

# Tutorial Letter 202/1/2018

## Human Resource Maintenance and Retention HRM2602

Semester 1

Department of Human Resource Management

**IMPORTANT INFORMATION**

This tutorial letter contains feedback on  
Assignment 02.

BAR CODE

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Dear Student

## 1 INTRODUCTION

We hope that by now you have made good progress in mastering the study material. We need to point out, once again, that the volume of work that you will need to master is fairly big. We strongly advise you to work through the study material and all the assignments carefully and thoroughly.

The purpose of this tutorial letter is to provide feedback on Assignment 02. Keep this tutorial letter in a safe place as you will need it to prepare for the examination.

## 2 TUTORIAL LETTERS

This is the third tutorial letter for the semester. By now you should already have received the following tutorial letters for HRM2602:

Tutorial letter	Contents of tutorial letter
HRM2602/101/3/2018	Purpose and outcomes of the module, where to start, important notices, communication with the University, student support system, names of lecturers, prescribed books and enquiries, tutorial matter, study plan, admission to the examination and format of the examination, compulsory assignments for students registered in the first semester, compulsory assignments for students registered in the second semester, self-assessment assignment (both semesters), guidelines for answering Assignment 03 (self-assessment).
HRM2602/201/1/2018	Guidelines for completing Assignment 01 and information about the examination
HRM2602/202/1/2018 (this tutorial letter)	Guidelines for completing Assignment 02 and information about the examination

If you have not received all these tutorial letters, e-mail [study-info@unisa.ac.za](mailto:study-info@unisa.ac.za) immediately. Tutorial letters are also available on the internet on the myUnisa site. We strongly recommend that you register for and utilise this system if you have not yet done so. You can obtain information about the system from the *Study @ Unisa* brochure, which you received upon registration.

Note that lecturers are not able to send you duplicate copies of tutorial letters that have gone missing in the post, as they do not have the facilities to do so. Please contact the Directorate: Despatch or alternatively access the study material via myUnisa.

Remember that tutorial letters are the University's principal means of communication and teaching. You therefore have to make sure that you have received all the tutorial letters for your module. Also, read and study all tutorial letters carefully and keep them in a safe place.

### 3 GUIDELINES FOR COMPLETING ASSIGNMENT 02 (SEMESTER 1)

In Tutorial Letter HRMALL6/301/4/2018, we provided extensive guidelines on answering assignment questions. Refer to these guidelines again whenever you are unsure of anything.

**This assignment refers to Workbooks 1 - 5 and the relevant chapters in the prescribed book.**

#### Question 1

Read the following scenario and answer the questions that follows:

#### **Dilemma at BathoPele Bank**

Mphaga is a secretary at BathoPele Bank. She works for the branch manager at the Mamelodi branch in Tshwane. Her performance has always been up to standard. She meets her deadlines and she has even won the staff member of the year award for her branch for two consecutive years. During her recent midyear performance appraisal, the branch manager gave her an average rating which she considers not to be a true reflection of her performance over the past six months. Mphaga leaves the branch manager's office and phones her colleague Hunadi at the Soshanguve branch. The following conversation takes place:

Mphaga: Hi Hunadi. I am sorry to bother you, but I am extremely upset. Can I talk to you for a minute?

Hunadi: Hallo Mphaga, I am sorry to hear that you are upset. What happened?

Mphaga: I have just had my midyear performance review with Steve and he really tried to penalise me. He gave me a poor rating!

Hunadi: But that is impossible. Your work is always on time and everybody praises you for your quality of service and the excellent reports that you deliver. This does not sound right.

Mphaga: I know; I am really upset. I am sure this happened because I refused to give him a hug the other day. Maybe I should have, then I would not have received such a poor rating.

Hunadi: Mphaga, you know that is not acceptable. You are his secretary and he is supposed to rate your performance honestly without expecting all kinds of favours from you. When did this happen and what exactly did he do and say?

Mphaga: I was busy making photocopies for the weekly team meeting when he came up to me and stood very close to me. He then said that he was feeling down and that the only thing that will cheer him up will be a hug from me. His exact words were: "If you play along, sweetheart, it might just be worthwhile for you. Is your performance appraisal not scheduled for next week? I do so much for you I am sure this is not too much to ask?"

Hunadi: My goodness, how did you react to this?

Mphaga: Well, I walked away and told him that I am his secretary and nothing more, and that his behaviour is not acceptable.

Hunadi: Did Steve say or do anything?

Mphaga: No, he just walked away and he has been kind of ignoring me ever since. He is not as friendly as usual and expects me to finalise reports in an impossibly short time frame.

Hunadi: Have you spoken to him about this?

Mphaga: No, I cannot. I think I should rather look for a secretarial position at another branch. I cannot work under such circumstances but I do not want to lose my benefits. I enjoy working for BathoPele Bank.

Hunadi: Just make sure that you work for a woman in future, I think they are much easier to work for.

Mphaga: Listen, I have to go now. Steve is on his way to my desk. Thanks for listening.

Hunadi: It is a pleasure, my friend. Good luck! Don't let a man upset you.

As Steve approaches her desk, Mphaga realises that he definitely overheard part of their conversation if not all of it. Steve is furious, he asks Mphaga what the progress is with the reports that are due early the next morning. Mphaga indicates to him that she is still busy with them and that they will be finished on time. He walks away and mumbles: "Women! They are nothing but trouble and blonde ones have no brains anyway".

- 1 Do you think Steve's behaviour is acceptable? Substantiate your answer. (2)

The answer to this question can be found in chapter 3 of the prescribed book.

No, Steve is not behaving in an appropriate manner. Mphaga can take this matter further. Mphaga is Steve's secretary and he cannot expect this from her.

*(2 marks for the discussion)*

- 2 What is Steve guilty of from Mphaga's perspective? Provide a short description of this phenomenon according to the Code of Good Practice and use the information in the case study to support your answer. (8)

The answer to this question can be found in section 3.4 of the prescribed book and workbook 7, section 7.7.

Steve is guilty of **sexual harassment**.

*(1 mark)*

Sexual harassment is regarded as unwelcome advances, requests for sexual favours and other verbal or physical conduct of a sexual nature in the working environment. The unwanted nature of sexual harassment distinguishes it from behaviour that is welcome and mutual.

**Sexual attention becomes sexual harassment if:**

- The behaviour is persisted in, although a single incident of harassment can constitute sexual harassment; and/or
- The recipient has made it clear that the behaviour is considered offensive; and/or
- The perpetrator should have known the behaviour is regarded as unacceptable.

*(4 marks for the above discussion)*

This means that Steve expects Mphaga to accede to sexual favours. He indicated that if she does, it will benefit her during her upcoming performance appraisal. If he makes the work environment so unpleasant and hostile for her, he will also be guilty of another type of sexual harassment called “hostile work environment”. Steve expected Mphaga to give him a hug in return for a good performance appraisal.

*(3 marks for the discussion)*

- 3 Discuss what stereotyping is and give two statements that Hunadi made that are examples of stereotyping. (7)

The answer to this question can be found in sections 3.2.2 of the prescribed book and workbook 7, section 7.5.2.

Stereotype is a fixed, distorted generalisation about the members of a group. Stereotyping stems from the primary dimensions of diversity – such as race, gender, age, physical abilities/qualities or sexual orientations – and attributes, incomplete, exaggerated or distorted qualities to members of this group. A stereotype usually comes from outside sources, not individual experience. Stereotyping negates people’s individuality and limits their potential. A stereotype requires that selective perception and/or selective forgetting of facts and experiences inconsistent with the stereotype sustain the exaggerated beliefs about a group. Clinging to negative stereotype.

*(5 marks, students answers may differ, but marks should be awarded if they are in line with the above. 1 mark for each point)*

- Men are difficult to work for.
- Women are easier to work for than men.

*(2 marks for identifying the above, 1 mark each)*

- 4 The managers of BathoPele Bank need diversity education and awareness training to motivate their employees to recognise the worth and dignity of everyone in the bank and to treat each colleague with respect. Discuss the exercises that may be used in diversity training. (10)

The answer to this question can be found in sections 3.3.2.6 of the prescribed book and workbook 7, section 7.5.2.

- **Values clarification.** A checklist of values – like punctuality, honesty, acceptance and financial success is prioritised by all individuals in terms of their own preferences and how they believe the organisation ranks the values. The group then discusses the differences and similarities in the priorities.
- **Perceptual differences.** The participants are asked to give a precise percentage of definition of items such as always, frequently and almost always. This exercise uncovers the imprecise communication that may exist in the workplace.
- **Problem-solving cases.** The participants are given a partial description of a job applicant and are told to come up with a complete profile. Depending on the limited facts given, the profile may uncover any number of biases when the group completes the picture.

- **Exploring cultural assumptions.** The participants can openly explore assumptions that one group may make about another. For example, at one such awareness session, there was a lively discussion on whether or not it was ever acceptable for women – or men, for that matter – to cry in the workplace.
- **Personalising the experience.** The awareness trainer may try to make everyone aware of their own uniqueness and of the possibility that they can be different.

*(1 mark for identifying the exercise and 1 mark for discussing it)*

**TOTAL FOR QUESTION 1: (27)**

## Question 2

Maria is a farm worker on a citrus farm in Limpopo. She is on a flexible benefit plan, which provides her with core (minimum) coverage in several areas such as housing and transport and allows her to choose either additional benefits or cash up to a maximum total cost to her employer.

Identify and discuss the type of flexible benefit plan that is applicable in Maria's case. Justify your answer from the scenario and name the other types of flexible benefit plans that organisations can consider. (10)

The answer to this question can be found in section 11.7 of the prescribed book.

The type of flexible benefits applicable to Maria's case is core cafeteria plan.

*(1 mark)*

Maria is on a core cafeteria plan because her flexible benefit plan provides core (minimum) coverage in several areas such as housing and transport and allows her to choose either additional benefits or cash, up to a maximum total cost to the employer, the farm's owner.

*(1 mark)*

Core cafeteria plan, provides employees with core (minimum) coverage in several areas and allows them to choose either additional benefits or cash, up to a maximum total cost to the employer. In the core cafeteria plan, the employee has a choice of several items plus a cash amount. This plan strike a balance between giving the employee complete freedom to choose from and the employer's needs to protect employees against poor decisions.

*(2 marks)*

### **The other types of flexible benefit plans that organisations can consider:**

**Buffet plan** – it starts employees with their exact current benefit coverage and allows them to decrease coverage in some areas (life insurance, medical insurance, etc) in order to earn credits for other benefits (dental care, day care, etc).

**Alternative dinners plan** – it provides a number of predetermined ("dinners") packages to choose from. For example, one package might be aimed at the employee with a non-working spouse and children, another at the single employee and a third as an employee with a working spouse and no children. The total cost of each "dinner" would approximately be the same.

*(1 mark for identifying the benefit plan and 2 marks for discussing it)*

**TOTAL FOR QUESTION 2: (10)**

## Question 3

Mantsho feels depressed. She works hard but it feels that nothing she does is worthwhile. Mantsho states that she will never be able to achieve her new target of a R6,3 million turnover. Besides showing signs of

stress, she suffers from burnout. People who suffer from burnout feel that they cannot and will not continue to do their jobs.

What can Mantsho's employers do about her problem? (9)

The answer to this question can be found in chapter 12, table 12.4 of the prescribed book.

**Employers can do the following:**

- Understand burnout and recognise the symptoms.
- Give proper recognition where due.
- Ensure that clear and fair job expectations exist.
- Consider flexible work schedule.
- Provide support and counselling where needed.
- Train supervisors to identify symptoms of burnout and deal with it and refer employees to experts when needed.
- Provide counselling, support or assistance.
- Evaluate and reward performance fairly.
- Ensure that employees have the training, training opportunities and resources needed to do their jobs.
- Create a culture of positive engagement in the organisation.
- Ensure that the workload is fair and realistic.
- Update job descriptions on a daily basis and ensure that the expectations are clear and the rewards linked to the job are fair.
- Educate employees on burnout.
- Create a supportive culture in the organisation.
- Keep realistic work schedules.
- Provide proper outlets for employees to get rid of uncondusive feelings and emotions.

*(1 mark for identifying any of the above total 9)*

**TOTAL FOR QUESTION 3: (9)**

**Question 4**

PJ Construction has recently appointed Mrs Mona as the HR director. Owing to the growth of the organisation, several new posts have been created, employees have been sent for training to upgrade their competency skills and there has been massive recruitment of new employees. Mrs Mona has been requested by management to revise the compensation design and to implement a competency-based compensation system.

Identify eight barriers that Mrs Mona is likely to encounter in the organisation when the compensation system is transformed to a competency-based employee reward and recognition system. (4)

The answer to this question can be found in chapter 16, section 1 of the prescribed book.

**Mrs Mona is likely to encounter the following barriers in the transformation:**

- lack of appropriate skills among HR staff
- lack of appropriate support technology
- unwillingness to take risks or deal with complexity

- difficulties in dealing with bureaucracy
- lack of employee buy-in to HR transformation
- failure to build the business case to support the change
- lack of genuine top management support
- union resistance
- regulatory constraints

*(You had to provide 8 of these barriers to earn 4 marks, half a mark each)*

**TOTAL FOR QUESTION 4: (4)**

**Total marks for Assignment 02 = 50**

## **4 EXAMINATION**

Refer to the guidelines, information and hints provided in **Tutorial Letter HRM2602/101/3/2018** about the lecturers' expectations regarding the examination, as well as the format and composition of the examination paper. Also, refer to sections 4.1 and 4.2 below for important information. **Tutorial Letter HRMALL6/301/4/2018** also provides guidelines on answering examination questions.

We realise that distance education poses special challenges to students, the most intimidating of which is the examination. Students often do not know how to answer examination questions in a way that would convince the examiners that they have sufficiently mastered the prescribed material. We have, therefore, decided to provide you with general guidelines to help you prepare for the examination.

### **4.1 Format of the examination paper**

- Note that the examination paper consists of sections A and B. You must complete section A on the mark-reading sheet. Section B comprises of short and long questions which you will answer in a separate answer book. Section A will count 30 marks and section B will count 40 marks.

For more details regarding the format of the examination paper, refer to **Tutorial Letter HRM2602/101/3/2018**.

### **4.2 General pointers for the examination**

- Examination questions will be based on the learning outcomes for each chapter of your prescribed book; you will, therefore, need to meet the requirements of the specified learning outcomes. Also, work through tutorial letter (HRM2602/201/1/2018), which contains the suggested solutions to Assignment 01, as well as this Tutorial Letter HRM2602/202/1/2018 to assist you in your preparation for the examination.
- The self-assessment questions contained in appendix C of your tutorial letter 101/3/ are a means of testing your knowledge of the subject. Although these questions do not cover every possible aspect, they are excellent for revision purposes; so answer them thoroughly. After studying each chapter, close your prescribed book and try to answer the self-assessment questions. This will help you to identify sections in the work that you do not understand or that you simply need to spend more time on.
- Do not merely memorise concepts in your study material. It is good to know the definitions of all these concepts, but what is more important is to know and understand how these concepts are applied in a real work situation. That will help you when you have to give practical examples of applying particular concepts in an actual work situation.



- Examination questions are derived from two main sources, namely the assignments and the learning outcomes given at the beginning of each chapter of your prescribed book. The assignments give you the opportunity to work through the relevant tutorial matter and to formulate answers referring to both the workbook and the prescribed book.

**Tutorial Letters HRM2602/201/1/2018 and HRM2602/202/1/2018** also contain feedback on the assignment questions and guidelines on what you should have included in your answers. Make an effort to master this aspect of your studies so that you can confidently answer any examination question that may be based on this source. Since the learning outcomes at the beginning of each chapter are used as a second source of examination questions, we recommend that you ensure that you have achieved these before moving on to the next chapter.

#### 4.3 What should you study for the examination?

HRM2602 study guide / study unit	Chapter
1. Career management	Sections 8.8 to 8.12 of chapter 8
2. Performance management	9
3. Training and development	10
4. Compensation and benefits	11
5. Health and safety	12
6. Diversity management and regulatory challenges	3
7. Competency-based HR management	14
8. HR management in virtual organisations	15
9. HR management and leadership	16

#### 4.4 Important points to remember

***When writing an examination, it is important to remember the following:***

- Make use of headings and subheadings, and write legibly.
- Read each question carefully, and make sure that you answer the whole question.
- Be guided by the mark allocation for a question. Make sure that you include sufficient facts for the marks allocated to the question or subsections of the question.
- At the start of the examination, work out a timetable for yourself based on the number of questions you have to answer. Depending on how much each question is worth, allocate time slots for each question, and note the starting time for each.
- Remain calm. Do not panic. If you cannot do it all, you can certainly do enough to pass, and even to pass well.
- Do something of everything rather than all of some questions and none of others. Keep to your timetable.
- Prioritise. For each question that you answer, ask yourself what the core is or what the lecturers will expect, if nothing else. Give the most important information that is relevant to the question.
- Make sure that you fill in your personal details on the cover page.

If you follow the guidelines in this tutorial letter, you will be able to prepare yourself thoroughly for the examination, and you should have no difficulty in writing and passing the examination.

## **5 CONCLUSION**

We trust that these guidelines are clear. Should you have any questions regarding the content of this module, do not hesitate to contact us.

Also, ensure that you start preparing for the examination well in advance and read the questions in the examination carefully.

We wish you success in the examination!

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