

Summative Assignment Module 3 and 4

Assignment nr: HRM5S-34-2

GUIDELINES

General tips and guidelines:

- **Very important!** Read the front page and Learner Instructions pages 1-3 of the question paper. This section will tell you how you need to complete your assignment.
- Start with Section A and then work your way through to Section B and C. It is very important that you complete the assignment in this specific order as the question paper was designed in such a way so that the answer to one question will lead you to the answer of the next question – that is if your answers are correct!
- **DO NOT** haste through this assignment because it seems easy! You will be mistaken!
- If you take the time to carefully work through the multiple choice questions they will guide you through the learning process and enable you to better answer the other questions.
- **Very important!** Get access to the **EE Act** and the **Code of Good Practice: Preparations, Implementations and Monitoring of Employment Equity Plans**.
- You can download the above mentioned documents from the Department of Labour's website www.labour.gov.za
- If you do not have access to the internet please e-mail: support@bmtcollege.edu.za or call: (011) 708-0159 Ms Cleo Mahlangu at the Academic Department to arrange that these documents be send to you.
- You will not be able to pass this assignment without studying these documents, they are central to ALL the Sections of this question paper.

Guidelines to Section A:

- **Very important!** Only mark your answers on the yellow Summative Assignment Cover that was provided to you with your study pack. Mark your answer by colouring the block that correspond with the answer that you think is correct.
- If you type or write your answers to Section A and B at any other place besides the grid provided to you on page 2 of the Assignment Cover – your assignment will not be marked and you will have to correct and re-submit your assignment.

- The questions correspond with the different chapters and lessons in your Programme Manual. Look at the question paper – do you see that the first question relates to employee grievances? The first chapter in your Module 3 Programme Manual is on employee grievances.
- Now look at question 6. Can you see that the question is related to Employment Equity - the second chapter in your Module 3 Programme Manual. Each section of the question paper is designed in more or less the same way.
- The following questions may be trick questions in Section A that most students got wrong or were struggling with – read these questions very carefully – read the options very carefully – **ONE** word in a sentence may make the answer that you thought was correct, incorrect! Think further and use your insight! **DO NOT** just pick the first answer that may seem correct!

• Question 5	• Question 10
• Question 12	• Question 13
• Question 15	• Question 19
• Question 23	• Question 26
• Question 27	• Question 31
• Question 32	• Question 37
• Question 40	

- Make sure that the answers that you have selected correspond with the theory in your books and with the EE Act, as well as the Code of Good Practice – **DO NOT** rely on your insight alone!

Guidelines to Section B:

- As with Section A it is very important that you mark your answers on the grid provided on page 2 of the Summative Assignment Cover.
- ALL the questions in Section B are application questions – meaning the answer that you select must be based on a specific Case Study
- **Very important!** STUDY the Case Studies that were given to you in the question paper. Do not just read through them, but study them in-depth!
- Remember what you have learned and answered in Section A, it will help you to complete Section B.
- The following questions may be trick questions in Section B that most students got wrong or were struggling with – read these questions very carefully – read the options very carefully – **ONE** word in a sentence may make the answer that you thought was correct, incorrect! Think further and use your insight! **DO NOT** just pick the first answer that may seem correct!

• Question 5	• Question 10
• Question 11	• Question 17
• Question 20	• Question 21
• Question 23 - 30	• Question 33 - 34

Guidelines to Section C:

- **Very Important!** Know the Case Studies of by heart! By completing Section B you would have already learned a great deal about **Fashion Squared Hair Salon** and **Human Resource Training College**.
- The **Balanced Score Card** and the **Workforce Profile** of FSHS is of the utter most importance when answering the questions in Section C.
- **ALL** your answers from question 1-6 should be based on FSHS and **ALL** your answers from question 6-19 should be based on HRT College – meaning if you only give theory and you do not say how it will work in the context of either FSHS or HRT College you will only get **HALF** your marks!
- **Question 1:**
 - You can make a copy of this question and then fill in your answers with pen as indicated by the bullet points – the rest of your answers to Section C you have to type.
 - **IF YOUR ANSWERS DO NOT CORRESPOND WITH THE WORKFORCE PROFILE OF FSHS – YOU WILL NOT GET YOUR MARKS!** This question is not as easy as it looks.
 - **The first key priority area is Diversity Management:**
 - **Before you can actually complete the table you first need to do the following on a piece of rough paper that you can later throw away.**
 - List **2** different types of training related to diversity in the workplace.
 - What would the purpose of doing such training be? Refer back to the Balance Score Card of FSHS and look at the Salon's objectives and initiatives. List **2** reasons for why FSHS needs to do this type of training.
 - List 1 realistic training provider (an institute that provides training, SETA is not a provider) that you think would offer this kind of training. List a reasonable time line, cost of training and the resources that would be needed for this type of training.
 - Who in the organisation would normally go for such training (Who will receive the training)? Refer to the Code of Good Practice on Employment Equity Plans and look under point 8.3 Affirmative action measures.
 - Now refer back to the Workforce Profile of FSHS and look at the different occupational levels. Which occupational levels qualify to go on Diversity Management training?
 - How many of the employees at these occupational levels are male and how many are female?
 - How many of the male employees at these occupational levels are White, Black, Coloured or Indian?

- How many of the female employees at these occupational levels are White, Black, Coloured or Indian?
- What kind of occupation/job would employees at these occupational levels usually have? What do you think? Hairdressers, managers or franchise owners?
- Does the Case Study demonstrate that there are any other employees who have already gone for Diversity Management training?
- **ONLY after you have established all of the above – can you start completing the table under key priority area 1.**
- Use the same approach when you complete the table on key priority area 2.
- DO NOT JUST GUESS THE ANSWERS!
- Question 2:
 - Look at chapter 2, section 15 of the EE Act – do not make up your own answer – say how these factors will influence FSHS
- Question 5:
 - The key words that you should focus on here are CUSTOMERS and 5 BEHAVIORAL standards.
 - How should the employees of FSHS behave towards their customers?
 - Make sure you clearly explain each 1 of the 5 behavioural standards.
- Question 8, 9, 10 & 11:
 - Do not just write any answer out of the top of your head – refer to Chapter 1 of your Module 4 Programme Manual.
 - Look at the resistance, barriers and solutions (overcoming resistance) to change that are discussed in your manual and say how these factors will influence HRT College – in other words apply!
- Question 12, 13, 14 & 15:
 - Refer to chapter 3 of your Module 4 Programme Manual – make sure that your strategies are in line with what is discussed in your manual.
 - Discuss how these strategies to improve a culture of learning would apply to HRT College.
 - Your e-mail should be in line with the strategies that you have discussed.
 - Look at the barriers/problems and solutions (strategies fostering a learning culture) listed in your manual and apply them to the context of HRT College.
- Question 16:
 - Be careful who you select for training for the scanning system. Remember that a very highly qualified employee might not be happy in such a job and may be better suited for a higher or more complex position in the organisation.

- Question 17, 18 & 19:
 - Refer to chapter 4 of your Module 4 Programme Manual – take note that the chapter is divided into 3 major sections which corresponds with these 3 questions.