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| **MODEL ANSWERS – KNOWLEDGE TEST** | |
| Qualification | 522201000 OC: Retail supervisor |
| Knowledge module | KM02 Concepts and principles of monitoring and improving performance |

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| Learner surname |  |
| Learner full names |  |
| Learner ID number |  |
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| Total possible marks | 116 | Minimum marks required (70%) | 82 |

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| **INTERNAL ASSESSMENT CRITERIA** | **QUESTION** | **GUIDELINES FOR ANSWER** | **MARKS** | |
| KM-02 IAC0101 | 1. `Describe how a supervisor will identify the standards of performance required of a task | Steps for identifying performance standards:  Step 1: Identify or conform the purpose/key objective of the job  Step 2: Determine the key work that must be done to achieve the key objective  Step 3: Set qualitative or quantitative standards:   * Determine whether quality, quantity, cost, or time is the most important factor for measuring the results of each activity/task. At times, it may be necessary to select more than one of these. * State the standard in measurable form, and in the present tense. Start each standard with the phrase “This standard will be achieved when …” (You do not have to write down this phrase, but it helps you clarify your thinking.) | 5 | |
| KM-02 IAC0102 | 1. Explain how to analyse gaps in the team member’s performance | * The supervisor uses the agreed sources of information to compare performance against the agreed performance standards. Where the performance is not meeting the standards, there is a performance gap. * It is important to remember that performance should not only be monitored and measured to identify performance problems, but also to provide feedback to the team member on his or her positive performance. * The person doing the work must know how well the job was performed. A checkout operator can, for example, evaluate the accuracy with which he or she records transactions and handles cash by looking at the reports generated for cash-up, by realising that the cash for his or her pay point balances all the time (or almost all the time). The checkout operator does not receive the same type of information to evaluate his or her customer service. They need to know regularly, for example, once a month, that there were no complaints about their customer service, and how many compliments were received. | 3 | |
| KM-02 IAC0103 | 1. Describe the methods that can be used to bridge identified gaps in performance of staff members | Consider the possible reason for poor performance and analyse:  **Team members not understanding what is expected of them**   * The first step in analysing why a team member’s performance is not meeting the performance standards is to have a conversation with the team member and find out if the team member understands what is expected of him or her. * Ask the team member how he or she understands the task and what is expected of him or her. You may also ask what the team member thinks is preventing him or her from performing according to the performance standards. * The supervisor can use the information to evaluate whether the team member understands the performance requirements. If not, an explanation and follow-up should bridge the gap. It might be necessary to demonstrate to the team member how to do the job.   **Lack of knowledge or skills**   * After ensuring the team member understands what is expected of him or her, the next step is to investigate whether the team member has the knowledge and skills required to do the job according to the performance standards. Both knowledge and skills can be evaluated by asking questions (to evaluate knowledge) and observing the team member while performing the task where performance standards are not met. * When a team member lacks knowledge or skills, the situation should be addressed through on-the-job training and coaching.   **Lack of adequate resources**   * In most cases where a lack of adequate resources is preventing the team member from performing as expected, the issue will raised by the team member when the supervisor has a discussion with the team member. * If the team member is lacking the resources to do the job (such as time, equipment and supplies), this is generally the easiest to address, by allocating the necessary resources. Encourage the team member to discuss such situations when they occur, so that corrective action can be taken timeously.   **Lack of motivation**  Signs of lack of motivation were discussed in Module 1, Chapter 3.  Lack of motivation is often a symptom of underlying issues such as:   * Tasks are not challenging, and the team member is bored   + Expectations that are too high   + Lack of effective leadership by the supervisor   + Team member feeling a lack of appreciation, which may be in the form of money, recognition and opportunity to advance in the job   + Toxic or uninspiring workplace environment * Since lack of motivation can be caused by many factors, it is important to determine the cause of the issue. * When the team member demonstrates a lack of motivation due to not seeing the benefits of good performance, the benefits for the individual as well as the team should be explained. The supervisor should also find ways of recognising good performance to grow the self-esteem of the team member, because this may help in increasing motivation.   **Conflict**   * When the supervisor observes any of the signs, a discussion should be held with the team member to investigate and identify the facts surrounding the conflict. * The supervisor should then deal with the conflict, following the steps for conflict resolution.   **Personal problems**   * Personal issues such as health challenges, problems at home or with a relationship can have a negative impact on a team member’s job performance. Such issues cause stress, affects concentration and in some cases motivation. It is not that the person does not want to perform well, but rather that he or she has difficulty in meeting performance standards because his or her mind is elsewhere. * If the supervisor has an open and non-threatening conversation with the team member, asking what the team member thinks is preventing him or her from performing according to the performance standards, the team member will in most cases mention it if there is a personal problem that is impacting on his or her concentration and performance.   The employee may be referred to the company’s Employee Assistance Programme, or a professional that can assist with the specific type of personal problem. | 18 | |
| KM-02 IAC0104 | 1. Discuss the principles of giving feedback. Give examples | |  |  | | --- | --- | | **Feedback must be specific and descriptive** | * Specific feedback provides detailed or specific information on what the employee did well or poorly. * Feedback should be based on what is observed - both the action and the impact of the action. * General feedback - that is, feedback that is non-specific - is not very helpful for employees.  It also creates the impression that you have not thought in depth about their work. * Use “I” statements rather than “You…”   ***Examples of specific feedback:***   * *“The way you explained and demonstrated to the customer how the vacuum cleaner works was very good, because it covered all the functions of the machine.”* * *“I am happy with your determination to finish this project. I know it wasn't easy, but I knew you could do it. Your helpful attitude makes it clear that you can continue to take on new challenges and grow.”* * "I noticed that you were late to work again today." (This is less likely to provoke a defensive reaction than "You were late again today.”) | | **Feedback should be focused on the positive** | * Effective feedback highlights the positive contributions the team member makes but areas for improvement should not be ignored. * The discussion should begin with what the team member is doing well by describing the desired behaviours and actions the team member demonstrates.   ***Examples:***   * “*All the training you have done with Robert has been very helpful. You are giving him a great start to his learnership. I have taken notice of your leadership skills and will keep this in mind for future projects."* * *"Thank you for being prepared for our meetings, Tom! By coming to each meeting with well-researched and thought-out ideas, you're helping us move forward in our process. I look forward to our next meeting."* * *“Ntombi, you are so talented at staying flexible on any project, which helps everyone on the team. Keep it up, to keep on developing your merchandising skills. With the next promotion, we will focus on interpreting and adapting planograms so you can improve that skill too.”* * *“Joshua, you have impressive time management skills. You complete tasks quicker than most of the team and rarely turn in your work late. However, I would like to see you focus on the content of your weekly reports. For example, the report you sent me yesterday was missing key points. Even though you submitted it two days early, I had to take additional time to resolve those errors. I would love to see you be more thorough and deliberate by taking 15 minutes to review your work before submitting it."* | | **Feedback should be timely** | For feedback to be effective, it must be provided as soon as possible after the behaviour or action has been observed, or an area for improvement has been identified.  ***Examples:***   * *You witnessed Linda, a team leader, resolve a conflict between two of her peers, Matt and Brandon, during a team meeting. Conflict resolution skills are extremely valuable in team working environments; let her know you appreciate her stepping in to help her two colleagues find a solution as soon after you have observed that, to reinforce the behaviour.* * *“Your work on X, Y and Z were solid, valuable accomplishments this week. I know you didn’t complete every goal you set for the week, and that’s okay. But I recognise it can be discouraging, too. So let us take this opportunity to rethink your goals for next week.” (Feedback given immediately after the week, before the next week begins, to help the team member improve immediately, instead of first waiting to see how the team member does next week.)* | | **Feedback should be checked for understanding** | Before closing the feedback discussion, the supervisor should check to ensure that both parties are leaving the discussion with a fair and accurate understanding of the behaviour and actions that occurred, or the actions to be taken to improve performance.  ***Example:***  *“So let us recap on what we have agreed. How do you see yourself carrying out the action plan?”* | | **Feedback on areas for improvement should be followed up** | If the feedback discussion resulted in an action plan for a behavioural change or performance improvement, there should be regular follow-up and support for the individual making that change.  ***Example:***  *“How have you changed your approach to customers during this last week?” “What did you find easier to do?” “What is still a challenge for you?”* | | 15 |
| KM-02 IAC0105 | 1. Explain the difference between performance standards and behaviours. Give examples. | **Performance** is generally aligned to a team member’s *skills, abilities, and knowledge*. Performance standards are set for the tasks the team members must perform. Example: Resolve customer queries before close of business.  **Behaviour standards** set out *conduct* expected from team members. In addition to performance standards, team members need to be made aware of expected conduct and behaviour. These standards may form part of the team member’s job description where they relate to specific tasks, but they are generally communicated through Human Resources policy and procedure documents. such policies and procedures help to avoid situations where employees are unsure of what is considered “acceptable” behaviour within the company. | 4 | |
| KM-02 IAC0106 | 1. Discuss the importance of reinforcing positive performance/behaviours | Positive reinforcement is one of the most effective ways in which you can boost the morale and performance of your team. Teams flourish in a supportive environment. It is, therefore, important to reinforce positive performance and behaviours, to increase the desired performance and behaviours and thereby strengthen the team.  Reinforcing positive performance and behaviours has several benefits:   * Positive reinforcement clearly defines and communicates desired behaviours. * Team members whose performance is recognised are more open to learning new skills and taking on additional responsibility. * When employees receive positive reinforcement for their superior performance, their sense of self-worth increases. This confidence increases performance. * Positive recognition makes team members feel appreciated. Employees who feel valued and appreciated exhibit greater loyalty and tend to stay on. * Positive reinforcement encourages employees to work more effectively and efficiently. For example, recognition of effective time management increases productivity and efficiency. | 5 | |
| KM-02 IAC0107 | 1. Discuss ways of reinforcing positive Behaviour/performance. Refer to extrinsic and intrinsic reinforcement and give examples of best practices for reinforcement. | ***Extrinsic reinforcement*** can be given in the form of, for example, tangible benefits - pay increase, job security, performance bonus, voucher (to be used instore), gift cards, movie tickets, a free meal, or other fringe benefits such as time off or paid training. Naturally, this type of reinforcement needs to be given within the framework of the company’s policies and procedures. The challenge with giving extrinsic reinforcement is that it does not last – its positive impact does not last long.  ***Intrinsic reinforcement*** refers to something intangible such as praise and acknowledgement. This is the most powerful form of positive reinforcement, as it has many benefits, as discussed in the previous section of this Chapter. Regular, constructive feedback on team performance is vital if teams are to commit to building on their strengths, achieving their full potential and making the maximum contribution to the company.   * **Set reasonable goals -** goals that are in keeping with your team’s objectives and that are achievable (with a little stretch, in other words, that are not too easy to achieve). * **Be consistent:** This is one of the best ways to motivate your employees. Supervisors should outline which tasks or goals require positive reinforcement and be consistent about offering praise or rewards. * **Be specific about what you are reinforcing**: The team member needs to be fully aware of the specific achievement or behaviour that is being rewarded in order for the reward to have an effect. For example, if a supervisor rewards a staff member for his or her *success-driven attitude*, the actual behaviour being rewarded may be unclear to the team member. * **Share positive reinforcement with the team:** Even if you are recognising an individual team member, let other team members know about their success. This enhances the recognition for the team member but also motivates others to excel in their performance. * **Be genuine and sincere**, otherwise it’s meaningless. | 8 | |
| KM-02 IAC0201 | 1. Explain positive and negative correction by giving examples. | Positive correction: Positive corrective action *uses incentives to push team members toward desired behaviours*.   * Positive corrective action typically starts with a discussion between the supervisor and the team member. The supervisor highlights the team member’s strengths and contributions to the team. The discussion then involves the supervisor asking the team member about the problem. This opens up an opportunity for the supervisor and team member to brainstorm solutions together. * For example, in the event that a team member is regularly late for work, the team member might respond by stating a valid reason for his late-coming, such as having to wait until his children’s school bus picks them up before he can leave for work. In such a case, they can brainstorm ideas to help the team member and it might be possible for the supervisor to schedule the team member’s shifts to start later.   Negative correction:   * Negative discipline is the imposition of an unpleasant consequence. It may or may not be imposed progressively. * Progressively more serious actions are imposed. For example, a team member who is regularly late for work might first face a verbal warning and then a written warning. If the team member continues to be late, he or she may face pay docking, suspension and eventually termination of services. | 8 | |
| KM-02 IAC0202 | 1. Discuss the legislation that impacts on the correcting of staff | The Labour Relations Act (Act 66 of 1995, as amended) provides for fair treatment of all employees.  The Act provides Codes of Good Practice on several aspects of workplace relationships and managing staff, including:   * Code of Good Practice on the handling of sexual harassment cases * Code of Good Practice on HIV/AIDS * Code of Good Practice: Dismissal   The Code of Good Practice: Dismissal requires that all dismissals must be fair. The Act prescribes the procedures for disciplinary action and for dismissal.  The requirements for procedures for dismissal for poor performance are different from the requirements for procedures for dismissal for behaviour (conduct).  The ***Code of Good Practice: Dismissal*** requires that proper procedures be followed prior to dismissal. | 7 | |
| KM-02 IAC0301 | 1. Describe the impact of well inducted staff member to the store and the team | A well-inducted new team member has a positive impact on the team, because:   * It allows the new team member to settle quickly and integrate into the team straight away. * It promotes team cohesiveness when the new team member is productive soon after joining the team member. * It increases productivity of the whole team. | 3 | |
| KM-02 IAC0302 | 1. Describe the elements to cover when inducting a new team member including orientation, training and documentation | * Orientation (organisational) - showing how the employee fits into the team * Face-to-face introduction to key staff * Tour of the workplace, pointing out all important facilities * Health and safety information - this is a legal requirement * A clear outline of the job/role requirements, with performance standards * Explanation of terms and conditions of employment * Instructions on how to complete day-to-day tasks in a safe, effective and efficient manner * Introduction to company policies and procedures and other relevant documents, such as job description, code of conduct, disciplinary and grievance procedures * Details of the company's history, its products and services, its culture and values | 10 | |
| KM-02 IAC0303 | 1. Discuss the advantages and disadvantages of providing a buddy/mentor | | **ADVANTAGES OF A BUDDY SYSTEM FOR INDUCTION** | | | --- | --- | | **It reduces uncertainty and anxiousness** | * New team members may be uncomfortable asking questions for fear of appearing incompetent. * A buddy can fill in the gap by making him- or herself available for questions that the new team member may be hesitant to discuss with the supervisor. | | **It increases team cohesiveness and productivity** | * Having a buddy makes the new employee feel part of the team rather than feeling like a newbie whom every member of the team is watching. * This has a positive impact on productivity of both the new team member and the team as a whole: The team also gains confidence in the new team member and accepts him or her more quickly. The cohesivity that develops, impacts positively on team dynamics both in terms of team spirit and getting the work done. | | **It improves job satisfaction** | The same study conducted by Microsoft indicated that after their first week on the job, new hires with onboarding buddies were 23% more satisfied with their onboarding than those without. The sense of belonging plays an important role in this. |   The disadvantages of a buddy system for induction include the following:  The HR Gazette reports that the only real disadvantage to assigning an induction buddy is if the supervisor delegates too much authority and abdicates his or her responsibilities towards the new team member. Supervisors are ultimately responsible for ensuring their new team members are efficiently and effectively inducted and integrated into the team. | 10 | |
| KM-02 IAC0304 | 1. Discuss the importance of integrating on the-job training with induction | * Since the new team member needs to learn specifics about the job from the word go, it is important to integrate on-the-job training with induction. This helps establish a firm foundation for the team member to start off doing the job correctly and it emphasises the importance of being competent in performing the job. * Rather than merely showing new team members explanations or giving them worksheets, they are taught through on-the-job training how to do the job by doing it under the guidance of the supervisor or the induction buddy. | 2 | |
| KM-02-IAC0401 | 1. Describe the difference between training, coaching and on-the-job training | **Training** isthe action of teaching a person a particular skill or type of behaviour. It can take various forms, but the term is usually used for training in a classroom situation.  **Coaching** is a form of development in which an experienced person, called a coach, supports a learner in achieving specific skills by providing training and guidance.  **On-the-job training** (OJT) is training that is given to a paid employee while he or she is engaged in productive work . It provides knowledge and skills essential to full and adequate performance on the job. On-the-job training often bridges the gap between training and the workplace. Internships and apprenticeships are two forms of on-the-job training. | 3 | |
| KM-02 IAC0402 | 1. Describe the different methods used for training in the industry | **Instructor-led training:**  Instructor-led training may be conducted in-person (face-to-face) or online. The instructor leads and does most of the talking or explaining. Trainees may ask questions and are sometimes given theoretical questions to answer.  **Interactive training:**  Interactive training is highly engaging and effective. Learners absorb more information, retain it faster, and recall it for longer periods of time, because they are involved and interact with others.  **Interactive training** is not conducted on its own, but often forms part of effective group training sessions with a combination of lecturing and facilitating interactive activities.  Examples of interactive training include:   * **Roleplaying.** A facilitator manages the process of acting out different work scenarios with the learners. Roleplaying is especially effective for training on communication, customer interaction situations and dealing with conflict as it explores difficult situations in a controlled environment. * **Simulations.** Simulations set up real work scenarios for the learners. This method of training sometimes involves highly specialised simulation equipment. It is mostly appropriate for learning specialised, complex skills, such as for medicine or aviation training. As such, it is seldom used in a wholesale or retail environment. * **Game-based training.** This type of training is a training method that uses games and other interactive activities to teach learners new skills and knowledge. A more enjoyable learning experience helps learners stay motivated and engaged throughout the training process.   **Video-based training:** Video training typically covers single topics, presented in a short period. It has become popular because of the visual and auditory impact. Learners can watch the videos on their own, although a facilitator may lead a discussion afterwards, in a group context, to further enhance the training.  **E-learning**: E-learning is computer-based training that is delivered online. | 12 | |
| KM-02 IAC0403 | 1. Describe the role of the supervisor in training and coaching | The supervisor is responsible and accountable for ensuring that all team members perform at their best and according to performance standards, in order for the team to achieve its objectives.  Therefore, the supervisor has a responsibility to provide team members with training and coaching not only to best prepare themselves to meet performance standards for their current positions, but also to acquire the skills and knowledge needed for advancement. This requires identifying performance gaps, providing the appropriate method of training, and supervising that the training be provided effectively.  The supervisor, thus, has five roles in terms of training and development of team members: | 10 | |
| KM-02 IAC0404 | 1. Describe typical methods for coaching on the job | GROOW model:   * Establish the goal * Establish the reality * Explore the obstacles * Explore the options * Agree on the way forward | 6 | |
| KM-02 IAC0405 | 1. Discuss the impact of legislation covering training and development on in store training | *The Code of Good Practice: Dismissal* attached to the Labour Relations Act states that during the probation period, an employer should give an employee reasonable evaluation, instruction, training, guidance or counselling to allow the employee to render satisfactory service. It is, therefore, important that the supervisor ensures that every team member receives appropriate and sufficient induction and training during the probation period, if an employee is dismissed for poor performance, and the dismissal is referred to the CCMA for arbitration, the employer will be required to provide proof thereof. For this reason, detailed records should be kept of evaluations and training provided to the employee.  The government’s official labour relations policy, issued by the Department of Labour, states that employees have “the right to access to training and retraining. It is the worker’s right to receive training and retraining, so that he may increase his productivity and earning capacity. It is his right to be fully utilised in the work for which he has been trained.”  The Wholesale and Retail Sectoral Determination regulates the following aspects relating to training:   * No employer may hold back any payment from a worker or require a worker to pay the employer or any other person for the training of that worker. * When an employee leaves the employment of the wholesaler or retailer, the employer must give the employee a certificate of employment that includes the following information:   + The full name of the worker   + The name and address of the employer   + The date the worker started working   + The date the work ended   + A description of the work   + Any training provided | 5 | |