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| **MODEL ANSWERS – KNOWLEDGE TEST** | |
| Qualification | 522201000 OC: Retail supervisor |
| Knowledge module | KM01 Concepts and principles of supervising wholesale or retail staff |

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| Learner surname |  |
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| Total possible marks | 290 | Minimum marks required (70%) | 203 |

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| **INTERNAL ASSESSMENT CRITERIA** | **QUESTION** | **GUIDELINES FOR ANSWER** | **MARKS** |
| KM01 IAC0101 | 1. Explain the role of the supervisor in wholesale and retail. Break your answer down into the four functions of management and list 4 tasks under each function. | Answers should include the functions represented in the diagramme: | 20 |
| KM-01 IAC0102 | 1. Compare 3 leadership styles by listing them, describing their main features and indicating when each style is appropriate. | Answers should include 3 of the following styles:   | **Leadership style and its approach** | **Characteristics** | **When it is effective** | | --- | --- | --- | | **Authoritative (autocratic)**  Approach: “Come with me…” | * The supervisor retains as much power and decision-making authority as possible. * Does not consult staff, nor are they allowed to give any input into decisions. * Staff expected to obey orders without receiving any explanations. * Structured set of rewards and punishments. | * It works best when the company is adrift, and the authoritative leader is there to chart a new vision or direction. * When new, untrained staff members do not know which tasks to perform or which procedures to follow. * When staff members do not respond to any other leadership style. * When there is limited time in which to make a decision. * When a supervisor’s power is challenged by the staff. | | **Coercive**  Approach: “Do as I tell you.” | * The coercive style leader often creates a reign of terror, bullying and demeaning his team members. * The leader literally roars with displeasure at the slightest problem. | In a crisis, to kick-start a turnaround, or with problem employees. | | **Affiliative**  Approach: People first | * The affiliative leader builds relationships and creates a sense of belonging. * The leader tries to create harmony and build strong emotional bonds. * Leader gives people the freedom to innovate. * Provides positive feedback that is motivating. * The affiliative leader pays attention to the feelings of his/her people. | This style works well in general.  It is particularly good when trying to build team harmony, increase morale, improve communication or repair broken trust. | | **Democratic**  Approach: “What do you think?” | * The democratic leader allows people a say in decisions that affect their objectives and how they do their work. * The leader builds trust, respect and commitment by spending time getting people’s buy-in. * Allows staff to establish goals. * Recognises and encourages achievement. | * This style works best for generating fresh ideas for executing the vision. * It is useful when the leader is uncertain about direction and needs guidance. | | **Coaching**  Approach: “Try this …” | * Develops people for the future. * This style is used the ***least*** often, since leaders say they don’t have the time to help people grow. | This style is most effective when people want to be coached and want to improve performance. | | **Pacesetting**  Approach: “Do as I do, now!”  “Shape up or ship out.” | * The leader sets high expectations. * Can be obsessive about doing things faster and better and expect that of everyone else. * These leaders have no problem jumping right in and taking over if they think the pace of progress is too slow. * Pacesetting leaders are also quick to identify individuals that are not keeping pace with their expectations.  Poor performers are asked to rise to the occasion, and if they do not, then they are quickly replaced. * Pacesetters don't give employees a lot of positive feedback; they simply don't have the time. | When business results must be achieved quickly in the short-term. | | 15 marks |
| KM-01 IAC0103 | 1. Discuss why ethics is important for a supervisor. Give 2 examples of ethical behaviour by supervisors. | Use the following as guideline on the discussion, and accept appropriate examples:  Supervisors lead their teams and represent the business – they are the face of the business: for team members, the community, and customers - and therefore they should always behave in an ethical manner, aligned with the code of ethics of the business.  Ethical decision making can help the supervisor maintain an honest, supportive, and fair workplace culture, but it is also necessary to ensure the company does not get into legal trouble or face major losses due to unethical behaviours such as dishonesty or stealing. | 5 |
| KM-01 IAC0104 | 1. Give 3 examples of how authority can be abused by a supervisor explain and the impact on the team. | Use the following as guideline and accept appropriate examples:  **Examples of abuse of authority by a supervisor:**   * Constantly reminding employees that they can be fired or replaced. * Giving negative feedback on performance in front of team members with the intention to humiliate a team member. * Forcing an employee to work overtime multiple times a week as punishment. * Withholding critical information from an employee that he/she needs to know. * Enforcing company policies and rules on team members without following them. * Playing favourites with members of their team and isolating themselves from those they don’t like. * Withholding information that team members need and telling them “I will tell you when you need to know.”   **Impact of abuse of authority on the team:**   * Unreasonable behaviours that are aimed at intimidating, degrading, humiliating, or undermining team members is bullying and breaks trust. Yet, trust is required for employee engagement and employee engagement drives productivity and innovation. So, when a supervisor abuses his or her authority, the supervisor loses the team’s trust. * When there is a lack of trust, team members will not commit to achieving the objectives for the team. That means that you as supervisor will not achieve what is expected of you. Team members will likely be working the bare minimum and planning to get out. They will not innovate by looking for better ways to do things. Smart team members will bide their time until they leave. | 5 |
| KM-01 IAC0105 | 1. Explain the differences between leadership and supervision. | Use the following as guideline and accept appropriate examples.   |  |  | | --- | --- | | **THE DIFFERENCES BETWEEN SUPERVISING AND LEADING** | | | **Supervising** | **Leading** | | The supervisor works within a structure and should comply with company policies and procedures. | The leader does not necessarily function in a formal structure. | | The supervisor has formal authority vested in position in the company – he or she 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 supervisor 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 |
| KM-01 IAC0106 | 1. Explain why continuous personal development is important for a supervisor. Give 3 examples of further development that could assist a supervisor. | Use the following as guideline and accept appropriate examples.   * It has been proven that those who learn, grow and change continuously across their careers are the most successful. Whatever skills you have now are unlikely to be enough in the future. Acquiring new skills is the best insurance you can get for an uncertain future. * It is also important to develop your skills continuously, so that your performance improves continuously, and you are helping the company be successful in achieving its goals and objectives.   Examples may include: | 5 |
| KM-01 IAC0107 | 1. List and describe the two main models of decision making | * **Spontaneous decisions.** They are based on intuition rather than an analysis of facts and a choice among alternative actions. They are often what we call *hunches,* or they can be based on repeated decisions in the past under similar circumstances, leading us to argue “We have always done it that way.” * **Rational decisions.** These are reasoned conclusions we make based on a systematic analysis of facts and weighing up alternatives. | 4 |
| KM-01 IAC0108 | 1. Explain the concept of self-management and discuss 3 elements that impact on the wholesale and retail supervisor | Use the following as guideline. Learners should discuss the concept (3 marks) and discuss 3 elements (12 marks – 4 per element listed and discussed).  ***Self-management*** is defined as “the ability to manage one's own work and time. It includes the skills of self-organisation, self-direction, self-motivation, and self-monitoring. It is not just about being able to do things as an individual, but also about having the ability to collaborate with others effectively.”  The ***key principle of self-management*** is that supervisors need to be able to manage themselves before they can manage others.  **Elements:**   |  |  | | --- | --- | | **Goal alignment** | ***Setting goals*** means to decide what must be achieved, by when and according to what standards.  Goal alignment consists of three main skills:   * Goal setting. * Goal communication. * Goal tracking.   The supervisor should not only set goals for the team to meet but should also set goals for managing him- or herself.  Examples:   * To increase annual sales revenue by 30% year over the financial year.   To decrease customer complaints about customer service by 15% during the first quarter January to March 202x. | | **Time management** | Time management is when you control how you use your time.  This requires you to prioritise important tasks first and then managing your to-do-list.  A leader who has good time management skills can manage their time effectively to help him or her stay engaged, stay on top of his or her own work and empower the team to do the same.  To be successful in your job, you need to manage the way in which you use your time. But this is not about managing your time – you cannot control time, but you can control how you use your time. Time management is all about managing priorities so that you spend the available time on the priorities for your job.  The first step in managing the way you use your time to work towards success in your job, your long-term career and your personal goals, is to look at everything that you think is expected of you and to sift through those activities. This helps you get the big picture. You do this by identifying the goals for your job and your personal goals and then evaluating all activities against these so that you can setpriorities. | | **Attitude** | “Attitude is the way you view your life – your experiences, your environment, your opportunities, your choices and your responses.” ii  Attitude determines our behaviours – what we say and do, and how we do it.  A positive attitude is essential for every supervisor. You cannot motivate a team if your own attitude is not positive | | **Self-motivation** | Self-motivation is the supervisor’s ability to be motivated from within.  Self-motivation comes mostly from a sense of achievement – your internal reward for achieving the outcomes required in your job.  Motivation is an inner drive. Peak-performing people have learned the skill of focusing their attention on the positive while avoiding the traps of negative thoughts.  Work is a self-fulfilling prophecy, positive or negative. An inner drive for excellence motivates you to always be the best you can be.  When you constantly focus on negative thoughts, you set yourself up for a downward spiral. Your thoughts create negative thoughts. Constant negative thoughts create negative feelings and attitudes, which, in turn, do not motivate you to perform well. If you are really committed to success and peak performance, you must motivate yourself from within. | | **Adaptability** | Being adaptable means that you have the confidence and ability to cope when changes arise.  For example, imagine a new project comes up that is a higher priority than the one you have been working on for the last couple of weeks.  Instead of becoming stressed or frustrated, you can adapt to this change and move forward with openness. | | **Personal development** | Personal development is especially important for supervisors as leaders. In order to build your team’s competence, you first need to build your own.  This means taking the time to attend workshops, take courses, and connect with industry experts to develop your management skills. | | 15 |
| KM-01 IAC0109 | 1. Discuss 4 problem solving theories with examples of when each is appropriate. | Use the following as guideline (4 marks per technique, including te name of the technique) De Bono’s six thinking hats.Edward de Bono, a creativity expert, developed the six thinking hats technique for getting and evaluating problem-solving ideas. Team members take part in finding solutions to a problem. The members take on different roles, represented by one of the six coloured hats.The six thinking hats technique helps people look at important decisions from a number of different points of view. This helps them make better decisions.The six coloured hats represent different thinking approaches, as defined in Table 6. These approaches can help to evaluate the usefulness of ideas for solving the problem.  * **SWOT analysis.**   + Strengths and weaknesses are factors within the business or team, while opportunities and threats are factors outside of the business or team.   + With the results of the SWOT analysis, you can create strategies for improvement of the team. Build on strengths. Evaluate how you can strengthen weaknesses and eliminate threats. * **Drill down.** * Drill down is a technique for problem solving where you break complex problems down into smaller parts, which you then break into smaller parts again. * To start, write down the problem that you are facing in big letters at the top of the page. Try to sum up the problem in just a word or a short phrase. * Next, you break down the problem into three to five smaller issues that make up the big problem. * Once you have those points in place, work your way down another level to highlight the next level of problems that you need to address.   + This process is continued until you cannot drill down any further. Once you have reached what you consider to be the bottom of your chart, you can start identifying solutions.   + Problem reversal.   + Problem reversal is a technique where you turn the problem on its head, that is, you reverse it to help you think differently in order to find a solution.   + For example, if the problem at a retail store is *How do we improve customer satisfaction? y*ou may reverse the problem statement to *How do we upset customers?* The answers to the last question will help you to see what you should not do. This, in turn, will help you to decide what to do you want to improve customer satisfaction. * **Five why’s.**   + The five why’s technique involves a questioning process designed to drill down into the details of a problem or a solution and peel away the layers of symptoms.     - Write down the specific problem.     - Ask “Why did the problem happen?” Write the answer down below or next to the problem.     - If the answer does not identify the root cause of the problem, ask “Why” again.     - Go back to step 3 until the problem's root cause is identified.  |  |  | | --- | --- | | **PROBLEM-SOLVING TECHNIQUE** | **WHEN IT IS APPROPRIATE** | | **De Bono’s Six Thinking Hats** | To evaluate ideas and decide if they are workable to solve a problem. | | **Problem solving shoes** | Problem solving shoes is a technique that is useful when it will help you see the problem from a different view in order to solve it. | | **SWOT** | SWOT is a technique for solving a problem such as developing a business strategy by studying your team’s strengths, weaknesses, opportunities, and strengths.  SWOT gives you a fresh perspective on what your team does best and where you have the greatest potential to grow the team. | | **Drill down** | This technique is useful when you must solve a complex problem with many factors that contribute to the problem. | | **Problem reversal** | To analyse a problem and get ideas for solutions. | | **Five why’s** | This technique can be used when we want to push a team investigating a problem to delve into more details of the root causes. | | 16 |
| KM-01 IAC1010 | 1. Describe briefly what each of the following employment laws cover:  * Basic Conditions of Employment Act * Labour Relations Act * Employment Equity Act * Sectoral Determination for Wholesale and Retail * Compensation for Occupational Injuries and Diseases Act * Unemployment Insurance Act * Occupational Health and Safety Act | Use the following as guideline. (3 marks per Act)   |  |  | | --- | --- | | **Labour Relations Act** | The Labour Relations Act promotes fairness in the workplace and regulates relationships between employers and employees.  The Act also:   * Regulates the organisational rights of trade unions. * Promotes and facilitates collective bargaining at the workplace and at sectoral level. * Regulates the right to strike and the recourse to lockout in conformity with the Constitution. * Promotes employee participation in decision-making through the establishment of workplace forums; * Provides simple procedures for the resolution of labour disputes through statutory conciliation, mediation and arbitration (for which purpose the Commission for Conciliation, Mediation and Arbitration was established), and through independent alternative dispute resolution services accredited for that purpose. * Provides Codes of Good Practice for procedures relating to grievances and disciplinary processes as well as dismissals based on conduct or on poor performance. These requirements must be adhered to by all employers. | | **Basic Conditions of Employment Act** | The purpose of the Basic Conditions of Employment Act is to give effect to the right to fair labour practices, as referred to in Section 23 (1) of the Constitution, by establishing and providing for the regulation of basic conditions of employment.  The Act regulates aspects such as:   * Number of hours regular work * Number of hours overtime work * Pay for overtime work * Leave * Family responsibility leave * Maternity leave * Calculation of remuneration (salaries, wages and overtime) * Records of and information on payment of salaries, wages and overtime | | **Employment Equity Act** | The Employment Equity Act is the law that promotes equity in the workplace, ensures that all employees receive equal opportunities and that employees are treated fairly by their employers.  The law protects employees from unfair treatment and any form of discrimination. | | **Health and Safety Act** | The Health and Safety Act provides for the health and safety of people at work and for the safety of persons in connection with the use of plant and machinery; the protection of persons other than persons at work against hazards to health and safety arising out of or in connec-tion with the activities of persons at work.  It prescribes the requirements for health and safety officers, inspections and investigating and reporting on any health and safety incidents. | | **Compensation for Occupational Injuries and Diseases Act (COIDA)** | The purpose of COIDA is to provide compensation for disablement caused by occupational injuries or diseases sustained or contracted by employees arising out of and in the course of their employment, or for death resulting from such injuries or diseases; and to provide for matters connected therewith.  It is compulsory for all employers to investigate and report to the Commissioner all injuries on duty and illnesses caused by working circumstances. | | **Unemployment Insurance Fund Act** | The Unemployment Insurance Fund (**UIF**) gives short-term relief to workers when they become unemployed or are unable to work because of maternity, adoption leave, or illness.  It also provides relief to the dependants of a deceased contributor.  The Act prescribes the requirements for compulsory maternity leave. | | **The Sectoral Determination for Wholesale and Retail** | The Sectoral Determination for the wholesale and retail sector requires retail supervisors and managers to schedule staff and arrange payment in accordance with the requirements set out in the Determination.  In terms of the Sectoral Determination, **for employees who work more than 27 hours per week**:   * An employer must pay an employee at least the minimum prescribes wage as described in the Determination in Tables 1 to 6. These tables apply to different areas in the country. * An employer must pay an employee in a job category that is not listed in tables 1 to 6 of the Determination, at least the minimum wage prescribed for a job category that requires an equal level of training, skill or experience. * Tables 1, 2 and 3 apply to employers in the wholesale and retail industry in Areas A, B and C respectively. * Tables 4, 5 and 6 apply to employers in Areas A, B and C respectively who –   + Employ less than 5 employees; or   + Are in an area that fell in the former Republics of Transkei, Bophuthatswana, Venda or Ciskei. * An employee who works for less than 4 hours on any day must be paid for 4 hours work on that day.   A written agreement may provide that an **employee who works 27 hours or less per week** is employed on the following terms and conditions: The employee is paid the relevant hourly wage rate in terms of Table 1 to 6 for any ordinary hours of work worked by the employee, including ordinary hours of work performed on Sundays. | | 19 |
| KM-01 IAC0201  KM-01 IAC0204 | * 1. List the different levels that a supervisor would have to communicate with and give an example for each. (6 marks)   2. Discuss how the level at which the supervisor communicates impacts the style of communication (6 marks) | 11.2 Tailor the communication to the level to which you are communicating.  For example, when you communicate **upwards** to higher levels of management:   * ***Focus on the impact, not the process.*** For example, rather than explaining how you reached the conclusion that your sales force needs to be expanded, focus on the impact more staff will have on labour costs and sales targets. * ***Look to the future, not the past.*** Management thinks into the future – from the next quarter to the next decade. Unless you are asked directly to defend a past action or say how your plan compares with something that has already been tried, stay focused on what comes next. * ***Know your numbers.*** Support your statements and predictions with quantitative information that supports your conclusions. Make sure the information you present is relevant both to the short- and long-term impact of whatever changes you are proposing. * ***Get to the point.*** Do not put your conclusion last; state it right from the beginning then spend the rest of your energy explaining why it is the right conclusion.   **When you communicate horizontally** with other supervisors, your tone will be less formal yet not too informal. It might be necessary to explain how you came to conclusions, to help them understand the background to the conclusion or decision. Make sure they know the terminology you use.  **When you communicate downward,** use a level of formality that is appropriate for the situation. For example, a discussion to correct a team member’s performance, will be more formal than a brainstorming session to generate ideas for solving a problem. | 12 |
| Km-01 IAC0202 | * 1. Explain the principles of communication | Use the following as guideline:   * **Know the purpose and objective of the communciation.** * There is an appropriate communication purpose model to use for each of these purposes, and that determines the format of the communication. * When you communicate, your purpose is not what *you* want to do; instead, it is what you want *your audience* to do as a result of your communication. The sender must know whether he or she wants to: * Persuade the audience to accept a point of view; * Motivate the audience to take action; * Inform the audience; or * Build relationships. * **Know the audience.** * Audiences are more receptive of a message and respond better to persuasive communication when they feel there is common ground, that the sender is similar to them in some way. This is achieved by addressing what is important to the audience. * The sender should, therefore, identify the characteristics of the audience and its information needs. * The following questions assist with identifying the audience and its communication needs: * *Who wants or needs the communication and why?* * *Who will read or listen to the message and what are they looking for?* * *What will or should happen as a result of the communication?* * *What is the audience going to do with the information?* * *If you can put yourself in the shoes of the audience, you will know the messages they are looking for and the best way to depart that information.* * **Consider the channel and medium.** The communicator should — in addition to the information needs of the audience — consider the channel (formal or informal) and the particular medium that would best serve the purpose of the communication. * **Communicate a little at a time**. Communicating a little at a time is all about breaking the message up into smaller pieces. This is done through proper planning, identifying the key points of the message and clearly demarcating them when communicating. * **Develop a practical way to get feedback.** Feedback helps you know whether the message was received and understood. It makes the communication a two-way process. * During the feedback stage, the sender needs to analyse whether the message has been correctly understood. If that was not the case, the sender should supply additional information or design a follow-up strategy to ensure the correct interpretation or the desired results. * The sender should encourage the receiver to provide accurate feedback. * Feedback should be obtained by asking probing questions and encouraging the audience to respond. In oral communication, the sender could ask the listener to paraphrase what was said. It is not sufficient to ask, “*Do you understand?*” and then to assume that a “*Yes*”, a nod, or a smile indicates comprehension or consent. * The sender should also observe non-verbal responses of the receiver as a means of obtaining feedback. Examples of non-verbal feedback include smiles, sighs, lack of eye contact, crossed arms, frowns, etc. | 10 |
| Km-01 IAC0203 | * 1. Discuss the following forms of business communication: * Face-to-face/ video conferencing/ Skype/ Zoom * Telephone conversation * Public presentation * Report * Letter * Newsletter * bulletin * Electronic communication | | **MEDIUM** | **WHAT IT IS** | | --- | --- | | **Face-to-face, video conferencing and Skype** | Face-to-face communication is communication that happens in real time with faces being visible.  Face-to-face communication is essential to get the full message and feedback.  With this medium, all involved parties can not only hear what is being said, but they can see body language. This helps the audience with interpreting the message. The audience’s body language provides feedback to the sender.  Face-to-face communication is no longer limited to in-person contact. Video conferencing and Skype are also forms of face-to-face communication, even though these methods use technology to connect the participants. | | **Telephone conversation** | Oral communication making use of a telephone or mobile telephone instrument.  Telephone conversations provide a quick and easy medium for communication, but it has the disadvantage that the receiver cannot see body language to support the message received. | | **Public presentation** | Public speaking or presentation is the process and act of speaking or giving a presentation to a group of people in a structured manner intended to inform, persuade, motivate or build relationships.  Public presentations provide a medium to communicate a message to a large number of people simultaneously. It usually allows for immediate interaction between sender and receiver and, therefore, an opportunity for the sender to elaborate on anything that might not be clear to the audience.  Feedback — verbal and non-verbal — allows the sender to clarify as necessary and/or say something in another way to enhance clarity. | | **Report** | An account given of a particular matter, after thorough investigation or consideration.  The information is presented in a clearly structured format, making use of sections and headings so that the information is easy to locate and follow.  In the wholesale and retail environment, there are often fixed formats in which a supervisor should write reports to management. | | **Letter** | A typed and printed communication, which used to be sent in an envelope by post.  Nowadays, most letters are transmitted electronically because of the speed of delivery. | | **Newsletter** | A regularly distributed publication that is typically about one main topic of interest to its subscribers or stakeholders. | | **Bulletin** | The purpose of a bulletin is to inform a group of people about a specific matter.  (2 marks per medium)Some companies use a bulletin board in an area where the people wo need to be aware of a matter, will see it. | | **Electronic communication** | Electronic communication includes:   * Electronic mail (e-mail). * Mobile devices for sending text messages (i.e. SMS) – using a cell phone.   Social networks such as Facebook, LinkedIn and Twitter — can be used to promote events, communicate with customers, offer discounts and draw attention to sales and product promotions. | | 16  (2 marks per form) |
| KM-01 IAC0301 | * 1. Explain the following theories of motivation briefly: * Maslow’s hierarchy of needs * Motivation-hygiene theory of Herzberg * Expectancy theory | Use the following as guideline:  **Maslow’s hierarchy of needs:**   * The model identifies five levels of needs, which are placed in a hierarchy with the most basic need at the bottom of the hierarchy and the most sophisticated need at the top of the hierarchy. * People move up the hierarchy one level at a time. When a need is satisfied, it loses its strength as a motivator. * As lower-level needs are satisfied, higher-level needs become motivators. * A satisfied need is not a motivator. * The most powerful need of an individual employee is the one that has not been satisfied. For example, if an employee does not have food and a shelter, his/her physiological needs are not satisfied. The employee will be motivated to get food and shelter. When he/she has enough food and shelter, the next level of needs (security) becomes the motivator.   **Motivation-hygiene theort of Herzberg**   * Herzberg argued that two different sets of factors affect motivation and work. One set of factors are those which, if they are absent, cause dissatisfaction among employees. These factors are the ***hygiene*** or ***maintenance*** factors. They serve to prevent dissatisfaction. * Proper attention to hygiene factors in the workplace will prevent dissatisfaction but does not in itself create an environment of motivation. * Hygiene factors correspond to Maslow's lower-level needs: physiological, safety, and social needs. * The other set of factors, if they are present, serves to motivate the individual team member to superior effort and performance. They are the ***motivator*** factors or ***growth*** factors. Managers must give proper attention to motivator factors in order to motivate team members to give their best performance.   **Expectancy theory**  Vroom formulated an expectancy model of motivation.  The basis of the expectancy theory is that people are influenced by the expected results of their actions. Vroom argues that employees will be motivated to improve their performance if:   * they know that they *are capable* of the desired behaviour. * they believe that satisfactory performance *will result* in the desired outcome and they *value that outcome* highly.   For example, a team member’s desire for promotion will result in a high level of performance only if the person believes there is a strong chance that promotion will take place.  Vroom’s theory suggests that people choose among alternative behaviours because they expect that specific behaviour will lead to one or more desired outcomes (e.g. recognition or new challenges) and that other behaviour will lead to undesirable outcomes.  A person’s behaviour reflects a conscious choice between alternative behaviours. The choice of behaviour is based on the expectancy of the most favourable consequences. | 15 |
| KM-01 IAC0302 | * 1. Explain the impact of diversity on motivation of a team | Research conducted by George Amissah ix concluded that employees of a diverse workforce can be motivated by a number of factors, including:   1. The employees’ desire to help the company achieve its goals. 2. The desire to gain more knowledge and skills. 3. The confidence generated by a pool of ideas, knowledge, wisdom made possible by diversity, deliberate diversity policies and the desire for extrinsic benefits.   Amissah further concluded that, on the other hand, a diverse workforce can generate some negative motivational effects such as:   * Issues with trust, communication and cooperation causing more difficult work processes and decreased performance. * Fear and threat generated by diversity, the inferiority versus superiority complex, stereotyping, ethnocentrism and prejudices etc., that are the results of bad management of diversity, also create problems of motivation.”   These findings make it clear that supervisors should manage diversity effectively, so that the team can benefit from the diversity in background, perceptions, knowledge, experience and skills. | 5 |
| KM-01 IAC0303 | * 1. List 5 techniques to motivate a team | Could include the following:   * Clearly communicate purpose and structure * Emphasise interdependence and recognise contributions * Improve productivity through effective conflict management * Use opportunities to discuss work-related issues * Provide feedback in a positive manner * Keep team members informed * Give recognition | 5 |
| KM-01 IAC0401 | 17. Discuss the different types of meetings, indicating the purpose and the characteristics of each | Use the following as guideline:   | **TYPE OF MEETING** | **PURPOSE** | **CHARACTERISTICS** | | --- | --- | --- | | **Status update** | The purpose of status update meetings is to inform stakeholders about the progress with a project or the status of a situation such as sales performance. | With a status update meeting, the supervisor reports progress with a project to other participants attending the meeting.  Common group activities in status meetings are:   * Problem solving * Decision making * Prioritising * Task assignment.   The structure of status update meetings should remain consistent. Using the same outline for a weekly update meeting can help participants know what is expected of them and when they should be ready to contribute. | | **Information sharing** | The primary goal of information sharing meetings is for the speakers to share information with the attendees. This could be information about upcoming changes, new products and techniques, or in-depth knowledge of a subject.  Presentations, panel debates and lectures are all examples of information sharing meetings. | Information may be shared mainly by the meeting leader (such as in a presentation or lecture), or inputs may be obtained from all participants, as happens in project team meetings. Therefore, communication is mostly in one direction, though attendees may ask questions for clarification.  Visual communication tools such as slides and videos are often used. | | **Decision making** | Decision-making meetings are usually held to involve all important stakeholders in deciding the best solution to a problem or the best route to take to achieve a specified objective. | A decision-making meeting can include group processes such as:   * Information gathering and sharing * Brainstorming * Evaluating options * Ranking preferences * Voting | | **Problem solving** | Problem solving meetings are held to involve all important stakeholders in deciding the best solution to a problem. | The structure of the meeting usually includes:   * Defining the nature and scope of the problem * Determining priorities * Identifying opportunities and threats * Brainstorming possible solutions * Evaluating possible solutions * Agreeing on the actions to be taken and the solution to be implemented | | **Team building** | Sometimes, building the team is the main focus of a meeting. Such meetings are intended to have a positive impact on the engagement, performance, and satisfaction of the team. | Team building meetings are all about growing the team spirit.  They involve team activities and are usually led by a specialist in team building. | | 20  (4 marks per type of meeting) |
| KM-01 IAC0402 | 1. Explain how a supervisor will go about planning for a meeting | **Determine the purpose and objectives of the meeting**  Objectives for the meeting must be clear and the outcomes must be appropriate to the purpose and objectives of the meeting.  **Decide who must attend**  Before planning a meeting, you should take note of the criteria for effective meetings, so that you follow the principles when planning your meetings. One of the criteria is attendance by people who are appropriate to the purpose of the meeting.  **Prepare agenda and relevant documents**  Most meetings cannot be successfully completed without some documents being prepared. The first important document is the agenda. Other documentation required for the meeting include:   * Minutes of the previous meeting (if applicable) * Documents containing information that participants will need to prepare for the meeting * Attendance register   **Consider what documents to attach to the agenda**  **Make physical arrangements:**   * Venue * Room set-up * Audio-visual equipment * Refreshments * Key role players | 15 |
| KM-01 IAC0403 | 19. Explain how to conduct a meeting to ensure involvement of all who are present | Use the following as guideline:  Encouraging discussion and participation by attendees is critical to the successful implementation of decisions because people implement decisions more readily or enthusiastically if they have participated, because they have had the opportunity of being heard.  Participation can be encouraged by:   * ***Listening sincerely to all contributions.*** Show that you are listening, by nodding or asking questions. * ***Giving recognition for contributions***. Say something like “That is a valuable contribution, Mary.” Or “Thank you for raising that point, Jessica.” * ***Asking questions*** to make people think or rethink issues or get different views. * ***Putting in effort to understand different points of view*** and helping other members to understand as necessary. * ***Managing dominant participants and drawing out quieter people***. Say something like “Lucas you have explained the situation extensively. Let us hear what Jane thinks about that.” * ***Resolving any conflict*** that might arise in the meeting. | 5 |
| KM-01 IAC0404 | 1. Discuss methods for managing behaviour in a team meeting | | **DEALING WITH DIFFICULT BEHAVIOURS IN MEETINGS** | | | | --- | --- | --- | | **TYPE OF BEHAVIOUR** | **THIS BEHAVIOUR OCCURS WHEN …** | **STRATEGIES TO DEAL WITH THE BEHAVIOUR** | | **Silence** | Members do not participate. | * Invite the member’s participation. For example, “You haven’t had a chance to share your thoughts. How do you see this?” * Highlight the importance of full participation, for example: “We need everybody’s inputs here. John, what are your thoughts?” | | **Monopolising** | A member dominates the discussion. They may repeat themselves or interrupt, or not give other members an opportunity to participate. | * Acknowledge their contribution, and then call on someone else. | | **Intimidating** | A member has a strong opinion on an issue and intimidates others and discounts their ideas. | * Acknowledge their position, emphasise that not everyone feels as they do. Explain that for the meeting to be successful, everyone must be heard. * Describe the impact of their behaviour on the meeting. For example: “When you speak so adamantly, and dismiss others’ ideas, some members may be hesitant to put forth ideas that may be critical to our success.” | | **Overly agreeable** | A member does not take a firm position and/or agrees with everyone. | * Be direct. Ask everyone to describe their personal position on the issue. | | **Negativity** | A member presents a negative or critical attitude. He or she may find fault with the process or describe the meeting as a waste of time. | * Help prevent this by ensuring the right people are invited to the meeting, that is, everyone has something to contribute to the meeting. * Get the member involved by giving him or her a role, for example, note taker, timekeeper, etc. * Refer to the ground rules. * Ask the member if there is anything that can be done to have them feel more positively about the process. | | 10 |
| KM-01 IAC0405 | 1. Explain the principles of recording decisions made at meetings | * Minutes should be clear, concise, accurate, and free from ambiguity. * It should be a correct summary of the proceedings of the meeting. * It should state the name of the meeting with the date, time, and place. * Minutes should include the name of the chairperson and other persons who attended the meeting. * It should state separately the financial and other special terms discussed in the meeting. * The minutes must be signed by the chairman with the date and confirmed at the next meeting of the members. | 5 |
| KM-01 IAC 0405 | 1. Explain the process for reviewing meetings, by indicating what should be considered | Use the following as guidelines:  Follow a fixed process for evaluating the effectiveness of the meeting and the efficiency. Consider aspects such as:   * Was the purpose clear? * Were only people who could make a contribution invited? * Was the venue suitable and reasonably comfortable? * Did we start and end on time? Did the meeting go according to time planned? * Was the agenda followed and were all items covered? * Was all the necessary information available? * Did we stay on topic? * Was the objective achieved? * Was a list of actions to be taken decided on, including who would be responsible for each action and by when it should be completed? * Was the discussion process effective? If not, what can you do differently the next time? | 10 |
| KM-01 IAC0501 | 1. Describe the principles of planning:  * Contribution to objectives * Primacy of planning * Principle of tangibility * Principle of alternatives * Principle of flexibility * Principle of commitment * Principle of positive action | |  |  | | --- | --- | | **PRINCIPLES OF PLANNING** | | | **PRINCIPLE** | **EXPLANATION** | | **Contribution to objectives** | Plans are made with a view to contribute to the achievement of the company’s business goals.  Supervisors must use the process of planning to achieve the goals for their team. | | **Primacy of planning** | The process of planning is the primary function of all managers and supervisors.  Planning lays the foundation for other functions of management: It serves as a guide for organising, leading and controlling. | | **Principle of tangibility** | The more tangible a plan or objective, the more effective the effort to achieve it tends to be.  Plans that have a clear SMART objective appear to be more tangible in the sense that they are easily grasped, and therefore people will make an effort to carry out the plan. | | **Principle of alternatives** | Planning involves the development of several alternatives and then selecting the alternative that is most appropriate for achieving the goals. | | **Principle of flexibility** | Plans should be flexible, because the future is unpredictable.  Planning must provide enough room to cope with changes such as a change in customer demand, new or changed competition, government policies etc.  Flexibility allows the plans to deal with the contingencies that may develop. | | **Principle of commitment** | Plans should contain a timeframe (schedule), to communicate to people when the objectives must be completed. | | **Principle of positive action** | The probability of an event occurring tends to increase as it is applied systematically towards its realisation.  That is why plans should be broken up into small steps – as steps are being completed, it drives energy to take the next step. | | 7 |
| KM-01 IAC0501 | 1. Explain the principles of prioritising | * **Pareto principle.** This principle states that 20% of tasks contribute to 80% of results. When planning, the supervisor should, therefore, identify the few tasks that will have the biggest impact on achieving the results for the team. For example: 80% of profits comes from 20% of products or services. To achieve sales objectives, the sales supervisor should, therefore plan to ensure those 20% of products are always available in the correct quantities, at the right time, and displayed in a manner that will contribute best to generating sales. * **Important tasks contribute more to the achievement of team objectives.** Tasks should be categorised according to the Important/Urgent matrix, and attention focussed on those tasks that are the most important and urgent. | 3 |
| KM-01 IAC0501 | 1. Èxplain the key principle (benefit) of using task lists | Using task lists serve as a tool for ensuring tasks are completed within the planned and scheduled timeframes. | 1 |
| KM-01 IAC0502 | 1. Discuss the factors that are typically used when scheduling staff | Use the following as guideline:  Several factors need to be considered when preparing a staff schedule. The following are some of the most important factors:   * Projection of how many people will be required to ensure efficient customer service at different times of business * Balance in staff scheduled for a shift to ensure all skills for efficient operation are available at all times * Need for additional staff for special circumstances, such as during sales * Balance in scheduling staff for overtime – to meet legal requirements and to limit cost attached to overtime * Leave, sick leave, etc. | 5 |
| KM-01 IAC0503 | 1. Explain why it is important to set and communicate goals | If goals are not set and communicated clearly, every team member may move in their own direction and not achieve the desired results. It is important to set SMART goals and clearly communicate them to the team, so they not only understand what is expected of them by when, but also how their work and efforts fit into the big picture. | 2 |
| KM-01 IAC0504 | 1. Discuss the differences between giving instructions and delegating | Use the following as guideline: | 4 |
| KM-01 IAC0505 | 1. Explain the principles of contingency planning | The principles of contingency planning are:   * **Identify risks** that can have an impact on the shop or the performance of the team or the shop. These could include natural disasters such as flooding, or serious shortage of staff or merchandise, * **Prioritise risks**. After you have identified potential risks for your team, you need to analyse how likely it is for the risk to occur, and how severe the impact can be. The risks that are more likely to occur and that can have the most severe impacts, are the risks for which contingency plans should be developed. * **Develop a contingency plan,** that is, a plan that will be carried out if the event does occur. | 3 |
| KM-01 IAC0601 | 1. Discuss why monitoring of action plans is important to ensure success (in other words, the purpose of monitoring action plans) | Use the following as guideline:   * Monitoring is about evaluating whether the activities are progressing as intended and whether the team has achieved the objectives stated in the action plan. It is part of the controlling function of management. * Progress with implementation should be monitored to ensure successful completion of the projects or actions planned. Continuous monitoring helps the supervisor evaluate progress and achievement of the milestones and objectives. When monitoring takes place on a continuous basis, the supervisor can timeously identify delays, bottlenecks and other problems and take action to get the project or task back on track. This is important for success. If monitoring does not take place continuously, the supervisor may find out too late that the objective will not be achieved on time, or at the desired quality or quantity standards. | 3 |
| KM-01 IAC0602 | 1. Discuss the principles of monitoring action plans | Use the following as guideline:  The following are the principles of monitoring action plans:   * **Monitoring ensures success.** Continuous monitoring helps the supervisor evaluate progress and achievement of the milestones and objectives. When monitoring takes place on a continuous basis, the supervisor can timeously identify delays, bottlenecks and other problems and take action to get the project or task back on track. This is important for success. * **Monitor results – what is achieved and if standards are met.** The supervisor should decide in advance what will be monitored, for example, completion of a step or achievement of a milestone, the quantity (for example, increased sales after a promotion), or the quality (for example, the visual impact of a special promotional display). * **Monitor at determined frequency.** This may depend on the nature and duration of the project for which the action plan was developed. Other factors that could play a role in how often monitoring should take place include the complexity of the task as well as the skills and experience of the persons responsible for implementing the action plan. * **Address problems swiftly.** The earlier problems are identified and addressed, the greater the chances of achieving the action plan on time. | 4 |
| KM-01 IAC0701 | 1. Discuss the difference between constructive and destructive conflict in the workplace. Give examples | Use the following as guideline:   |  |  | | --- | --- | | **CONSTRUCTIVE CONFLICT** | **DESTRUCTIVE CONFLICT** | | **Conflict is constructive when it:** | **Conflict is destructive when it:** | | * Results in clarification of important problems and issues * Results in solutions to problems * Involves people in resolving issues important to them * Builds cooperation among people through learning more about each other | * Takes attention away from other important activities * Undermines morale * Undermines the self-concept of someone * Polarises people and groups, reducing co-operation * Increases or intensifies differences * Leads to irresponsible and harmful behaviour, such as fighting, name-calling | | 8 |
| KM-01 IAC0702 | 1. Explain how a supervisor should handle both constructive and destructive conflict | Use the following as guideline:   |  |  | | --- | --- | | **Define acceptable behaviour** | Having clearly defined job descriptions so that people know what is expected of them, and a well-articulated chain of command to allow for effective communication will help avoid conflicts.  It is important to also define what constitutes acceptable behaviour to prevent conflict.  Examples:   * Creating a framework for decisioning * Using a published delegation of authority statement * Encouraging sound business practices in collaboration * Team building | | **Identify potential areas of conflict and address them head-on** | By seeking out areas of potential conflict and proactively intervening in a just and decisive fashion, the supervisor will likely prevent certain conflicts from arising.  If a conflict situation does flair up, the severity can be limited by addressing it quickly. | | **Help team members understand the WIIFM factor** | Team members should understand WIIFM (What’s in it for me?). If the supervisor team members understand how their actions will not only help others achieve their goals but will help in preventing conflict that may prevent themselves form achieving their own goals, it is highly unlikely that conflict will develop. | | **View conflict as opportunity** | Every conflict situation has the potential for a learning opportunity. Where there is disagreement and/or conflict, there is an inherent potential for growth and development of the team in terms of aspects such as communication, diversity, collaboration and teamwork.  Identify the opportunities and develop your team. | | 8 |
| KM-01 IAC0703 | 1. Discuss the concepts of win-win and win-lose and the ongoing impact of each on team dynamics | **Win-win** outcomes occur when each side of a dispute feels they have won. Since both sides benefit from such a scenario, any resolutions to the conflict are likely to be accepted voluntarily. The odds of long-lasting successful resolution of the conflict are high. Team spirit should be improved and, as a result, productivity too.  **Win-lose** situations result when only one side perceives the outcome as positive. Thus, win-lose outcomes are less likely to be accepted voluntarily. Although one party may concede to the chosen solution, if they feel that they have lost, they will not be committed to long-term prevention of similar conflicts and conflict may only escalate over time. This will have a negative impact on the cohesiveness and performance of the team over time. | 4 |