLAN FOR PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT	20/25					
7.1 Clarify what insights you gained about yourself from the self-assessments and how the assessments led to a better understanding of your full potential in their professional capacity and fit for your desired positions.	0	1	2	3	4x	5

Competency levels			Not yet competent	Very poor competency	Below average competency	Average competency	Above-average competency	Excellent competency
7.2 Specify your career goals			0	1	2	3	4x	5
7.3 Supplement your goals with a gap analysis identifying your current skills, and needed skills, that are required for successful achievement of your desired career position(s).			0	1	2	3	4x	5
7.4 Compilation of detailed plans for achieving these goals, including incremental steps.			0	1	2	3	4x	5
7.5 Indication of your perceived rewards and benefits for achieving each goal.			0	1	2	3	4x	5
8. PRESENTATION AND TECHNICAL ASPECTS			15/20					
8.1 Writing - the style and language (grammar) meet the requirements			0	1	2	3x	4	5
8.2 Is the stylistic and technical refinement in order?			0	1	2	3	4x	5
8.3 Is the references in the text and reference list correct according to the Harvard referencing style			0	1	2	3	4x	5
8.3 Assessor's general assessment rating of the quality of the POE taking into consideration all the above factors			0	1	2	3	4x	5
Comments:								
Mark obtained			159/200					
Deduction for plagiarism if any								
Examiner Final Mark out of 100%:			80/100					
Moderator name		Moderator Mark	/100					

Plagiarism:

Plagiarism Report. Marks deducted for plagiarism infringements

- -10 (5 % - 20 % out of single source)
- -20 (21 % - 40 % out of single source)
- Allocate 0% (41 % - 60 % out of single source)
- Disciplinary steps (anything higher than 60 %)

Deduct the following marks if:

Total similarity index is between 20% -29% deduct 5%

Total similarity index is between 30% – 39% deduct 10%

Total similarity index is between 40% - 49% deduct 20%

Total similarity index of more than 50% (failed score 0%, student allowed a second opportunity to revised POE depending on the seriousness of plagiarism).