

**MANAGEMENT FUNCTIONS**

**LEARNER WORKBOOK \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**U/S 14667**



|  |  |
| --- | --- |
| **LEARNER NAME AND SURNAME:** |  |
| **LEARNER ID NUMBER:** |  |
| **EMPLOYER NAME:** |  |
| **DATE OF SUBMISSION TO FACILITATOR:** |  |
| **FACILITATOR EVALUATION OUTCOME (RM/RNYM)** |  |



**1**

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**2**

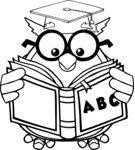
**LEARNER WORKBOOK INSTRUCTIONS 14667: Describe and apply the management functions of an organisation**

1. This **LEARNER WORKBOOK** contains the:

## Formative Activities



ACTIVITY 1



Formative **Knowledge Questionnaire** – theory questions

**GENERAL NOTES:**

1. You must submit the Learner Workbook to the Assessor on the dates agreed upon in your assessment plan

1. You need to complete the **Authenticity page** in each Learner Workbook

1. Should the Assessor indicate that you need to make corrections to your activities to meet the requirements, you need to arrange a re-submission date with the Assessor

1. You MUST complete ALL the ACTIVITIES successfully to be deemed COMPETENT for the unit standards.

1. You will not be allowed to proceed to the SUMMATIVE ASSESSMENT unless ALL your FORMATIVE TASKS meet requirements.

1. Your Facilitator and Assessor will give you TWO opportunities to submit a task

1. All signatures must be retrieved where requested – retrieve this on a daily basis from the workplace

1. **Activities must be completed in the Learner Workbook** and NOT in the Learner Guide.

**3**

## FORMATIVE ASSESSMENT RECORD SHEET FOR: 14667: Describe and apply the management functions of an organisation

**Facilitator will record your results for the Knowledge Test in the table below.**

|  |  |  |
| --- | --- | --- |
| LEARNER NAME AND SURNAME | Knowledge Test  ……../60 | Activity 10  ……/35 |
|  |  |  |
| Percentage (%) |  |  |

|  |  |
| --- | --- |
| **FACILITATOR NAME AND SURNAME:** |  |
| **FACILITATOR SIGNATURE:** |  |
| **FACILITATOR COMMENT:** |  |
| **ASSESSOR NAME AND SURNAME:** |  |
| **ASSESSOR SIGNATURE:** |  |
| **ASSESSOR COMMENT** |  |
| **ASSESSOR SIGN OFF DATE:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNER WORKBOOK CHECKLIST**  **Describe and apply the management functions of an organisation: 14667** | | | | | |
| **Item** | **INDICATOR** | **LEARNER CHECK (****)** | **FACILITATOR CHECK: (****)** | **REQUIREMENTS**  **MET (YES OR NO. If NO, please indicate action)** | **EVIDENCE REQUIREMENTS** |
|  | GROUP  ACTIVITY 1 |  |  |  | Completed table |
|  | ACT 1 |  |  |  | Answered Case Study Questions and two completed tables |
|  | BS SESSION |  |  |  | Notes |
|  | ACT 2 |  |  |  | Completed Table |
|  | ACT 3 |  |  |  | Completed Application  Tables  Team Leader Signatures |
|  | ACT 4 |  |  |  | Completed Application Tables |
|  | ACT 5 |  |  |  | Answered Questions on Communication |
|  | ACT 6 |  |  |  | Current workplace scenario on a motivated team activity |
|  | ACT 7 |  |  |  | Completed Self Evaluation Completed questions |
|  | ACT 8 |  |  |  | Completed tables on  Responsibility and Accountability |
|  | ACT 9 |  |  |  | Workplace Scenario on a Disciplinary Case |
|  | ACT 10 |  |  |  | Completed decision-making  activity |
|  | Please sign at the bottom of each checked column: |  |  |  |  |

## DECLARATION OF AUTHENTICITY OF EVIDENCE GATHERED FOR DESCRIBE AND APPLY THE MANAGEMENT FUNCTIONS OF AN ORGANISATION PORTFOLIO OF EVIDENCE

LEARNER NAME AND SURNAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BRANCH: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

UNIT STANDARDS: 14667

SUPERIOR NAME AND SURNAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DECLARATION:

I hereby declare that the PORTFOLIO Instrument with regard to the above mentioned Unit standards was compiled by me, the undersigned, and that an assessor explained the procedure to me prior to the instrument being given.

I declare that the Portfolio was done fairly and that I compiled and completed the documents without / with minimal assistance.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LEARNER

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ASSESSOR ACKNOWLEDGEMENT (Signature)



## GROUP ACTIVITY 1 (SO 1 AC 1)

Study the following table that describes what the INPUT, PROCESSES and OUTPUTS of certain operations are. Complete the table by filling in the INPUTS, PROCESSES and OUTPUTS for each of the different operations.

|  |  |  |  |
| --- | --- | --- | --- |
| Table 1. Operations described in terms of their processes | | |  |
| OPERATION | What are the process INPUTS? | What do the operation’s processes do? | What are the process  OUTPUTS? |
| Airline | Aircraft  Pilots  Air crew  Ground Crew  Passengers and  Freight | Move passengers and freight around the world or country | Transported passengers and freight    Satisfied passengers  (Customers) |
| Restaurant |  |  |  |
| Police |  |  |  |
| Frozen food manufacturer |  |  |  |

## (SO 1 AC 1, AC 2, AC 3)



**ACTIVITY 1**

Study the following two Retail Business environments and complete the related questions:

**Case study 1:**

### IKEA: Furniture Production

With over a 100 giant stores operating throughout the world, IKEA has managed to develop its own special way of selling furniture. Customers often spend around two hours in the store – far longer than in rival furniture retailers. This is because of the way it organises its store operations. IKEA’s philosophy goes back to the original business, started in the 1950’s in southern Sweden by Ingvar Kanpad who was successfully selling furniture, through a catalogue operation.

Because customers wanted to see some of his furniture, he built a showroom in Stockholm. Not in the centre of the city where land was expensive, but on the outskirts of town. Instead of buying expensive display stands, he simply ser the furniture out as it would be in a domestic setting. Also, instead of moving the furniture from the warehouse to the showroom area, he asked customers to pick the furniture up themselves from the warehouse, an approach that is still the basis of IKEA’s process today.

IKEA offers value for money furniture with a wide range of choice, usually designed to be stored and sold as a “flat pack” which the customer assembles at home.

The stores are all designed around the same self-service concept – that finding the store, parking, moving through the store itself, and ordering and picking up goods should be simple, smooth and problem-free. At the entrance to each store are large notice boards which proclaim IKEA’s philosophy and provide advice to shoppers who have not used the store before. Catalogues are available at this point showing product details and illustrations. For young children, there is a supervised children’s play area. A small cinema, a parent and baby room and toilets, so parents can leave their children in the supervised play area. Each child is attired in a yellow numbered top while in this area and parents are recalled via the loudspeaker system if the child has any problems. Customers may also borrow pushchairs to keep their children with them.

Parts of the showroom are set out in “room settings”, while other parts show similar products together, so that customers can make comparisons. IKEA like to allow customers to make up their minds in their own time. If advice is needed, “information points” have staff who can help. Every piece of furniture carries a ticket with a code number which indicates the location in the warehouse form where it can be collected. (For larger items customers go the information desks for assistance). After the showroom, customers pass through the self-services warehouse where they can pick up the items they viewed in the showroom. Finally, the customers pay at the checkouts, where a ramped conveyer belt moves purchases up to the checkout staff. The exit area has service points and often a “Swedish

Shop” with Swedish foodstuffs.

A large loading area allows customers to bring their cars from the car park and load their purchases. Customers may also rent or buy a roof rack for the transport of their purchase or rent a large enough vehicle from the company to transport their purchase.

**Case study 2:**

**Pret A Manger: Sandwich making and eating**

Described by the press as having “revolutionised the concept of sandwich making and eating”, Pret A Manger opened their first shop in the mid-1980s in London. Now they have over 130 shops in the UK, New York, Hong Kong and Tokyo. They go to extraordinary lengths to avoid the chemicals and preservatives common in most “fast” foods say the company. “Many food retailers focus on extending the shelf life of their food, but that’s of no interest to us. We maintain our edge by selling food that simply can’t be beaten for freshness. At the end of the day, we give whatever we haven’t sold to charity to help feed those who would otherwise go hungry. When we were just starting out, a big supplier tried to sell us coleslaw that lasted sixteen days. Can you imagine salad that lasts sixteen days?

There and then we decided Pret would stick to wholesome fresh food – natural stuff. We have not changed that policy.”

The first Pret A Manger shop had its own kitchen where fresh ingredients were delivered first thing every morning, and food was prepared throughout the day. Every Pret shop since has followed this model. The team members serving on the tills at lunchtime will have been making sandwiches in the kitchen that morning. They rejected the idea of a huge centralised sandwich factory even though it could significantly reduce costs. Pret also own and mange all their shops directly so that they can ensure consistently high standards in all their shops.

“We are determined never to forget that our hardworking people make all the difference. They are our heart and soul. When they care, our business is sound. If they cease to care, our business goes down the drain. In a retail sector where high staff turnover is normal, we’re pleased to say our people are much more likely to stay around! We work hard at building great teams. We take our reward schemes and career opportunities very seriously. We don’t work nights (generally), we wear jeans, we party!”

Customer feedback is regarded as being particularly important to Pret. Examining customers’ comments for improvement ideas is a key part of weekly management meetings, and of the daily team briefs in each shop.

**|** L e a r n e r W o r k b o o k : 1 4 6 6 7

**SUMMARY**: The above two operations are both Retail operations. Both examples seem to understand their markets and how they can serve the needs of their customers. Just as important, both rely for their success on the way they organize the delivery of their goods and services. This is the responsibility of both companies’ OPERATIONS MANAGEMENT, and for both companies it is a vitally important activity.

Both sets of operations managers are also concerned with the same basic task – managing the processes which transform a set of “INPUTS” (in these cases furniture items or sandwich ingredients together with the customers who enter their stores) into OUTPUTS of satisfied customers, happy with their furniture or sandwich. They do this by using their staff and facilities effectively and efficiently. By using the staff effectively they ensure that the workforce remains productive at all times.

### Case study application

1. Identify the differences and/or similarities between the two retailers in terms of the following:

1. Scale of their individual stores
2. Customer purchase time (How long does it take for a customer to purchase their product?)
3. Nature of the INPUT Resources – list the resources that you can identify that the businesses need to operate effectively in both cases
4. What role would you say does management play in the utilisation of the resources? e. Human resources practices:

How do they utilise their employees to their best capacity?

How do they treat their staff to ensure stability and motivation, or not?

1. Discuss the two different environments and how you think the environment would have an impact on the operations of the two companies.

1. If you were the operations manager of the two retail stores; explain the tasks that you envisage yourself taking responsibility for or that you will be controlling in each of the given operational areas as applicable in each of the retail organisations.

|  |  |
| --- | --- |
| **Case study 1:** | **Tasks that I would perform as the Manager** |
| Information points: |  |
| Showroom: |  |
| Ware house (Store rooms): |  |
| Entrance rooms: |  |
| Children play area: |  |
| Checkouts: |  |
| Food shop: |  |
| Loading area: |  |

|  |  |
| --- | --- |
| **Case Study 2:** | **Tasks that I would perform as the Manager** |
| Food stock supplies: |  |
| Left over food distribution: |  |
| Kitchen: |  |
| Staff rotation and allocation: |  |
| Reward appraisals: |  |
| Customer Feedbacks: |  |
| Front of house area (customer service area): |  |



**ACTIVITY 2**

## (SO 2 AC 1, AC 2, AC 4, AC 6, AC 8) and (SO5 AC1)

Explain what your understanding is under each of the following Management Functions

|  |  |
| --- | --- |
| **MANAGEMENT FUNCTION** | **My understanding of this Management Function** |
| **PLANNING FUNCTION**  **(OPERATIONS)** |  |
| **LEADING FUNCTION** |  |
| **ORGANISING**  **FUNCTION** |  |
| **CONTROL FUNCTION** |  |



**ACTIVITY 3**

## (SO2 AC 3, AC 5, AC 9)

In Activity 2 you have indicated that you understand the main Management Functions in your store.

You are now required to identify **one example** of each of the management functions in your own job.

|  |  |
| --- | --- |
| **MANAGEMENT FUNCTION** | **EXPLANATION AND EXAMPLES IN OWN JOB FUNCTIONS** |
| **3.1 PLANNING FUNCTION**  **(OPERATIONS)** |  |
| **3.2 ORGANISING FUNCTION** |  |

|  |  |
| --- | --- |
| **3.3 LEADING FUNCTION** |  |
| **3.4 CONTROL FUNCTION**    Give an example of your own controls *(checks and balances)* that you have put in place to perform  your daily tasks |  |

## (SO 2 AC 10) and (SO3 AC6)



**ACTIVITY 4**

4.1. Reflect on your own managerial responsibilities or that of your manager and then firstly, list your Responsibilities as a Junior Manager and then your Accountabilities as a Junior Manager, team leader or Supervisor.

Focus on the operational activities that your job requires of you.

You need to list at least 10

|  |  |
| --- | --- |
| RESPONSIBILITIES | ACCOUNTABILITIES |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

4.2. List tasks that *may* and then tasks that *may not* be delegated by you. Tabulate your answer in a table with two columns.

|  |  |
| --- | --- |
| **Tasks that MAY be delegated** | **Tasks that MAY NOT be delegated** |
|  |  |
|  |  |
|  |  |
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**ACTIVITY 5**

## (SO3 AC, AC6)

Taking into consideration the roles of the manager as a team leader, outline the roles of your store’s team leaders in terms of decision making functions and their delegation functions.

Select any two team leaders and if your store does not operate with Team Leaders, then select any **two Supervisors** or Department heads or lower level managers.

5.1 List at least three of their decision making roles as team leaders

 Explain and Clarify each role with an example - In you explanation, say how they applied their knowledge or mandate to make the decision

5.2 In the second table list the tasks that these two managers can delegate and the tasks that they cannot delegate

**NOTE**: If you are a team leader, you MUST be one of the selected persons

|  |  |
| --- | --- |
| **Team leader (Job Title) 1: Name:** | **Example of applying the decision making role** |
|  |  |
|  |  |
|  |  |
| Team Leader Signature: |  |

|  |  |
| --- | --- |
| **Team leader (Job Title) 2: Name:** | **Example of applying the decision making role** |
|  |  |
|  |  |
|  |  |
| Team Leader Signature: |  |

|  |  |
| --- | --- |
| **Team leader 1:** | **Tasks that CAN BE delegated** |
|  |  |
| **Team leader 1:** | **Tasks that CAN NOT BE delegated** |
|  |  |
| **Team leader 1:** | **Tasks that CAN BE delegated** |
|  |  |
| **Team leader 1:** | **Tasks that CAN NOT BE delegated** |
|  |  |

## (SO3 AC2)



**ACTIVITY 6**

Explain the tasks that you as the manager or your current manager have with regards to communicating messages and information to fellow staff members.

Therefore:

6.1 What communication methods do you use to communicate information about new regulations or new store operational issues to the staff?

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6.2 How do you communicate internal messages to the staff?

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6.3 How do you communicate external messages to your clients?

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6.4 Explain how your managers ensure that cultural diversity is kept in mind when they communicate messages and information to staff members

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## (SO3 AC5) and (SO3 AC3)



**ACTIVITY 7**

7.1 Explain by referring to your own position or manager’s position, **how you create a motivated energy in the store.**

Make use of an **example** that has proven successful in your store situation.

Ensure that you:

* Write a short background of the scenario

* Extract the ways/methods that were used to motivate in the scenario

* Explain the positive results of the motivation

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* 1. Explain some of the feelings/emotions that was felt in this team that was motivated and eager to work

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* 1. Do you think that the team members in this team trusted each other and that the trust factor was one of the reasons for their success? Motivate your answer.

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## (SO3 AC8)



**ACTIVITY 8**

You are required to conduct a SELF EVALUATION on your own performance during the implementation of an operational action plan that you were recently involved in. You also need to briefly comment on the success of the activities.

8.1 Complete the table as provided on the following page

Use the following rating scale to rate yourself against each indicator:

|  |  |  |
| --- | --- | --- |
| 1 | Average | Can perform task, could however improve on style or accuracy etc. |
| 2 | Good | Performs task neatly and correctly |
| 3 | Outstanding | Performs task to perfection, all aspects covered in an outstanding fashion |
| 4 | Needs attention | Does not perform task to requirements |
| 5 | Weak – needs  much attention | Does not perform task at all or performs task to meet no requirement |

## SELF EVALUATION Insert a cross in your selected block

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Weak – needs much attention** | **Needs**  **attention** | **Outstanding** | **Good** | **Average** |
| 1. | Team members understand me when I communicate | 5 | 4 | 3 | 2 | 1 |
| 2. | I am honest and fair within the team. | 5 | 4 | 3 | 2 | 1 |
| 3. | I make decisions with input from others. | 5 | 4 | 3 | 2 | 1 |
| 4. | My actions are consistent. | 5 | 4 | 3 | 2 | 1 |
| 5. | I assist subordinates with information they might need to do their jobs. | 5 | 4 | 3 | 2 | 1 |
| 6. | I keep focused and follow-up with team members | 5 | 4 | 3 | 2 | 1 |
| 7. | I listen, give feedback and ask questions should I not understand any subordinates response to a task | 5 | 4 | 3 | 2 | 1 |
| 8. | I show loyalty to the company and to my subordinates. | 5 | 4 | 3 | 2 | 1 |
| 9. | I create an atmosphere of growth and remain positive | 5 | 4 | 3 | 2 | 1 |
| 10. | I have wide visibility of the tasks on hand | 5 | 4 | 3 | 2 | 1 |
| 11. | I criticise constructively and address problems | 5 | 4 | 3 | 2 | 1 |
| 12. | I develop plans within the plan if necessary and offer solutions | 5 | 4 | 3 | 2 | 1 |
| 13. | I have a vision on where we are going in accordance with the organisation and the plan | 5 | 4 | 3 | 2 | 1 |
| 14 | I display tolerance and flexibility | 5 | 4 | 3 | 2 | 1 |
| 15 | I treat others with respect & dignity | 5 | 4 | 3 | 2 | 1 |
| 16 | I make myself available & accessible. | 5 | 4 | 3 | 2 | 1 |
| 17 | I coach and motivate subordinates | 5 | 4 | 3 | 2 | 1 |
| 18 | I determine staff requirements for tasks, write job descriptions and delegate tasks | 5 | 4 | 3 | 2 | 1 |
| 19 | I determine resources, material, and supply requirements for my department. | 5 | 4 | 3 | 2 | 1 |
| 20 | I developed a budget for my planned tasks and stuck to it (If applicable) | 5 | 4 | 3 | 2 | 1 |
| 21 | I can respond to an employee who is upset with me or someone else in the organisation | 5 | 4 | 3 | 2 | 1 |
| 22 | I react to situations in which the quality of an employee's work goes into a decline | 5 | 4 | 3 | 2 | 1 |
| 23 | I can make deliver a clear presentation to a group of peers and/or seniors | 5 | 4 | 3 | 2 | 1 |
| 24 | I have integrity and can be trusted | 5 | 4 | 3 | 2 | 1 |
| 25 | I have a deep-rooted understanding of the functions of my organisation as well as the organisation’s mission and vision | 5 | 4 | 3 | 2 | 1 |
| 26 | The outcomes – Goals that I set for the action plan were reached successfully | 5 | 4 | 3 | 2 | 1 |

8.2 From looking at the above scoring, comment on success of the implementation of the operational action plan

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8.3 Explain how your manger evaluates your work performance.

Your explanation must include the:

* Intervals/timeframes of performance evaluations
* areas that you are evaluated in
* rating/scoring scale that is used
* areas that discussion takes place in for e.g. development and training for yourself

**Supporting evidence to insert hereafter:**

Insert your store’s Performance Evaluation Template/form after this task OR if you feel comfortable with doing so, your last performance evaluation that was conducted in the workplace.

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## (SO2 AC7)



**ACTIVITY 9**

Investigate a case in your own store where a staff member needed to be disciplined.

* Write a summary of the case. Use fictitious names
* List the role that the team leader or lower level (line manager) manager played in the disciplinary case
* Explain what the outcome of the case was
* If your store implements standard documentation to document such a meeting, please attach the templates – they must not be completed with a case as this will be confidential information

Complete this task on separate paper and insert it after this page.

### ACTIVITY 10 SO1 AC1, AC2 and SO4 AC1, AC2, AC3 and SO5 AC 1, AC2AC3 Total Marks 35

***Decision-Making and Management in Action***

1. ***Identify a problem or challenge*** which needs to be solved or managed carefully in your store/department (2)

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1. Decide on the goal/s you want to achieve and write it down. Attach a timeframe to achieving this goal. (3)

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1. How will you determine when your task is completed to your satisfaction? In other words, what is your standard for this goal? Your success indicator. (2)

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1. What resources will you need to reach this goal? (3)

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1. Indicate who in your store/department (positions) you will need assistance or buy in from to participate in executing this plan. (2)

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1. Order your tasks that you need to execute to reach your goal in a table or listed format. Attach a timeline to each of the tasks/actions

Insert the responsible person that will execute or manage the particular tasks (14)

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1. How will you advise the responsible persons of the plan and their responsibilities (4)

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1. Explain how you will keep a record of the discussions and decisions that needed to be taken to keep your plan/tasks moving toward the goal. Choose a suitable and clear way to keep record.(5)

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## KNOWLEDGE TEST

### Question 1

Define “Motivation” in the context of being an operations manager (3)

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### Question 2

Explain how you would motivate your Sales Team if you were the Sales Team Leader of your store.

Give at least two examples. (4)

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### Question 3 (2)

3.1 List two tasks that a Junior Manager in the Receiving end could delegate to another employee.

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3.2 List two tasks that a Store Manager will not be able to delegate to any other manager (2)

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## Question 4

Name the three areas that evaluation of job activities focus on (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## Question 5

What role would the Junior Manager play in evaluating the above three indicators? (3)

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## Question 6

Name three examples of Communication Tasks that Managers have to co-ordinate or activate in

the business environment. (3)

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## Question 7 (12)

Briefly describe six tips on how Cross Cultural Communication can be accommodated in Business environments

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## Question 8 (10)

Give a short explanation to clarify each of the following negative styles of disciplinary methods that managers might implement.

|  |  |
| --- | --- |
| **Discipline as Punishment** |  |
| **Discipline as An I-You Confrontation** |  |
| **Too Late, Too Late** |  |
| **A Non-Progressive Approach** |  |
| **Missing Root Causes** |  |

### Question 9 (4)

Name and give an example of two decision making tasks that your line manager or yourself had to take recently 1. Task:

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2. Task:

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### Question 10

10.1. Explain the importance of TRUST in an organization by stating the positive effect that a strong

presence of Trust has in a business. (4)

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10.2 Explain how a strong element of trust can be built in a business (5)

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### Question 11

11.1 Explain the role that you or your Managers/Junior Manager plays in the performance evaluations

of staff members in your store (5)

Include:

* The frequency of evaluations
* Who conducts the evaluation?
* How does the manager record the evaluation?
* What happens after the evaluation – how does the manager follow up on the evaluation

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## Total: \_\_\_\_\_\_\_\_\_ / 60

**Facilitator comment/remediation required:**

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Facilitator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

# *PARTICIPANTS*

