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| **MODEL ANSWERS – KNOWLEDGE TEST** | |
| Qualification | 103150 OC: Retail chain store manager |
| Knowledge module | KM03 Concepts and principles of leading teams in a retail chain store |

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| Total possible marks | 293 | Minimum marks required (80%) | 234 |

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| **INTERNAL ASSESSMENT CRITERIA** | **QUESTION** | **GUIDELINES FOR ANSWER** | **MARKS** |
| KM03 IAC0101 | 1. Explain what retail management is (definition) | **Retail management** is the running of retail outlets and managing the *day to day activities surrounding the selling* of goods *and services* to customers. It is the process that *aims to make sure that customers are happy* with the goods and services they purchase and that retail outlets run *smoothly* and *remain profitable*. | 5  (1 mark for each point in italics) |
| KM03 IAC0101 | 1. List the 4 main functions of management and give one example of a task that a retail chain store manager performs for each function. | |  |  | | --- | --- | | **Planning** | To decide beforehand what is to be done in future. It includes formulating policies, establishing targets, scheduling actions and so forth.  In performing this function, the manager determines the targets and schedules for the team. | | **Organising** | Identifying the tasks, classifying them, assigning duties to employees and allocating the resources. E.g. job descriptions, staff schedules | | **Leading** | Leading is about giving *direction* to team members and *motivating* them in such a way as to direct their actions in line with the targets and plans. e.g. communication; performance on feedback. | | **Controlling** | The controlling function of management involves a number of steps to be taken to make sure that the performance of the employees is as per the plans. It involves establishing performance standards and comparing them with the actual performance. In case of any variations, necessary steps are to be taken for its correction. | | 10 |
| KM03 IAC0102 | 1. Explain the purpose of planning in a retail store |  | 5 |
| KM03 IAC0102 | 1. Explain the steps of planning for a retail chain store manager. Give examples. | **Step 1: Set and align targets.** Target alignment means that targets should be cascaded. Targets for the organisation are cascaded to targets for every store. The targets for the store are, in turn, cascaded to departments within the store.  **Step 2: Formulate the plan.** This step has two parts. The first is to determine and list all activities that will be required to achieve the targets. These activities are then prioritised and scheduled. Prioritised activities should include the what, who, when and with what.  **Step 3 Plan the resources**. This includes human resources (staff), financial resources (budget), physical resources (such as display units, equipment, materials, etc.) and information resources (such as merchandising plans, sales data, etc.)**.** | 9 |
| KM03 IAC0103 | 1. Explain why the management function of organising is important in a retail store. | Organising is necessary to implement the plans and direct all activities in an orderly way to reach the and targets. | 2 |
| KM03 IAC0103 | 1. Explain the organising function with steps for organising for a retail chain store manager. | The organising phase involves assigning responsibilities, allocating resources and double-checking timelines.  You could use the following steps as a guideline for projects that are not part of the day-to-day duties of a specific category of staff:   * **Assign roles and responsibility**   + Identify the appropriate team member by doing the following:     - Analysing the activity     - This step involves choosing the right activity, which begins with breaking down the activity into smaller components.     - Determining the competencies required     - Not every team member will be able to do the required task. It is therefore important to determine what skills, knowledge and attributes from a safety and production perspective are necessary to complete the task.     - Matching the activity and the individual     - After you have determined the competencies needed to do the task, you have to identify an individual who has those competencies. * **Schedule the tasks**   + Start by identifying the time you want to make available for your team’s activities. This will depend on the design of the activity, your team’s targets and the priorities that you have set for yourself.   + Highlight the actions that you and your team simply must accomplish in order to do a good job.   + Review your and your team’s activity lists, and schedule the high priority, urgent activities, as well as the essential maintenance activities that cannot be avoided.   + Allow extra time for unforeseen events. You will learn from experience how much extra time you will need here. Under normal circumstances, the more unpredictable the activity, the more extra time you are likely to need. Schedule time for interruptions that may hinder your team’s progress. It is not always possible to anticipate when interruptions will occur. However, by allowing time in your schedule for interruptions, you allow yourself and your team the flexibility to rearrange your schedule to react effectively to issues as they arise. * **Use the most appropriate schedule tool. It should contain the following**:  1. A clear indication of who is responsible for what 2. A clear time frame for completion, when the activities begin and by when the results will be achieved 3. Who is responsible for each task.  * **Communicate the schedule to the relevant employees.** | 9  (1 mark each per step listed plus 2 marks for further explanation per step) |
| KM03 IAC0104 | 1. Explain the leading function for a retail chain store manager | Leading refers to the management function that involves the use of *influence* to *motivate* employees to *achieve the store’s objectives* and targets. It is the activity that charges the team with energy to activate the team members to get things moving and keep them moving.  Leading includes the tasks: Communicating. Although communication is the act of transmitting information, ideas and shared understanding from one person to another, you have to influence someone to gain their attention. You gain attention only when you see the other person as a person and not as an object. This requires two-way communication in which you listen effectively (discussed in Module 2) and involve the employee in the conversation, rather than you communicating in one direction.Motivating. One of the cornerstones of effective leading is the retail chain store manager’s ability to create an environment where employees feel appreciated and where they are willing to work together in teams. **Coaching conversations**. Coaching is done to achieve the following objectives:   * To **improve the performance of team members** to ensure they are competent to contribute to achieving team targets * To **develop team members** to bring out potential for **future positions**.  Team effectiveness. A team’s success depends on its effectiveness - the direction it has (clear goals) and the team’s ability to work together towards those goals. | 12 |
| KM03 IAC0105 | 1. Explain the steps in the controlling function | The control process involves four steps, namely:   * Establishing standards during planning * Observing actual performance * Determining performance deviations * Taking corrective action | 4 |
| KM03 IAC0105 | 1. Explain why the controlling function is important | Control is an important function that is aimed at determining whether or not there has been a deviation in the plans so that steps can be taken to rectify and prevent errors. | 2 |

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| KM03 IAC0106 | 1. Explain problem solving and decision making | ***Problem solving*** is the process of taking *corrective action* in order to meet required targets. The focus is on ***process***.  ***Decision making*** means *choosing between options* and selecting a plan of action to solve a problem or address a need. | 3 |
| KM03 IAC0106 | 1. Explain the steps in decision making | Answers should cover the following facts: | 10 |
| KM03 IAC0202 | 1. Explain the difference between leadership and management | | **MANAGEMENT** | **LEADERSHIP** | | --- | --- | | The manager works within a structure and should comply with organisational policies and procedures. | The leader does not necessarily function in a formal structure. | | The manager has formal authority vested in position in the organisation – he makes decisions, gives instructions and can demand delivery according to agreed performance standards. | The leader does not have any formal authority over the followers - people follow the leader because their needs are being met and they ‘see’ a worthy cause to follow. | | The manager is accountable for the results of the team and is responsible for reporting on the performance of the team to higher levels of management. | The leader is not accountable for the results of the followers and does not have to report to anybody on the performance of the team. | | 6 |
| KM03 IAC0201 | 1. List and explain 5 roles of a leader | | **ROLE** | **EXPLANATION** | | --- | --- | | **Visionary** | One of the most important roles of a leader is to have a vision for the team – to know where the team should go. The leader needs to have foresight – anticipating what the future could look like - and lead people in that direction with enthusiasm. | | **Facilitator of developmental environment** | It is the leader’s role to facilitate an environment of development so that people can achieve their potential. Development takes place when people take on larger responsibilities or do things through which their skills are enhanced. People are matched to tasks. The leader creates an environment of development through giving people the opportunity to take risks and learn from them. | | **Motivator of self and others** | The leader is driven from within, is self-motivated. The leader plays the role of motivator by creating an environment in which people’s needs are met. | | **Creator of synergies** | It is the leader’s role to coordinate activities and lead people in such a way that the result of everybody’s efforts will be more than the results from individual inputs. | | **Innovator** | The leader’s role as innovator is about the *use of ideas* – for a new product, a new service or a new way of doing things. The effective leader, therefore, is not only open to ideas but creates an atmosphere in which creativity blossoms among the followers. | | 10 |
| KM03 IAC0205 | 1. Explain what situational leadership is | According to this leadership theory, leaders should adapt their style to the level of development (maturity) of followers, based on how ready (competent) and willing (motivated) the followers are to perform required tasks. | 4 |
| KM03 IAC0203 | 1. Explain motivation as a process | | **STEP** | **EXAMPLE** | | --- | --- | | **Need** | A team member has a need for higher status. | | **Motive** | The team member wants to be promoted to a higher position. | | **Action (behaviour)** | He or she works harder and longer hours. | | **Consequences** | The team member may be promoted or may not be promoted. | | **Satisfaction/ Dissatisfaction** | The team member will be satisfied if promoted and dissatisfied if not. | | **Feedback** | If dissatisfied, the team member will still have the need and the process will start all over again.  If satisfied, the team member will focus his or her energy on satisfaction of another need. | | 12 |
|  | 1. Explain the concepts of formal groups and informal groups in an organisation | **Informal groups.** Informal groups have no formal structure. Informal groups often form at work to provide social interaction for employees, for example, sports clubs or social clubs.  **Formal groups.** Formal groups are created to achieve goals and have specific responsibilities within an organisation. Formal groups within organisations are known as work teams. | 4 |
| KM03 IAC0204 | 1. List the stages of development of a team. Give examples of behaviour during each stage. You may draw a diagram |  | 9 |
| KM03 IAC0301 | 1. Explain the concept of self-management. Include in your answer the keys to self-management | Self-management means *taking responsibility* for *being in control* of your *career*. It involves having an *inspiring vision* – knowing what you want to achieve in your career and *taking initiative for personal development* so that you can get where you want to be.  There are three keys to self-management. | 10 |
| KM03 IAC0301 | 1. Explain the concept of self-analysis as part of self-management. | Analysing who you are and where you want to go in your career | 2 |
| KM03 IAC0301 | 1. Explain the concept of gap analysis as part of self-management and self-development. Include in your answer an explanation of what gap analysis is and what the purpose thereof is.   Also give one example of a tool you can use for self-analysis and gap analysis | Identifying the requirements for your future desired career and comparing what you already have, so that you can identify areas for development.  The purpose of self-analysis and gap identification is to identify your strengths as well as areas to be developed for growth.  Example of a tool: Personal SWOT analysis | 5 |
| KM03 IAC0303 | 1. Explain the concept of planning for self-development, by listing and explaining the steps | **Step 1: Clarify your vision** You have to start your personal development plan with the end in mind.  Think about what you want your future life to be. Imagine your life in, say, 3 years and go through your imaginary day:   * What is the purpose of your job? * How is your day structured? * What is your workplace like? What do you do there? * How much time do you spend with friends and family? * What makes you feel accomplished at the end of the day? * What gives you energy moving forward and what drains your energy?  **Step 2: Set goals** After knowing where you want to be some time in the future, you need to break your vision into smaller chunks, like steps that you will complete on your way to making your vision come true.  These areas are normally based around learning and development, such as taking courses or professional qualifications, but may include things such as workshops, independent study, networking, on-the-job training, joining a support group, or something more directly linked to your current job or the company you work for.  Ask yourself questions such as the following:   * Do you need to upgrade your education? * Do you need to gain experience in a specific department or field? * Do you need to master specific skills?  **Step 3: Self-analysis and gap identification** Self-analysis and gap identification is the second step in self-management. The principles of self-analysis and gap identification The principles of self-analysis and gap identification includes:   * The purpose of self-analysis and gap identification * Recording of self-analysis and gaps * Involving others  **Step 4: Prepare and implement a personal development plan** A personal development plan is a detailed action plan used to fulfil academic, personal, or career-based goals.  The action plan contains all the steps you need to take to achieve the goals, which will eventually lead to achieving your vision. The plan also indicates the timeframes for each action. | 12 |
| KM03 IAC0304 | 1. Explain self-disciplining and positive reframing. Give an example of positive reframing by giving a negative thought and then a reframed thought. | Every person needs to practice self-discipline about their thoughts so that negative perceptions and thoughts do not limit personal development.  Reframing requires that you firstly recognise a negative perception or thought and replace it with a positive thought.  Learner must give an example – negative thought and reframed thought.  There is a technique, called *reframing*, to help you change negative perceptions and thoughts. | 5 |

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| KM03 IAC0302 | 1. Explain four factors that impact on self-image | Our self-image is the product of learning – our past experiences and beliefs “teach” us what we think about ourselves. It influences what we think and how we behave.  The way on which you see yourself affects your belief that you can do something and your willingness to do it. Your self-image, therefore, affects your performance.  The major factors that affect your self-image are:  **Perception:** There is so much going on in the world at any time that it is impossible for anybody to take it all in. We are heavily influenced by our perceptions of ourselves, the way we see ourselves.  *Positive perception*: If you truly believe you can do something, you will be resilient and persist until you achieve the desired result. With such a positive perception or self-image, you will see opportunities where others see problems. You will also see failed attempts as opportunities to learn and improve.  *Negative perception*: On the other hand, if you have a negative self-image, you will doubt your abilities. You will probably find many excuses and either avoid starting or you will give up easily. You might overlook opportunities because you are focusing on what you see as your inabilities.  **Beliefs**: The way we perceive ourselves and situations, lead to our beliefs.  **Thoughts and behaviour.** Your beliefs have an impact on your thoughts and your behaviour. It is important that you understand that the only aspect of your life that you have full control over is the ***now*.** You need to be fully present in the now because you can influence and manage it – you control the choices you make, your emotions and the actions you take ***now*.** What you think, feel and do ***now*** impacts your future, not what you wish or dream for.  **Relationships.** Your thoughts and behaviour impact on relationships, especially your relationship with your manager. | 10 |

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| KM03 IAC0305 | 1. Explain what self-motivation is and discuss 4 factors that impact on self-motivation. | Self-motivation: The ability to motivate yourself.   |  |  | | --- | --- | | **Self-confidence and self-efficacy** | **Self-assured** persons set challenging goals for themselves because they believe that they can achieve challenging goals. This motivates the person to put in every effort to be successful.  **Self-efficacy** is a belief in your own ability to succeed, that you are good enough and that you have the ability to achieve the goals. This belief has a huge impact on the behaviours you choose as you work toward those goals.  By developing your **self-confidence**, you will not only believe you can succeed, but you will also recognise and enjoy the successes you have already had. That, in turn, will inspire you to build on those successes. The momentum of self-motivation keeps on increasing. | | **Positive thinking** | Positive thinking is closely related to self-confidence as a factor in self-motivation.  If you think that things are going to go wrong or that you won't succeed, your thoughts may influence your behaviour in such a way that your predictions will come true – you will not try and by not trying, you have no chance to succeed. Your thoughts can have a major influence on whether you succeed or fail, as discussed in the previous section.  When you expect positive results, are less likely to leave outcomes to fate or chance. Positive thinking, combined with a clear picture in your mind of success, helps you taking the action that is needed for success.  If you tend to have negative thought patterns, practice reframing them, with the guidance given earlier in this chapter. | | **Focus and strong goals** | Strong goals are required for focusing on what you want to achieve. Strong goals give you a clear sense of direction, and the self-confidence that comes from recognising your own achievement. | | **Creating a self-motivating environment** | Self-motivation is the strongest form of motivation, because it comes from “inside” yourself. It is, however, also important that you focus on surrounding yourself with people and resources that will remind you of your goals and help you with your internal motivation.  These external factors will help you get motivated from the outside because you can use them for extra support. You may:   * Look for teamwork opportunities. Working in a team makes you accountable to others. * Ask your manager for interesting projects. * Surround yourself with people who you trust to be supportive and ask them to help keep you accountable. | | 10  (for 10 facts) |
| KM03 IAC0306 | 1. Explain the impact of procrastination on self-development | * You will be losing time that could be well spent for your self-development. * You will miss opportunities if you don’t take them when they appear. * You will not be able to meet your self-development goals. * By missing deadlines, you will ruin your career progress. * You will lower your self-image, because procrastination eats away your confidence. | 5 |
| KM03 IAC0401 | 1. Discuss the role players in the industrial relations landscape of South Africa | **The employer** plans, directs and controls in order for the organisation to be managed in an orderly manner and be sustainable.  **Employees** carry out the instructions and orders of the employer.  **Legislative authorities** issue legislation to protect the rights and allocate responsibilities to both employers and employees in order to ensure a fair work environment. **Employees** In terms of common law, the employee has the following duties:   * **Making his/her personal services available to the employer.** * **Rendering satisfactory services.** * **To further the employer’s business interests** by applying his/her energies and skills to such objective. This duty includes:   + devoting all the normal working hours to the employer’s business and not conducting other unauthorised business during working hours   + not simultaneously working for another employer during those hours without the employer’s permission. * **Subordination (obedience, respect**). The absence of respect renders the interpersonal relationship between employer and employee intolerable and an absence of obedience undermines the employer’s right to decide how its employees will work. Further to this, the employee has a duty to carry out the lawful and reasonable orders of the employer punctually since the employer is in a position of authority. * **Acting in good faith**. General rules relating to ‘good faith’ include:   + the need to prevent conflict of interest with the employer’s business interests   + not abusing the trust of the employer   + not being involved in part-time work which conflicts with the primary interests of the employer. * **Conducting him/herself in accordance with the accepted practice and policy of the employer, with implied efficiency.** * **Taking reasonable care** in respect of the employer’s property and business. Where the employee causes damage to the employer’s property or business through negligence, the employer has the right to discipline the employee. This may not always result in a dismissal, especially for carelessness or minor infringements.  **Employers** In terms of common law, the employer has a duty to act   **Legislative authorities** The legislative authorities determine and issue laws that regulate conditions of employment, workplace relations and health and safety at the workplace. The authorities issue legislation to protect the rights and allocate responsibilities to both employers and employees in order to ensure a fair work environment. **Unions**  In a collective bargaining environment, including the retail sector, employees are represented by organised labour, i.e. a representative union.  A trade union does not have a separate, independent existence; it is the representative of the employees. | 20 |
| KM04 IAC0402 | 1. Explain the principles of discipline as described in the Code of Good Practice attached to the Labour relations Act | A ***Code of good practice for dismissal*** is provided as Schedule 8 to the Labour Relations Act.  Several principles of discipline are incorporated in the Code:   1. The key principle of the Code is that employers and employees should treat one another with mutual respect. The Code states that “a premium is placed on both employment justice and the efficient operation of a business.” While employees should be protected from arbitrary action, employers are entitled to satisfactory conduct and work from their employees. 2. Employers should adopt disciplinary rules that establish the standard of conduct required of their employees. 3. The standards of conduct should be clear and made available to employees in a manner that is easily understood. 4. Some rules or standards may be so well known or established that it is not necessary to communicate them. 5. Employers should follow a process of corrective or progressive discipline. Efforts should be made to correct the behaviour of employees through a system of graduated disciplinary measures such as counselling and warnings. Repeated misconduct will warrant warnings, which may be graded according to severity of the misconduct. More serious infringements of the standards of conduct may call for a final warning. It is generally not appropriate to dismiss an employee for a first offence, except if the misconduct is serious and makes a continued employment relationship intolerable. 6. Dismissal should be reserved for cases of serious misconduct or repeated offenses. | 6 |
| KM04 IAC0402  KM04 IAC0403 | 1. List the 6 steps for a fair disciplinary procedure | * The employee should be notified of the allegations using a form and language that the employee can reasonably understand. * The employee should be allowed the opportunity to state a case in response to the allegations of misconduct. * The employee is entitled to and should be allowed a reasonable time to prepare the response. * The employee is entitled to and should be allowed to be assisted by a trade union representative or a fellow employee. * After the enquiry, the employer should communicate the decision taken. This communication should preferably be in writing. * If the employee is dismissed, the employee should be given the reason for the dismissal and be reminded of his or her rights to refer the matter to the Commission for Conciliation, Mediation and Arbitration (CCMA) or the dispute resolution procedures established in terms of a collective agreement. | 6 |
| KM04 IAC0402 | 1. Discuss what an unfair dismissal is | A dismissal is unfair if the employer fails to prove –   1. That the reason for dismissal is a fair reason  * related to the employee’s conduct or capacity. * based on the employer’s operational requirements.  1. That the dismissal was performed in accordance with a fair procedure. | 5 |
| KM04 IAC0402 | 1. Describe the consequences if fair discipline and grievance procedures are not followed | If legal and organisational procedures for discipline and grievances are not followed, the employee has the right to refer the matter to the Commission for Conciliation, Mediation and Arbitration (CCMA).  The CCMA will hear the matter and decide whether a fair procedure was followed. Should the CCMA decide that a fair procedure was not followed, the Commission may order the organisation to make certain payments to the employee. | 3 |
| KM04 IAC0404 | 1. Explain the purpose of a recognition agreement. | The purpose of a recognition agreement is to provide a *partnership framework* between the *employer* and *the trade union*. The purpose of the partnership framework is to *support the effective involvement of employees and their representatives* to *influence decisions* and to jointly share information, to learn and to solve problems.  The agreement:   * Defines the structures through which bargaining will take place at plant, company or sectoral level. * Provides the parties with specific rights and the procedures for dispute resolution. | 7 |
| KM03 IAC0501 | 1. Describe the impact of the Labour relations Act on team leadership in a retail chain store | The Labour Relations Act impacts on team leadership in the retail environment by regulating the relationships between employers and employees and by providing guidelines for fair processes for discipline and grievances. | 3 |

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| KM03 IAC0502 | 1. Describe the impact of the Basic Conditions of Employment Act on team leadership in a retail chain store | The ***Basic Conditions of Employment Act*** (75 of 1997) regulates working conditions and terms. Retail chain store managers should understand the requirements of the Basic Conditions of Employment Act, especially in terms of leave and working hours (as supplemented by the Sectorial Determination). The Act – together with the Sectoral Determination – regulate maximum number of working hours, types of leave and makes provision for overtime pay. | 5 |
| KM03 IAC0503 | 1. Describe the impact of the Employment Equity Act on leadership in a retail chain store | Retail chain store managers should ensure compliance with the Employment Equity Act when recruiting staff. They must also ensure that employment equity plans are prepared  The Employment Equity Act places requirements on employers. These requirements are grouped into two main categories, namely the prohibition of unfair discrimination and Affirmative action.  Every employer must take steps to promote equal opportunities in the workplace. This must be done by eliminating unfair discrimination in any employment policy or practice.  Employers must implement affirmative action measures for people from designated groups. | 5 |
| KM03 IAC0505 | 1. Describe the impact of the Skills Development Act on leadership in a chain store | The Act makes provision for different skills development initiatives, including Learnerships, skills programmes, short courses and on-the-job training. It also regulates Learnership and artisan agreements.  Retail chain store managers should, in collaboration with Head Office, ensure that training and development takes place in compliance with the Act | 4 |
| KM03 IAC0506 | 1. Discuss the impact if the Minimum Wage Act on leadership in retail chain stores | This Act stipulates that:   * Every worker is entitled to payment of a wage in an amount no less than the national minimum wage. * Every employer must pay wages to its workers that is no less than the national minimum wage. * The payment of a national minimum wage cannot be waived and the national minimum wage takes precedence over any contrary provision in any contract, collective agreement, sectoral determination or law, except a law amending this Act. * The national minimum wage must constitute a term of the worker’s contract except to the extent that the contract, collective agreement or law provides a wage that is more favourable to the worker. | 4 |
| KM03 IAC0504 | 1. Discuss the impact of the Sectoral Determination for wholesale and retail on leadership in the retail chain store | The Sectoral Determination for the wholesale and retail sector requires retail chain store managers to schedule staff and arrange payment in accordance with the requirements set out in the Determination | 2 |
| KM03 IAC0601 | 1. Discuss the primary and secondary dimensions of diversity. Give 5 examples for each. | ***Primary (or internal) dimensions*** are inborn differences, many of which cannot change and have an ongoing impact throughout a person’s life. These dimensions include age, gender, race, sexual orientation, physical ability and ethnicity. Primary dimensions shape our self-image as well as our fundamental worldviews and have the most impact on groups in society and the workplace because they are mainly unchanging.  ***Secondary (or external) dimensions*** are dimensions of diversity that can be acquired or changed throughout a person’s life. These dimensions include education, personal values, religious beliefs, parental status, marital status, work content and experience, income, and geographic location. Secondary dimensions of diversity are less visible and have a more variable influence on personal identity. Secondary dimensions also have an influence on our self-definition and self-esteem. | 12 |
| KM03 IAC0602 | 1. Discuss what diversity management is | Managing diversity means acknowledging people's differences and recognising these differences as valuable; it enhances good management practices by preventing discrimination and promoting inclusiveness.” | 3 |
| KM03 IAC0602 | 1. Discuss how the retail chain store manager can manage diversity | **Identify diversity in the team through interaction** Before diversity can be managed effectively, the aspects of diversity need to be identified.  The best way in which people learn about diversity is through ***interaction*** – talking about cultural backgrounds, traditions, perceptions based on perceptions such as age, gender, ‘good manners’, showing respect, language, etc. **Promote common beliefs and values** Commonality in beliefs and values is the glue that keeps a team together.  It is as important to identify commonalities within the team as it is to identify differences.  Common values and beliefs are especially important when:   * the team is still forming. * a challenging task has to be tackled. * when there is conflict within the team that needs to be resolved.  **Encourage the expression of diverse perspectives** Encouraging the expression of diverse perspectives is not only useful for building a team, but a work environment where the team members are encouraged to express diverse perspectives, problem-solving will be much more creative and innovation flourishes.  Management techniques that are required for identifying diverse perspectives include communication, showing respect and leading by example. **Demonstrate sensitivity towards and understanding of diversity** In his or her management activities – especially communication and leadership - the manager must demonstrate understanding of and be sensitive towards diversity so that every team member will feel that they are making a valuable contribution to the achievements of the team.  The manager needs to enhance his or her own cultural competence and that of his team – the ability to understand, communicate with and effectively interact with people across cultures. | 8 |
| KM03 IAC0603 | 1. Discuss and give 3 examples of typical stereotyping | A ***stereotype*** is a fixed, distorted generalisation about members of a group or an attitude towards a person or group based on a certain physical characteristic or physical fact.  A person who is stereotyping assumes that all members of a certain group have the same characteristics and abilities.  ***Examples:***   * Americans are materialistic, ambitious and pleasure-loving. * Japanese are efficient and intelligent. * Jews are intelligent and shrewd. * Indians are good negotiators. * Blacks are pleasure loving and ostentatious. * Females talk a lot. * Blondes are dumb. * Young people are pleasure oriented, arrogant and rude. * Old people are resistant to change. | 5 |
| KM03 IAC0604 | 1. Discuss what characteristics an environment has that is conducive for cultural diversity | Policies and procedures accommodate and cater for diverse needs.  Management practices:   * **Utilising diversity.** The various talents, attitudes and values of employees in an organisation can be utilised to meet their diverse needs in order to maximise productivity and create a happy and motivated team. It is only by utilising diversity and its potential that organisations will enhance productivity and grow. The more a manager knows about the team’s diversity, the better he or she can utilise the differences. A manager who successfully manages diversity: * Respects the employees, regardless of their race, gender, age, views, etc * Eliminates discrimination, harassment and bullying * Listens to employees * Seeks a range of opinions when making decisions * Understands what individual team members want to achieve, and provides as many opportunities as possible for these goals to be attained in return for teamwork * Understands how to best use the capabilities of members in a diverse team so that individuals are motivated, contributing to productivity * **Approaches to motivate a diverse team**. Individual team members have diverse needs and goals. Team members, for example, may: * Want to spend more time with their families or on their personal recreational activities * Need different working hours because they feel that they function better during certain times of the day * Wish they could work fewer hours a week because they would like to start to adjust to retirement   The manager can consider several approaches to motivating a diverse team by helping them achieve their personal goals and meeting their individual needs, including:   * **Rewards.** Managers who work with a diverse team need to be acutely aware that different things motivate different individuals. The effective manager attempts to satisfy needs in order to increase productivity, without contravening the organisation’s policy and procedures. | 10  (1 mark per fact) |
| KM03 IAC0605 | 1. Discuss the principles of dealing with cultural conflict | Recognise and acknowledge conflictIdentify unfair discrimination and discriminatory practices Discrimination develops from stereotyping and perceptions (discussed earlier).  The manager has to identify cases of unfair discrimination and discriminatory practices, as these will cause conflict.  Once identified, discriminatory practices must be managed at the appropriate level of authority in the organisation. **Use disagreements or conflict as learning opportunities** See conflict as an opportunity to learn.  The first step in using conflict as an opportunity for learning is to help the team to understand:   * That conflict is a natural part of any relationship because of the unique composition of every individual’s character, values, perceptions and attitudes * That there are similarities in (seemingly) opposing perspectives. This provides common ground, making members realise that they are not on opposite sides and there is a joint foundation from which the team can work to resolve the conflict. In most instances, the common ground lies in the shared goal to achieve the unit’s objectives.  **Steps for resolving conflict** | 10  (1 per fact) |
| KM03 IAC 0701 | 1. Describe the management standards used in Human resources management | Workforce planning  Learning and development  Performance management  Reward and recognition  Employee wellness  Employment relationships  Organisation development | 7 |
| KM03 IAC0703 | 1. Describe the role of the chain store manager and Store Support centre in HR management | The Store Support Centre and the chain store manager both have responsibilities for Human resources management. The roles that each party plays, depends on how responsibilities are divided within the organisation – some activities are centralised at the Store Support Centre, while other delegated to the chain store manager. | 2 |
| KM03 IAC0706 | 1. Describe the role of the chain store manager and Store Support Centre in administrative requirements relating to staff | Human resource administration activities are typically shared between the Store Support Centre and the chain store manager.  The Store Support Centre is, for example, typically responsible for maintaining personal data of employees. The chain store manager should, however, inform the Centre of all changes such as change of surname and change of address or contact information.  While the chain store manager is typically responsible for keeping attendance registers and controlling overtime worked, the Store Support Centre typically calculates wages and overtime and arranges payment of employees | 3 |