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Learner Instructions for the Summative Assignment:

Section A: Multiple Choice Questions

The questions in this section test your knowledge and also your ability to apply your knowledge. Read each question carefully and select one correct answer. Indicate your answer on the yellow assignment cover sheet that was posted with this assignment. You have to mark your answer under Section A on the second page of the cover sheet.

Section B: Multiple Choice Questions based on the Case Studies

The questions in this section test your ability to apply your knowledge. Read and study the applicable case study carefully. Read the questions that are based on that case study. Select the correct answer and indicate it your answer on the corresponding number on the yellow assignment cover sheet that was posted with this assignment. You have to mark your answer under Section B on the second page of the yellow assignment cover sheet.

Section C: Essay and Application Questions based on the Case Studies

The questions in this section test your ability to apply your knowledge. Read and study the applicable case study carefully. Read the questions that are based on that case study. Make sure that you understand the question before you attempt the answer. For this section you have to type your answers on a blank page. Answers to the assignment questions for Section C must be **typed** as this eliminates the possibility of an assessor marking the answers incorrect due to the illegibility (unclearness) of your handwriting. Computer Literacy is an entry requirement for the programme.

- Each question must be clearly numbered.
- Draw a line after each answer.
- Use single sheets, front side only. (Double pages must be cut loose on the sides)
- When you are asked to list or to explain a question you have to use your own words to reflect your understanding and your knowledge.

Submitting your assignment:

- Make sure your name, surname and student number is on every page.
- Place your summative assignment (answer sheets) inside the provided YELLOW Portfolio of Evidence (POE) cover sheet. Ensure that you use the **correct colour** assignment cover when you submit your assignment. BLUE for formative assessments and YELLOW for the summative assessments.
- Your POE must look like a book with a YELLOW BMT College cover.
- Hand deliver your POE to BMT College or post it to BMT College, Private Bag X100, Bryanston, 2021.
- Always **keep a copy** of your assignment (should your assignment be lost in the post) as BMT College can take no responsibility for assignments lost in the post.
- **Each POE** must be certified under oath (at any police station or post office) to be the original work of the candidate.
- Only the **original certified POE** will be accepted for assessment. **No photocopied, faxed, e-mailed** or any other than the original certified POE will be accepted for assessment.

Results of your formative and summative assignments:

- Your final mark will be outlined in a results letter at the end of each study unit.
- To pass, you need a mark of **50% PLUS you need to be found competent against ALL assessment criteria of the specific unit standards of the study module.**
- However, if a result of not yet competent (NYC) was found against a specific assessment criteria, you will be notified by the assessor. The assessor will give you step by step guidelines on what additional evidence needs to be collected in order to gain competence against that specific unit standard. As soon as you have gained competency you will be able to start with your next study module.
- Even though your progress will be followed by a study advisor, it will not be possible for the assessor to comment on each question in your POE. This preventative measure is taken to eliminate irregularities of sharing memorandum answers with fellow students. You are required to answer all your questions without the help of any other person other than a study advisor of BMT College.

Opposing your results:

According to the policies of BMT College, you have the right to appeal against the results of your studies. When opposing your mark, you are required to fill in an Assessment Appeals Form (No. BMTc FRM5060-02). This form can be downloaded from the website or requested directly from the College. The Assessment Appeals Form needs to be submitted to the College.

Barriers and special needs of Learner:

Please do not hesitate to contact BMT College if there are any barriers that could affect the fairness of the assessment in any manner.

Plagiarism Policy:

The unauthorised use of the thoughts and languages of another author or copying another student's work will not be tolerated by BMT College. Violating this policy may lead to a zero mark on an assignment. Remember that assignments are set to help you and to assess your progress. Be careful not to copy or use parts of another student's work as this will only disadvantage you and may lead you to failing this qualification if this comes under the attention of the Academic Board of BMT College.

SECTION A: SHORT ANSWERS KNOWLEDGE QUESTIONS		
Complete the following questions by marking the correct answer on section A of the yellow assignment cover sheet.		
Nr:	Question:	Mark
1.	A grievance may be defined as a feeling of dissatisfaction or injustice that has been experienced by _____? a) an employer. b) an independent committee. c) an employee or a group of workers d) a labour inspector. e) All of the above.	2
2.	Which one of the following situations may present a case for grievance? a) Mr. Van Dijk the CEO of a small building company feels that his employees' performances are not up to standard in relation to what they are being paid. b) Ms. Radebe (the Department Manager) is not satisfied with the repeated late comings of one of her staff members. c) Mrs. Bodibe has had to deal with her colleague Mr. Murphy's persistent requests to have a drink outside work hours despite her on-going refusal. She has had enough of his harassment. d) Ms. Adams needs to go for a minor operation and she is not sure if her company will allow her the time off work. e) Ms. Saslonka will be considered for a new position opening at the company. She is worried that she might not get the position due to her pregnancy.	2
3.	According to good practice standards - an effective grievance procedure will provide an upward channel for communication without fear for victimization or retribution. Select from the list below the grievance procedure/structure that you think will best fit this description. a) Complete the grievance form available from the HR Department and submit it to the CEO of the company. b) Raise your grievance verbally with your immediate supervisor and if you are not satisfied lodge a formal grievance to the head of the immediate supervisor. c) Raise your grievance verbally with your immediate supervisor and if you are not satisfied take the matter to the CCMA. d) After referring your grievance to the immediate supervisor and the Departmental Manager, the matter is still not resolved. You should now start recruiting members to form a committee to represent you at the court hearing. e) First consult your Union because the immediate supervisor, the Department Manager and the HR Manager may not be trusted.	2
4.	Since ABC Stores implemented the company's new grievance procedure Ms. Saslonka, the assistant to the HR Manager, has been overwhelmed with employees coming to her office requesting grievance forms. So much so that she finds it difficult to get to her normal day to day duties. Select from the list below the problem/s that is most likely causing Miss. Saslonka's dilemma. a) The new grievance procedure does not clearly stipulate that employees should first try to resolve their grievance with their immediate supervisors. b) The grievance procedure was not properly communicated to all employees. c) The employees was not trained on what problems may constitute a grievance and are now requesting grievance forms for normal work related problems. d) The supervisors were not consulted during the process of implementing the new grievance procedure and therefore they do not believe it has any value. e) All of the above.	2
5.	Repeated grievances were lodge against the supervisor of the Operations Department. Staff is demotivated, absenteeism has increased and productivity has gone down. Management is not aware of the bad relationship between the department supervisor and his subordinates as there are no formal record of any problems that had occurred. What could have prevented this? a) A formal inquiry with the department supervisor. b) Requesting staff to record the reason for their absence on the leave form. c) A user friendly recording system which allows grievance patterns to be tracked and analysed at regular intervals. d) Regular teambuilding efforts with management. e) Proper training on the company's grievance procedure.	2

Nr.	Question:	Mark
6.	The purpose of the Employment Equity Act, 55 of 1998 is to ____. a) Regulate the basic conditions of employment. b) Regulate leave, overtime and remuneration. c) Advance economic development, social justice, labour peace and the democratisation of the work place. d) Promote equal opportunity and fair treatment through the elimination of discrimination and implement affirmative action measures. e) Develop the skills of the South African workforce.	2
7.	As an HR professional it is important for you to be able to conduct research and access applicable and relevant legislation. What does Chapter III section 13 of the EE Act (www.labour.gov.za) refer to? a) Chapter III: Sector Education and Training Authorities – section 13: Constitution of SETA. b) Chapter III: Affirmative Action – section 13: Duties of designated employers. c) Chapter III: Leave – section 13: Annual leave. d) Chapter III: Collective Bargaining – section 13: Deduction of trade union subscriptions or levies. e) Chapter III: Prohibition of Unfair Discrimination – section 13: Medical testing.	2
8.	Refer to the EE Act (www.labour.gov.za). How many chapters – sections and - schedules are there to the Act? a) 3 chapters – 27 sections – 2 schedules. b) 4 chapters – 33 sections – 3 schedules. c) 5 chapters – 65 sections – 4 schedules. d) 6 chapters – 65 sections – 4 schedules. e) 6 chapters – 60 sections – 3 schedules.	2
9.	The Department of Labour has identified a number of factors that could impact on Employment Equity. Some of these factors are also stipulated under chapter 3, section 15 and Chapter 5, section 42 of the Employment Equity Act. Can reasonable accommodation be considered to be one of these factors? a) Yes, employers are expected to provide free accommodation (including water and electricity) to their employees. b) Yes, employers are expected to make modifications to the job or work environment that will enable persons from designated groups to have better access to employment. c) Yes, but employers are only expected to accommodate employees that have 5 or more years of service. d) No, the purpose of the EE Act is only to eliminate discrimination and implement affirmative action measures. e) No, reasonable accommodation has no relevance to Employment Equity.	2
10.	Can training and development be considered to be a factor that impacts on Employment Equity? a) Yes, employers can claim back a portion of their Skills Development levies paid to SARS. b) Yes, the EE Act states that employees that do not go for training can not be promoted. c) Yes, the EE Act states that employers must retain and develop employees from designated groups. d) Yes, but this section of the EE Act does not apply to low level workers. e) No, training and development forms part of the organisation's Business strategy.	2
11.	Refer to the Code of Good Practice on the Preparation, Implementation and Monitoring of Employment Equity Plans (www.labour.gov.za). What are the 3 major steps during the planning phase? a) Assignment of senior manager - Communication, awareness and consultation – Conducting an analysis. b) Advertising affirmative action positions – Recruitment of PDI's – Selection of PDI's c) Complete a workforce profile – Draw up an EE Plan – Report to the Director General. d) Complete a workforce profile – Establish numerical targets – Complete the EEA2 form. e) Complete the EEA8 form – Conduct an analysis of the workforce profile – Make a comparison with national demographics.	2

Nr:	Question:	Mark
12.	Refer to the Code of Good Practice on Preparation, Implementation and Monitoring of Employment Equity Plans (www.labour.gov.za). Conducting an analysis can be grouped into two major parts. What are the two major parts? a) Broad objectives of the plan - Affirmative action policies and procedures. b) Review of policies, practices and procedures – Impact on Employment Equity. c) Recruitment and selection strategy – Review of policies, practices and procedures. d) Review of policies, practices, procedures and work environment – Workforce Profile. e) Structure of the plan – Process of constructing the plan.	2
13.	What are the key features to consider when developing a Business strategy? a) Location of the business, the profitability of the business and the return on investment of the business. b) The financial statements, previous ownership and the marketability of the business. c) The vision and mission statements, internal and external environments and long term goals of the business. d) The Employment Equity status, financial statements and the profitability of the business. e) BEE compliance, the profitability, as well as strengths and weaknesses of the business.	2
14.	The integration of an organisation's larger Business strategy with the organisation's Employment Equity strategy has great benefits to the company. How could these two strategies possibly be integrated? a) Incorporate affirmative action measures into the organisation marketing strategy. b) Become a designated employer with more than 50 employees. c) The organisation's should use their EE strategy to become BEE compliant. d) The organisation's EE strategy and goals should form part of the organisation's larger vision, mission and long term strategic goals. e) Employ more people from designated groups to reach the organisation's sales target.	2
15.	The integrations of an organisations Employment Equity and Business strategies can maximise human capital investment, reduce cost, improve productivity and customer satisfaction and increase profitability. Where or from what does the lower cost and higher profits come from? a) If the organisation has a BEE certificate they will get discount on certain products. Profitability will not be affected. b) Promoting previously disadvantaged individuals (PDI) will lower cost to company and lead to higher profit margins. c) Lower cost will most likely come from reduced employee turnover, reduced recruitment cost and lower legal fees. Whereas increased profit will most likely come from a more diverse and talented work force that more accurately serves the community. d) Lower cost will most likely come from less legal fees due to court settlements. Whereas increased profits will most likely come from better EE awareness. e) Increased profit will most likely come from reducing cost by integrating the two separate strategies into one overall strategy that represents the organisation as a whole.	2
16.	A Code of Conduct is a set of ethical rules which employees must abide by so that they know what is _____. Complete the sentence by selecting the correct answer from the list below. a) the meaning of ethics and the nature of morals and specific choices. b) acceptable and non-acceptable behaviour at the workplace. c) acceptable and non-acceptable behaviour at home. d) the limits of an employee's private interests both at home and at the workplace. e) None of the above.	2
17.	Codes of Conduct may differ depending on the specific organisation that it was developed for, but there are a few similarities in the layout and aspects that are covered in a Code of Conduct. What are the key areas that may be included in a Code of Conduct? a) Purpose and values, employees and customer relations. b) Shareholders, other providers of money. c) Suppliers, society, and the wider community. d) The implementation process (including disciplinary procedures). e) All of the above.	2

Nr:	Question:	Mark
18.	The implications of a Code of Conduct must be explained and communicated to all stakeholders of the particular organisation. Who can be considered to be the stakeholders? a) Stakeholders are the shareholders who invested money in the organisation. b) Stakeholders refer to the CEO and management of the organisation. c) Stakeholders refer to the employer and employees of the organisation. d) Stakeholders may include customers, suppliers, the public, trade unions and the local government. e) All of the above.	2
19.	Which one of the following statements will be considered to be a good practice standard when implementing a Code of Conduct? a) Pin the code to the company's notice board where everybody can see it. b) Set up a board or committee to monitor the effectiveness of the code. c) Make copies of the code only available to management. d) Make the code available in the dominant language. e) b and d.	2
20.	The disciplinary procedure that the organisation will implement if an employee does NOT adhere to the Code of Conduct must be clearly explained in the Code of Conduct. What steps must the disciplinary process include? a) First written warning, verbal warning, counselling, final written warning, disciplinary hearing. b) Counselling, final written warning, disciplinary hearing, first written warning, dismissal. c) The disciplinary process can be adjusted to each unique individual case, as long as the individual to be disciplined are satisfied with the outcome of the process. d) Organisations may adjust the disciplinary process to fit the organisations unique circumstances, as long as this process is clearly stipulated, procedurally fair and not undermining any legislation. e) Procedures for non-adherence to the Code of Conduct are not that important and thus may be dealt with as a case presents itself.	2
21.	The world of Business and Human Resource Management is subject to an ever changing environment and organisations constantly need to adapt and make new plans to keep up with new developments. How can we identify areas in need of change in our organisations today? a) By examining and analysing the external and internal triggers for change. b) By examining the external and internal forces driving or straining change. c) By examining only the cultural and socio-economic forces against change. d) a and b e) a, b and c	2
22.	What is meant by the following statement: "The performance of the department/section should be <i>benchmarked against best practice standards</i> to identify the need for change." a) The department/section should have a proper performance management system to keep record of employee performance. b) It will be in the department/section best interest to implement changes so that the practice can perform at its best standard. c) The department /division should evaluate and compare their processes in relation to other departments/divisions that are performing well in the industry. d) The department/division needs to submit an annual report to determine whether they are setting the benchmark. e) It will be in the department/divisions best interest if they were to set the benchmark themselves.	2
23.	Organisational change can be classified into different types or focus areas. These different types can be used as a guideline when recommendations for change need to be made. What are the different interventions/types or focus areas of organisational change? a) External, internal, organisational, divisional, sectional and unit interventions/types. b) Structural, technological, development and HR management, physical setting, cultural and transformational interventions/types. c) Analytical, descriptive, behavioural, problematic, conceptual and applied interventions/types. d) Unfreezing, moving, refreezing, monitoring, reporting and sustaining interventions/types. e) Beginning, midterm, intermediate, long-term, short-term and final interventions/types.	2

Nr:	Question: (Employment Equity)	Mark
24.	Planning for change requires careful consideration of all the possible barriers, both on individual, departmental and organisational levels. Identify from the list below some of the resistance factors that may cause problems during the process of change. a) Unplanned life events, marriage, death, moving, loss of personal relationships. b) Job descriptions, decision making process, managerial style, quality of programmes. c) Education, participation, facilitation, support, negotiation, manipulation, coercion. d) Fear of the unknown, mistrust, economic insecurity, structural inertia, threats to resource allocation. e) Commitment, shared vision, competence, encouragement, adjustment to policies.	2
25.	A crucial part during the implementation of change is to continually align the project to make sure that interventions (recommendations that was made) are still in line with what the organisation needs and running according to plan. How could this be done? a) By analysing and identifying the area in need of change. b) By comparing the area in need of change to other departments that are performing well. c) By classifying the area in need of change into a specific type of organisational change. d) By identifying possible barriers or resistance factors and formulating solutions for these problems. e) By constantly monitoring and reporting on the change interventions that were implemented.	2
26.	The needs assessment is the first step of any training and development plan. Information required to conduct an organisational needs assessment can come from a variety of resources. What are these resources? a) Organisation vision, mission, and strategic goals/objectives. b) Staffing inventory — indication long and short term staffing needs. c) Skills inventory — indication long and short term skills required. d) Indices — indicating cost of labour, cost of material production rates, down time and repairs. e) All of the above.	2
27.	What resources may be used to conduct an operational/task needs analysis? a) Attendance records, grievance patterns and disciplinary procedures. b) Organisational records on annual leave, family responsibility leave and working hours. c) Job description, job inventory questionnaire, performance standards and operating problems. d) Observation of the job or a sample of the work. e) Only c and d.	2
28.	What resources may be used to conduct an individual needs analysis? a) Performance appraisals/evaluations – identifies weaknesses and areas of improvement. b) Performance standards – to identify performance discrepancies in the team. c) Observation, interviews, questionnaires, work samples and attitude surveys. d) Only a and b. e) Only a and c.	2
29.	Resources and methods for conducting a training needs analysis may overlap. Careful consideration should be given to the advantages and disadvantages of each resource or method that will be used. What are some of the disadvantages of using existing documentation as a resource? a) Information contained in these documents is often subjective and the opinion of one individual. b) Information contained in these documents may sometimes vary drastically from what is actually happening in the organisation. c) Accessing these documents may be very time consuming and not all the documents may be available. d) Only b and c. e) Only a and b.	2

Nr.	Question:	Mark
30.	Results of the training needs analysis must be grouped in view of the organisation's priorities, constraints and sense of urgency and compared to the skills the organisation currently has. This part of the needs analysis is usually referred to as a _____. Complete the sentence by selecting the most correct answer from the list below. ☒ a) Organisational analysis - to identify areas of poor performance and skills requirement within the organisation. b) Skills or competency audit - to identify what skills the organisation currently has and compare that to the skills required. ☒ c) Operations analysis - to identify task-related requirements. d) Persons analysis - to identify current individual training requirements. e) Performance analysis - to identify the current performance requirements.	2
31.	The skills gap can be considered to be the _____. Complete the sentence by selecting the most correct answer from the list below. a) the result of the skills or competency audit. b) the difference between time spend on preparing for training and the actual time spend on training. c) the difference between the employee and employers feelings on training. d) the difference between the skills that the organisation has and the skills that the organisation requires. ☒ e) Only a and d.	2
32.	The skills gap becomes the main focus when designing a training and development plan. Therefore the skills gap very closely resembles and influences the _____ selected for the training and development plan. Complete the sentence by selecting the most correct answer from the list below. a) training provider. b) cost of training. c) key priority areas. ☒ d) time schedule. e) level of training.	2
33.	A learning culture may be describe as _____. Complete the sentence by selecting the most correct answer from the list below. a) Values and behaviours that contribute to the unique social and psychological environment of an organisation. b) Behaviours and believes characteristic of a specific ethnic, or age group within the organisation. c) Values and behaviours that encourage and rewords an environment of learning. d) Views and believes of an organisation that are still growing and not fully EE compliant yet. e) All of the above.	2
34.	When trying to promote a culture of learning it is important to know what the current culture (status) is in respect of learning. What resources may be used to gather this information ? a) Workplace skills plan, annual training report, quality assurance manuals. b) Observation, interviews, questionnaires. c) Flat organisational structure, open communication, empowerment. ☒ d) Only a and b. e) All - a, b and c.	2
35.	An organisation must set success indicators before trying to establish what constitutes a good or poor learning culture. Some qualitative success indicators may include the following: a) The number of active learners in proportion to the number of inactive learners. b) Communication being used as a learning tool and interdepartmental co-operations being encouraged. c) Teamwork and individual learning being combined and rewords given for the expansion of knowledge and skill. d) Only b and c. e) Only c and a.	2

Nr:	Question:	Mark
36.	The assessment of a learning culture should include four important aspects of the organisation. What are the four aspects that should be covered by the analysis? a) The vision, mission, short term and long term goals. b) The current status of learning in the organisation. c) Reasons (barriers) for/to the current status of learning. d) The need for learning in the organisation. e) All of the above.	2
37.	Once the current learning culture of an organisation has been analysed and compared to the set success indicators - The organisation needs to develop strategies to help the company move towards the indicators of success. These strategies may include: a) Elements of the traditional training model. b) More open communication and a flatter organisational structure. c) Elements of the organisational training model. d) More dependency on management to approve ideas. e) Only b and d.	2
38.	Strategies to improve the learning culture of an organisation should each consists out of a set of goals. These goals should be _____. Complete the sentence by selecting the most correct answer. a) defined, and have realistic timeframes. b) more concrete so that it will be more likely that they will be achieved. c) of a high standard and complexity. d) Only b. e) Only a and b.	2
39.	The approved learning strategies should be implemented slowly so that employees have a chance to get used to them. To assure successful implementation _____. Complete the sentence by selecting the most correct answer. a) the training and development plan must be strictly adhered to. b) the organisation must make sure that there are a large proportion of active learners. c) ongoing evaluation should takes place - to identify problems and provide solutions. d) that problem employees are identified and disciplined as soon as possible. e) the organisation must arrange proper training venues.	2
40.	The facilitation of learning has three major phases. What are the three major phases? a) Administrative planning, Academic planning, Micro planning. b) Macro planning, Meso planning and Micro planning. c) Lesson phase, Facilitation phase and Assessment phase. d) Plan and Prepare, Facilitate and Evaluate learning. e) Face to face interaction, Positive interdependence and Individual accountability.	2
Total Section A :		80

CASE STUDIES

LEARNER INSTRUCTION

The questions for Section B and Section C will be based on the following Case Studies:

CASE STUDY 1: FASHION SQUARED HAIR SALON

Fashion Squared Hair Salon

Ms Gina Louw started FSHS as a small private salon from her home 10 years ago. Since then, beyond Ms Gina Louw's expectations the company has grown in to a strong salon group across the country. In the last year the group had to employ 20 more employees, bringing them to a total of 60 permanent staff members nationwide.

The exclusive purely South African products that the company has been using in their salons have also become very popular. An opportunity of becoming the sole distributors of these unique hair products was presented to FSHS, but unfortunately FSHS could not make use of this opportunity as only BEE register companies were allowed to become distributors.

Vision:

At Fashion Squared Hair Salon we strive to be the most respected Salon and Franchise Group in South Africa. With 12 branches country wide all committed to quality, service and training we are soon to become one of South Africa's strongest brands in the Hair and Beauty Industry. We understand that individuals have differing needs and our focus is to cater for all hair types creating an individual look that works for every person.

Mission:

Fashion Squared Hair Salon encourages and actively promotes creative freedom and personal expression in our on-going quest to become the foremost and totally unique chain of hairdressing salons in South Africa. Our core values make us who we are. We believe in treating every person equal and with the utmost care and respect. Recognising each guest in our salon as a unique individual.

SWOT Analysis of FSHS Internal and External Environment

STRENGTHS	WEAKNESSES
- Value equality and individual differences 12 branches country wide - Employing 60 employees - Excellent growth potential - Good management structure - Quality services - Value training - Financial resources	- Dominantly white staff employed - They have no employment equity strategy in place - No skills to cater for different hair types - Weak knowledge of the EE Act - Only white staff at management level - Barriers in recruitment and selection policies - High absenteeism - Not BBE compliant - No succession planning
OPPORTUNITIES	THREATS
- Franchise opportunities - Career path structures - Skills training through Services SETA - Becoming a large Distributer of their quality and uniquely South African hair products and accessories	- Legal fees due to non-compliance with legislation - Staff unhappy with affirmative action prospects - Income differentials - Staff turnover might become a problem

Balanced Scorecard Demonstrating Long-term Goals for FSHS

Financial Strategy

Objectives	Measures	Targets	Initiatives
A more diverse revenue base and wider profit margins.	Opening of more franchises.	Open 10 more franchises over the next 5 years.	Train and develop current managers who are interested in becoming franchise owners.
	Recruit African customers. Distribute hair products to other salons.	Have an equal representation of African customers in relation to customers from other races. To become the sole distributor of the product.	Become fully EE compliant. Create affirmative action positions and recruit a pool of suitable qualified employees from designated groups - to be able to cater for the African hair market. Train and develop current staff that may qualify for these positions. Develop mentorship programmes. Offer career counseling and planning. Starting with EE compliance work towards obtaining a BEE Certificate.
Cut unnecessary costs.	Costs declining.	Have 100% decrease in legal fees.	Become fully EE compliant.

Customer Strategy

Objectives	Measure	Target	Initiative
Improve service quality.	Customer complaints from surveys.	Have an 90% decrease in customer complaints.	Staff training in customer services.
	Positive feedback from customers from surveys.	Have mostly positive feedback	Focus: Professional, and friendly service - providing excellent advice - clear communication - comfort.
	Decrease in customer retention rate.	Have 80% of our customers returning.	
	Increase in new customers.	Grow our customer base by 30%.	
Offer wider range of products and services to cater for all individuals regardless of race, gender or hair type.	Product range increased to include products for African hair.	Introduce at least three new African products.	Research on 6 possible new products.
	Increase in the diversity of customers visiting FSHS.	Have an equal representation of all customers.	Become fully EE compliant to have a diverse and trained workforce to cater for a diverse customer base

Internal Business Strategy

Objective	Measure	Target	Initiative
Implement a computerized human resource system (CHRIS).	Fully functional CHRIS in all franchises.	Fully functional CHRIS in all franchises within a year.	Contact service providers for quotes. Training on the new computerised system.
Align recruitment and selection policy to cater for EE targets.	User friendly recruitment and selection policy. Adherence to the new recruitment and selection policy. In line with EE legislation.	Fully implemented within a year.	Conduct an analysis of FHS occupational and workforce profiles. Align recruitment and selection policy with training and development policy. Draft new policy to be approved by all stakeholders
Revise and redesign the training and development policy to be inline with EE requirements and other business goals.	Equal opportunity for training. Succession planning. Cater for the needs of FHS. Cater for job requirements. Cater for individual needs. In line with EE legislation.	Ready to implement within 6 months.	Analyse FHS occupational and workforce profile Conduct a needs analysis and competency audit to identify the skills gap. Align an redesign the training and development policy based on the above findings. Align with EE requirements. Align with recruitment and selection policy.

Learning and Growth Strategy

Objective	Measure	Target	Initiative
Ensure correct level of expertise in FSHS to cater for all hair types.	Skills across all occupational levels to cater for all hair types. Number of newly acquired skills and training that has taken place.	Have a fully operating training plan in place within 1 year. Training plan must meet the needs of FHS on all levels. Must meet EE requirements.	Training through Services SETA. Mentorship Programs. Leadership Programs.
Ensure job satisfaction and prevent employee turnover.	Highly motivated and productive employees. A sense of coherence/ belonging/working together amongst employees.	More communication. More feedback both positive and negative on current business processes. Employees feeling valued.	Assign team leaders and establish team meetings and team building events. Offer career counseling and planning.
Create employee incentives.	Greater integration towards profitability through the use of different incentives.	Implement incentives within 6 months.	Get employee input on different types of incentives.
Become compliant with EE legislation - work towards BEE registration.	100% compliance with EE legislation. Progress on all 7 spheres of the BEE Act.	Be fully EE and BEE compliant within the next 5 years.	Draw up an EE and BEE plan for the next 5 years. Assignment of responsibility. Awareness training.

Workforce Profile FSHS

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top Management				2				3			5
Senior Management				1				4			5
Professionally qualified and experienced specialist and mid-management											
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents				1				4			5
Semi-skilled and discretionary decision making		1		4		1	1	6			16
Unskilled and defined decision making	1	1		3	2	3	2	18			30
TOTAL PERMANENT	1	2		11	2	4	3	37			60
Temporary employees	1				2						3
GRAND TOTAL	2	2		11	4	4	3	37			63

National Demographics

MID-YEAR POPULATION ESTIMATES 2011		
Population Group	Number	% of total
African	40 206 275	79.5 %
White	4 565 825	9 %
Coloured	4 539 790	9 %
Indian/Asian	1 274 867	2.5 %
TOTAL	50 586 757	100 %

Taken from: <http://www.southafrica.info/about/people/population.htm>

CASE STUDY 2:

Human Resource Training College

Human Resource Training College has been in business for 45 years. The college employs a total of 50 employees. They only offer provider qualifications. The college is not registered at the Human Resources ETQA, so none of the programmes are credit bearing. Top management has recently decided that in order to keep up with technology and with competition, the organisation needs to make some changes.

The college receives an estimate of 500 assignments per week. They have 5 permanent assessors to assess these assignments. Currently the assignments are all marked by hand. One of the changes management decided to make was to acquire a scanning system that will process the data of the submitted assessments. This will ensure that multiple choice assessment will now no longer be assessed by hand but electronically. Once the new system is implemented assessors will have more time to focus on developing study material. The scanning system will require 2 personnel and they need the following skills:

- Operating the scanner
- How to transfer readable data into the programme that assesses data electronically.
- Retrieving feedback reports from the processed data.
- Basic computer skills

Here is a list of the basic skills of the current assessors:

Cleo Shubanga	HRM diploma qualification. No computer skills. Marks by hand.
Nico Mmathuba	Business Management degree, excellent computer skills.
Lesego Norbet	Assistant to Human Resources manager for the past 3 years, computer skills.
Darlene Sibanyi	Registered constituent HRM assessor, basic computer skills.
Jackie Grobler	Grade 12, no computer skills.

Additional information:

- Human Resource Training College also receives an average of 250 new registrations a month. These registration forms are completed by hand and filed in alphabetical order. When information is needed from these forms the filing clerk retrieves the original registration form. This is a tedious task.
- The demographics of the college staff is as follows: 50% white males, 10% black males, 20% white females and 20% black females.
- There is a strict hierarchal organisational system in place. Employees are expected to do their jobs and nothing else. Ideas to improve productivity within the organisation are simply put aside because of time constraints to develop or investigate these ideas.
- Two employees that are in the Administration department are studying towards an accounting diploma. Lesego Norbet is completing her Human Resource Management Diploma through an accredited provider. Management has not been very open to training. They believe it encourages employees to be dissatisfied with their jobs.

Section B: Multiple choice based on the case study		
Nr:	Questions 1-8 is based on case study 1	Mark:
1.	Can FSHS be considered to be a designated employer? a) Yes, FSHS employs more than 60 employees. b) No, FSHS employs more than 60 employees. c) Yes, FSHS employs more than 50 employees. d) No, including the temporary employees FSHS has 63 employees. e) Yes, including the temporary employees FSHS has 63 employees.	2
2.	According to FSHS vision and mission, what are their core values? a) Quality service, training and treating each person equal and with respect. b) Wealth through the accumulation of more assets and beating their competitors. c) Strict rules and discipline with in all their branches nation wide. d) Old fashion values reflecting their classic style of hairdressing techniques. e) All of the above.	2
3.	Analyse the key business features of FSHS. Which one of the following can be considered to be a strength of FSHS? a) FSHS has career path structures. b) FSHS offers skills training through Services SETA. c) FSHS has a good organisational structure. d) FSHS has excellent growth potential. e) FSHS are dominantly white employees.	2
4.	Which one of the following can be considered to be a weakness of FSHS? a) FSHS are facing legal fees due to non compliance with EE legislation. b) FSHS does not have a Employment Equity strategy in place. c) FSHS does not offer quality service due to non - compliance to the EE Act. d) Only a and c. e) Only b and c.	2
5.	FSHS's key business features are divided into 4 main strategies. What are the 4 main strategies? a) Objectives, Measure, Target, Initiative. b) Financial, Customer, Internal Business, Learning and Growth. c) African, White, Coloured, Indian. d) Strengths, Weaknesses, Opportunities, Threads. e) Vision, Mission, SWOT Analyses, Balanced Scorecard.	2
6.	Analyse FSHS's Workforce Profile and calculate the percentage of permanently employed African's, White's, Coloured's and Indians employed by FSHS. Select from the list below the option which has the correct percentage for each group of employees. a) African = 79.5%, White = 9%, Coloured = 9%, Indian = 2.5%. b) African = 5%, White = 80%, Coloured = 9%, Indian = 5%. c) African = 9%, White = 80%, Coloured = 10%, Indian = 5%. d) African = 5%, White = 80%, Coloured = 10%, Indian = 2.5%. e) African = 5%, White = 80%, Coloured = 10%, Indian = 5%.	2
7.	According to your calculations in the previous question and in terms of chapter 5, section 42, does FSHS comply with the EE Act? a) Yes, FSHS's Workforce Profile resembles the Regional Demographics of the area. b) No, FSHS's Workforce Profile does not resemble Regional Demographics. c) Yes FSHS's Workforce Profile does resemble the National Demographics of SA. d) No, FSHS's Workforce Profile does not resemble the National Demographics of SA. e) No, FSHS's is not a designated employer yet.	2
8.	Refer to chapter 3, section 15 and chapter 5, section 42 of the EE Act . In which of the following areas are FSHS not complying to the EE Act? a) No measures in place to eliminate employment barriers - No reasonable accommodation made - No pool of suitably qualified people. b) Legal fees due to non-compliance - Income differentials. c) Preferential treatment - Holiday bonuses - Income differentials. d) No measures in place to eliminate employment barriers - Staff turnover. e) No reasonable accommodation made - Income differentials - Holiday bonuses.	2

Section B: Multiple choice based on the case study		
Nr:	Questions 9-14 is based on case study 1	Mark:
9.	Refer to the Code of Good Practice on Preparation, Implementation and Monitoring of Employment Equity Plans. What is the first major step that FSHS should take in the process of becoming EE compliant? a) Recruit and select employees from the specified designated groups. b) Conduct an analyses of the organisations Workforce Profile, policies and procedures. c) Provide training to employees from the designated groups and implement succession planning. d) Conduct an analysis of the organisations current EE strategies. e) FSHS should assign one or more senior managers at each of their branches to take responsibility for the development of a EE Plan.	2
10.	Refer to the Code of Good Practice on Preparation, Implementation and Monitoring of Employment Equity Plans. The next step in the preparation of an EE Plan is to raise awareness on the content and application of the EE Act. One method to do this is through training. Select from the list below the correct examples of training that may be required by the senior managers of FSHS. a) Examples of required training could include hairdressing skills through Services SETA. b) Examples of required training could include computer skills programmes. c) Examples of required training could include diversity management, coaching and mentoring programmes. d) Examples of required training could include business management , leadership and personal development programmes. e) Examples of required training could include self assessment, change management and learning strategy programmes.	2
11.	Refer to the Balanced Scorecard of FSHS. How would offering Employment Equity focused training to the senior managers benefit FSHS financially? a) FSHS will improve their service quality. b) The skills that the senior managers learn will be transferable to other areas of the business and may prepare them in becoming franchise owners. c) FSHS will be avoiding legal cost due to non-compliance to the EE Act. d) Only c and b. e) Only b and a.	2
12.	Refer to FSHS's current Workforce Profile and keeping in mind FSHS's EE targets. How many managers should be considered for diversity management training? a) Two managers at senior level and 2 mangers at top level management. b) All the managers at senior level management. c) All the managers at top level management. d) All the manager at top level management and 3 managers at senior level management. e) All the managers at senior ands top management level.	2
13.	Refer to FSHS's current Workforce Profile. What number of employees and at what occupational level could be consider for training and coaching into management positions? a) Nine at the unskilled and three at the semi-skilled occupational levels. b) One at the technically skilled and three at the semi skilled occupational levels. c) All technically skilled and qualified employees. d) All the managers at senior management level. e) FSHS does not have the required skills and need to recruit from outside the organisation.	2
14.	Refer to the Balanced Scorecard of FSHS. What other needs for training are there within FSHS? a) Staff training in customer service and the new CHRIS. b) Skills training through Services SETA c) Employment Equity awareness training. d) Only a. e) Only a, b and c.	2

Section B: Multiple choice based on the case study		
Nr:	Questions 15-20 is based on case study 1	Mark:
15.	Refer to FSHS's current Workforce Profile and keeping in mind FSHS's EE targets. How many unskilled and semi - skilled employees and from what cultural group should be consider for training through Services SETA? a) Unskilled = A1 and C 2, Semi-skilled = A2 and C4. b) Unskilled = A1, Semi-skilled = A2. c) Unskilled = C2, Semi-skilled = C4. d) Unskilled = 0 employees, Semi-skilled = 13. e) All unskilled and semi - skilled employees.	2
16.	What number of employees and at what occupational level should receive EE awareness training? a) All employees at the unskilled occupational level. b) All employees at the unskilled and semi-skilled occupational levels. c) All employees at the professionally qualified and senior management occupational levels. d) All employees excluding employees on management levels. e) All employees at all occupational levels.	2
17.	Through the needs analysis that you have done so far, identify four skill gaps (or areas) that may require training in FSHS. a) Telephone skills and computer literacy training - EE awareness training for senior and top management - Conflict management programmes. b) Diversity management for all senior and top management - Management coaching - Customer service and CHRIS training - Hairdressing skills through Services SETA - EE awareness training. c) Customer service and CHRIS training - Handling customer complaints - Hairdressing skills for all unskilled employees. d) Diversity management for all junior management - Hairdressing skills through Services SETA - EE awareness training. e) All of the above.	2
18.	Besides training what other initiatives can FSHS take to meet both their business objectives was well as EE requirements? Select one example from the list below. a) Open up 10 more Franchises. b) Decrease customer retention rate. c) Align their recruitment and selection policy with their training and development plan to meet their EE targets. d) Increase their product range to include 3 more African hair products. e) All of the above.	2
19.	What initiatives can FSHS take to increase job satisfaction and reduce absenteeism and employee turnover? a) Assign team leaders and create team meetings. b) Implement stricter rules regarding leave and being absent from work. c) Offer career counselling and planning. d) Implement a Code of Conduct so that employees know what are expected from them. e) Only a, c and d.	2
20.	What measures and initiatives could FSHS implement to motivate employees to contribute to the reaching of business and EE objectives and ultimately greater profitability? a) Become BEE compliant - improve income differentials. b) Introduce new product range - get employees to market new products. c) Cut unnecessary costs - increase employee salary. d) Different employee incentives - get employee input. e) All of the above.	2

Section B: Multiple choice based on the case study		
Nr:	Questions 21-28 is based on case study 2	Mark:
21.	Which method was used by top management to identify the need for change? a) strategic tools. b) benchmarking. c) analysis. d) innovative tools. e) all of the above.	2
22.	Change in technology can be seen as ... a) a necessary factor. b) an external driving force. c) both internal and external driving forces. d) an internal driving force. e) expensive.	2
23.	From the case study what external factor can enforce change... a) Employee dissatisfaction. b) Training and development legislation. c) Organisation's life cycle. d) Changing of core structures within the organisation. e) All of the above.	2
24.	What is a learning organisation? a) An organisation that trains staff. b) An organisation that has only been in business for a year. c) A training institution. d) A learning organisation is an organisation that has developed the continuous capacity to adapt and change. Just as individuals learn, so too do organisations. e) An organisation that learns how to run a business.	2
25.	From the case study, would you say that Human Resource Training College has a ... learning culture? a) Low b) Medium c) High d) Zero	2
26.	From the following, identify which source you would <u>not</u> be able to derive information from regarding an organisation's learning culture. a) Training and development plans. b) Reports c) Interviews d) Observation e) NLRD	2
27.	The proportion of active learners to the total personnel is... a) 4% b) 5% c) 6% d) 12% e) 20%	2
28.	The proportion of active learners to increase their productivity is... a) 1% b) 2% c) 5% d) 6% e) 12%	2

Section B: Multiple choice based on the case study		
Nr:	Questions 29-34 is based on case study 2	Mark:
29.	The qualitative indicators of the college's status of learning and the learning culture indicates the college has a ... learning culture. a) Low b) Medium c) High d) Zero	2
30.	The learning culture of the college contributes to the attainment of organisational and individual goals within the organisation. a) True b) False	2
31.	Two personnel members needs to be trained for the new scanning process. Choose two of the most appropriate outcomes for the training (this will not include all the outcomes): a) How to complete an excel spread sheet. b) Printing of the feedback reports. c) Communicating with a student. d) Scanning the multiple choice answering sheet. e) Marking an assessment.	4
32.	What kind of training methodology will be suitable for this training process? a) On-the-job-training b) Presentation c) Group work d) Study material	2
33.	Feedback reports need to include: a) Results and comments. b) Results and recommendations. c) Results and strengths. d) Results, strengths and weaknesses.	2
34.	Training review is important as it identifies ... a) learner weaknesses. b) learner strengths. c) recommendations for improvement in future training interventions. d) problems in the department. e) all of the above.	2
Total Section B :		68

Section C: Short questions and Essay questions						Mark
Questions 1-5 is based on Case study 1						
1.	Copy and complete FSHS's training and development plan. Make sure that you have filled in an answer in all the blocks where a bullet (a black dot) appears. All information must resemble FSHS's current Workforce Profile and be inline with FSHS business and EE objectives.					20 (40/2)
FSHS TRAINING AND DEVELOPMENT PLAN						
Key priority area 1: Diversity management						
Proposed training	Solving business needs	Training provider/Trainer or facilitator	Time line	Cost of training	Physical resources	7
•	•	•	•	•	•	
Key priority area 1: Who in the organisation will receive the above training?						
Name of candidate	Occupation level	Type of job/occupation	Race	Gender		
Employee 1	Top Management	•	•	•		
Employee 2	Top Management	•	•	•		
Employee 3	Top Management	•	•	•		
Employee 4	Top Management	•	•	•		
Employee 5	Top Management	•	•	•		
Employee 6	Senior Management	•	•	•		
Employee 7	Senior Management	•	•	•		
Employee 8	Senior Management	•	•	•		
Employee 9	Senior Management	•	•	•		
Employee 10	Senior Management	•	•	•		
Key priority area 1: Who in the organization has the required skills in this priority area?						
Name of candidate	Occupation level	Type of job/occupation	Race	Gender		
Does anyone in FSHS have the required skill? Think carefully...	•	•	•	•		4
Key priority area 2: Hairdressing skills						
Proposed training	Solving business needs	Training provider/Trainer or facilitator	Time line	Cost of training	Physical resources	7
•	•	•	•	•	•	

8.431

22

Section C: Short questions and Essay questions					Mark
Key priority area 2: Who in the organisation will receive the above training?					8
Name of candidate	Occupation level	Type of job/ occupation	Race	Gender	
All employees that have no hairdressing skills	•	•	3 African • • •	5 Male •	
All employees that have some hairdressing skills but no formal qualification	•	•	• • • 12 White	• 10 Female	
Key priority area 2: Who in the organisation has the required skills in this priority area?					4
Name of candidate	Occupation level	Type of job/ occupation	Race	Gender	
All employees with a formal qualification (except top and senior management)	•	•	• • 0 Coloured •	1 Male •	
2.	Training is one factor that impacts on Employment Equity. Refer to chapter 3, section 15 of the EE Act. What other factors may have an impact on the current EE status of FSHS? Name 2 factors and explain how these factors manifest within the context of FSHS.				4
3.	Refer to your answer in question 2. Present a proposal to the EE committee on how FSHS can improve their EE compliance. Write your answer in the form of a formal letter.				6
4.	Explain how becoming EE compliant will benefit/help FSHS on their quest to become South Africa's foremost and totally unique chain of hairdressing salons and distributors of exclusive hair products.				5
5.	The employees at FSHS are experiencing some uncertainty of what are expected from them in terms of how they should and should not behave towards customers. Write a short Code of Conduct to clarify their uncertainty. Your Code of Conduct must include 5 behavioural standards with an explanation of each.				5
Questions 6-19 is based on case study 2					
6.	List and explain the six forces for/driving change.				12

Section C: Essay questions		Mark
Questions 7—19 is based on case study 2		
7.	From the case study, identify one area that requires change.	2
8.	Make recommendations for the change above with specific goals for each action suggested.	5
9.	Identify two barriers for the mentioned change.	2
10.	Provide two solutions for the above mentioned barriers.	2
11.	What resistance can be expected from employees regarding this change? How will you deal with this resistance? Are their possible rewards systems you can put in place to overcome this resistance?	5
12.	Develop 5 strategies to implement a learning culture for Human Resource Training College.	10
13.	Write a letter to the employees of Human Resource Training College in where you encourage a learning culture in the organisation.	7
14.	Write down 3 problems that may occur when you need to implement the above strategies in the organisation.	3
15.	Identify 3 solutions to the problems identified in question 14.	3
16.	The college has to train two personnel members to complete the scanning procedure for the multiple choice answering sheets. From the current assessors, who would you choose and why?	4
17.	Identify areas that need to be included in the preparation of the training of the two personnel identified in question 16.	5
18.	Identify 5 important aspects that you have to consider if you had to facilitate the above training mentioned in question 16 and 17.	5
19.	List 5 aspects that need to be included in your training review.	5
Total Section C :		110
Total Section A(80) + B(70) + C(110)		260