BUSINESS STUDIES

BUSINESS ROLES

GRADE 12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

Foreword

In order to improve learning outcomes the Department of Basic Education conducted research to determine the specific areas that learners struggle with in Grade 12 examinations. The research included a trend analysis by subject experts of learner performance over a period of five years as well as learner examination scripts in order to diagnose deficiencies or misconceptions in particular content areas. In addition, expert teachers were interviewed to determine the best practicesto ensure mastery of thetopic by learners and improve outcomes in terms of quality and quantity.

The results of the research formed the foundation and guiding principles for the development of the booklets. In each identified subject, key content areas were identified for the development of material that will significantly improve learner's conceptual understanding whilst leading to improved performance in the subject.
The booklets are developed as part of a series of booklets, with each bookletfocussing onlyon one specific challenging topic. The selected content is explained in detail and include relevant concepts from Grades 10 - 12 to ensure conceptual understanding.

The main purpose of these booklets is to assist learners to master the content starting from a basic conceptual level of understanding to the more advanced level. The content in each booklets is presented in an easy to understand manner including the use of mind maps, summaries and exercises to support understanding and conceptual progression. These booklets should ideally be used as part of a focussed revision or enrichment program by learners after the topics have been taught in class. The booklets encourage learners to take ownership of their own learning and focus on developing and mastery critical content and skills such as reading and higher order thinking skills.

Teachers are also encouraged to infuse the content into existing lesson preparation to ensure in-depth curriculum coverage of a particular topic. Due to the nature of the booklets covering only one topic, teachers are encouraged to ensure learners access to the booklets in either print or digital form if a particular topic is taught.

TABLE OF CONTENTS PAGE

1. How to use this Booklet **2**

2. Study and Examination Tips **3**

2.1 Structure of the question paper 3

2.2 Tips on how to answer different types of questions in Business Studies 4

2.3 Action verbs commonly used in the Business Studies NSC examination 7

2.4 Study Tips 9

3. Broad Topic2: Business Roles **10**

3.1. Social Responsibility, CSR and CSI 10

3.2.Team Performance Assessment and Conflict Management 22

4. Check your Answers **36**

5. Message to GR 12 Learners from the Writers **53**

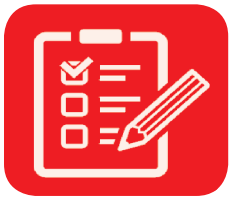
6. Thank you **54**

1. How to use this booklet

Purpose of the study guide

- This study guide was developed to assist you to respond to different typesof questions on the topics included in this booklet.
- It will assist you to understand the relevant concepts. For this purpose, a glossary of related terminology isincluded.
- Pay special attention to hints and tips on how to respond to different types of questions.
- After each topic there is an activity and you can check your answers in Section 6 of the booklet.
- The activities are exam-type questions.
- If you get any answersincorrect, make sure you understand where you went wrong before you continue to the next section.

Look out for the following icons used in this booklet:

Content	**Activities**	**Hints**
		
Check your answers	**Key Concepts**	**Study and Exam Tips**

2. Study and Examination Tips

2.1 Structure of the question paper

Section A	**Answer all questions.** Different types of short and objective questions are set using various assessment styles and covering the entire content for the year, e.g. multiple-choice, match columns, choose the correct word in brackets, etc. (20 short questions x 2) 10 marks per broad topic.	40 marks 30 min
Section B	**Five questions are set and learners answer three questions.** These questions are set on all the content covered during the year. Answers should be in paragraph style. Applicable verbs, e.g. discuss, motivate, compare, differentiate, explain, etc. Case studies (scenarios) or source-based questions will be included. Focus areas: Question 2- Business Environment Question 3- Business Ventures Question 4- Business Roles Question 5- Business Operations Question 6 - Miscellaneous	3 x 60 = 180 marks 3x30 min= 90 min
Section C	**FOUR questions are set covering the entire content for the year (use scenarios).** Choose any **TWO** of the **FOUR** questions. (Two questions of 40 marks each) These are higher cognitive questions thatassess insight and interpretation of theoretical knowledge. (E.g. design, plan, appraise, evaluate, etc.). Answers should be in paragraph style. Focus areas: Question 7- Business Environment Question 8- Business Ventures Question 9- Business Roles Question 10- Business Operations	2 x 40 = 80 marks 2x30 min = 60 min
	Total	300 marks 3 hours

Take special note of the following:

- Learners are advised to refer to page 6 of the 2017 Examination Guidelines. This page outlines FOUR main topics and sub-topics of each main topic.
- Take note of main topics, which are easy to understand.
- Make a checklist of topics that are well understood, as they may assist in the selection of choice questions during the final exam.
- You need to know all sub-topics that are covered in each main topic.
- Take note of the structure of the question paper, mark and time allocation.

2.2 Tips on how to answer different types of questions in Business Studies

SECTION A

➢ How to answer multiple choice questions

- Try to work out the answer without looking at the possibilities.
- Read through the statement and all the options.
- Underline the key words in the statement.
- Cross out the options that are definitely wrong.
- Read through the statement again and select the most appropriate option from the options remaining.
- Write down your answer and move to the next question
- Don't guess ananswer - rather go back to the questions you are not sure of at the end of the paper, if there is time left.

Example:

The business enterprise has <u>full control</u> over the...

A market environment

B macro business environment

C micro business environment √

D marketing function x

How to answer match-the-columns questions

- Read through the entire list of statements in Column A and all the descriptions in Column B.
- Read through each statement in Column A and find the best match in Column B.
- Tick off the answers in Column B in pencil, so that you know that one has already been chosen.
- Cross out the options that are definitely wrong.
- First do the ones you are sure of, then go back to the ones that you are not sure of and choose an answer from the remaining options.
- Don't guess ananswer - rather, go back to the questions you were not sure of at the end of the paper, if there is time left.

Example:

Column A		Column B
1. The management level that is responsible for operational decisions. B/F	A	Greenpeace x
	B	Lower level ∞√
2. Deals with employee/ employer grievances. E	C	Shares ∞
	D	Unit Trusts ∞√
3. Investments that allow a large group of people to pool their capital for investment. D	E	CCMA √
	F	Middle level ∞
4. Ideas that are original and used to solve challenges. G	G	Creative thinking √

SECTION B

How to answer case study, scenario or data response questions

- Look at the heading and the pictures to get an idea of what the case study is about.
- Read through the case study carefully and slowly with understanding.
- Read each question and underline the keyword/ verb.
- Read the case study again and underline each of the keywords in the case study.
- Now answer the questions, paying special attention to the action verbs.
- Look at the mark allocation as a guide to how many facts should be included in your answer.

SECTION C

- An essay consists of three parts: introduction, body and conclusion

Introduction

- Start with the word " Introduction" as a heading.
- Write an opening statement that links to the instructions of the essay question.
- Give at least two meaningful facts to obtain a maximum of 2 marks. [2x1=2]
- **Do not repeat or use the words that are in the question paper, either in the introduction or conclusion.**

Body

- Break up the information into logical parts, making use of headings and sub-headings.
- The maximum marks obtained for the body = 32 marks.
- Don't repeat facts - get to the point.
- Responses must be bulleted and in full sentences.
- Put your statements into context.

Conclusion

- Start with the word "conclusion" as a heading.
- Briefly summarise the main point and focus of the essay.
- End your essay with a meaningful fact – do not repeat what was said in the introduction or body.
- Give at least one meaningful closing statement. [1x2=2]

Insight [LASO]

- Write the words Introduction and Conclusion to obtain full marks for layout.
- Write sub-headings that appear in the question paper to obtain ONE mark for analysis.
- Ensure that you write as many correct facts as you can that amount to at least 16 marks or more in the body to obtain another ONE mark for analysis.
- Write only responses relevant to the questions asked to obtain two marks for synthesis.
- Use at least TWO current examples to elaborate on facts to obtain two marks for originality.

2.3 Action verbs commonly used in the Business Studies NSC examination

Action verbs	Meaning
Identify	Identify the name of the Act from the given scenario/ statement.
Motivate/ support your answer by quoting from the scenario	Quote as is from the scenario: you will not be awarded marks for answers that are not quoted directly from the scenario.
Justify the effectiveness	Explain the advantages and/or disadvantages - this will depend on the nature of the question.
Explain/discuss/describe THREE/FOURfactors/criteria/ stages/business strategies/human rights, etc.	State the heading (2marks) and write an explanation (1 mark). This is usually seen when a number of facts have been specified in the question and verbs such as “explain, discuss and describe” have been used.
Outline/mention	Briefly explain in full sentences.
Give/state	Supply a one-word or two-word answer.
Discuss/explain/describe/ evaluate/analyse the negative impact	Supply negative responses only. This means only give the disadvantages.
Suggest/recommend/advise	Provide your own opinion with a valid argument.
Elaborate	Explain a little bit further.
Distinguish/ differentiate	Explain the differences between concepts. The differences/distinctions do not have to link, but the difference must be clear.
Tabulate/compare the differences between two concepts	Explain the differences between two concepts and the link between them.

- Refer to the glossary for specific important definitions of terminology.
- To obtain full marks per fact, you are required to write a fact and a supporting statement, e.g. Workers may not work more than 45 hours√ a week. √
- This is applicable to Section B and C.
- Use the table below as a guide to responding to questions with the following verbs:

Part marking √**.....**√	**Two marks at end of statement**√√	**One mark at end of phrase**√
Describe	Classify	Give
Explain	Name	Identify
Distinguish (may use table)	Suggest	List
Discuss	Advise	Mention
Analyse	Propose	Name
Elaborate	Define	State
Show impact	Motivate / support	
Apply a technique	Outline	
Evaluate	Recommend	
Differentiate	State	
Compare		
Tabulate		
Justify		

2.4 Study Tips

- Prepare a study time-table. Allow yourself enough time over a period of 4 weeks and focus on at least 3-4 topics per week.
- Get a study buddy. You will be able to assist one another with thedifficult concepts/ skills.
- Make use of the most recent question papers (preferably from 2015 onwards) while you study a topic and test yourself.
- This will help you understand how atopic can be asked in different waysin Section B and C.

Take note of the following aspects when using past question papers:

- The phrasing of questions is not always the same, even though answers can be the same.
- Different action verbs are used to assess the same topic. Please take note of how these verbs are used.
- Each question consists of at least two or three scenarios. Practice how to quote directly from the scenario without including your own words or providing incomplete quotes.
- Learn to respond to follow-up questions that are part of the scenario, but assess your subject knowledge. These questions must be answered independently of the scenario.
- Practise questions that are more likely to require you to “suggest, advise, recommend, evaluate, analyse, justify, discuss/explain the impact”.
- Practice answering those questions in detail to obtain good marks.

3. BUSINESS ROLES

3.1 SOCIAL RESPONSIBILITY, CSR AND CSI

SOCIAL RESPONSIBILITY

- Definition
- Triple bottom line Relationship/ Link
- Socio-economic issues HIV/AIDS/ Poverty/ Unemployment
- Well-being of employees and communities

CORPORATE SOCIAL RESPONSIBILITY

- Purpose (not for CSI)
- Components (not focus areas)

CORPORATE SOCIAL INVESTMENT

- Purpose (not for CSR)
- Focus areas translated into CSI projects

- Differences between CSR and CSI
- Impact: positives and negatives of CSR & CSI i.t.o. businesses and communities

3.1.1 Overview

This topic gives clarity on what social responsibility, corporate social responsibility and corporate social investment are. Businesses need to take care of the well-being of employees and communities without negatively impacting profit margins. Businesses also need to donate money to non-profit organisations and they need to implement environmentally friendly policies in the workplace. These CSR programmes can be implemented through CSI projects. These projects are aimed at addressing some socio-economic issues,e.g. HIV/AIDS, poverty and unemployment.

3.1.2 Key concepts

Term	Definition
Social responsibility	An ethical viewpoint that says every individual/organisation has an obligation to benefit society as a whole.
Corporate	Businesses,firms ororganisations.
Corporate social responsibility (CSR)	The continuing commitment by business to behave ethically and to contribute to economic development while improving the quality of life of the local community and society at large.
Corporate social investment (CSI)	The investment of corporate funds/other assets for the primary purpose of achieving social outcomes.
Contemporary socio-economic issues	Current societal and economic factors that impact on the business, e.g. HIV, poverty and unemployment.
Triple bottom line	Refers to the 3Ps that businesses should always consider in their operations, namely: PROFIT, PEOPLE and PLANET.
Sustainability	Using the resources in such a manner that future generations will be able to use them.
Well-being	Caring for the needs of employees and communities.
Demographics	Statistical data of the population in term of race, age and income.

Triple bottom line indicates that the business focuses on three main things: people, profit and the planet. Businesses must report on the triple bottom line in their financial statements.

3.1.3 Relationship/link between social responsibility and triple bottom line

- Businesses should not make a profit at the expense of thecommunity and employees.

People/Social

- Business operations should not have a negative impact on or exploit people/ employees/ customers.
- Businesses should engage/invest in sustainable community programmes/projects that will benefit/uplift the community.
- Improve the quality of life of their employees.

Planet/Environment

- Businesses should not exhaust resources/harm the environment for production purposes.
- They may support energy-efficient/eco-friendly products/programmes.
- Recycle waste, e.g. producing packaging from recycled material.

ACTIVITY 1

1.1 Read the scenario below and answer the questions that follow.

STF COMMUNICATIONS

STF Communications is situated in a location where there is a high rate of illiteracy. The management of STF has decided to offer a skills development programme and part-time jobs to the community. The CEO of STF, Nancy, mentioned that it would be easy for the company to report on the triple bottom line in the financial statements.

1.1.1 Quote TWO socio-economic issues and the strategies that STF has used to address each of them. (4)

Use the table below to present your answer.

Socio-economic issue	Strategy
1	
2	

1.1.2 Name ONE aspect of triple bottom line that STF is addressing. Motivate your answer by quoting from the scenario above. (3)

1.1.3 Explain the relationship between social responsibility with another TWO aspects of triple bottom line. (6)

1.2 Recommend ways in which businesses can address the following socio-economic issue:

HIV/AIDS (6)

The well-being of employees and communities has to be explained separately for employees and for communities.

3.1.4 Advancing the well-being of employees and communities

Contributing time and effort to advance the well-being of employees

- Businesses should improve the general quality of life of employees, e.g. pay a fair wage/ provide skills development, etc.
- Start a nutritional programme so that employees can enjoy one nutritional meal per day to keep them in a healthy condition.
- Provide subsidised housing/accommodation for their employees.
- Allow staff to use some of their work hours to participate in projects of their choice.
- Encourage employees to stay fit and healthy by getting them involved in health-related activities to minimise stress/substance abuse/obesity.
- Provide transport for employees who work unusually long hours.
- Establish coaching and mentoring programmes for junior employees.
- Conduct team-building sessions to improve employee morale.
- Encourage employees to attend capacity-building workshops/training programmes/staff development programmes/team development programmes.
- Offer counselling sessions to employees who have personal/emotional challenges.
- Any other relevant answer related to how a business could contribute time and effort to improving the well-being of its employees.

Ways in which a business could contribute time and effort to advancing the well-being of communities:

- Businesses should improve the general quality of life of employees' families in the community, e.g. develop skills in the community, invest in education, etc.
- Ensure that the product supplies does not harm consumers or the environment.
- Refrain from engaging in illegal/harmful practices, such as employing children under the legal age, selling illegal substances, etc.
- Make ethical business decisions, e.g. not engage in unfair/misleading advertising, etc.
- Participate in community projects involving HIV/AIDS, education, counselling and other meaningful causes.
- Donate money to a community project or run a project to uplift the community.
- Provide recreational or sport facilities to promote social cohesion and healthy activities.

ACTIVITY 2

2.1 Read the scenario below and answer the questions that follow.

NFT FOODS

NFT Foods is a company situated in Dendron. NFT makes sure that the ingredients used in its products are listed by weight, including added water,so that customers can read this. They have a free shuttle service for casual staff who work over-time. The youth in Dendron use gym facilities sponsored by NFT Foods. NFT also allows staff to visit the local orphanage during work hours. The in-house restaurant provides cheap meals.

2.1.1 Quote from the scenario above the ways in which NFT Foods contributes time and effort to advancing the well-being of employees.

Use the table below as a guide to present your answer.

Employees	Communities
1	1.
2.	2.
3.	3.

(5)

You will be expected to answer questions on the purpose of both CSR and CSI. You will also be expected to differentiate between the two concepts.

3.1.5 The purpose and nature of CSR and CSI

Purpose and Nature of CSR	Purpose and Nature of CSI
• CSR programmes are internal programmes that businesses use to comply with laws and ethics. • Key areas of concern are protecting the environment and the wellbeing of employees. • Businesses seek to promote public interest and do away with harmful practices without the need for formal legislation. • Business operations address triple bottom line through CSR programmes by considering the impact on people, profit and planet. • CSR aims at creating a safe working environment for employees. • CSR programmes and activities that the business undertakes to contribute positively to the community in which the business operates.CSR may take the form of a monetary donation to support local organisations.	• CSI aims at contributing to the sustainable development of the immediate community. • CSI is enforceable by law and government requires businesses to make CSI contributions. • CSI projects play a positive role in the development of communities. • CSI reveals a business' attitude towards the community in which it operates. • CSI projects are a long-term investment. • The main focus of CSI is not to increase profit, but to support communities. • CSI is relevant to the South African context, where socio-economic upliftment is a priority.

3.1.6 The differences between CSR and CSI

	CSR		CSI
-	It refers to strategies used by business to take responsibility for its impact on society/the environment.	-	It refers to any project undertaken by a business that is not aimed directly at increasing profitability.
-	Aims at improving the quality of life of employees, their families and the community in which the business operates.	-	It is regarded as a direct investment in projects that will benefit the community.
-	It is the way in which companies man-age their business operations, so that it impacts positively on all stakeholders.	-	CSI projects are developmental in nature√ and business resources are used to benefit/uplift communities.
-	The focus is on the commitment from business to act ethic=ally by contributing to social and economic development.	-	CSI focuses on how a business manages its expenditure on CSI projects.
-	Any other relevant answer related to CSR.Sub max (4)	-	Any other relevant answer related to CSI. Sub max (4)

The advantages and disadvantages of CSR and CSI on businesses and communities are the same.

3.1.7 Impact of CSR/CSI on businesses and communities

Impact of CSR/CSI on businesses

Advantages	Disadvantages
• Businesses couldattract experienced employees or increase the pool of skilled labour, which could increase productivity. • It promotes customer loyalty, resulting in increased sales and profit. • Programmes promote teamwork within the business. • CSR/CSI helps to attract investors. • It gives a business a tax advantage, e.g. a tax reduction or rebate. • It helps to retain staff/lower staff turnover, as employees' health and safety are considered. • It improves the health of its employees through focussed CSR programmes.	• Business may not be supported/ customers may not buy their products/services, resulting in a decrease in sales. • Small and medium enterprises find it difficult to implement CSR/CSI programmes. • Detailed reports must be drawn up, which can be time-consuming. • Social spending reduces business efficiency, which makes the organisationless competitive. • Social involvement is funded from business profits thatcould have been used to benefit customers/reduce prices. • CSR/CSI activities distract the business focus from core business functions. • Businesses find it difficult to adhere to legislation governing CSR/CSI. • It can increase financial risk, as programmes cost money and may impact negatively on profit.

Impact of CSR/CSI on communities

Advantages	Disadvantages
• Provide jobs for unemployed members of the community. • Employees' family or community members receive bursaries to further their studies. • Provide rehabilitation centres to employees and community members who have addiction problems. • Improve the health of workers and the community by providing medical infrastructure. • Upliftment of the standard of living.	• Businesses are not always equipped to address social problems. • Communities can avoid taking responsibility for themselves, because they rely on the business CSR/CSI initiative/ hand-out programmes. • Distribution of scarce resources to selected beneficiaries in the community may cause problems such as discrimination. • Some businesses only participate in CSR/CSI initiatives to increaseprofit and do not really care for the community in which they operate. • Business cannot deliver sustainable CSR/CSI programmes.

Do not confuse the components of CSR, focus areas and examples of projects of CSI. Use the following table to classify them.

3.1.8 Components, focus areas and practical examples of CSI projects

Components of CSR	Focus areas of CSI	Practical examples of projects of CSI
• Environment/ environmental awareness • Ethical corporate social investment • Health and safety • Corporate governance • Business ethics • Employment equity • Supply chain/ suppliers • Customers • Community • Workplace and labour relations • Investment practices	• Community • Rural development • Employees • Environment	• HIV/AIDS programmes • Feeding schemes for under-privileged schools • Sponsorship of events • Funding CSI programmes such as repairs to buildings, sports events and uniforms • Funding for additional lessons, for example Mathematics and Science

ACTIVITY 3

3.1 Identify the focus areas of CSI from the statements below:

3.1.1 GMT Electrical provides recycling bins for the collection of plastic containers.

3.1.2 MAPS Ltd provides entrepreneurial skills to women on the outskirts of towns in Limpopo.

3.13 There are wellness programmes at QUE Traders during lunch hour.

3.1.4 Meno Furnishers provides lunch packs for school children inGariep. Max (8)

ACTIVITY 4

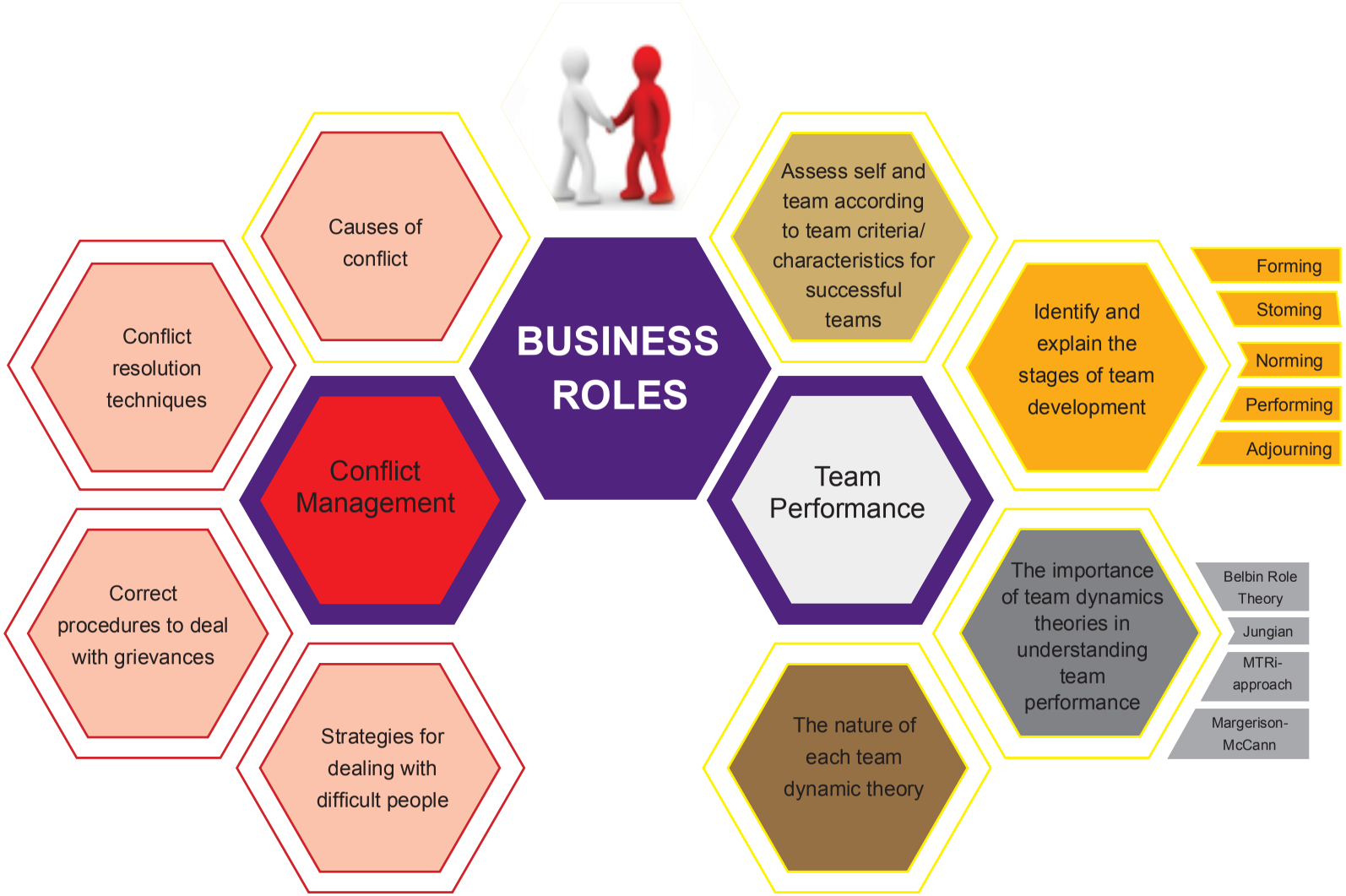
	This is an essay question. Structure is important as your essay should consist of an introduction, body and conclusion. • Sub-headings are important, as they count for analysis. • Do not write in paragraph style. Use full sentences, but in point form. • Use current examples of CSI projects & CSR programmes to obtain marks for originality. • Avoid repeating the question in both the introduction and conclusion. (Remember: no marks for repetition.) • Make sure that your responses are relevant to the question you have been asked, in order to obtain marks for synthesis.

NBusinesses have a responsibility to enhance the quality of life of employees and communities through CSR and CSI projects.

- Outline the purpose and nature of CSR.
- Distinguish between CSR and CSI.
- Analyse the negative impact of CSI on businesses.
- Recommend ways in which businesses can contribute time and effort to advancing the well-being of employees and the community.

3.2. TEAM PERFORMANCE ASSESSMENT AND CONFLICT MANAGEMENT

.



CONTENT TOPIC: BUSINESS ROLES

TEAM PERFORMANCE ASSESSMENT AND CONFLICT MANAGEMENT

4.2.1 Overview of the topic

It is expected that you will be able to make recommendations from given scenarios on how teams can work collaboratively with others. You should be able to assessyourself and others using the criteria fora successful team, and identify and explain the different stages of team development from given scenarios. You should also be able to explain the nature of each team dynamic theory and allocate tasks according to the roles of team members, therefore describing the importance of team performance.When people work in teams, conflict is likely to occur. It is important that management should have the required skills to deal with conflict and grievances. You are expected to identify and discuss the causes of conflict from given scenarios, and to apply the conflict resolution steps. It is a requirement that businesses should know how to deal with difficult people and personalities.

3.2.2 Key concepts

Team	A group of people who work together to achieve a common goal.
Teamwork	Interaction with team members to achieve a common goal.
Team dynamics	The way in which team members work together in a group.
Forming	Team members get to know each other and accept their roles in the team.
Storming	Team members confront each other with their different ideas.
Norming	Team members accept each other and set common goals and values for the team.
Performing	Teams beginachieving their goals.
Adjourning	Team members have to leave a team after completion of the tasks.

Team dynamic theories	These assist in terms of how to allocate tasks according to the roles of individual members.
Belbin Role Theory	The focus is on behaviour and the interactionbetween team members.
Jungian Theory	It divides people into two psychological groups.
MTRi approach	It focuses on the skills of team members.
Margerison-Mc-Cann	It focuses on team members' preferences.
Conflict	A disagreement/a clash of opinions in the workplace.
Grievance	A formal complaint laid by an employee ifhe/she feels that he/she has been ill-treated by the employer.
Mediation	The mediator (neutral person) will work through the process with the parties in order to help them reach a satisfactory resolution. The mediator gives suggestions to solve the problem. (These are not binding.)
Arbitration	The arbitrator is agreed to by both parties, and hears each side of the situation and then makes afinal decision. The arbitrator's decision is final and binding.

4.2.3 Criteria for successful teams

Characteristic	Description
Interpersonal attitudes and behaviour	• Have a positive attitude bysupporting and motivating co-team members. • Have a positive attitude and passion to achieve team objectives. • There must be clear objectives and agreed upon goals. • Team members must be committed to achieving team objectives. • The team leader should acknowledge members for their positive contributions.

Shared values/ mutual trust and support	• Shows loyalty and respect towards team members,their despite differences. • Shows respect for the knowledge and skills of other team members. • Perform team tasks with integrity and responsiblyby meeting team deadlines with the necessary commitment to team goals. • Team members trust one another.
Communication	• Speaks clearly and listens attentively. • Communicates with team members and allows for feedback to be given. • Encourages discussion about the problem so that solutions can be found.
Co-operation/ collaboration	• Willingness to co-operate in the team to achieve team objectives. • Willingness to co-operate with management to achieve team and business objectives. • Agree on methods to get the job done effectively without wasting time on conflict resolution. • All members take part in decision-making.

ACTIVITY 1

1.1 You are part of the 'Data Driven' project team. The success of this project depends on the effectiveness of the team. Discuss any THREE criteria for successful teams. (9)

4.2.3 FORMING	STORMING	NORMING	PERFORMING	ADJOURNING
Team gets acquainted and establishes ground rules.	**Members resist control by group leaders and show hostility.**	**Members work together, developing close relationships and feelings of fellowship.**	**Team members work toward getting the job done.**	**Team may disband afterachieving itsgoals or because members leave.**
• Members unsure of their role. • Members still need to get to know each other. • Goals have not yet been clearly set. • Team must still produce its mission statement. • Members need to become committed to the goals. • Much discussion still has to take place.	• Members are able to show their individual personalities and give their opinions. • Creating the mission statement can lead to some conflict and differences of opinion. • Conflict is an essential part of the process of team development. • Some resignations from the team can occur. • Much communication is needed between members. • Frustration can lead to impatience with fellow members. • Leader has to maintain control.	• Procedures and ways of operating are laid down. • Conflicts are resolved. • Team starts to come together, becomes tolerant and recognises similarities not differences. • Concentrate on quickly resolving any problems. • Members accept that any diversity can be of value. • The style of the team emerges. • Members develop a feeling of unity.	• Team members are aware of the strategies and aims of the team. • They have direction without interference from the leader. • Processes and structures are set. • Leaders delegate and oversee the processes and procedures. • All members are now competent, autonomous and able to handle the decision-making process without supervision. • Differences among members are appreciated and used to enhance the team's performance. • Team members find ways to complete tasks without conflict/external supervision. • Any other relevant answer related to working as a team towards a goal as a stage in team development.	• The focus is on the completion of the task. • Breaking up the team may be traumatic, as members may find it difficult to perform as individuals again. • All tasks need to be completed before the team moves on to another task.

ACTIVITY 2

2.1 Choose the correct answer from the options provided.

2.1.1 A power struggle for the position of team leader occurs in this stage

A storming
B norming
C forming
D mourning

2.1.2 The stage in team development when teams work together effectively as a unit is called:

A forming
B storming
C norming
D performing

2.1.3 The stage in team building when members resist working together:

A norming
B storming
C forming
D performing

2.1.4 Team members gather information and impressions about each other in this stage of team development:

A adjourning
B storming
C norming
D forming 4 x 2 (8)

2.1.5 Identify the stage of team development applicable in EACH of the following statements:

2.1.5.1 Team members question each other's ideas and opinions.

2.1.5.2 The team has direction without interference from the leader.

2.1.5.3 Team members are comfortable with and learn more about each other.

2.1.5.4 Team members are not comfortable working alone. (8)

4.2.4 Nature and importance of team dynamic theories

The nature of team dynamic theories

Theory	Nature
Belbin Role Theory	This theory is based on nine team roles that focus on the interaction betweenteam members. Success has more to do with the behaviour of team members than to do with intellect or skill.
Jungian Theory	• Divides people into two psychological groups, namely introverts and extroverts. • People will act in a certain way, according to their functional and psychological type.
Management Team Roles inventory (MTR-i) approach	This approach is based on: • Roles that people play in a team. • Skills people contribute. • Forces created by interaction between members.
Margerison-McCann Team Management Systems	Margerison-McCann Team Management Profile explains how people's preferences influence their approach to their jobs and their performance as team members.

The importance of team dynamic theories in improving team performance

- Team dynamic theories explain how effective teams work or operate.
- Businesses are able to allocate tasks according to the roles of team members.
- Team members can maximise performance, as tasks are allocated according to abilities, skills, attributes and personalities.
- Team members with similar strengths may compete for tasks and responsibilities that best suit their abilities and competencies.
- Theories assist team leaders to understand the personality types of team members,which means that tasks can be assigned more effectively.
- Conflict may be minimised when team members perform different roles.
- Teams perform better if members know what is expected of them.
- Team leaders need to understand the personality types of their team members, so that they assign tasks that suit members' personality types and attitude.

ACTIVITY 3

3.1 Choose the correct answer from the options provided.

3.1.1 Team dynamic theories help businesses to …

A allocate tasks to team members with similar personalities.

B establish good relationships with teams.

C promote total satisfaction.

D allocate tasks according to the roles of team members.

3.1.2 This theory assumes that successful team performance is influenced by the behaviour of team members.

A Jungian

B Belbin

C McCain

D MTR-i

3.1.3 It helps to allocate tasks according to roles of individual members.

A Total quality management

B Team dynamic theories

C Quality control team

D Triple bottom line

(6)

3.2.4 Elaborate on the importance of team dynamic theories in improving team performance.

(6)

3.2.5 Conflict Management

Causes of conflict

- Lack of communication between employer and employee, e.g. managementmakes changes without informing employees.
- Differences in goals and objectives, e.g. differences in values/vested interest.
- Personnel matters, e.g. unhealthy working conditions/stressful working environment.
- Unequal treatment of employees, e.g. when management favours certain employees.
- Personality clash,e.g. when people of different personalities fail to work together.

- Discrimination in the workplace, e.g. discrimination against workers based on gender, race or religion.
- Differences in values, e.g. an employee who refuses to work overtimebecause he wants to attend to his personal matters.
- Different management styles,e.g. autocratic vs democratic.
- Inadequate/unclear policies, e.g. uncertainty amongst workers.
- Competing for resources, e.g. limited finances, equipment, etc.
- Unfair distribution of resources, e.g. favouritism.
- Poor interpersonal relations between colleagues,e.g. members, groups,departments, other businesses and suppliers.
- Pressure from different stakeholders, e.g. shareholders vs unions.

Do not confuse the conflict resolution steps with agrievance procedure or problem-solving steps.

3.2.6 Conflict resolution steps

- Meet with the parties who are in conflict.
- Acknowledge that there is conflict between the parties.
- Identify the cause of the conflict.
- Arrange a meeting between the two parties.
- Minutes of the meeting must be recorded.
- Devise strategies to resolve the conflict.
- Set a timeframe for resolving the conflict.
- Prepare a memorandum of understanding that will be signed by the employee and management.
- Find a way forward by requesting parties to adhere to a memorandum of understanding.

Remember that conflict involves two or more people, but only one person can lodge a grievance.

3.2.7 Grievance procedure

Step 1	• An aggrieved employee must verbally report the grievance a supervisor/manager, who needs to resolve the issue within 3 to 5 working days.
Step 2	• Should the employee and supervisor not be able to resolve the grievance, the employee may take it to the next level of management.
Step 3	• The employee may move to a more formal process, i.e. the grievance must be lodged in writing or a grievance form completed.
Step 4	• The employee must receive a written reply in response to the written grievance.
Step 5	• A grievance hearing or meeting must be held with all relevant parties present.
Step 6	• Minutes of the meeting must be recorded and any resolution passed must be recorded on the formal grievance form.
Step 7	• Should the employee not be satisfied with the outcome of the hearing, he/she may refer the matter to the highest level of management.
Step 8	• Top management should arrange a meeting with all the parties concerned.
Step 9	• Minutes of this meeting should be recorded and filed and the outcome or decision must be recorded on the formal grievance form.
Step 10	• Should the employee still not be satisfied, he/she may refer the matter to the CCMA, which will make a final decision on the matter.
Step 11	• The matter can be referred to the Labour Court of Appeal, if the employee is not satisfied with the decision taken by the CCMA.

3.2.8 Dealing with difficult people (personalities)

Ways of dealing with difficult people

- Get perspective from others who have experienced the same kind of situation, in order to understand the difficult employee.
- Act pro-actively if possible, as a personnel problem is part of a manager's responsibilities.
- Regular meetings with supervisors or departmental heads should help to identify problem behaviour.
- Ask someone in authority for their input into the situation.
- Identify the type of personality that is creating the problem.
- Meet privately with difficult employees, so that there are no distractions from other employees/issues.
- Make your intentions and reasons for your actions known, so that the employee feels at ease.
- Employees should be told what specific behaviours are acceptable by detailing what is wrong. The employee should be given an opportunity to explain his/her behaviour.
- A deadline should be set for improving bad behaviour.
- The deadline date should be discussed with the employee and progress should be monitored prior to the deadline.
- Guidelines for improvement should be given
- Do not judge the employee, but try to understand him/her./Understand the person's intentions and why they react in a certain way
- Keep communication channels open and encourage employees to communicate their grievances to management.
- Build sound relations by establishing a personal connection with colleagues, instead of relying on e-mails/messaging/social media.
- Help difficult employees to be realistic about the task at hand.
- Remain calm and in control of the situation to get the person to collaborate.
- Treat people with respect, irrespective of whether they are capable or not.
- Sometimes it may be necessary to ignore but still monitor a difficult person.
- Identify and provide an appropriate support program to address areas of weakness.

How to deal with different personalities

Type of personality	Strategy to deal with a difficult personality
Complainer	Listen to the complaints, but do not acknowledge them. Interrupt the situation and move to the problem-solving process as soon as possible.
Indecisive person	Guide the person through alternatives. Stay in control and emphasise the importance of making a decision. Help the person make a decision or solve the problem.
Over-agreeing person	Be firm and do not let the person make promises that he/she cannot keep.Follow up on his/her actions.
Negative person	Be firm with the person and do not let the persondraw you into the negativity.Listen to the person, but do not agree with him/her.
Expert	Be firm and assertive. Do not accuse the person of being incorrect and do not get caught up in the person's game. Know your facts.
Quiet person	Do not fill the silence with words.Wait for a response. Prompt the person through the process, so that he/she provides input. Restrict the time for the discussion.
Aggressive person	Allow them time to speak and blow off.Be firm, but do not attack them.Do not allow them to be hostile towards others.

ACTIVITY 4

4.1 Identify the type of personality in each of the following statements.Recommend ways to deal with each personality.

4.1.1 Liesel finds it very difficult to make decisions, especially when she has to make a choice between alternatives.

4.1.2 Meno is very good at doing his work, but focusses on the problem, rather than on finding solutions.

4.1.3 Mapule wants to please everybody in the company.She sometimes takes on too many tasks.

4.1.4 Florence is very good at her job, but tends to have a know-it-all attitude.

Use the following table as a guide for your answer.

No	Type of personality	Strategy to deal with personality
4.1.1		
4.1.2		
4.1.3		
4.1.4		

4.2 Read the scenario below and answer the questions that follow.

MML LTD

Mr Olifant is the Human Resources Manager who manages eight employees. He seldom meets with his employees to give feedback or listen to their input. Percy, Mr Olifant's favourite, was promoted as his assistant manager, although Percy lacks the necessary skills and experience. Percy allocated new computers and office equipment to only the three employees who supported his appointment. The other employees were informed that there was not enough money to provide new equipment to everybody.

4.2.1 Identify THREE causes of conflict in the scenario above. Motivate your answer by quoting from the scenario. (9)

4.2.2 Describe the steps MML Ltd can follow to resolve the conflict. (8)

4.3 Suggest ONE strategy to deal with EACH of the following difficult personalities:

4.3.1 Complainer (2)

4.3.2 Aggressive person (2)

4.3.3 Quiet person (2)

4.4 Choose the correct answer from the alternatives provided.

4.4.1 An employee's complaint relating to poor working conditions:

A Conflict

B Grievance

C Problem

D Well-being (2)

4.4.2 Zuki and Zama have a disagreement because Zuki received a bonus and Zama did not, although both worked overtime. This can lead to…

A Conflict

B Grievance

C Problem

D Well-being (2)

ACTIVITY 5

Essay question

Teamwork plays an important role in achieving business goals and objectives.Businesses spend large amounts of money and time on team building exercises andprojects. Teams may consist of people from diverse backgrounds, which may sometimes cause conflict.

As a team performance analyst, provide detailed information on the following:

- Explain any THREE criteria for successful team performance.
- Discuss the different stages of team development.
- Describe the causes of conflict that may arise in the workplace.
- Advise a business on the steps to be applied when resolving conflict in a team.

4. CHECK YOUR ANSWERS

ACTIVITY 1

1.1.1 **Socio-economic issues and strategies quoted from the scenario**.

Socio-economic issue	Strategy
1 High rate of illiteracy.√	The management of STF has decided to offer a skills development programme.√
2 Unemployment.√	Part-time jobs for the community.√
Sub max (2)	Sub max (2)

Max (4)

1.1.2 **ONE aspect of triple bottom line that STF is addressing:**

People/ social√√ (2)

Motivation

The management of STF is offering skills development programmes/ part-time jobs to the community.√ (1)

Max (3)

1.1.3 **The relationship between social responsibility and TWO aspects of triple bottom line**.

Profit/ economic√√

- Triple bottom line means that businesses should not only focus on profit,√ but should also invest in CSI projects.√
- Businesses should not make a profit√ at the expense of thecommunity. √
- Any other relevant answer related to the link between profit and social responsibility.

Heading (2)
Explanation (1)
Sub max (3)

Planet/ environment√√

- Businesses should not exhaust resources/harm the environment√ for production purposes. √
- They may support energy-efficient/eco-friendly√ products/programmes. √
- Recycle/ re-use waste√, e.g. producepackaging from recycled material. √
- Any other relevant answer related to the relationship between the environment and social responsibility.

Heading (2)
Explanation (1)
Sub max (3)

Max (6)

1.2 Ways in which a business can deal with HIV/AIDS.

- Counselling programmes/train counsellors to provide counselling to infected and affected persons/employees. √√
- Roll out anti-retroviral (ARV) treatment programmes (ART). √√
- Encourage employees to form HIV/Aids support groups. √√
- Conduct workshops on HIV/Aids programmes/campaigns. √√
- Any other relevant suggestions relating to CSI programmes on HIV/Aids.

Max (6)

ACTIVITY 2

Employees	Communities
1. They have a free shuttle service for casual staff who work over-time. √	1. NFT makes sure that the ingredients of their products are listed by weight, including added water, for customers to see. √
2. They allow their staff to visit the local orphanage during workinghours. √	2. The youth in Dendron use gym facilities sponsored by NFT Foods. √
3. The in-house restaurant provides cheap meals. √	3.

Max (5)

ACTIVITY 3

3.1 Focus areas of CSI from statements:

3.1.1 Environment√√

3.1.2 Rural development√√

3.1.3 Employees√√

3.1.4 Community √√ Max (8)

ACTIVITY 4

4.1 Introduction

- CSR is the way a business conducts its operations ethically and morally, regarding the use of human, physical and financial resources. √
- CSR programmes help to conserve the environment by ensuring that the community has sustainable resources. √
- Businesses should consider the impact of business operations on the environment in their decision making. √
- Businesses are corporate citizens and therefore have a responsibility towards society. √
- CSI is a component of CSR, associal responsibility is the intention and social investment is the action. √
- Business should consider the importance of the well-being of the community in relation to profitability and productivity. √
- Any other relevant "introduction" related to social responsibility and corporate citizenship. **Max (2)**

4.2 Purpose of CSR:

- CSR holds businesses accountable√ to a wider range of stakeholders. √
- Key areas of concern are protecting the environment, √ the well-being of employees and the community. √
- Regulate certain practices√ such as pollution control. √
- Improving the way a business operates, √ so that they do not negatively affect their human resources, stakeholders and the community. √
- Ensuring that businesses make ethical decisions√ that benefit society. √
- Monitoring and evaluating √all activities of the business. √
- Ensuring that business activities are ethical, responsible, within the law√ and comply with acceptable business practices. √
- Any other relevant answer related to the purpose of CSR. **Max (8)**

4.3 Differences between CSR and CSI:

CSR	CSI
Refers to strategies used by business√ to take responsibility for their impact on society/the environment. √	Refers to any project undertaken by business√ that is not directly aimed at increasing profitability. √
Aims at improving the quality of life√ for employees/their families and the community in which the business operates. √	Regarded as direct investment in projects√ that will benefit the community. √
It is the way in which company's man-age their business operations√ so that theyimpact positively on all stakeholders. √	CSI projects are developmental innature√ and business resources are used to benefit/uplift communities. √
Focus is on the commitment from business to act ethically√ by contributing to social/economic development. √	CSI focuses on how businesses manage√ their expenditure on CSI projects. √
Any other relevant answer related to CSR	Any other relevant answer related to CSI.
Sub max (6)	Sub max (6)

Max (12)

4.4 Negative impact of CSI on businesses:

- Business may not be supported./Customers may not buy their products/services, √ resulting in a decrease in sales. √
- Small and medium enterprises find it difficult to implement CSR/CSI programmes. √
- Detailed reports must be drawn up, √ which can be time consuming. √
- Social spending reduces business/economic efficiency, √ which makes it less competitive. √
- Social involvement is funded from business profits, √ which could have been used to benefit customers/reduce prices. √
- CSR/CSI activities distract the business focus√ from core business functions. √
- Businesses find it difficult to adhere to legislation√ governing CSR/CSI. √
- It can increase financial risk, as programmes cost money√ and may impact negatively on profits. √

Max (10)

4.5 Contributing time and effort to advance the wellbeing of employees:

- Businesses should improve the general quality of life of employees, √ e.g. pay fair wages/ skills development, etc.√
- Start a nutritional programme√ so that employees can enjoy one nutritional meal per day to keep them in a healthy condition. √
- Provide subsidised housing/accommodation√ for employees. √
- Give time to staff to get involved in projects√ they choose./Allow staff to use some of their working hours to participate in projects of their choice.√
- Encourage employees to stay fit and healthy√ by getting them involved in health activities to minimise stress/substance abuse/obesity. √
- Provide transport for employees√ who work unusually long hours.√
- Establish coaching and mentoring programmes√ for junior employees. √
- Conduct team-building sessions√ to improve employee morale.√
- Encourage employees to attend capacity-building workshops√/training programmes/ staffdevelopment programmes/teamdevelopment programmes.√
- Offer counselling sessions to employees√ with personal/emotional challenges.√
- Any other relevant answer related to how businesses could contribute time and effort in improving the well-being of employees. **Max (8)**

4.7 Ways in which business could contribute time and effort to advancing the well-being of the community:

- Businesses should improve the general quality of life of employees' families in their community, e.g. develop skills in the community, invest in education, etc.√√
- Ensure that the products they supply do not harm consumers/the environment.√√
- Refrain from engaging in illegal/harmful practices such as employing children under the legal age/selling illegal substances, etc.√√
- Make ethically correct business decisions, e.g. not engage in unfair/misleading advertising, etc.√√
- Participate in community projects involving HIV/AIDS/education/counselling/ other meaningful causes.√√
- Donate money to a community project/run a project to uplift the community.√√
- Provide recreational/sport facilities to promote social cohesion/healthy activities.√√
- Any other relevant answer related to the well-being of communities. **Max (8)**

4.8 Conclusion

- Corporate social responsibility is an obligation required by law. It benefits both business and society. √√
- CSI projects allow businesses to influence people's lives in many ways.√√
- Businesses use CSR programmes to comply with laws and ethical business practices. √√
- Any other relevant conclusion on CSR/CSI/social responsibility and corporate citizenship/the well-being of the community. **Max (2)**

TEAM PERFORMANCE ASSESSMENT AND CONFLICT MANAGEMENT

ACTIVITY 1

1.1 **THREE criteria for successful teams**

Interpersonal attitudes and behaviour√√

- Interpersonal attitudes and behaviour√√
- Members have a positive attitude of support and motivation√ towards each other.√
- Good/ sound interpersonal relationships√ will ensure job satisfaction/ increase the productivity of the team.√
- Members are committed/passionate√ towards achieving a common goal/objectives.√
- Team leader acknowledges/gives credit to members√ for positive contributions.√
- Any other relevant answer related to interpersonal attitudes and behaviour of successful teams. Sub max (3)

- **Shared values/ mutual trust and support**√√
- Shows loyalty/respect/trust towards team members, √ despite differences.√
- Shows respect√ for the knowledge/skills of other members.√
- Perform team tasks with integrity/pursuing responsibility/meeting team deadlines√ with necessary commitment to team goals.√
- Any other relevant answer related to shared values/mutual trust and support of members in successful teams. Sub max (3)

- **Communication**√√
- A clear set of processes/procedures for team work√ ensures that every team member understands his/her role.√
- Ability to communicate well√ and make quick decisions.√
- Communicates with team members√ and allows for feedback.√
- Encourages discussion about the problem, √ so that solutions can be found.√
- Continuous review of team progress√ ensures that team members can rectify mistakes/ act pro-actively to ensure that goals/targets are reached.√
- Any other relevant answer related to communication in successful teams. Sub max (3)

- **Co-operation/ collaboration**√√
  - Clearly defined realistic goals are set, √ so that all members know exactly what is to be accomplished.√
  - Willingness to co-operate as a unit√ to achieve team objectives.√
  - Co-operate with management√ to achieve team/business objectives.√
  - Agree on ways to get the job done effectively√ without wasting time on conflict resolution.√
  - All members√ take part in decision making.√
  - A balanced composition of skills/knowledge/experience/expertise√ ensures that teams achieve their objectives.√
  - Any other relevant answer related to co-operation/collaboration in successful teams.

Sub max (3)

Max(9)

ACTIVITY 2

2.1 Multiple choice questions

2.1.1 A√√

2.1.2 C√√

2.1.3 B√√

2.1.4 D√√ (8)

2.2 Identification of team development stages

2.2.1 Storming√√

2.2.2 Performing√√

2.2.3 Forming√√

2.2.4 Mourning√√ (8)

ACTIVITY 3

3.1 Multiple choice questions

3.1.1 D√√

3.1.2 B√√

3.1.3 B√√ (6)

3.2 The importance of team dynamic theories:

- Team dynamic theories explain√ how effective teams work.√

- Businesses are able to allocate tasks√ according to the roles of team members.√
- Team members can maximise performance,√ as tasks are allocated according to abilities/skills/attributes/personalities.√
- Team members with similar strengths√ may compete for tasks/ responsibilities that best suit their abilities/competencies.√
- Theories assist team leaders to understand the personality type of team members,√ so that tasks are assigned more effectively.√
- Conflict may be minimised√ when team members perform different roles.√
- Any other relevant answer related to the importance of team dynamic theories in improving team performance. Max (6)

ACTIVITY 4

4.1 **Different personalities**

No	Type of personality	Strategy to deal with personality
4.1.1	Indecisive people √√	• Guide them through alternatives.√ • Stay in control and emphasise the importance of making a decision. √ • Help them make the decision or solve the problem. √
4.1.2	Negative people√√	• Be firm with them and do not let them draw you into their negativity. √ • Listen to them but do not agree with them. √
4.1.3	Over-agreeing√√	• Be firm and do not let them make promises that they cannot keep.√ • Follow up on their actions. √
4.1.4	Expert√√	• Be firm and assertive.√ • Do not accuse them of being incorrect and do not get caught in their game.√ • Know your facts. √

Identifying personality type: (4x2) (8)

Strategy to deal with personality: (4x2) (8)

Max (16)

4.2.1 Causes of conflict

Causes of conflict from scenario	Motivation
1. Lack of communication. √√	He seldom meets with his employees to give feedback or listen to their input. √
2. Lack of member development. √√	Mr Olifant's favourite was promoted as his assistant manager, although Percy lacks the necessary skills and experience. √
3. Unfair distribution of resources. √√	Percy allocated new computers and office equipment to only the three employees who supported his appointment.√
4.Little or no support from management with regard to supplying the necessary resources. √√	Percy allocated new computers and office equipment to only the three employees who supported his appointment.√

Max (9)

4.2.2 **Resolving conflict**

- Identify/ acknowledge√ that there is conflict in a team. √
- The team must clearly define√ the problem. √
- Analyse the cause of conflict√ by breaking it down into different parts.√√
- Evaluate the situation√objectively. √
- Make intentions for intervention clear, √so that the parties involved feel at ease. √
- Arrange a meeting between the parties in conflict √ and management./A time and a place to discuss the conflict is arranged. √
- The team must recognise that people'sviews√ on an issue differ. √
- Each party must be givenan opportunity to express their opinions√ and feelings. √
- Blame-shifting should be avoided√ and joint team solutions must be found. √
- The team must brainstorm/devise/suggest ideas√ to find solutions to the situation. √
- The best possible solutionsare selected√ for consideration. √
- The parties must agree on the criteria√ to evaluate the alternatives. √
- The most appropriate solution must be selected√ and implemented. √
- The solution must be evaluated√ and progress must bemonitored. √
- Expertise on handling conflict may be sourced √from outside the business. √
- Any other relevant answer related to the application of steps when resolving conflict in a team.

Max (8)

4.3 Strategies to deal with difficult personalities

TYPE OF PERSONALITY	STRATEGY TO DEAL WITH THE PERSONALITY
4.3.1 Complainer	• Listen to the complaints, but do not acknowledge them. √√ • Interrupt the situation and move to the problem-solving process as soon as possible. √√ Max (2)
4.3.2 Aggressive	• Allow them time to speak and 'blow off'. √√ • Be firm, but do not attack them. √√ • Do not allow them to be hostile towards others. √√ Max (2)
4.3.3 Quiet	• Do not fill the silence with words. √√ • Wait for their response.√√ • Encourage them to give input. √√ • Restrict the time for the discussion. √√ Max (2)

4.4 Multiple choice questions

4.4.1 B√√

4.4.2 A√√

4.5 ESSAY: TEAM PERFORMANCE AND CONFLICT MANAGEMENT

4.5.1 Introduction

- Teamwork refers to a number of people working together effectively, in order to reach a common goal.√
- Each team member should contribute towards the success of the team√
- Successful teams go through different stages of team development, in order to become successful.
- √
- Managers should be fully conversant with the causes of conflict, in order to develop relevant strategies to deal with conflict in the workplace.√
- A grievance is when an employee has a complaint about a work-related issue.√
- Any other relevant introduction. Max (2)

4.5.2 Criteria for successful team performance

Interpersonal attitudes and behaviour√√

- Members must have a positive attitude by supporting√ and motivatingeach other.√
- Sound interpersonal relationships√ will ensure job satisfaction/ an increase in the productivity of the team.√
- Members are committed√ to achieving a common goal/ objective.√
- Team leader acknowledges members√ for their positive contributions.√
- Any other relevant answer related to interpersonal attitudes and behaviour as a criterion for successful team performance.

Criterion (2)
Explanation (2)
Sub max (4)

Shared values/ mutual trust and support√√

- Show loyalty and trust towards team members√ despite mutual differences.√
- Show respect√ for the knowledge and skills of each member.√
- Perform team tasks with integrity/pursuing responsibility/meeting team deadlines√ with necessary commitment to team goals.√
- Any other relevant answer related to shared values/mutual trust and support as a criterion for successful team performance.

Criterion (2)
Explanation (2)
Sub max (4)

Communication√√

- A clear set of processes/procedures for team work ensures√ that every team member understands his/her role. √
- Ability to communicate well√ and make decisions quickly. √
- Communicates with team members√ and allows for feedback. √
- Encourages discussion about the problem√ so that solutions can be found. √
- Continuous review of team progress ensures that team members√ can rectify mistakes/ act pro-actively to ensure that goals/targets are reached. √
- Any other relevant answer related to communication as a criterion for successful team performance.

Criterion (2)
Explanation (2)
Sub max (4)

Co-operation/ collaboration√√

- Clearly defined realistic goals are set, √ so that all members know exactly what is to be accomplished. √
- Willingness to co-operate as a unit√ to achieve team objectives. √
- Co-operate with management√ to achieve team/business objectives. √
- Agree on ways to get the job done effectively√ without wasting time on conflict resolution. √
- All members take part√ in decision making. √
- A balanced composition of skills/knowledge/experience/expertise√ ensures that teams achieve their objectives. √
- Any other relevant answer related to co-operation/collaboration as a criterion for successful team performance.

Criterion (2)
Explanation (2)
Sub max (4)

4.5.3 Stages of team development

Forming√√

- Individuals gather information/impressions about each other/the scope of the task√ and how to approach it. √
- This is a comfortable stage√ to be in, as the work has not yet started. √
- Individuals focus on being busy with routine tasks√, such as team organisation/who does what/when to meet each other√, etc.
- Individuals are motivated by the desire√ to be accepted by fellow team members. √
- Team members can determine how each one, as an individual, √ will respond under pressure. √
- Any other relevant answer related to forming as a stage in team development.

Stage (2)
Discussion (2)
Sub max (4)

Storming√√

- Teams go through a period of unease/conflict√ after they form. √
- Different ideas from team members√ will compete for consideration. √
- Team members open up to each other√ and confront each other about their ideas/ perspectives. √
- Tension and arguments occur√ and upset team members./ There may be a power struggle for the position of team leader. √
- In some instances, storming can be resolved quickly.√ In others, the team never leaves this stage. √
- Many teams fail during this stage,√ as they are not focused on the task. √
- This phase can become destructive for the team/will negatively impact on team performance,√ if allowed to get out of control. √
- This stage is necessary√ for the growth of the team. √
- Some team members tolerate each other√ to survive this stage. √
- Any other relevant answer related to storming as a stage in team development.

Stage (2)
Discussion (2)
Sub max (4)

Norming/ settling and reconciliation√√

- Team members come to an agreement√ and reach consensus. √
- Roles and responsibilities√ are clear and accepted. √
- Processes/working style√ and respect develop amongst members. √
- Team members want to work√ to ensurethe success of the team. √
- Conflict may occur√, but commitment and unity are strong. √
- Any other relevant answer related to norming/settling and reconciliation as a stage in team development.

Stage (2)
Discussion (2)
Sub max (4)

Performing/ working as a team towards a goal√√

- Team members are aware of the strategies√ and aims of the team. √
- They have direction√ without interference from the leader. √
- Processes√ and structures are set. √
- Leaders delegate√ and oversee the processes and procedures. √
- All members are now competent, autonomous√ and able to deal withthe decision-making process without supervision. √
- Differences among members are appreciated√ and used to enhance the team's performance. √
- Team members find ways√ to complete tasks without conflict/external supervision. √
- Any other relevant answer related to performing/working as a team towards a goal as a stage in team development.

Stage (2)
Discussion (2)
Sub max (4)

Adjourning/ mourning√√

- The focus is on the completion√ of the task/ending the project. √
- Breaking up the team may be traumatic, √ as team members may find it difficult to perform as individuals once again. √
- All tasks need to be completed√ before the team finally dissolves. √
- Any other relevant answer related to adjourning/mourning as a stage in team development.

Stage (2)
Discussion (2)
Sub max (4)
Max (16)

4.5.4 Causes of conflict that may arise in the workplace

- Lack of proper communication√ between leaders and members. √
- Ignoring rules/procedures√ may result in disagreement/ conflict. √
- Leaders and members√ may have different personalities/backgrounds. √
- Different values/levels√ of knowledge/skills/experience of team members. √
- Little or no co-operation√ between internal and external parties/stakeholders. √
- Lack of recognition for good work, √ e.g. a leader may not show appreciation for extra hours worked to meet deadlines. √
- Lack of member development√ may increase frustration levels as members may repeat errors due to a lack of knowledge/skills. √
- Unfair√ disciplinary procedures, e.g. favouritism. √
- Little or no support from management√ with regard to supplying the necessary resources. √
- Leadership styles used,√ e.g. autocratic leaders, may not always consider member input. √
- Unrealistic deadlines and heavy workloads√ lead to stress, resulting in conflict. √
- Lack of agreement√ on mutual matters, e.g. remuneration and working hours. √
- Unhealthy competition/ inter-team rivalry√ may cause members to notfocus on the team targets. √
- Lack of commitment√ may lead to an inability to meet pre-set targets. √
- Any other relevant answer related to the causes of conflict that may arise in the workplace.

Max (10)

4.5.5 Application of steps when resolving conflict in a team

- Identify/ acknowledge that there is conflict in a team. √√
- The team must define the problemclearly. √√
- Analyse the cause of conflict by breaking it down into different parts. √√
- Evaluate the situation objectively. √√
- Make intentions for intervention clear, so that parties involved feel at ease. √√
- Arrange a meeting between conflicting parties and management./ A time and a place for the discussion of the conflict is arranged. √√
- The team must recognise that views on an issue differ. √√
- Each party must havean opportunity to express his/her opinions and feelings. √√
- Blame-shifting should be avoided and joint team solutions must be found. √√
- The team must brainstorm or suggest ideas to find solutions to the situation. √√
- The best possible solutionsare selected for consideration. √√
- The parties must agree on the criteria to evaluate the alternatives. √√
- The most appropriate solution must be selected and implemented. √√
- The solution must be evaluated and its progress must bemonitored. √√
- Expertise on handling conflict may be sourced from outside the business. √√
- Any other relevant answer related to the application of steps when resolving conflict

Max (8)

4.5.6 Conclusion

- The success of a business depends on successful collaboration within a team to ensure that the objectives of the business will be met. √√
- Conflict is a situation in which there are opposing ideas/opinions/feelings that make it difficult to choose. √√
- Conflict cannot always be resolved/avoided/eliminated; therefore, people need to learn how to manage conflict within a team, in order to work in harmony. √√
- Any other relevant conclusion related to team performance and conflict management.

Max (2)

[40]

5. Message from the writers

All learners are capable of performing at the highest level of their potentialif they are adequately prepared for the examination.The sub-topicsthat are covered in this booklet have been identified as challenging in past examination papers; however, if you are well conversant with the content, youwillbe able to obtain a quality pass. It is envisaged that this booklet will help you with skills on how to approach questions in the examination.

Succeeding in life is as simple as being a good student. All you have to do is pay attention, work hard and give it your bestshot. Don't give up on your goals – they are achievable. In the words of Denzel Washington: "Never give up. Without commitment you will never start. More importantly, without consistency you will never finish. It is not easy; so keep working, keep striving and never give up."

Usain Bolt won 9 gold medals in the last 2 Olympics and he ran for less than 2 minutes on the track. That's economy of effort.He ran less than 115 secs in total and made $119 million dollars. That's morethan $1 million for each second he ran. But for those 2 minutes of glory, he trained for more than 20 years. That's investment.

Think and plan for the long term. Patience and hard work pays.

THANK YOU

This Business Studies module on Business Roles was developed by Mr M van Rooi, MsL Scheepers, Ms F Baloyi - Jele, Ms C Gordon, and Ms M Mokgoatlheng (Subject Specialists, PED)

A special mention must be made of Mr Mzikaise Masango, the DBE curriculum specialist who, in addition to his contribution to the development of the guide, also coordinated and finalised the process.

These officials contributed their knowledge, experience and in some instances unpublished which they have gathered over the years to the development of this resource. The Department of Basic Education (DBE) gratefully acknowledges these officials for giving up their valuable time, families and expertise to develop this resource for the children of our country.

Administrative and logistical support was provided by Mr Noko Malope and Ms Vhuhwavho Magelegeda. These officials were instrumental in the smooth and efficient management of the logistical processes involved in this project.

Look out for more modules that deal with other topics of the Grade 12 syllabus.

BUSINESS STUDIES

BUSINESS ROLES

GRADE 12

Department of Basic Education
222 Struben Street, Pretoria, 0001
Private Bag X895, Pretoria, 0001, South Africa
Tel: (012) 357 3000 Fax: (012) 323 0601

Hotline: 0800 202 933

website
www.education.gov.za

facebook
www.facebook.com/BasicEd

twitter
www.twitter.com/dbe_sa

ISBN NO. 978-1-4315-3287-2