

# Tutorial letter 101/3/2018

## Contemporary Management Issues MNG2602

Semesters 1 and 2

Department of Business Management

### IMPORTANT INFORMATION

This tutorial letter contains important information  
about your module.

Please register on myUnisa, activate your myLife e-mail address and  
make sure that you have regular access to the myUnisa module  
website, [MNG2602-18-S1 or MNG2602-18-S2], as well as your e-Tutor  
website.

BARCODE

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**PLEASE TAKE NOTE OF THE FOLLOWING:**

<b>FIRST SEMESTER</b>		
<b>Assignment number</b>	<b>ONLY FOR STUDENTS ENROLLED FOR THE FIRST SEMESTER</b>	
	<b>Due date</b>	<b>Unique number</b>
01	16 March 2018	806436
02	20 April 2018	766383
<b>SECOND SEMESTER</b>		
<b>Assignment number</b>	<b>ONLY FOR STUDENTS ENROLLED FOR THE SECOND SEMESTER</b>	
	<b>Due date</b>	<b>Unique number</b>
01	27 August 2018	666762
02	21 September 2018	754350

The assignments for both semesters are included in this tutorial letter, but you need to do only the two assignments for the semester corresponding to your registration.

**PLEASE NOTE:** If you submit the wrong assignment (for example, if you are registered for the first semester and you submit an assignment relating to the second semester), we will not mark the assignment.

# 1 INTRODUCTION

Dear Student

We wish to welcome you as a student of Contemporary Management Issues (MNG2602) and we trust that you will have an interesting, stimulating and successful academic year while you work through this online module.

**PLEASE NOTE:** This is an online module and as such your main source of information will be myUnisa.

## 1.1 Tutorial matter

Even though this is an online module, you will receive a number of tutorial letters during the semester. A tutorial letter is our way of communicating with you about your studies, the assessment of your assignments and the examination.

The Despatch Department should supply you with the following study material for this module:

- the Study Guide for MNG2602
- Tutorial Letters 101 and 301
- the *Study @ Unisa* brochure

However, you can download these materials from myUnisa as soon as your registration has been finalised.

This tutorial letter (101) contains important information about the scheme of work, resources and assignments for the module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and communicating with us.

Please read Tutorial Letter 301 in combination with this tutorial letter, as it provides important information regarding open and distance learning in the College of Economic and Management Sciences.

In this tutorial letter (101), you will find the assignments and assessment criteria, as well as instructions for the preparation and submission of the assignments. It also provides the information you need about the prescribed book, including information on where to purchase it. Please study this information carefully and make sure that you obtain the prescribed book as soon as possible.

We have also included the general and administrative information about this module. Study this section of the tutorial letter carefully. Right from the start, we would like to point out that you must read all the tutorial letters you receive during the semester

immediately and carefully, as they always contain important and, sometimes, urgent information.

**PLEASE NOTE:** Apart from Tutorial Letters 101 and 301, **you will not receive any other printed tutorial letters during the semester.** Additional tutorial letters will not necessarily be available at the time of registration, but will be uploaded on myUnisa, after the due dates for the assignments, as they will contain feedback on the assignments and/or valuable information that we need to communicate to you.

## 1.2 Inventory letter

Upon registration, Unisa issued you with an inventory letter indicating the items you received and those that are outstanding. In this regard, also read the brochure entitled *Study @ Unisa*.

Check the study material that you have received against the inventory letter. You should have received all the items listed in the letter, unless an item is listed as “out of stock” or “not available”. If any item is missing, follow the instructions on the back of the inventory letter without delay or simply download the study material from the myUnisa website.

**PLEASE NOTE:** Your lecturers cannot help you with missing study material. Please SMS Unisa on 32695 (SMSs are charged at R1-00 each) or e-mail: [info@unisa.ac.za](mailto:info@unisa.ac.za).

## 1.3 myUnisa

The *Study @ Unisa* brochure highlights that **myUnisa is the most important study tool.** The myUnisa learning management system is Unisa’s online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa. On this tool, you will be able to access resources and information at the University, as well as module-specific information.

To go to the myUnisa website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the “Login to myUnisa” link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Students must register on myUnisa to be able to submit assignments, have access to the library functions, download study material, communicate with their lecturers or fellow students, participate in online discussion forums and gain access to learning resources. myUnisa is a superb communication portal and you are urged to use it regularly during the course of this semester. Please consult the brochure, *Study @ Unisa*, for more information on myUnisa.

## 1.4 Study groups

It is advisable to have contact with fellow students. You can form study groups by using the discussion forum tool on myUnisa. Alternatively, you may obtain the addresses of fellow students in your area from the following department:

Directorate: Student Administration and Registration  
PO Box 392  
UNISA  
0003

We would like to encourage you to form study groups by using the Discussion Forum tool on myUnisa.

## 2 PURPOSE AND OUTCOMES

### 2.1 Purpose

The purpose of the module is to provide students with the necessary competencies (knowledge, skills and values) to explore the role of the manager in the contemporary organisation which functions in a business environment characterised by major, ongoing change. The traditional management functions of planning, organising, leading and control are re-examined in the context of the dynamic business environment of the 21st century, where managers face new and unique challenges. The emerging new era of management theory – describing and theorising about the changes occurring in contemporary organisations – underpins this module. After completion of the module, students will be able to identify and describe the challenges facing contemporary managers and their responses to these challenges to meet organisational goals. The module provides students with opportunities to discover a range of new organisational responses to this changing environment.

### 2.2 Outcomes

Studying this module will enable you to:

- **describe** the challenges that managers of contemporary organisations – functioning in an environment characterised by major and ongoing change – have to face;
- **evaluate** how corporate culture, power and politics, business ethics, corporate social responsibility and corporate governance affect organisations and how they respond to major environmental changes and challenges;
- **apply** the principles of project management as an essential management competency;
- **describe** how organisations redesign their structures to adapt to environmental changes by becoming flatter, more flexible, networked, diverse and global.

### 3 LECTURER AND CONTACT DETAILS

#### 3.1 Lecturer

Please direct all queries that are **of a purely academic nature**, like the contents of this module, to the lecturer. Please have your study material, module code and student number at hand.

<b>Lecturer</b>	Mrs Lynette Cronje
<b>Telephone number</b>	+27 12 429 2245
<b>E-mail address</b>	cronjl@unisa.ac.za
<b>Postal address</b>	General Management (MNG2602) Department of Business Management University of South Africa PO Box 392 Unisa 0003

**PLEASE NOTE:** Please do not include letters to the lecturer with assignments.

The lecturer is available most week days on both phone and email. Please note that this information is subject to change from time to time depending on the lecturer's commitments. Personal visits should be discussed and confirmed well in advance either by phone or via email to the lecturer.

#### 3.2 Department contact details

Please write the **module code and your student number on all correspondence** with the Department or the University.

<b>Department</b>	Business Management
<b>Department fax number</b>	+27 12 429 8558
<b>Department phone number</b>	+27 12 429 4212
<b>Department e-mail address</b>	busman@unisa.ac.za
<b>Physical address</b>	General Management (MNG2602) Department of Business Management University of South Africa AJH van der Walt Building
<b>Web address</b>	<a href="http://myunisa.ac.za">http://myunisa.ac.za</a>

**PLEASE NOTE:** We will be communicating with you via your myLife e-mail address and will assume that you have received any and all messages sent to this address.

### 3.3 University contact details

If you need to contact the University about matters not related to the content of this module, please consult the publication, *Study @ Unisa*, which you received with your study material. This brochure contains information on how to contact the University (e.g. who to contact about different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).

Please note that you should direct **all administrative enquiries** to the Unisa contact centre, which will channel them to the correct department. The details are as follows:

Directorate/Business unit	Description of enquiry	SMS code	E-mail address
Student Admissions and Registrations	Applications and registrations	43578	study-info@unisa.ac.za
Student Assessment Administration	Assignments and examinations	43584	For assignments: assign@unisa.ac.za For examinations: exams@unisa.ac.za For FI concessions: ficoncessions@unisa.ac.za For special exams: aegrotats@unisa.ac.za
Despatch	Study material	43579	despatch@unisa.ac.za
Finance	Student accounts	31954	finan@unisa.ac.za
ICT (myUnisa and myLife)	myUnisa myLife e-mail	43582	myUnisaHelp@unisa.ac.za myLifeHelp@unisa.ac.za

<b>Fax number (RSA)</b>	012 429 4150
<b>Fax number (international)</b>	+27 12 429 4150
<b>E-mail</b>	<a href="mailto:info@unisa.ac.za">info@unisa.ac.za</a>
<b>General Unisa SMS number**</b>	<b>32695 – SMSs are charged at R1,00 each</b>

**\*SMS FORMAT:** NAME, SURNAME, STUDENT NUMBER, MESSAGE

**\*SMS EXAMPLE:** MICHELLE, PIENAAR, 99010799, PLEASE USE THIS SERVICE.

**REMEMBER:** Include your student number when contacting the University.

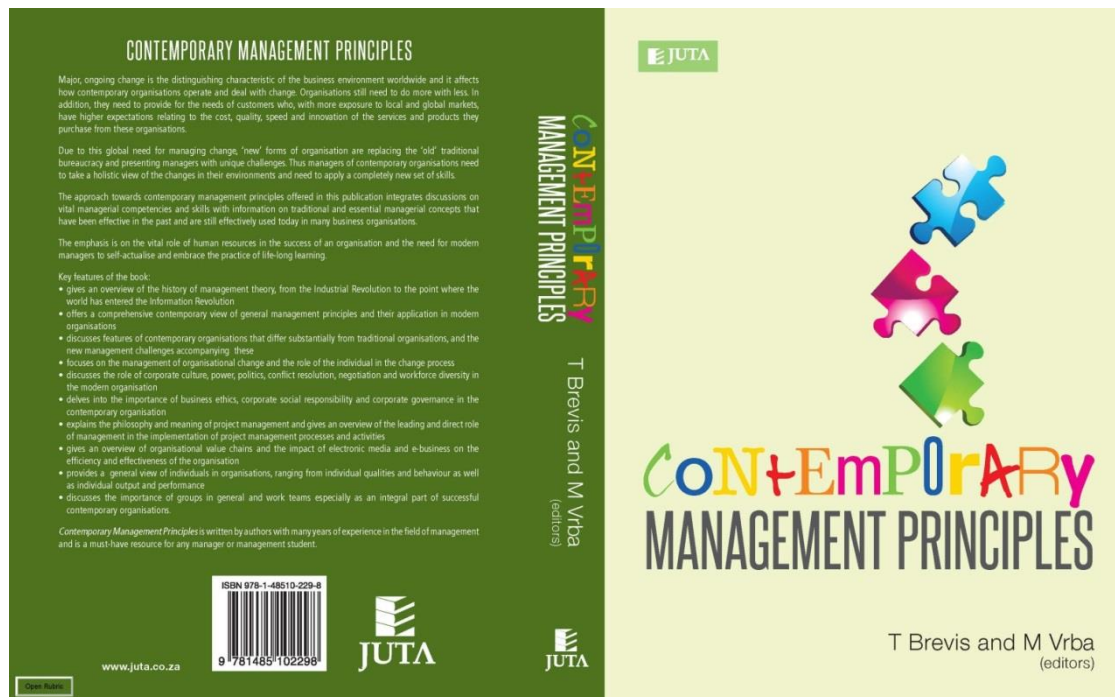


## 4 RESOURCES

### 4.1 Prescribed book

Your prescribed book for this module for this year is:

**Brevis, T. & Vrba, M.J. (Eds). 2014. *Contemporary management principles*. Cape Town: Juta. ISBN: 9781485102298**



It is your responsibility to obtain the prescribed book as soon as possible. You may not use any other book than the prescribed book. Your lecturers cannot assist you with this process. Please refer to the list of official booksellers and their addresses in the brochure, *Study @ Unisa*. Alternatively, you may consult online booksellers to purchase an electronic version of the book.

The University's official booksellers stock all prescribed books. If you have difficulty in finding your book at these booksellers, please contact the Unisa Prescribed Books Section:

**Tel:** +27 12 429 4152  
**E-mail:** vospresc@unisa.ac.za

### 4.2 Recommended books

There are no recommended books for this module.

### 4.3 Electronic reserves (e-reserves)

There are no electronic reserves for this module.

## 5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication, *Study @ Unisa*, which you have received with your study material.

### 5.1 E-tutors

The role of a tutor is typically to facilitate and guide you through the learning process, thus enabling you to gain knowledge and understanding of the content, as well as the skills necessary to cope with your studies. The e-tutors will assist you in becoming a self-directed learner in line with the Unisa open distance learning (ODL) philosophy. The University, not the lecturers, allocates e-tutors to students.

You will be allocated to one specific e-tutor site with a specific number, once you have settled your accounts for the module MNG2602. Once you have been allocated to an e-tutor, you will receive an e-mail indicating to which group you belong. This group site will then show up on your myUnisa site.

For example: You will receive an e-mail to inform you that you have been grouped to e-tutor site 4E (Group 4 – e-tutor). On your myUnisa site, you should see a site called MNG2602-18-S1-4E. When you enter this site, you can access your e-tutor via your discussion forum. Also make sure that you check the announcements made by your e-tutor.

Please be patient and **DO NOT CONTACT YOUR LECTURERS** in this regard, as we will not be able to assist you. All the e-tutors post their tutorials on myUnisa and all registered students for the module will have access to the tutorials, whether allocated to a tutor or not.

**PLEASE NOTE:** All e-mail correspondence will be sent to your myLife e-mail address and we will assume that you have received and read all e-mail messages sent to this address.

## 6 STUDY PLAN

You need to study the following chapters in the prescribed book. Each chapter corresponds to a specific learning unit on myUnisa or in the study guide. It is essential to use both the learning units in the guide and the prescribed book when you study. The main purpose of the learning units and tutorial letters is to guide you through the learning material in the prescribed book.

LEARNING UNIT		CHAPTER IN THE PRESCRIBED BOOK
1	Features of contemporary organisations and new management challenges	3
2	Managing organisational change and individual stress	5
3	Corporate culture	6
4	Power, politics, conflict resolution and negotiation	7
5	Workforce diversity	9
6	Strategic management	11
7	Project management	14
8	Value chain and e-business	16
9	Work groups and teams	18

Refer to the brochure, *Study @ Unisa* for **general time management and planning skills**, and plan your time so that you complete the assignments on time and can do revision prior to the examination.

When planning your learning experience, remember that your preparation for the examination is an ongoing process and it starts as soon as you receive your study material and start working on your first assignment. I strongly recommend that you draw up a study programme and that you adhere to it. Remember that you have to take your personal circumstances and needs into consideration when drawing up your own study programme.

## 6.1 Study programme

You need to study continuously to be successful in your studies. I have developed a 14-week study programme to guide you on what to study, when to study and how much time you should spend on studying the contents of this module.

WEEK	TASK	NUMBER OF HOURS
1	Features of contemporary organisations and new management challenges	7
2	Managing organisational change and individual stress	7
3	Corporate culture	7
4	Power, politics, conflict resolution and negotiation	7
<b>5</b>	<b>ASSIGNMENT 01 DUE</b>	<b>5</b>
6	Workforce diversity	7
7	Strategic management	7

8	Project management	7
9	Value chain and e-business	7
10	Work groups and teams	7
<b>11</b>	<b>ASSIGNMENT 02 DUE</b>	<b>5</b>
12	Revision and examination preparation	15
13	Revision and examination preparation	15
14	Revision and examination preparation	10

## 7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is no practical work for this module.

## 8 ASSESSMENT

### 8.1 Assessment plan

#### Assignment weights and year mark

Your final assessment mark for this module will be a combination of your assignment marks and the examination mark. However, a vital factor to keep in mind is that you have to obtain a subminimum of 40% in the examination to pass this module, irrespective of your year mark. In other words, if you obtain less than 40% in the examination, you will fail and your year mark will not count. **The combination of the year mark and examination mark must be 50% or more to pass the module.**

The assignment marks will contribute a maximum of **20%** to the final assessment mark for the module, and the examination mark will contribute **80%**. The two assignments carry the following weights towards the year mark:

Assignment 01: 50%

Assignment 02: 50%

Total: 100%

### 8.2 General assignment numbers

The assignments are numbered consecutively per module, per semester. Thus, you have to submit Assignments 01 and 02 for the first semester if you are registered for the module in the first semester, and Assignments 01 and 02 for the second semester if you are registered for the module in the second semester. There are different assignments for the first and second semesters. Please ensure that you complete the correct assignments.

#### 8.2.1 Unique assignment numbers

We allocate **unique numbers** to all the assignments. Please ensure that you fill in the **correct unique number** on the mark-reading sheet.

### 8.2.2 Due dates for assignments

FIRST SEMESTER		
Assignment number	ONLY FOR STUDENTS ENROLLED FOR THE FIRST SEMESTER	
	Due date	Unique number
01	16 March 2018	806436
02	20 April 2018	766383
SECOND SEMESTER		
Assignment number	ONLY FOR STUDENTS ENROLLED FOR THE SECOND SEMESTER	
	Due date	Unique number
01	27 August 2018	666762
02	21 September 2018	754350

### 8.3 Submission of assignments

There are various ways to submit multiple-choice question (MCQ) assignments: either via the internet using myUnisa, or via cellphone, or by means of a mark-reading sheet that may be either couriered or submitted via an assignment box at your nearest regional centre (assignments may NOT be posted). **You may not submit assignments by fax or e-mail.** Consult the *Study @ Unisa* brochure for more details and requirements regarding assignments.

#### To submit an assignment via myUnisa:

- Go to myUnisa (<https://my.unisa.ac.za>).
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left-hand side of the screen.
- Click on the assignment number you wish to submit.
- Follow the instructions.

**To submit an assignment by means of an SMS from your cellphone:**

- Download and install the Unisa mobile application from <https://my.unisa.ac.za/portal/pda>.
- Install and start the application on your phone.
- Select the MCQ Assignment option.
- Log in with your myUnisa credentials.
- Select your module.
- Select the appropriate unique assignment number.
- Select appropriate answers to the assignment questions.
- Send your answers.
- Receive immediate on-screen confirmation.

#### **8.4 Assignments and feedback**

The assignments are considered to be a vital part of the learning material for this module. Read the prescribed study material, participate in the discussion forum on myUnisa and communicate with the tutors.

You will receive the correct answers to the multiple-choice questions automatically if you submit an assignment online. In addition, feedback on the assignments will be provided in Tutorial Letters 201 and 202 respectively, which will **only be available on myUnisa** to all registered students for this module.

As soon as you receive the feedback, please check your answers. Use Tutorial Letters 201 and 202 to **self-assess**. The assignments and their feedback constitute a vital part of your learning and should help you to prepare for the examination.

For detailed information on the assignments and how to use mark-reading sheets for MCQ assignments, please refer to the *Study @ Unisa* brochure, which you received in your study package, and Tutorial Letter 301/MNALLEQ/4/2018.

#### **8.5 Posting assignment answers on the discussion forum**

Please refrain from posting assignment answers on the myUnisa discussion forum (or any other social network). The assignments contribute a substantial percentage (20%) towards the year mark for this module and if you share your answers on a forum, other students may copy them without doing the work themselves, perhaps earning good marks for your work. This is a form of plagiarism, which is a serious offence and usually carries dire consequences for the guilty party. We will remove any such answers from myUnisa as soon as they appear and will follow up on the matter. Please use the discussion forum for the purpose for which it was created – to converse with fellow students about the contents of the module, to discuss problems and share possible solutions – and NOT to post the answers to assignments.

## 8.6 Plagiarism

Plagiarism is the act of taking the words, ideas and thoughts of others and passing them off as your own. It is a form of theft and involves a number of dishonest activities. Examples of plagiarism include copying from the textbook, or any other source, or copying from fellow students and passing off their work as your own work.

All students receive the Disciplinary Code for Students (2004) when they register. You are advised to study the code, especially Sections 2.1.13 and 2.1.14 (2004:3-4). Kindly read the University's Policy on Copyright Infringement and Plagiarism as well.

**PLEASE NOTE:** Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, you must submit your own ideas in your own words, sometimes interspersed with relevant short quotations that are properly referenced. It is unacceptable for students to submit identical assignments on the basis that they worked together. That is copying (a form of plagiarism) and none of these assignments will be marked. Furthermore, you may be penalised or subjected to disciplinary proceedings by the University.

## 9 OTHER ASSESSMENT METHODS

The two assignments and the two-hour examination are the only two forms of assessment for this module.

## 10 EXAMINATION

### 10.1 Examination admission

Admission to the examination is automatic **only if you submit Assignment 01 on or before the due date**. You will not be admitted to the examination unless you submit Assignment 01 on time.

### 10.2 Examination period

This module is offered in both semesters during a period of 15 weeks. If you register for the module in the first semester, you will write the examination in May/June 2018. If you fail the examination, but qualify for a supplementary examination, you will sit for the supplementary examination in October/November 2018. If you register for the module in the second semester, you will write the examination in October/November 2018 and those students who fail and qualify for the supplementary examination will write it in May/June 2019.

During the semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

### 10.3 Examination paper

The examination paper for MNG2602 (Contemporary Management Issues) has a duration of two hours and is worth 70 marks.

Questions range from direct, theoretical and matching questions to application questions based on a case study. We will make an announcement on myUnisa regarding the exact composition of the examination paper closer to the examination date.

### 10.4 Preparation for the examination

You need to study from the **prescribed book** and the **learning units**. The learning units are not just a summary of the prescribed book, but also a different learning aid, containing case studies and activities to illustrate the practical application of the theoretical concepts. Also refer to ***Study @ Unisa for general guidelines on the examination and examination preparation***.

### 10.5 How to study for this module

- Begin by carefully reading the relevant chapter in the prescribed book. The prescribed book provides the broad context of each learning unit. Prepare your own summaries and notes on the most important theoretical concepts.
- Do all the activities in the relevant learning units.
- Memorise the theory in the study guide, supplemented by your own notes and summaries.
- Do all the multiple-choice questions from the assignments pertaining to the particular learning unit, without consulting the study material.

### Manage your time carefully!

For general time management and planning skills, refer to the *Study @ Unisa* brochure.

### 10.6 Previous examination papers

To access the previous examination papers for this module, log on to myUnisa, select the module MNG2602, and then click on Official Study Material. The examination papers are available under this link. When you prepare for the examination, do not leave out any learning units because the examination paper will include an even number of questions from every learning unit (and the relevant chapter in the prescribed book).

Finally, do not underestimate the volume of the work. This module is not difficult to study, but you must start well in advance because of the volume of work that you need to master before the examination.



## 10.7 Alternative assessment to assist students who qualify for final year concessions

The brochure, *Study @ Unisa* contains important information on the final year concession procedure, aimed at assisting students with one or two modules outstanding. The Department of Examination Administration (DEA) will contact all students who qualify for a final year (FI) concession per SMS or e-mail. For this module, FI students need to submit a portfolio of evidence. More information on the alternative method of assessment will be communicated directly to the qualifying students using their **myLife e-mail accounts**. Alternative methods of assessment are subject to stringent academic rules and processes and should not be considered an easier option. Failure to meet the learning outcomes of the module, through the alternative method of assessment, will result in a fail and you will need to re-register for the outstanding module.

**PLEASE KEEP THIS TUTORIAL LETTER IN A SAFE PLACE SO THAT YOU CAN READ IT AGAIN PRIOR TO THE EXAMINATION.**

## 11 FREQUENTLY ASKED QUESTIONS (FAQs)

The brochure, *Study @ Unisa*, contains an A-Z guide of the most relevant study information.

## 12 CONCLUSION



We wish you a successful year of study and trust that this module will be both interesting and valuable, and that it will contribute to your personal and professional development.

You are invited to contact me at any time, in writing, electronically, or personally (please make an appointment) to discuss any problems you may encounter in your studies.

Best wishes

*Lynette Cronje*

Your primary lecturer for MNG2602  
and

*MNG2602 e-tutors*

DEPARTMENT OF BUSINESS MANAGEMENT

## **13 ADDENDUM A: CASE STUDY FOR BOTH SEMESTERS**

### **SHOPRITE HOLDINGS LTD**

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#### **Milestones**

##### **1979-1999**

In 1979, the Shoprite Group of Companies started from small beginnings with the purchase of a chain of eight Cape-based supermarkets for R1 million. In 1983, the Group opened its first branch outside the Western Cape – in the Northern Cape. At the end of that year, Shoprite celebrated an almost 600% increase in turnover over the four years of its existence. A year later, in 1984, Shoprite sped up its growth by buying six food stores from Ackermans. In 1986, the Group was listed on the Johannesburg Stock Exchange (JSE) with a market capitalisation of R29 million. It owned 33 outlets at the time. In 1988, Shoprite decided to venture over the Vaal River and opened two stores, the first of which was situated in Polokwane.

In 1990, Shoprite opened in Namibia. Within the four years of listing on the JSE, Shoprite increased its outlets four-fold by acquiring Grand Bazaars. In 1991, it grew almost six-fold when it purchased the national Checkers chain of supermarkets. By 1995, the Group was able to open its first store in Central Africa, Shoprite Lusaka in Zambia. In August of the same year, Shoprite utilised a golden opportunity to increase its distribution substantially by acquiring the central buying and distributing organisation, then known as Sentra.

In 1997, Shoprite acquired the ailing OK Bazaars Group from SAB. This strategic expansion move added 157 super- and hyper-sized supermarkets and 146 furniture stores to the Group. The Group also invested in a development in Mozambique and opened its first store in Maputo. All the OK stores in Swaziland were converted into Shoprite stores and in 1998, the same process was followed in Botswana.

##### **2000-2015**

In 2000, the Group opened its first supermarkets in Zimbabwe and Uganda. A year later, in 2001, the first of seven supermarkets opened in Egypt, taking Shoprite into the North African market. The Group also started operating in Malawi and Lesotho. Then, in 2002, the Markinor-Sunday Times Top Brands Survey scored the Checkers brand first place on a brand-relationship score in the Grocery Store Sector. Shoprite was ranked second, Shoprite Checkers third and the OK brand took fourth place. The November 2002 opening of the Group's first outlet in Mauritius - the first Shoprite Hyper beyond South African borders - made Group history by achieving the highest turnover ever recorded for a single opening day of trade.

In 2003, the Group also opened its first stores in Ghana and Angola and started with the roll-out of the highly successful new Usave chains. Usave removed the cost of packing and pricing out of the value chain. Through bulk buying directly from the manufacturers, Shoprite managed to drop their prices even more. The Usave chain's focus is the lower income groups who would always buy only from the best priced retailers. This chain made customers aware that at Shoprite, they could get the best quality, best price and service. Not only was the Usave chain innovative, it was an ideal vehicle for the Group's expansion into Africa, and it also allowed far greater penetration of the lower end of the market within the borders of South Africa.

In 2004, Shoprite started trading as a wholesale operation in India and franchised its first Shoprite Hyper in a modern shopping centre in Mumbai. The year 2005 saw the Group acquiring both Foodworld, with 13 stores, and Computicket, as well as opening the first Shoprite Liquor Shop. The liquor shop proved to be very successful, achieving high market growth and a high market share during its first year. However, during 2006, the Group withdrew from Egypt due to ongoing restrictions on retailing. Its seven stores were closed, resulting in a loss of R19,9 million. Then in 2009, the Group acquired Transpharm, a pharmaceutical wholesale company in South Africa.

In 2010, Shoprite decided to withdraw from India due to the financial crisis in the USA and elsewhere in the world. The stores were sold to a local investor. This year also saw Shoprite Holdings Ltd receive top honours in the retail category of the 2010 Top 500 Companies Awards. In April 2012, Shoprite became the first South African retailer to enter the Democratic Republic of Congo (DRC) by opening the doors of a new world-class supermarket in Gombe, Kinshasa to an eagerly awaiting public. Also in 2012, the Group's Shoprite brand was rated as the most valuable retail brand in South Africa by Brand Finance, with an estimated value of R8,9 billion.

Deloitte's Global Powers of Retailing 2014 ranked The Shoprite Group as the 94th largest retailer in the world. As at December 2015, some 72% of South Africa's total adult population shopped at one of the Shoprite Group's stores. The Group employs more than 136 000 people of whom nearly 20 000 work outside South Africa. The Shoprite Group of Companies currently operates 1 825 corporate and 363 franchise outlets in 15 countries across Africa and the Indian Ocean islands, bringing the total number of stores in the Group to 2 188.

### **Shoprite: A place to be more**

Shoprite is more than just a group that provides food and household items. By selling these food and household items in a first-world shopping environment, at the lowest possible prices, they are also contributing to the nurturing of stable economies and the social upliftment of people. When it comes to their employees, Shoprite is looking for people who also demand more. People with intelligence, energy, loyalty and a fearless nature, who refuse to settle for the status quo. People who want more for themselves, their families, their communities and their country. Within Shoprite, the focus is on

involving people across the business, either to develop their ideas, or to become involved in working together to make ideas happen. Shoprite values diversity as part of building a strong brand and a dedicated workforce; welcoming diversity as a part of creating a strong and innovative corporate culture. The different perspectives produce better decisions and allow for a more thorough critical analysis of issues.

Newcomers are told inspirational tales about the founders and how they built Shoprite to the company it is today. These newcomers also embark on an induction programme, which involves teaching them the terminology and vocabulary used at Shoprite and being told about the cafeteria on the premises, and the yearly functions that are organised by SOSCOM, the social committee.

### **Shoprite's top management: a dynamic team**

Shoprite's headquarters are located in the Western Cape Province of South Africa. The top management team consists of the CEO, Dr JW Basson; the deputy managing director, Mr CG Goosen; the chief financial officer, Mr M Bosman; and the chairman of the board, Dr CH Wiese. This team is a dynamic group of people, each bringing their own strengths to Shoprite's top management. As a team, they interact to share information and make decisions that will help each member perform within his own area of responsibility. Dr Basson presides over the team and is a very disciplined and focused person. Since he takes the time to get to know all his colleagues personally, he is well liked and respected by everyone. Mr Goosen, while introverted, is very imaginative and intelligent, In contrast, Mr Bosman is extroverted and sociable and liked by all his subordinates, while Dr Wiese is supportive and understanding. Mr Goosen is an avid rummy player and when all the team members are having a quiet day, they often meet to play cards during their lunch hour.

As an extroverted, sociable person, Mr Bosman, the CFO, uses friendliness and humour when making requests to his departmental managers. Together with Mr Bosman, these departmental managers form the financial team at Shoprite's head office. The departmental managers hold weekly meetings to discuss ways to improve their efficiency and their work environment. Once a month, they meet with Mr Bosman to make improvement suggestions. During one of their recent meetings, two of the managers had personal differences about the timeliness of employees in their respective sections of the finance department. Their differences were discussed by the financial team and in the end, they both agreed to stick to the policy set by the Shoprite Group.

### **Mobile Soup Kitchen Feeding Programme: providing a meal of hope**

The Shoprite feeding programme aims to distribute meals of nutritional soup and bread to the poorest communities in South Africa to alleviate the plight of, especially children and senior citizens, as well as the thousands of families affected by unemployment. Their mobile soup kitchens allow them to reach the poorest areas in South Africa and

to distribute warm, hearty food to those in need. In February 2007 there were only two mobile soup kitchen units serving Gauteng and the North West Province. At present, Shoprite deploys a total of 22 roaming soup kitchens. The mobile soup kitchens distribute over 600 000 cups of nutritional soup with bread per month, and in times of disaster such as floods or fires, they deploy mobile units to offer relief in the most affected areas.

Mr Neo Mogalobe is the strategic manager for the Mobile Soup Kitchen programme. Together with his managerial team, he analyses the environment to determine where help is needed in South Africa. They have also developed a guide, called 'MSK guidelines', which indicates all the Shoprite policies that must be adhered to, and addresses the leadership and management principles of all Mobile Soup Kitchen projects. Each soup kitchen is seen as a different project. Ms Estelle Morena is responsible for overseeing all the projects. She appointed Mr Ettienne Botha to be responsible for one of the soup kitchens located near Brits, in the North West Province, where a residential fire recently occurred. Mr Botha's responsibilities include the planning, execution and control of this soup kitchen. His goal is to provide people that lost their homes with a warm meal until they are able to cook for themselves again. His team consists of five other individuals, who assist with making and distributing the soup to the local Brits community, as well as cleaning up afterwards. Shoprite has partnered with Royco, Albany, Mercedes, Toyota, Volkswagen, and UD Trucks through an agreement to assist in the Mobile Soup Kitchen project.

Shoprite is committed to making the best use of its resources in order to assist in uplifting and alleviating the suffering of communities in need. The Shoprite Group takes its social responsibility to heart and wishes to provide South Africans with more than just high-quality goods at affordable prices.

Adapted from:

Shoprite. nd. Mobile Soup Kitchen. Available online: <http://web.shoprite.co.za/shoprite-community-initiatives/shoprite-mobile-soup-kitchens.html>. Accessed June 2016.

Shoprite Group. nd. Available online: <http://www.shopritebemore.com/shoprite-group-as-an-employer>. Accessed June 2016.

Shoprite Group. nd. Available online: <http://www.shopritebemore.com/what-we-re-looking-for>. Accessed June 2016.

Shoprite Holdings Ltd. 2016. History. Available online: <http://www.shopriteholdings.co.za/OurGroup/Pages/History.aspx>. Accessed June 2016.

Shoprite Holdings Ltd. 2016. Introduction. Available online:

<http://www.shopriteholdings.co.za/Sustainability/CorporateGovernance/Pages/Introduction.aspx>. Accessed June 2016.

Shoprite Holdings Ltd. 2016. Feeding Programme. Available online:

<http://www.shopriteholdings.co.za/Sustainability/CommunityEngagement/Pages/Feeding-Programme.aspx>. Accessed June 2016.

Shoprite Holdings Ltd. 2016. Usave. Available online:

<http://www.shopriteholdings.co.za/OurBrands/Pages/Usave.aspx>. Accessed June 2016.

#### *Disclaimer*

*We try our best to include real-world information and facts in the case studies we use. However, in order to assess your knowledge on a variety of topics covered in the syllabus, fictional information has been included. Access the company's website and download their integrated reports for a true reflection and background of the company, its milestones and how it operates.*

## 14 ADDENDUM B: FIRST SEMESTER ASSIGNMENT 01

**This assignment should be completed by students registered for the module MNG2602 in the first semester of 2018.**

<b>ASSIGNMENT 01</b>	
<b>FIRST SEMESTER</b>	<b>Due date: 16 March 2018</b> Unique number: 806436
<ul style="list-style-type: none"><li>• This is a <b>compulsory assignment</b>, which you <b>MUST submit to gain examination admission</b>.</li><li>• Read Addendum G before you start.</li><li>• As this is an online module, <b>the preferred method of submission is via myUnisa</b>.</li><li>• The assignment applies to the <b>first semester</b> only.</li><li>• The assignment deals with <b>Learning Units 1 to 5</b> as on myUnisa and the corresponding chapters in the prescribed book.</li><li>• The assignment comprises <b>six questions</b>, worth <b>40 marks</b>.</li><li>• <b>Answer all</b> the questions on the assignment pad or in a Word document (to be converted into PDF before submission).</li><li>• Please remember to <b>include a reflection, list of references and the declaration of authenticity (Addendum F) in this assignment for an additional five marks</b>.</li><li>• Put your <b>name and student number</b> on <b>each page</b> of this assignment.</li><li>• Ensure that your assignment reaches us <b>on time</b>.</li><li>• Adhere to the instructions pertaining to each question. When the question asks you to explain, discuss or apply a concept, we expect you to provide detailed answers and we will not allocate any marks for cryptic lists or bulleted points.</li><li>• When you write your assignment, write legibly.</li></ul>	

**SECTION A: PARAGRAPH-TYPE QUESTIONS****40 MARKS****Questions 1 to 6**

Read the Shoprite case study and answer questions 1 to 6.

**Question 1****(6 marks)**

**Identify** the **variables** that forced Shoprite to change in 2001 and 2003 respectively and **explain** your answer.

*(Name each variable, describe it and provide an explanation to substantiate your answer. No marks will be given for listing the variables without explaining your reasoning.)*

**Question 2****(8 marks)**

When considering the answer for question 1, certain **features of the 'new' organisation** are evident (both in 2001 and 2003). **Identify** the features that are evident in 2001 and 2003 respectively, and **discuss** the **management challenges** inherent in each feature.

*(Name each feature and provide three management challenges for each.)*

**Question 3****(4 marks)**

Consider the reason why Shoprite divested from India. **Classify and explain** the **force of the change**.

**Question 4****(4 marks)**

Discuss all the **organisational culture typologies** as categorised by Jones, Dunphy, Fishman, Larne and Canter (2006), then **identify** the category most evident in the case study and **justify** your answer.

*(Note: no mark will be awarded for identifying the relevant category if it is not justified.)*

### Question 5

(12 marks)

Consider the conflict that occurred between two managers at one of the monthly meetings and do the following:

- 5.1 **Identify and discuss the cause of the conflict.** (6)
- 5.2 **Discuss all the possible conflict management strategies** and then **identify** the one that was used to resolve the conflict. (6)

### Question 6

(6 marks)

**Identify any three strategies for managing diversity.**

**Discuss** these strategies in terms of the **diversity paradigm** that Shoprite subscribes to.

*(No marks will be awarded if you discuss all of the paradigms – identify the ONE that applies to Shoprite and discuss the three strategies in terms of this paradigm.)*

**SUB-TOTAL SECTION A: 40 MARKS**

### SECTION B: REFLECT ON YOUR LEARNING EXPERIENCE

**5 MARKS**

Write a paragraph of 50 to 100 words in which you reflect on your learning. The notes below will help you get started.

To reflect means to think about something carefully. You may want to use the following questions as a starting point:

- What did I learn in this assignment?
- What did I find difficult?
- What did I find easy?
- What did I enjoy or not enjoy?
- Has my knowledge and understanding of contemporary management increased?
- How did my learning experience impact on my behaviour at work?
- How am I using my contemporary management knowledge in my surroundings?



**Five marks in total** will be awarded as follows:

3 marks for a **reflection**

1 mark for a **list of references**

1 mark for a **signed declaration of authenticity** (proving this is your own work) – a template can be found in Addendum F. (*You do not have to use this template, it is an example. Typing the wording used in the template into your document and then typing your name as signature is sufficient.*)

**SUB-TOTAL SECTION B: 5 MARKS**

**TOTAL FOR ASSIGNMENT 01: 45 MARKS**

## 15 ADDENDUM C: FIRST SEMESTER ASSIGNMENT 02

**This assignment should be completed by students registered for the module MNG2602 in the first semester of 2018.**

ASSIGNMENT 02	
FIRST SEMESTER	Due date: 20 April 2018 Unique number: 766383
<ul style="list-style-type: none"><li>• The assignment applies to the <b>first semester</b> only.</li><li>• The assignment deals with <b>Learning Units 2-4 and 6-9</b> as on myUnisa and the corresponding chapters in the prescribed book.</li><li>• The assignment comprises <b>30 multiple-choice questions</b>, worth one mark each (<b>30 marks</b>).</li><li>• As this is an online module, <b>the preferred method of submission is myUnisa</b>, alternatively answer all the questions on a mark-reading sheet and submit to Unisa.</li><li>• Write your <b>name, student number and the unique number</b> of this assignment on the mark-reading sheet.</li><li>• Ensure that your assignment reaches us <b>on time</b>.</li></ul>	



*If you would like to talk to fellow students about the assignment, please visit your e-tutor page. We encourage discussions about difficult questions!*

**Questions 1 to 16**

Read the Shoprite case study and answer questions 1 to 16.

1. During which year did Shoprite follow a **market development strategy**?
  - 1 1984
  - 2 1990
  - 3 1991
  - 4 2009
  
2. The **corporate combination strategy** Shoprite followed when enlisting partners to work with in their Mobile Soup Kitchen project is a/an \_\_\_\_\_.
  - 1 strategic alliance
  - 2 joint venture
  - 3 acquisition
  - 4 merger
  
3. When acquiring the Checkers chain in 1991, Shoprite implemented a \_\_\_\_\_ **growth strategy**.
  - 1 forward integration
  - 2 horizontal integration
  - 3 product development
  - 4 conglomerate diversification
  
4. Which **growth strategy** did Shoprite implement in August of 1995?
  - 1 Market development
  - 2 Backward integration
  - 3 Concentration growth
  - 4 Related diversification
  
5. Shoprite implemented a \_\_\_\_\_ **corporate decline strategy** in 2010.
  - 1 turnaround
  - 2 divestiture
  - 3 harvesting
  - 4 liquidation

6. *“The 2002 Markinor-Sunday Times Top Brands Survey scored the Checkers brand first place on a brand relationship score in the Grocery Store Sector.”*

In this extract, **The Checkers brand** is an example of a/an \_\_\_\_\_ when **analysing Shoprite’s environment**.

- 1 threat
- 2 strength
- 3 weakness
- 4 opportunity

7. According to the **Boston Consulting Group growth-share matrix**, Shoprite Holdings can classify their new Liquor Shops in 2005 as a \_\_\_\_\_.

- 1 dog
- 2 star
- 3 cash cow
- 4 question mark

8. The Mobile Soup Kitchen project has a/an \_\_\_\_\_ **perspective**.

- 1 profit
- 2 quality
- 3 internal
- 4 external

9. Ms Estelle Morena is the \_\_\_\_\_ of the Mobile Soup Kitchen project.

- 1 programme manager
- 2 operational manager
- 3 programme director
- 4 project sponsor

10. \_\_\_\_\_ conducted **step** \_\_\_\_\_ of the **project management process** when \_\_\_\_\_.

- 1 Mr Mogalobe; 12; he developed the MSK guidelines
- 2 Shoprite; four; they appointed Mr Mogalobe
- 3 Ms Morena; two; she appointed Mr Botha
- 4 Mr Botha; one; he planned the project

11. When conducting a **stakeholder analysis** and plotting a stakeholder matrix, which stakeholder should the project team **keep satisfied**?
- 1 Mr Neo Mogalobe
  - 2 Ms Estelle Morena
  - 3 Shoprite employees
  - 4 The local Brits community
12. The MSK guidelines document can be classified as the \_\_\_\_\_ **project plan** of the Mobile Soup Kitchen programme.
- 1 tactical
  - 2 operational
  - 3 communication
  - 4 quality management
13. Dr Basson fulfils the \_\_\_\_\_ **team role**.
- 1 plant
  - 2 chairperson
  - 3 monitor-evaluator
  - 4 resource-investigator
14. Mr Bosman fulfils the \_\_\_\_\_ **team role**.
- 1 shaper
  - 2 chairperson
  - 3 team worker
  - 4 resource-investigator
15. When the top management team plays cards together on a quiet day, they can be seen as a/an \_\_\_\_\_, \_\_\_\_\_ **type of group**.
- 1 informal; friendship
  - 2 informal; interest
  - 3 formal; work
  - 4 formal; task

16. The financial team at Shoprite's head office is a \_\_\_\_\_ **type of team**.
- 1 virtual
  - 2 self-managed
  - 3 problem-solving
  - 4 cross-functional
17. According to \_\_\_\_\_, the main reason why change efforts associated with **re-engineering** fail is \_\_\_\_\_.
- 1 Kotter; time and costs overruns
  - 2 Porter; costs that are out of control
  - 3 Senge; a failure to communicate clearly
  - 4 Lewin; that change cannot be effected in allocated time frames
18. As an **area of change**, \_\_\_\_\_ is concerned with the activators of other resources.
- 1 changes in structure and design
  - 2 technological change
  - 3 strategic change
  - 4 changing people
19. \_\_\_\_\_ is a **barrier to change** that occurs because the forces for and against change are equally strong.
- 1 Inertia
  - 2 Volatility
  - 3 Eustress
  - 4 Incongruity

20. Consider the question, “**What is organisational culture?**”

Now suppose the following answer is given: “According to Morgan (1997), organisational culture is ‘the pattern of basic assumptions that a group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration...’. External adaptation tasks involve developing consensus on a number of things, including the mission and goals. The internal integration tasks involve developing consensus on a number of things, including common language and criteria for status and power. Organisational culture has three levels, namely, artefacts, values and assumptions.”

Which of the following options identifies a mistake in the answer given above?

- 1 The external adaptation tasks are incorrectly listed.
  - 2 The internal integration tasks are incorrectly listed.
  - 3 This definition was not given by Morgan (1997).
  - 4 Culture does not have three levels.
21. Mr Bosman has **legitimate power** because of his position at Shoprite, which allows him to \_\_\_\_\_.
- 1 make decisions about resource allocation
  - 2 gain respect because of his personality
  - 3 offer or restrict employee benefits
  - 4 instil fear into subordinates
22. The \_\_\_\_\_ **strategy** is a \_\_\_\_\_ strategy employed by organisations to minimise the price of their inputs while targeting a segmented market.
- 1 differentiation; grand
  - 2 cost leadership; grand
  - 3 focus differentiation; generic
  - 4 focus cost leadership; generic

23. A \_\_\_\_\_ **strategy** involves the sale of a business or a component thereof and is implemented with the intention to focus on the more efficient divisions or business units of the organisation.

- 1 turnaround
- 2 divestiture
- 3 harvesting
- 4 liquidation

24. The **project sponsor** is the person who \_\_\_\_\_ of the project.

- 1 controls the finances
- 2 translates the strategic goals
- 3 is in control of the maintenance
- 4 removes obstacles encountered during the lifetime

25. Read the following paragraph regarding an organisational **value chain** and **correct it** by choosing the correct option:

*To optimise the value chain after vertical integration has been exhausted, organisations must shift their focus to **internal** efficiencies of the **secondary** activities. **Efficiency** is achieved by minimising operational inputs and optimising operational outputs, with **little or no** investment or expansion being undertaken.*

- 1 The words “little or no” should be replaced by “some”.
- 2 The word “internal” should be replaced by “external”.
- 3 The word “secondary” should be replaced by “primary”.
- 4 The word “efficiency” should be replaced by “effectiveness”.

26. \_\_\_\_\_ stems from the ability of successful organisations **to provide greater worth** to customers, something which competitors try to emulate. An important contributor to the creation of worth is an organisation’s \_\_\_\_\_, a term developed by **Michael Porter** to describe the interconnectedness and interrelatedness of these internal functions and activities.

- 1 Price advantage; value system
- 2 Fairness of exchange; value chain
- 3 Competitive advantage; value system
- 4 Sustainable competitive advantage; value chain



**Question 27**

Visit Pick n Pay's website (shop.pnp.co.za) and answer question 27.

27. Pick n Pay uses a/an \_\_\_\_\_ **revenue model** and a/an \_\_\_\_\_ **selling model**.
- 1 B2C; storefront
  - 2 markup; click-and-mortar
  - 3 fee-for-service; online trading
  - 4 advertising-based; online product provision
28. Which one of the following characteristics best describes a **commission-based** e-business revenue-generating model?
- 1 An amount is charged for intermediary services. It adds value by providing expertise and/or access to a wide network of alternatives.
  - 2 This model entails selling marked-up merchandise. It adds value through selection and distribution efficiencies.
  - 3 Fees are charged for unlimited use of the service or content. It adds value by leveraging a strong brand name.
  - 4 Fees are charged for metered services. It adds value by providing service efficiencies, expertise and practical outsourcing solutions.

### Questions 29 to 30

Consider the following list of **variables** that influence the behaviour of a group.

- a Group processes
- b Communication
- c Authority structure
- d Organisational culture
- e Member skills
- f Leadership
- g Group task
- h Member status
- i Member power
- j Group decision-making
- k Group structure
- l Group member resources
- m Organisational context
- n Task interdependence

**Classify** (organise) the **variables** that influence the functioning of a group under the correct **factors** of the **Group Behaviour Model**.

**First identify the factors of the model from the list above, then classify the corresponding variables under each factor. For example: a factor of the Group Behaviour Model is (g) Group task, and a variable this factor includes is (n) Task interdependence.**

29. \_\_\_\_\_ include(s) \_\_\_\_\_.

- 1 l; c and d
- 2 k; f and h
- 3 j; c, e and f
- 4 d; e, h and i

30. \_\_\_\_\_ include(s) \_\_\_\_\_.

- 1 m; c and d
- 2 a; c and f
- 3 e; l
- 4 j; h

**TOTAL FOR ASSIGNMENT 02: 30 MARKS**

## 16 ADDENDUM D: SECOND SEMESTER ASSIGNMENT 01

**This assignment should be completed by students registered for the module MNG2602 in the second semester of 2018.**

<b>ASSIGNMENT 01</b>	
<b>SECOND SEMESTER</b>	Due date: <b>27 August 2018</b> Unique number: 666762
<ul style="list-style-type: none"> <li>• This is a <b>compulsory assignment</b>, which you <b>MUST submit to gain examination admission</b>.</li> <li>• Read Addendum G before you start.</li> <li>• As this is an online module, <b>the preferred method of submission is via myUnisa</b>.</li> <li>• The assignment applies to the <b>second semester</b> only.</li> <li>• The assignment deals with <b>Learning Units 2 to 6</b> as on myUnisa and the corresponding chapters in the prescribed book.</li> <li>• The assignment comprises <b>five questions</b>, worth <b>40 marks</b>.</li> <li>• <b>Answer all</b> the questions on the examination pad or in a Word document (to be converted into PDF before submission).</li> <li>• Remember to <b>include a reflection, list of references and the declaration of authenticity (Addendum F) in this assignment for an additional five marks</b>.</li> <li>• Put your <b>name and student number</b> on <b>each page</b> of this assignment.</li> <li>• Ensure that your assignment reaches us <b>on time</b>.</li> <li>• Adhere to the instructions pertaining to each question. When the question asks you to explain, discuss or apply a concept, we expect you to provide detailed answers and we will not allocate any marks for cryptic lists or bulleted points.</li> <li>• When you write your assignment, write legibly.</li> </ul>	

## SECTION A: PARAGRAPH-TYPE QUESTIONS

40 MARKS

### Questions 1 to 5

Read the Shoprite case study and answer questions 1 to 5.

#### Question 1

(4 marks)

Consider the reason why Shoprite divested from Egypt. **Classify and explain the force of the change.**

#### Question 2

(9 marks)

**Identify and discuss the three elements of culture** evident in the case study and substantiate your answer by providing an **example of each of the elements** identified.

#### Question 3

(7 marks)

3.1 **Discuss** all the **sources of power** for individuals.

(5)

3.2 **Identify** the power Mr Bosman possesses.

(1)

3.3 **Identify** the power Dr Basson possesses.

(1)

#### Question 4

(8 marks)

4.1 **Classify** the **influence tactics** according to the direction in which they are most effective.

*(Draw a table with three columns labelled 'Upward', 'Downward' and 'Lateral'. Under each heading, list the influence tactics that are the most effective.)*

(6)

- 4.2 **Identify and discuss** the **influence tactic** that Mr Bosman is displaying in the case study (*Refer to the section 'Shoprite's top management: a dynamic team.'*)  
(2)

### Question 5

(4 marks)

**Identify and discuss** the two **arguments for managing diversity** that Shoprite most likely uses. (*Refer to the section 'Shoprite: A place to Be More'.*)

### Question 6

(8 marks)

Identify any **South African organisation** that has employed the same **growth strategy** as Shoprite did in **2001**. Substantiate your answer with evidence from the organisation's website, integrated report and/or news bulletins.

*(No marks will be given if you incorrectly identify the growth strategy employed by Shoprite in 2001. Remember to include the URL link of the website visited.)*

**SUB-TOTAL SECTION A: 40 MARKS**

## SECTION B: REFLECT ON YOUR LEARNING EXPERIENCE

**5 MARKS**

Write a paragraph of 50 to 100 words in which you reflect on your learning. The notes below will help you get started.

To reflect means to think about something carefully. You may want to use the following questions as a starting point:

- What did I learn in this assignment?
- What did I find difficult?
- What did I find easy?
- What did I enjoy or not enjoy?
- Has my knowledge and understanding of contemporary management increased?
- How did my learning experience impact on my behaviour at work?
- How am I using my contemporary management knowledge in my surroundings?

**Five marks in total** will be awarded as follows:

3 marks for a reflection

1 mark for a list of references

1 mark for a signed declaration of authenticity (proving this is your own work) – a template can be found in Addendum F (*You do not have to use this template, it is an example. Typing the wording used in the template into your document and then typing your name as signature is sufficient.*)

**SUB-TOTAL SECTION B: 5 MARKS**

**TOTAL FOR ASSIGNMENT 01: 45 MARKS**

## 17 ADDENDUM E: SECOND SEMESTER ASSIGNMENT 02

**This assignment should be completed by students registered for the module MNG2602 in the second semester of 2018.**

<b>ASSIGNMENT 02</b>	
<b>SECOND SEMESTER</b>	<b>Due date: 21 September 2018</b> Unique number: 754350
<ul style="list-style-type: none"> <li>• The assignment applies to the <b>second semester</b> only.</li> <li>• The assignment deals with <b>Learning Units 1, 2, and 5 to 9</b> as on myUnisa, and the corresponding chapters in the prescribed book.</li> <li>• The assignment comprises <b>30 multiple-choice questions</b>, worth one mark each (<b>30 marks</b>).</li> <li>• As this is an online module, <b>the preferred method of submission is via myUnisa</b>, alternatively answer all the questions on a mark-reading sheet and submit to Unisa.</li> <li>• Write your <b>name, student number and the unique number</b> of this assignment on the mark-reading sheet.</li> <li>• Ensure that your assignment reaches us <b>on time</b>.</li> </ul>	



*If you would like to talk to fellow students about the assignment, please visit your e-tutor page. We encourage discussions around difficult questions!*

## Questions 1 to 16

Read the Shoprite case study and answer questions 1 to 16.

1. Shoprite implemented a/an \_\_\_\_\_ **growth strategy** in 2001.
  - 1 market development
  - 2 forward integration
  - 3 concentration
  - 4 innovation
  
2. The **corporate combination strategy** Shoprite implemented in 1991 is a/an \_\_\_\_\_.
  - 1 merger
  - 2 acquisition
  - 3 joint venture
  - 4 strategic alliance
  
3. Which **growth strategy** did Shoprite implement when purchasing stores from Ackermans in 1984?
  - 1 Forward integration
  - 2 Horizontal integration
  - 3 Product development
  - 4 Conglomerate diversification
  
4. When it acquired the furniture division of OK Bazaars Group in 1997, and Transpharm in 2009, Shoprite implemented a/an \_\_\_\_\_ **growth strategy**.
  - 1 unrelated diversification
  - 2 concentric integration
  - 3 concentration growth
  - 4 forward integration
  
5. Shoprite implemented a \_\_\_\_\_ **corporate decline strategy** in 2006.
  - 1 turnaround
  - 2 harvesting
  - 3 divestiture
  - 4 liquidation



6. When analysing **Shoprite's environment** in 2012, the Shoprite brand would have been seen as an example of a/an \_\_\_\_\_.

- 1 threat
- 2 strength
- 3 weakness
- 4 opportunity

7. By acquiring their central buying and distributing organisation, Sentra, in 1995, Checkers aimed to minimise costs per unit by removing the middleman and buying directly from producers.

This indicates that they were following a \_\_\_\_\_ **grand strategy**.

- 1 differentiation
- 2 cost leadership
- 3 focused low-cost
- 4 focused differentiation

8. Royco, Albany, Mercedes, Toyota, Volkswagen, and UD Trucks can be seen as **supporting role-players** in the Mobile Soup Kitchen project, who form part of the project \_\_\_\_\_.

- 1 team
- 2 sponsors
- 3 committee
- 4 management office

9. Mr Ettiene Botha is the \_\_\_\_\_ **manager** of the Mobile Soup Kitchen project.

- 1 project
- 2 tactical
- 3 strategic
- 4 programme

10. The **local Brits community** is \_\_\_\_\_ of the Mobile Soup Kitchen project.

- 1 a low interest stakeholder
- 2 a supporting role-player
- 3 the sponsor
- 4 the client

11. \_\_\_\_\_ conducted **step** \_\_\_\_\_ of the **project management process** when \_\_\_\_\_.

- 1 Mr Mogalobe; three; he developed the MSK guidelines
- 2 Shoprite; four; they appointed Mr Mogalobe
- 3 Ms Morena; six; she appointed Mr Botha
- 4 Mr Botha; one; he planned the project

12. With which stakeholder(s) should the project team communicate project progress through the use of a **Facebook Page**?

- 1 Mr Neo Mogalobe
- 2 Ms Estelle Morena
- 3 Royco and Albany, partners of the project
- 4 Shoprite employees not involved in the project

13. Mr Botha and his team that run the Brits Mobile Soup Kitchen, can be seen as a/an \_\_\_\_\_ **group**.

- 1 task
- 2 interest
- 3 informal
- 4 command

14. Mr Goosen fulfils the \_\_\_\_\_ **team role**.

- 1 plant
- 2 team worker
- 3 company worker
- 4 monitor-evaluator

15. Dr Wiese fulfils the \_\_\_\_\_ **team role**.

- 1 plant
- 2 chairperson
- 3 team worker
- 4 monitor-evaluator

16. In their organisational capacity, Shoprite's top management team is a/an \_\_\_\_\_, \_\_\_\_\_ **type of group**.

- 1 informal; friendship
- 2 informal; interest
- 3 formal; work
- 4 formal; task

17. \_\_\_\_\_ **capital** can be defined as the accumulated knowledge and expertise of the organisation.

- 1 Intellectual
- 2 Structural
- 3 Customer
- 4 Human

18. The **management style** in traditional organisations is \_\_\_\_\_, while the **workforce** of the "new" organisation is more \_\_\_\_\_.

- 1 autocratic; diverse
- 2 top-down; participative
- 3 participative; homogenous
- 4 bottom-up; heterogeneous

19. *After an Instagram post about coffee being served in an ice-cream cone had gone viral, numerous cafés and restaurants around South Africa added it to their menu.*

This is an example of \_\_\_\_\_, a **force** that **causes** organisations to change, and which stems from the organisation's \_\_\_\_\_ environment.

- 1 sustainability; market
- 2 changes in the offerings of competitors; macro
- 3 increased levels of technological learning; macro
- 4 increased power and demands of the customer; market

20. There are a number of **situational factors** that could influence the strategic choices of Shoprite's CEO when deciding to design and implement a certain change effort. When the **anticipated strength of resistance** to change is \_\_\_\_\_, there will be \_\_\_\_\_ **involvement of others**.

- 1 strong; lots of
- 2 great; little
- 3 weak; lots of
- 4 little; lots

21. The \_\_\_\_\_ **argument** is not an argument in favour of managing diversity.

- 1 cost
- 2 marketing
- 3 innovation
- 4 resource acquisition

22. The \_\_\_\_\_ **diversity paradigm** is linked to productivity.

- 1 access – legitimacy
- 2 rightfulness – efficiency
- 3 learning – effectiveness
- 4 discrimination – fairness

23. The \_\_\_\_\_ is a tool with four equally important dimensions that measures **organisational performance** and that can be used to ensure that the organisation achieves its mission.

- 1 balanced scorecard
- 2 growth-share matrix
- 3 product portfolio matrix
- 4 business portfolio analysis

24. A \_\_\_\_\_ **strategy** is implemented with the intention to maximise cash flow in the short run by disposing of a subsidiary once this has been achieved.

- 1 turnaround
- 2 harvesting
- 3 divestiture
- 4 liquidation

25. The **project tactical manager** is the person who \_\_\_\_\_ of the project.
- 1 controls the finances
  - 2 translates the strategic goals
  - 3 is in control of the maintenance
  - 4 removes obstacles encountered during the lifetime
26. To **optimise the value chain**, organisations can \_\_\_\_\_. Once this has been exhausted, organisations should shift their focus to \_\_\_\_\_.
- 1 drive organisational efficiency; reducing staff turnover
  - 2 attempt to achieve market differentiation; product development
  - 3 implement vertical integration; internal efficiencies of the primary activities
  - 4 make improvements in production time; assessing the business environment
27. \_\_\_\_\_ **systems** can act as an early warning system and allow managers to take preventative steps in good time.
- 1 Expert
  - 2 Decision support
  - 3 Workflow management
  - 4 Management information

### Question 28

Visit Woolworths's website (<http://www.woolworths.co.za/>) and answer question 28.

28. Woolworths uses a \_\_\_\_\_ **revenue model** and a/an \_\_\_\_\_ **selling model**.
- 1 B2C; storefront
  - 2 markup; click-and-mortar
  - 3 fee-for-service; online trading
  - 4 advertising-based; online product provision

### Questions 29 to 30

Consider the following list of **variables** that influence the behaviour of a group.

- a Group processes
- b Communication
- c Authority structure
- d Organisational culture
- e Member skills
- f Leadership
- g Group task
- h Member status
- i Member power
- j Group decision-making
- k Group structure
- l Group member resources
- m Organisational context
- n Task interdependence

**Classify** (organise) the **variables** that influence the functioning of a group under the correct **factors** of the **Group Behaviour Model**.

*First identify the factors of the model from the list above, then classify the corresponding variables under each factor. For example: A factor of the Group Behaviour Model is (g) Group task, and a variable of this factor includes (n) Task interdependence.*

29. \_\_\_\_\_ include(s) \_\_\_\_\_.

- 1 j; c, d and f
- 2 a; b, i and j
- 3 m; c and f
- 4 f; h

30. \_\_\_\_\_ include(s) \_\_\_\_\_.

- 1 l; e
- 2 j; h
- 3 a; k
- 4 m; f

**TOTAL FOR ASSIGNMENT 02: 30 MARKS**

## 18 ADDENDUM F: DECLARATION OF AUTHENTICITY

I, \_\_\_\_\_, with student number \_\_\_\_\_, hereby declare that this written assignment is my own original work and that I have acknowledged all additional sources I have used and/or quoted directly.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## 19 ADDENDUM G: HOW TO APPROACH QUESTIONS

While we all learn and approach things differently, I have suggested an approach to the type of questions that you will find in the assignments and examination, below.

### 1. **Determine where in the syllabus the question is based**

Determine in which learning unit the question is based. Do this to order your thoughts and to remember the chapter in the prescribed book.

### 2. **“Zoom in” on the theory**

Ask yourself: “Where in the chapter is this question based?” and then focus on the theory that you learned in that specific section. Look at the words that are in **bold** – they will guide you.

### 3. **Gather the relevant information needed to answer the question**

If the question is based on a case study, refer back to it.

### 4. **Now answer the question:**

#### • **Use a process of elimination if it is a multiple-choice question.**

If you know the theory well, you will be able to eliminate options that are incorrect and choose the correct option.

#### • **If it is a long question:**

- Think about your answer and how you want to phrase it.
- **Read the instructions carefully!** Look for the “action” words: identify; motivate; define; provide evidence; list etc.
- Provide a theory base for all application questions, i.e. in your own words explain what the concept means or provide a definition of a term.
- Keep the length of your answers according to the marks – do not write unnecessary information that is unrelated to the question.
- Provide a structured answer with headings and paragraphs where possible. Do not write long answers with no substance – keep to the relevant theory.
- Always write neatly. Remember that this will also make it easier for the marker to award you marks.