BACHELOR OF COMMERCE (BM322)
XBCM7329/w
WORK INTEGRATED LEARNING
MODULE MANUAL 2023
(First Edition: 2019)

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The full-service Student Portal provides you with access to your academic administrative information, including:

- an online calendar,
- timetable,
- academic results,
- module content,
- financial account, and so much more!

Module Guides or Module Manuals

When you log into the Student Portal, the 'Module Information' page displays the 'Module Purpose' and 'Textbook Information' including the online 'Module Guides or 'Module Manuals' and assignments for each module for which you are registered.

Supplementary Materials

For certain modules, electronic supplementary material is available to you via the 'Supplementary Module Material' link.

Module Discussion Forum

The 'Module Discussion Forum' may be used by your lecturer to discuss any topics with you related to any supplementary materials and activities such as ICE, etc.

To view, print and annotate these related PDF documents, download Adobe Reader at following link below:
www.adobe.com/products/reader.html

IIE Library Online Databases

The following Library Online Databases are available. These links will prompt you for a username and password. Use the same username and password as for student portal. Please contact your librarian if you are unable to access any of these. Here are links to some of the databases:

Library Website	This library website gives access to various online resources and study support guides [Link]
LibraryConnect (OPAC)	The Online Public Access Catalogue. Here you will be able to search for books that are available in all the IIE campus libraries. [Link]
EBSCOhost	This database contains full text online articles. [Link]
EBSCO eBook Collection	This database contains full text online eBooks. [Link]
SABINET	This database will provide you with books available in other libraries across South Africa. [Link]
DOAJ	DOAJ is an online directory that indexes and provides access to high quality, open access, peer-reviewed journals. [Link]
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HeinOnline	Law database [Link]
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1. Introduction

An essential part of The Independent Institute of Education (The IIE) qualifications is to prepare students for the World of Work. You are prepared for your future career in all WIL modules by either simulations, case studies or work placements.

The key differences between WIL modules and all other modules in a qualification is that, in the WIL module, you need to use all the knowledge and skills that you have developed in all of your modules up to that point, and further develop your abilities to reflect on yourself and your peers.

2. The Purpose of WIL

The purpose of having a WIL module in a qualification is to bring together all the knowledge and skills gained into one consolidated project thereby enabling you, the student, to integrate what you have learnt in several modules and demonstrate that you are able to apply it to solve a workplace type problem. Through the WIL Modules additional attention can be given to what SAQA calls Critical Crossfield Outcomes (CCFOs) or what is now more generally known internationally as global competencies. These include:

CCFO1: Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.
CCFO2: Work effectively with others as a member of a team, group, organisation, community.
CCFO3: Organise and manage oneself and one's activities responsibly and effectively.
CCFO4: Collect, analyse, organise and critically evaluate information.
CCFO5: Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
CCFO6: Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
CCFO7: Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
CCFO8: In order to contribute to the full personal development of each learner and the social and economic development of the society at large, it must be the underlying intention of any programme of learning to make an individual aware of the importance of:

- reflecting on and exploring a variety of strategies to learn more effectively;
- participating as responsible citizens in the life of local, national and global communities;
- being culturally and aesthetically sensitive across a range of social contexts;
- exploring education and career opportunities; and
- developing entrepreneurial opportunities.

The application of CCFOs or global competencies is largely context and discipline dependent.

3. WIL Role Players

WIL involves the following role players:

1. The **student** – the student is expected to attend all scheduled sessions (in person or in the case of distance students remotely), to meet deadlines, and collect and prepare evidence aligned to expectations as set out in the relevant WIL Module Manual. If a letter is required to make contact with stakeholders from industry, the student must request such letters from the WIL Coordinator.

2. The **WIL Coordinator** – takes responsibility for the overall operationalisation of WIL on a campus or for a group of students and issues any formal letters required by the student.

3. IIE approved **lecturers** – designated to guide, mentor, assess and monitor students' academic progress in the WIL module.

4. **External role-players** in the workplace – takes responsibility for mentoring the student, ensuring the student completes suitable work experiences and monitors the student's attendance.

A lecturer responsible for a WIL module may also be the designated WIL Coordinator.

4. Assessment of WIL

Assessment of Work-Integrated Learning (WIL) should be based on the design of the learning component of the programme expectations and stated outcomes. In addition, the assessment of WIL is governed by the principles in The IIE Assessment Strategy and Policy **(IIE009)** and the IIE Work-Integrated Learning Policy **(IIE006)**.

WIL modules are assessed primarily through:

- POE;
- Self-reflective report/evaluation;
- Peer evaluations;
- Oral presentation. **<u>In the case of distance students the presentation will be done via Skype or Learn Collaborate on Blackboard</u>**

4.1 Portfolio of Evidence

A Portfolio of Evidence (PoE) is a collection of materials that illustrates a person's skills and capabilities. A PoE also typically includes reflecting on the learning process and is the place (usually a file) where documents are collected for one or both of the following purposes:

- To demonstrate student competence during a WIL process by putting together evidence of what they did, for example, documentation, background research, reflections, lessons learnt, etc. This would include all types of WIL e.g., Project, Simulation, Work Placement.
- To keep in one place some of the documents students may wish to show a potential employer as evidence of their learning.

The student's submissions for their PoE can also be in the form of MSOffice documents such as Visio, Project, PowerPoint, Excel and Word documents (available through Office 365 to which all students have access) or using specific relevant software if required by the WIL.

The student will receive the WIL Module Manual halfway through the first semester, but the actual WIL runs in the second semester. The final submission of the portfolio will be after the 12th week in the second semester – normally in week 13.

The PoE must consist of the following documents:

- Cover Page
- Table of Contents
- Group name and members

- Project outline/description
- A discussion on the progression through the process, findings and recommendations
- Screenshots of important items relating to the project (if applicable)
- Project contents/documentation (all of the outputs as stated in the project requirements)
- Declaration of Authenticity (Annexure A)
- Peer evaluations (Annexure B)
- Self-evaluation reflective report (Annexure C)
- Presentation rubric (Annexure D); (with lecturer's feedback comments).

4.2 Peer/Self-Evaluations and Attendance

Because reflection is such an important part of the WIL modules, students will be assessed on their reflections and insights gained while engaging in work-like activities. Students will be assessed both on their ability to reflect on themselves (called a "self-learning evaluation"), and will evaluate other students, or their peers (called a "peer evaluation"). All of the self-learning evaluations and peer evaluations will be standardised across all the WIL modules and will be weighted differently across the various years in a three-year qualification. The students are to complete the peer evaluation questionnaire (Annexure B) and the self-evaluation reflective report (Annexure C).

All WIL modules are set up on Learn and students are required to do their self-reflections and journals on WIL using the journaling tool.

4.3 Oral Presentations

The WIL modules require students to deliver an oral presentation describing their project or activity to their peers and/or lecturer(s). This will typically happen at the end of the project, i.e., towards the end of the WIL module. Each student in the group is to be evaluated according to the presentation rubric (Annexure D).

There are two main components of oral presentations, namely, a verbal component and a visual component. The **verbal** component focuses on the oral, or spoken, portion of the presentation during which aspects such as tone, delivery, language and audience engagement are assessed.

The **visual** component includes all other communication aids that are used during the presentation, e.g., slides, video clips, posters, handouts, models, simulations, diagrams, websites, etc. The visual images created by the students themselves may be included here if they are relevant to the environment which is being represented. A typical example would be when a group of students is simulating the presentation of a proposal to a prospective client. In such instances, appropriate dress, posture and body language are important. Visual aids used in presentations should be used effectively. For example, PowerPoint slides should **support** the presentation, but not **become** the presentation. Consequently, students need to think about both what they say, how they say it, what they use to support what they say, and how they are acting professionally and appropriately in a work-like environment. **Distance presentation may be done using video conferencing (Skype, MS Teams, Zoom etc.) or IIELearn Collaborate.**

Please note: "*Students* ***who do not attend at least 80% of scheduled sessions AND sessions organised by groups working together in person or online will forfeit 20% of their final mark.*** *The team leaders/WIL Coordinator must track attendance of these sessions. These sessions can take place using The IIE Learn platform (i.e., "Collaborate") or Skype.",* (IIE006, 2019).

5. Qualification Summary

Qualification Name: Bachelor of Commerce

Qualification Code: BM322

QUALIFICATION PURPOSE	EXIT LEVEL OUTCOMES
The purpose of this qualification is to provide graduate-level knowledge, applied competences and the necessary attitudes needed to prepare learners for professional careers within the field of commerce. The Bachelor of Commerce provides solid critical knowledge of general business studies, as well as specialised education in the main area of focus, namely conceptual relevance with stronger emphasis on applied theory and demonstration of reflexive knowledge and competence. This qualification provides for core discipline learning areas within in marketing, strategic management, financial management and finance and accounting from the second year of study, thus enabling the learner to develop the capacity to analyse scenarios in key areas of interest, and to make innovative decisions critical to the development and implementation of a variety of solutions for modern business ventures in the selected core discipline areas.	1. Communicate effectively and professionally in a business environment, using academic and professional business conventions and formats. 2. Formulate, implement and evaluate business strategies based on discipline-specific concepts, principles and business analysis. 3. Assess and interpret the financial position of a business entity to inform strategic business decisions. 4. Respond to given or contextual abstract problems related to the business environment. 5. Take informed ethical business decisions, drawing on appropriate ethical values and approaches, within a business environment.

	6. Apply a range of methods to resolve problems or introduce change within a business environment. 7. Use information systems and appropriate technology in business.

6. MODULE SUMMARY

ITEM	DESCRIPTION
Faculty	Commerce
Qualification	Bachelor of Commerce
Module Name	Work Integrated Learning
Module Code	XBCM7329/w
Module Purpose	Practical project which examines case studies of business successes and failures. Students report on their analysis of business success/failure factors.
Module Outcomes	MO001 Examine case studies MO002 Identify problem area/s MO003 Propose plan and motivate (include implementation planning).
Credits	15 credits
Contact Hours	48
Type of WIL	Case Study
Tools & Resources	Personal Computer Microsoft® Office 365 Internet etc.
Additional Information	The groups should be between 3 (minimum) to 5 (maximum) students. Student will regularly meet with the lecturer and group members to explain the progress and receive appropriate feedback and guidance during these sessions. **Assessment Part 1: Project Mark = 65%of Total Mark** • Mark awarded according to the requirements identified for the actual project **Assessment Part 2: Peer and self-evaluation =15% of Final Mark** • Use the self-evaluation form (Annexure C) to determine each student's evaluation of his/ her own strengths and weaknesses (10%); • Use the peer evaluation form (Annexure B) to evaluate team members (5%);

	• Each student completes a form assessing the other team members. **Assessment Part 4: Presentation = 20% of Final Mark** • The presentation is marked by using the rubric provided.

7. Pacer

Students need to communicate with the lecturer on the **progression** of their project during the assessment points, highlight constraints and problems (externally and within their group), participate in class discussions, and submit evidence of their project progression.

WIL will be conducted usually in the second semester so as to create a more focused experience for students and thus increase the intensity and impact of the learning. However, it is important that students receive this guide in the **previous semester** when students are required to search for an appropriate organisation where they can carry out their WIL in the case of work placement or engagement. Simulations for first and second year WILs will also be distributed to students in the previous semester.

The module consists of three phases. Each phase requires you to complete a set of activities and submit the required evidence. You will be working in teams, each team consisting of three or four students. The lecturer will assign you to a specific team for the duration of the module. You are expected to attend discussions with the lecturer on a continuous basis. You should also have regular team meetings. Each team will need to appoint a team leader or chairperson and a secretary. The chairperson will be responsible for running the meetings. The secretary will be responsible for compiling agendas and minutes, etc.

There will be continuous meetings between the lecturer and each team spread over the 38 hours allocated to this task to ensure that the module is running within the set timeline. Individual teams must keep records of all meetings. This module requires group and individual work beyond the indicated sessions below. These sessions are not included in the pacer as each group needs to manage their meetings when necessary. Individual teams must keep records of all additional meetings.

Use the following pacer to manage your time and refer to the marking rubric to identify specific criteria that you are expected to meet.

At the beginning of a meeting or contact session the team leader has to report to the lecturer what progress has been made since the previous meeting. Before a meeting adjourns the chairperson must make sure that the team has been assigned a set of tasks which have to be completed before the next meeting.

You must attend the contact sessions and team meetings. If you cannot attend, a formal excuse is needed. This, however, should be the exception. You must also be punctual for appointments.

You must see to it that each team member has specific responsibilities. The responsibilities of the different team members are assigned by the team itself. You will have the opportunity to assess your fellow team members.
Should a team member not participate, please inform the lecturer. Students who do not contribute to the team will be penalised accordingly.

You are encouraged to spend time together as a group to build cohesion e.g., going out to a restaurant or taking part in a team sport activity. Assessment points are indicated on the Pacer which describes the various milestones. Each milestone represents an assessment point.

Assessment points are indicated on the Pacer which describes the various milestones. Each milestone represents an assessment point.

MILESTONE (ASSESSMENT POINT)	HOURS	TASK
1. Professional Conduct in the Workplace Programme (Annexure G)	5	**<u>INDIVIDUAL</u>** Students must complete a relevant Professional Conduct in the Workplace Programme (PCWP) as part of the WIL module if the WIL requires them to engage with representatives or stakeholders from industry and/or the community. This replaces WRP. It is not a requirement for WIL modules based on ***simulations*** or other forms of campus-based activities, but it is strongly recommended that the PCWP be completed anyway as the skills are related to the World of Work and are thus supportive of WIL outcomes. HOPs and Brands to develop – should be different for each WIL which requires placement
2. Introduction to the WIL and group members are allocated	5	**<u>GROUP</u>** • Lecturer to brief students on the module, its purpose, value, parameters, logistics, responsibilities, requirements, assessment and timeline. • Verifies that students have all relevant documentation pertaining to the module. • Assigns students to groups (if applicable). • Instructs teams to identify a business and present choice at next meeting. • Instructs teams to present team structure and job descriptions at next meeting.

MILESTONE (ASSESSMENT POINT)	HOURS	TASK
		• Brief students on sources and type of information used in developing case studies. • Lecturer to distribute the Handout on Case Study methodology (Annexure H). • Students have to study the documents provided by the lecturer during the induction meeting in preparation for the next session. • Team has to structure team organogram and allocate team member responsibilities**.**
3. Case Study Process	20	**<u>GROUP</u>** • Lecturer to brief students on how case studies should be analysed and brief students on the case study of Shoprite Holdings and questions. • Students to discuss and analyse case study in groups. • Students to write discussions and decisions down. • Students to identify and list possible sources of information about Shoprite Holdings that should be researched. • Hand out the case study on Shoprite Holdings (Annexure I) • Hand out the case study questions (Annexures J & K). • Students have to study the case study and questions provided by the lecturer. • Students should also source additional information about the company used in the case study for additional information that can be useful.
4. Reporting on Case Studies	30	**<u>GROUP</u>** • Lecturer to brief students on reporting (oral and written) on case study analysis. • Students to provide information obtained for Shoprite Holdings. • Students to plan reporting (oral and written) on case study. • Lecturer to provide the students with questions for different core disciplines, these can be used for the team presentation and for the individual report. Examples of questions are provided in Annexures J & K.

MILESTONE (ASSESSMENT POINT)	HOURS	TASK
5. Applying case studies in different core disciplines.	25	**GROUP** • Lecturer to brief students on the ways to analyse Shoprite Holdings within the different fields of study. • Students to analyse Shoprite Holdings within field of specialisation, identifying the aspects covered in the questions.
6. Presentation and Reports	5	**GROUP** • Teams present written plan for oral/Skype presentations on the business for lecturers' consideration and approval. • Students present individual written plan for report on the business for lecturers' consideration and approval.
7. Report Writing for POE	30	**GROUP** • Lecturer will discuss the assessment criteria of presentations, reports and the PoE. • Work through the Annexures on the case study provided so students understand how to address the questions asked for each specific core discipline. • Students to complete the questions thoroughly and use knowledge generated from prior modules. • Students conducted additional desktop research to source credible references that supports students' response on the questions. The desktop research will also assist in the sourcing of additional information about the organisation in the case study.
a. Draft Submission	10	**GROUP** The following draft documents must be submitted by the students: • Detailed profile of the business. • Analysis of the current status of the business. • Identification of aspects required. • Discussion of and plan to address the aspects identified. • Present PowerPoint presentations in dry run to lecturer for consideration and approval.

		• Students who submit their draft documents (as outlined in the checklist), will receive a 5% compliance mark. • Teams/ students make amendments or adjustments to draft documents.
b. Final Individual Group Feedback Session	2	**<u>GROUP</u>** Individual team members clarify any further issues concerning Report and team member evaluations with lecturer.
8. Presentation on POE	15	**<u>GROUP</u>** Lecturer briefs students on how to prepare and conduct a PowerPoint presentation. Develop presentation and present WIL report to the lecturer. • Discuss and clarify presentation issues with lecturer. • Use technology to prepare draft presentations. • Discuss and finalise presentations
9. Self-Evaluation and Peer-Evaluation	3	**<u>INDIVIDUAL</u>** • Lecturer informs students on process for team member evaluations. • Lecturer briefs students on structure of Self-Reflective Report. • Team members have final meetings to consider Self Reflective Reports and team member evaluations. • Complete the peer and self-evaluation tasks.
10. Attendance	0	<u>INDIVIDUAL</u> Include attendance sheets.
TOTAL NOTIONAL HOURS	**150**	

8. Detailed WIL Requirements

While there are general principles for the assessment of WIL modules, each WIL module will have its own marking criteria and weightings.

MILESTONE (ASSESSMENT POINT)	TASK	MARK WEIGHTING BREAKDOWN
1. POE		65 %
2. Peer-Evaluation	Complete peer evaluation report (Annexure B)	5% (Group work)
3. Self-Evaluation	Complete self-evaluation report (Annexure C)	10%
4. Presentation	Group Presentation	20%
TOTAL WEIGHTING		**100**

ANNEXURE A

Plagiarism occurs in a variety of forms. Ultimately though, it refers to the use of the words, ideas or images of another person without acknowledging the source using the required conventions. The IIE publishes a Quick Reference Guide (available on The IIE Library website) that provides more detailed guidance, but a brief description of plagiarism and referencing is included below for your reference. It is vital that you are familiar with this information and the Intellectual Integrity Policy before attempting any assignments.

The IIE respects the intellectual property of other people and requires its students to be familiar with the necessary referencing conventions. Please ensure that you seek assistance in this regard before submitting work if you are uncertain.

If you fail to acknowledge the work or ideas of others or do so inadequately this will be handled in terms of the Intellectual Integrity Policy (IIE023 – [available in the library]) and/or the Student Code of Conduct policy (IIE026)– depending on whether or not plagiarism and/or cheating (passing off the work of other people as your own by copying the work of other students or copying off the Internet or from another source) is suspected.

Your campus offers individual and group training on referencing conventions – please speak to your librarian or ADC/ Campus Co-Navigator in this regard.

<u>Reiteration of the Declaration you have signed:</u>

1. I have been informed about the seriousness of acts of plagiarism.
2. I understand what plagiarism is.
3. I am aware that The Independent Institute of Education (IIE) has a policy regarding plagiarism and that it does not accept acts of plagiarism.
4. I am aware that the Intellectual Integrity Policy and the Student Code of Conduct prescribe the consequences of plagiarism.
5. I am aware that referencing guides are available in my student handbook or equivalent and in the library and that following them is a requirement for successful completion of my programme.
6. I am aware that should I require support or assistance in using referencing guides to avoid plagiarism I may speak to the lecturers, the librarian or the campus ADC/ Campus Co-Navigator.
7. I am aware of the consequences of plagiarism.

Please ask for assistance prior to submitting work if you are at all unsure.

Declaration of authenticity

I, ____________________________ ID Number, ___________________________ hereby declare that this portfolio, and any evidence included therein, contains my own independent work and that I have not received help from other groups.

I confirm that we have not committed plagiarism in the accomplishment of this work, nor have I falsified and/ or invented experimental data.

I accept the academic penalties that may be imposed for violations of the above.

________________________ ____________________

STUDENT SIGNATURE **DATE**

ANNEXURE B

This peer evaluation form must be completed for each member of the group and returned to the lecturer before the final PoE submission.

PEER EVALUATION
(NOT TO BE SHARED WITH TEAM MEMBERS)

GROUP NAME/ NUMBER: ……………………………. DATE: …………………………..

Please rate each of your project team members using the following scale detailed in the assessment criteria descriptions provided. Marks received from each member of the team will be added up and then averaged. Each team member must have a separate evaluation form completed.

Name of student being evaluated:		Never	Seldom	Frequently	Always
		0	**1**	**2**	**3**
The student's personal work					
1.	The student contributed good ideas that added value to the project.				
2.	The student performed their tasks in line with what was expected of them.				
3.	The student produced high quality work.				
4.	The student managed their own time well and met deadlines.				
The student's work as part of a team (when relevant)					
5.	The student accepted responsibility for a fair portion of the tasks.				
6.	The student was an enthusiastic member of my team.				
7.	The student helped others to be successful.				
8.	The student worked well with other members of the team.				
TOTAL: /24					

Comments:

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NAME: …………………………………………….. SIGNATURE: …………………………………….

ANNEXURE C

SELF-EVALUATION

REFLECTIVE REPORT

Please complete and include this self-reflective report when submitting your final PoE.

Using a reporting structure complete the following:

Introduction Write an introductory paragraph in which you briefly outline your understanding of the purpose and value of WIL.
Skills Learnt Identify the skills you have learnt. State how you used/ were expected to use each skill during your WIL. Consider skills under each of the following three categories and report on each: Industry specific practices, e.g., media monitoring, compiling media kits, writing articles for the staff newsletter, etc. • Interpersonal communication skills, e.g., brainstorming sessions, feedback sessions, staff meetings or briefing and debriefing sessions, etc. • Management skills, e.g., time management to meet deadlines, crisis management to solve unexpected problems, etc.
Role in the team Describe the team dynamic during your WIL and whom you reported to and with whom you were on a team with. Comment on your role in the team with regard to all of the following points: Leadership responsibilities and being provided instruction. • Your contribution to team success. • The group dynamic and your contribution to the group/team as a whole. • Dealing with concerns, complaints, queries and conflict.
Research, technology and the presentation of information Finding information that is both relevant and useful is a much-needed skill in WIL. • Describe one (1) or two (2) scenarios in which you were expected to find information for a task or duty that you had to complete. This can be related to online research, finding client or supplier contact information, or looking through files and databases to find relevant data. • Where did you find the information you needed to do this work? • What technology did you use? • How did you have to present the information you found?
Personal strengths (strong points) and weaknesses (areas to do better in)

Comment on the elements, tasks or duties during your WIL that you found yourself excel in, as well as the ones you found difficult to master. • List and describe the tasks that you did really well in. • Identify at least five strengths that you realised you have. • List and describe the tasks that you did not do well in. • Why in your opinion, did you not perform well in these tasks? • Comment on how you think you can improve on the weaknesses that you identified.
Stakeholder relationship Describe your relationship with the WIL Coordinator or in the case of placement, the mentor in the workplace by focusing on the following areas: • Part of this relationship that worked well for you and parts that did not. • Explain how you think you could have made the relationship better or stronger.
Impact This refers to your contributions to the organisation during your placement there. • Comment on how you think others (if placed, management, fellow staff members, team members, clients, suppliers and others you worked with during your placement) benefitted from you being there and the work you did. • Describe how you have made a better/ greater/ more positive impact.
Conclusion Write a summary whereby a clear overall impression of your WIL experience is provided.

The lecturer will use the rubric below to mark your self-reflection report. Consider the criteria when compiling your report.

REFLECTION REPORT CRITERIA	1 – Poor	2 – Acceptable	3 – Accomplished	TOTAL
Introduction (CCFO8) Write an introductory paragraph in which you briefly outline your understanding of the purpose and value of WIL.	Lack of understanding of the purpose and value of WIL. Did not refer to preparation for the world of work Did not mention concepts from any modules	Some understanding of the purpose and value of WIL. Could relate to the world of work, but did not mention concepts from modules.	Clear understanding of the purpose and value of WIL. Explained the relationship between the world of work and the concepts from a range of modules.	
Skills Learnt (CCFO1; CCFO2; CCFO3; CCFO4; CCFO8) Identify the skills you have learnt. State how you used/ were expected to use each skill during your WIL. Consider skills under each of the following three categories and report on each: • Industry specific practices, e.g., media monitoring, compiling media kits, writing articles for the staff newsletter, etc. • Interpersonal communication skills, e.g., brainstorming sessions, feedback sessions, staff meetings or briefing and debriefing sessions, etc. • Management skills, e.g., time management to meet deadlines, crisis management to solve unexpected problems, etc.	The student did not think about what they learnt. Limited to no details or examples were provided.	The student thought about some skills that they learnt during the WIL. Some examples and details were provided as per brief.	The student fully understands and can explain to others what skills they learnt in the WIL module. Detailed examples for what and how the student learnt were provided. Reflection on the skills learnt is complete and done well in line with the brief.	

REFLECTION REPORT CRITERIA	1 – Poor	2 – Acceptable	3 – Accomplished	TOTAL
Role in the team (CCFO2; CCFO8) Describe the team dynamic during your WIL. Who you reported to and who you were on a team with. Comment on your role in the team with regard to all of the following points: • Leadership responsibilities and being provided instruction. • Your contribution to team success. • The group dynamic and your contribution to the group/team as a whole. • Dealing with concerns, complaints, queries and conflict.	The student did not clearly reflect on the team dynamic. The role of the student concerning their role in the team is not clear.	The student reflected on the team dynamic and some key issues concerning their role in the team were described.	The team dynamic is clearly described. The role of the student concerning their role in the team is clear and in line with the brief.	
Research, technology and the presentation of information (CCFO5; CCFO6; CCFO8) Finding information that is both relevant and useful is a much-needed skill in WIL. • Describe one or two scenarios in which you were expected to find information for a task or duty that you had to complete. This can be related to online research, finding client or supplier contact information, or looking through files and databases to find relevant data. • Where did you find the information you needed to do this work? • What technology did you use?	The student did not clearly reflect on research, technology and the presentation of information.	The student reflected on a limited number of key issues concerning research, technology and the presentation of information.	Most aspects relating to research, technology and the presentation of information is clearly described as per brief.	

REFLECTION REPORT CRITERIA	1 – Poor	2 – Acceptable	3 – Accomplished	TOTAL
• How did you have to present the information you found?				
Personal strengths (strong points) and weaknesses (areas to do better in) (CCFO8) Comment on the elements, tasks or duties during your WIL that you found yourself excel in, as well as the ones you found difficult to master. • List and describe the tasks that you did really well in. • Identify at least five strengths that you realised you have. • List and describe the tasks that you did not do well in. • Why in your opinion, did you not perform well in these tasks? • Comment on how you think you can improve on the weaknesses that you identified.	The student did not accurately reflect on their personal strengths and weaknesses. Limited to no details were provided as per brief and the reflection lacks insight on how weaknesses can be improved.	The student displayed some understanding of their personal strengths and weaknesses. Some details were provided as per brief and the reflection included a satisfactory description of how weaknesses can be improved.	The student fully recognises their strengths and weaknesses. Details and examples were provided as per brief and the student clearly understands how to improve on their weaknesses.	

REFLECTION REPORT CRITERIA	1 – Poor	2 – Acceptable	3 – Accomplished	TOTAL
Stakeholder relationship (CCFO2; CCFO8) Describe your relationship with the WIL Coordinator or in the case of placement, the mentor in the workplace by focusing on the following areas: • Part of this relationship that worked well for you and parts that did not. • Explain how you think you could have made the relationship better or stronger.	The student did not adequately describe their relationship with the WIL Coordinator and/or mentor. Limited to no understanding was shown on how the quality of the relationship could have been enhanced.	The student displayed satisfactory understanding of their relationship with the WIL Coordinator and/or mentor. The student provided some details on how the relationship could have been improved.	The student fully understands their relationship with the WIL Coordinator and/or mentor. Details were provided on which part of the relationship that worked well and parts that did not. The student is also able to comprehensively explain how the relationship could have been made stronger or better. Overall, the reflection on the stakeholder relationship is complete and done well in line with the brief.	
Impact (CCFO8) This refers to your contributions to the organisation during your placement there. • Comment on how you think others (management, fellow staff members, team members, clients, suppliers and others you worked with during your placement) benefitted from you being there and the work you did.	The student did not think about their contributions during WIL.	The student provided some insight into their contributions during WIL.	The student's reflection on their contribution during WIL is complete and done well in line with the brief.	

REFLECTION REPORT CRITERIA	1 – Poor	2 – Acceptable	3 – Accomplished	TOTAL
• Describe how you have made a better/ greater/ more positive impact.				
Conclusion (CCFO4; CCFO8) Write a summary whereby a clear overall impression of your WIL experience is provided.	The student did not provide a clear summary of their overall impression of their WIL experience.	The student provided an adequate summary of their overall impression of their WIL experience. More details could have been included in this regard.	The student provided a clear and detailed summary of their overall impression of their WIL experience.	
TOTAL				**/24**

ANNEXURE D

This is the rubric your lecturer will mark your group/individual presentation against. Please refer to this when preparing your presentation.

PRESENTATION RUBRIC

NAME/NUMBER OF STUDENT/GROUP .... **MODULE: ....**

CRITERIA	1 – You have learned something – but you are not proving it.	2 – You are on the right track but you can do better.	3 – Well done.	4 – You have done exceptionally well.	TOTAL
NON-VERBAL SKILLS (CCFO5)					
Audience Engagement, Body language and poise	• Makes no attempt to interact with the audience or make eye contact with the audience. In terms of video call presentations, student is making no attempts to look into the camera. The facial expressions show disengagement, uninterested or a sense of boredom. Student appeared to be seated during	• Student makes minimal attempts to interact with the audience or look into the video camera during the video call presentation. Student is distracted and there is too much movements that takes away the audience's focus from the presentation. Based on student's facial	• Has frequent interaction with the same people in the audience and continuously looked into the camera with minimal to none distracting movements during the video call presentation. Recovers quickly and smoothly when mistakes are made and manages to keep	• Holds attention through direct interaction with various members of audience. Student is engaged, interested, positive. Interacts with audience, no distracting movements.	

CRITERIA	1 – You have learned something – but you are not proving it.	2 – You are on the right track but you can do better.	3 – Well done.	4 – You have done exceptionally well.	TOTAL
	the presentation. Student seems unprepared and does not cope with interruptions during presentation.	expressions, the student appears tense, anxious, appears defensive, distracting, unnatural, and unnecessary movement. Does not recover well when making mistakes.	the audience interested in the presentation.		
Dress code	• Clothing inappropriate for purpose of presentation.	• Clothing is not entirely appropriate for purpose of presentation.	• Neat, well-groomed, mostly appropriately dressed for the purpose of the presentation.	• Professional, well-groomed, entirely appropriately dressed for the purpose of the presentation.	
VERBAL SKILLS (CCFO5)					
Tone Language	• Too loud/ too soft, abrupt, condescending.	• Cannot be heard by audience.	• Varies volume and pitch.	• Clear, easy to listen to, articulate.	

CRITERIA	1 – You have learned something – but you are not proving it.	2 – You are on the right track but you can do better.	3 – Well done.	4 – You have done exceptionally well.	TOTAL
Delivery	• Inappropriate, in poor taste, mumbles, incorrect use of terminology. • Shows no interest in topic or activity/ does not participate in part of presentation.	• Unable to articulate ideas. • Mumbles, appears distracted or unfocused, reads notes word for word.	• Correct use and pronunciation of terms. • Thoughts well-articulated, uses own words, but unable to keep audience engaged throughout presentation.	• Correct and effective use of language. • Enthusiastic, relaxed, self-confident, seldom refers to notes, maintains interest of audience throughout presentation.	

CRITERIA	1 - You have learned something – but you are not proving it.	2 - You are on the right track but you can do better.	3 - Well done.	4 - You have done exceptionally well.	TOTAL
VISUAL AIDS (CCFO5)					
Physical, e.g. posters, models, charts, etc. Electronic, e.g., video, computer simulation PowerPoint slides	• Unrelated to presentation.	• Poor, distracts audience, adds nothing to presentation.	• Commercially available visual aids, relevant to topic, enhance understanding and explanation.	• Original visual aids, relevant to topic, support and enhance understanding and explanation.	
PACE (CCFO5)					
Timing	• Presentation is too short or takes much longer than allocated time.	• Presentation is somewhat close to the allocated time.	• Length of presentation close to allocated time.	• Length of presentation close to allocated time.	
Structure, e.g., introduction, conclusion	• Disjointed, unstructured, no introduction and/ or conclusion.	• Audience has difficulty following discussion; content presented haphazardly without appropriate structure.	• Mostly structured, easy to follow in spite of occasional lapses in logical flow.	• Structured, logical flow, accompanied by good explanations that aid understanding.	

CRITERIA	1 - You have learned something – but you are not proving it.	2 - You are on the right track but you can do better.	3 - Well done.	4 - You have done exceptionally well.	TOTAL
SUBJECT KNOWLEDGE (CCFO1; CCFO4)					
Concepts Depth	• Demonstrates no understanding of concepts. • Is unable to answer any questions, when required.	• Demonstrates limited understanding of concepts. • Has difficulty answering questions.	• Demonstrates adequate understanding of concepts. • Able to answer most questions.	• Demonstrates deep understanding of concepts. • Is able to provide in-depth explanations in response to all questions.	
GROUP DYNAMIC (CCFO2; CCFO3)					
Interaction with: Team members Audience	• Does not participate in presentation. • Does not respond to feedback (verbal and nonverbal) from audience.	• Little participation in presentation. • Occasionally responds to feedback (verbal and nonverbal) from audience.	• Participates in presentation, shares responsibilities with peers. • Frequently responds to feedback (verbal and nonverbal) from audience.	• Participates enthusiastically in presentation, supports peers, takes lead when appropriate. • Smoothly integrates appropriate feedback (verbal and nonverbal) from audience into presentation.	
BONUS: Any exceptional parts of the presentation can be awarded the extra mark					**1**

GENERAL LECTURER FEEDBACK:	
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TOTAL	**/25**

ANNEXURE E

LECTURER FEEDBACK TO STUDENT

Lecturer Feedback: Marking Rubric for XBCM7329/w

Group Name	Date	Evaluator Name & Surname

The Portfolio of Evidence is to be scored according to the following list of criteria:

<table>
<tr><th colspan="5">Memorandum for XBCM7329/w: Marking Rubric with Presentation</th></tr>
<tr><th>Criteria</th><th>Poor</th><th>Average</th><th>Exceptional</th><th>Total</th></tr>
<tr><td rowspan="3">POE

(Case study Question Analysis)</td><td colspan="3">Overall knowledge, synthesis, evaluation and justification of the analysis of one of the cases provided:
• General Management
• Marketing Management
• Financial Management
• Finance and Accounting

(Effectively breaking down different ideas from various sources and constructing them into one’s own coherent narrative. Well-structured analysis, argument and synthesis of the chosen case study; ensure that your arguments, analyses, evaluation or justification are supported with relevant examples and academic sourced journals and/or textbooks. The extent to which your analysis/ evaluation of the case study is in line with the organisation’s main objectives and growth projection. The analysis of these cases allows for some critical thinking to take place and student to be placed in the shoes of the organisation and what is best for the organisation.)</td><td rowspan="3">/40</td></tr>
<tr><td>Student has covered <u>some</u> of the main themes. Student alludes to their being a debatable issue but does not clearly explore the various perspectives. Breadth and depth not well balanced.</td><td>Student has a good grasp of <u>most</u> of the main themes. Students understand that there is debate in the issue. Answer may have under focus on some areas but acceptable breadth.</td><td>Student has an excellent grasp of <u>all</u> the main themes. Students understand that there is debate in the issue. Answer balances breadth and depth well.</td></tr>
<tr><td>0 - 19 Marks</td><td>20 - 29 Marks</td><td>30 - 40 Marks</td></tr>
</table>

Memorandum for XBCM7329/w: Marking Rubric with Presentation				
Criteria	**Poor**	**Average**	**Exceptional**	**Total**
Visual	The POE is not correct, and no supporting documentation submitted. No structure, layout or content included. POE is not visually appealing.	The POE is submitted with some of the supporting documentation. POE is not visually appealing at all and structure, content and attention to detail is lacking.	The POE is submitted with all the supporting documentation. POE is visually appealing in terms of layout and structure.	**/10**
	0-4 Marks	**5-7 Marks**	**8-10 Marks**	
Group Activities	No documents provided indicating the various group activities, participation in these activities as well as no commitment to roles and responsibilities within the group.	Some documentation submitted. Student was not 100% active in the group activities and discussions. Lacking a sense of responsibility towards the role in the group.	Documents submitted. Student was actively involved in group discussions and activities. Student as well-rounded knowledge and understanding of the content. Student is aware of individual role and responsibility in the group.	**/10**
	0-4 Marks	**5-7 Marks**	**8-10 Marks**	
Reflection	Student did not think about what he/she has learned at all. Student does not know how to think about his/her own learning. Student cannot provide details and examples about what and how he/she has learned. Student has not written the report clearly. The report is confusing	Student can think about some of his/her learning, but this did not cover the whole project. Student can only give examples for some of what he/she has learned. Student cannot fully explain what he/she has learned. There are many parts of the report that are confusing.	Student really understands and can explain to others how he/she learned in the WIL module. Student can provide many examples for what and how he/she learned for all parts of the WIL module. Student can explain all aspects of his/her learning in all aspects of the WIL module. Reflection is complete and done well. Whoever reads the report can create a mental picture of the situation being described.	**/20**
	0-9 Marks	**10-14 Marks**	**15-20 Marks**	

Memorandum for XBCM7329/w: Marking Rubric with Presentation				
Criteria	**Poor**	**Average**	**Exceptional**	**Total**
Presentation ***(use Annexure D in this Module Manual for more details on presentation assessment.)***	Student had little interaction with audience. The content missed some important aspects, little communication skills, and presentation needs improvement. Referencing had major corrections.	Student interacted with audience partially. The content was on a fair standard and important aspects was covered but not in relevant detail. Communication skills and presentation skills are fair. Referencing was fair and need some assistance.	Exceptional engagement with the audience for the duration of the presentation. Content was covered sufficiently. Excellent communication and presentation skills. Referencing had no concerns.	**/20**
	0-9 Marks	**10-14 Marks**	**15-20 Marks**	
			Total	**/100**

Additional Comments:

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ANNEXURE F

CLASS ATTENDANCE RECORD

MODULE: <u>XBCM7329/w</u>

LECTURER: ______________________________

CAMPUS: ________________________________

STUDENT	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12

GROUP ATTENDANCE RECORD

MODULE: ___________________________________

GROUP NAME: _________________________________

GROUP MEMBER	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12

ANNEXURE G

PROFESSIONAL CONDUCT IN THE WORKPLACE

1 Introduction

This learning unit is designed to highlight transferable skills which are necessary to succeed in the 21st century workplace. These skills include teamwork, critical thinking, high-level problem-solving, communication, self-management, and career readiness.

After completing this learning unit, you should be able to:
- Conduct yourself professionally in the workplace;
- Apply appropriate interpersonal skills in a professional context;
- Develop yourself and promote your career.

There are short videos and links embedded throughout the learning unit directing you to more readings on important topics. These are designed to give you a deeper understanding of some of the terms and terminology that you will encounter in this learning unit, as well as the circumstances that you may encounter as you enter the workplace.

2 Progressing from student-life to work-life

In the South African economy, employment opportunities are available in a range of very different organisations such as local government, public administration, the banking industry, private business, non-profit organisations and small, medium and micro-sized enterprises (SMME). Each of these potential employers have their own rules, expectations and organisational cultures. This means that you as a new employee would need to adapt and fit into this new environment.

The Future: How to create opportunities from change

The future: Adapting your skills and 'selves' to succeed – EY Global. 2017. YouTube video added by EY. [Online]. Available at: https://www.youtube.com/watch?app=desktop&v=i8zY5PJY1lo&feature=youtu.be [Accessed 08 February 2022].

As you move into the workplace it is your responsibility to manage yourself. When you were at school, somebody actively looked after you (your parents and teachers); at university you were encouraged to explore your identities and given more freedom of choice in your lives. However, you still had parents and lecturers who provided support and guided you.

Once you enter the world of work, you are expected to behave in certain ways and be professional, efficient and effective in your role as an employee. Any actions you choose to follow will have consequences (both good and bad). It is your responsibility to ensure you follow any instructions from your line managers and take control of your own performance and reputation.

Your first line of responsibility before moving into the workplace will be to secure interviews for yourself. Compile your curriculum vitae (CV) and include some specific information which would showcase your abilities and your educational achievements. Some information is considered irrelevant and should be excluded from your CV for various reasons There are many CV templates on the internet which you can choose from. If you are applying for jobs which are predominantly in a corporate environment, then your CV should be simple and reflect the formality of the company. However, if you will be applying for jobs with an arty or creative edge then your CV can be much more elaborate and colourful.

You could hear of potential jobs through various channels, such as:

- Word of mouth – someone you know may hear about a vacancy and pass on the information.
- Media – newspapers and the internet have thousands of jobs advertised.
- LinkedIn – create your own professional profile and upload your CV. Make connections and network in your chosen field.
- Recruitment companies.

It is important to be professional in your job search and this includes professional email addresses. Email addresses which do not portray you as an employee with integrity should not be used. An email address such as IwantToParty@gmail.com or tequila@yahoo.com will not give a good first impression of you and may be considered junk mail and never be seen by the person who the email is addressed to. Choose a professional looking email address e.g., Vusi.Molefe@gmail.com.

Each year you will have a meeting with your line manager or someone who manages your performance. This is normally called a Performance Review and will have a number of Key Performance Areas (KPAs) which your performance is measured against. You will be notified of these when you enter the workplace and relate to the job profile that you work in. These are reviewed annually as you grow in your job and take on more responsibility. Your salary increases will most probably be based on your KPA score.

One of the most important areas for you to attend to is meeting deadlines. Businesses function on the timeous delivery of their products and services and in most cases the deadlines cannot be extended. Think about your salary, you expect to be paid at the same time every month. What would happen if someone missed a deadline and you were paid a week later or even worse, never received it? Often the work you will be required to complete by a deadline needs to move on to another person or department and if you miss your deadline then you are holding up the process and putting those other employees under pressure to meet their deadlines.

3 Behaviour in the workplace

Your new employer would expect you to conduct yourself professionally and ethically from the first day.

Professionalism at the workplace

Professionalism at the workplace – Potential, 2016. YouTube video added by Potential. [Online]. Available at: https://www.youtube.com/watch?v=qkxQAnb_LNQ&t=16s [Accessed 08 February 2022].

Most employers will have an induction programme for new employees, where you will get an introduction into the sections and operations of your new environment. It is a good idea to be prepared and make the most of learning about your new work environment during the induction. There is far more that you would need to do and learn. This will help you to understand what is expected of you and what is seen as appropriate behaviour. When you start working in a new position make sure you know what the organisation's culture is.

The more you understand your new work environment the sooner you will be able to fit right in.

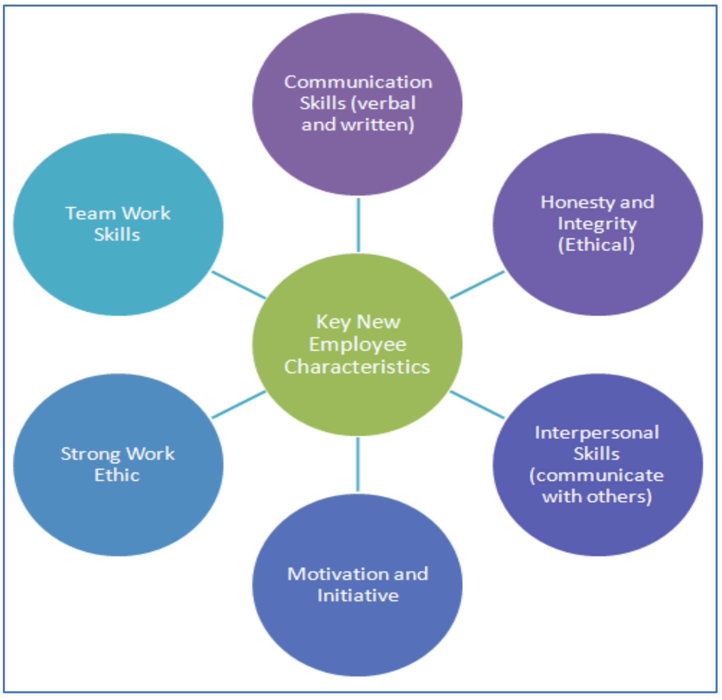

Figure 1: Careers and Majors: College success. n.d. *Employee Characteristics*. [Online] available at: http://rdonaldson.com/careers_sc_4/careers_sc_4_print.html [Accessed 08 February 2022].

These key skills are also referred to as interpersonal skills or soft skills in the workplace. Let us look a bit closer at each of these key skills:

3.1 Communication skills

Communication in the workplace must always be professional. It can never be on the same informal level as at home or with friends. If your office environment has a policy that English is the language of business, adhere to it. Professional communication at work includes language proficiency, reading, writing, problem solving, and the use of information technologies.

Both written and oral communication in the workplace must always be professional. There are many books and articles written on the dos and don’ts of office communication. Here are some of the most important ones:

Communication Dos and Don’ts:

DO	DON’T
Develop your “business vocabulary”:	Never use poor grammar, or slang.
Texting in the workplace should only be done when it is absolutely necessary. This article on texting language. May be helpful on how to do this.	Never use the abbreviated language that you use with your friends on social media.
Listen to the presentations of your managers and research terms and terminology pertaining to your environment with which you are not familiar.	Refrain from using inappropriate phrases or any form of sexist, racist or heteronormative language.
Make use of a spelling and grammar checker when typing emails, reports and letters.	Do not let anger or frustration reflect in the tone of your verbal or written communication. Do not use CAPITAL LETTERS, bold font, slang or emoticons to indicate frustration.
Use the correct letterheads, stationery and templates for official business communication and refrain from using them for personal use.	Never gossip or constantly complain about trivial matters or use abrasive language.

But what about nonverbal communication in the workplace? Actions such a facial expression, eye contact, gestures and posture communicate far more that you could realise. It could even include the way you dress. Together with verbal communication, nonverbal communication may be used to as important cues to strengthen the message. As a new employee you should be aware how your nonverbal cues can be interpreted.

Consider the following scenario:

Your manager asks you to compile a report and then present this report at a meeting. This task provides you with a number of opportunities to showcase your abilities, work ethic and performance. What choices would you need to make?

There are many considerations, but those listed below are some of the important ones:

- Communication:
  - The language used in your report. Is it suitable for the audience you will be presenting to?
  - Verbal and non-verbal communication skills.

- Appearance:
  - The clothes you will be wearing to do the presentation. This should again be appropriate for the audience and the occasion.
  - It is not advisable to chew gum in an office environment if you are expected to have face-to-face meetings with people or do presentations.

If you are unsure of what you are expected to do, then ask for assistance. Your manager would rather you do this than have a presentation which is not fit for purpose or lacks vital information.

3.1.1 Meetings

Conducting yourself professionally and actively participating in business meetings would require a good understanding of the different types of meetings, their purpose and structure. The business environment generally has regular meetings for a range of business reasons.

Some examples are:

- Staff meetings;
- Product meetings;
- Stakeholder meetings;
- Committee meetings.

Communication in these meetings follows meeting protocols. It is also a good idea to take notes during meetings, especially if they are used to allocate work and responsibilities.

3.1.2 Telephone Etiquette

You will be required to be professional in your telephone communication. It is good business practise to state your name when answering your phone. Be polite and take notes if you are being requested to do tasks or pass on a message. Getting the message communicated correctly is an important function in the workplace.

Knowledge of Business phone etiquette will assist you in dealing with clients, suppliers and associates in a professional way that will promote both your image and your organisation's reputation.

Another important consideration is your phone's ringtone. Keep it simple and professional.

3.2 *Working with others: team work and group work*

At work you will be required to work with people, either formally in teams or informally by sharing office environments. Your success will depend on cooperation with individuals and groups. You need a special set of skills when working on a one-on-one situation or in teams. This will require people skills:

Figure 2: Graphic Maps. n.d. *Your people skills 360*. [Online] Available at: http://www.1000ventures.com/business_guide/business_coach_map.html [Accessed 08 February 2022].

To be a good team member you would need to:

- Build a good rapport with other team members;
- Improve your listening skills;
- Develop speaking and presentation skills;
- Communicate to different audiences;
- Respect diversity;
- Give and receive criticism more effectively without being offensive or taking the criticism personally;
- Be assertive and diligent;
- Resolve conflict and deal with difficult people;
- Develop negotiation skills;

- Build leadership skills.

Many of these skills will be developed over time as you build experience in the workplace and receive further training.

3.2.1 Office politics and social protocols

All offices and organisations will experience office politics. There are many reasons why most work environments go through stages where office politics can cause problems. There are many reasons why these problems may surface and why this should be carefully managed.

Some of the reasons include:

- Employees aspiring to be noticed;
- Employees overstep and cross boundaries and their authority;
- Employees lack supervision and control in the workplace;
- Gossip at work leads to poor office politics;
- Jealous colleagues (professional jealousy) or people who perceive others as a threat.

As a professional, you are responsible for managing difficult situations: How can professional jealousy be prevented?

You will be spending many hours at work. It is, therefore, important that these situations be handled with great care and professionalism to prevent the conflict and to keep office relationships professional.

Dealing with differences in opinion and conflict is an important life skill to have which can be effectively used in the workplace. It is important to regulate your emotions and not take other individuals' opinions personally. Do not email or phone anyone until you have thought through your response carefully and remove all emotions out of your communication. If you do not, you run the risk of inflaming the situation and coming across as volatile and unprofessional.

3.2.2. Professional networking

Networking with co-workers in the organisation and with professional bodies help you to grow and develop your skills and career and build communities of practice. Social networking such as creating professional profiles on LinkedIn helps to open up opportunities, create awareness and build your professional portfolio.

4 Ethics, trust, honesty and integrity

Ethical behaviour means you are doing the right thing for the right reasons. e.g., not taking home office stationery, using the company's internet connectivity for personal use, gossiping about fellow employees, harassment and discrimination of any kind. There are various offences you could commit in the workplace which you could possibly be fired for. Many are related to ethics, such as stealing, revealing confidential information, insubordination, dereliction of duty, harassment and discrimination etc.

You want to trust your employer and believe that they will always have your best interest at heart. Your professional conduct will create a mutual trust relationship at the organisation. This requires ethical behaviour, knowing what is right and acting accordingly. Ethics is doing the right thing even when no-one is watching.

The following are some pointers that will guide you towards creating this trust relationship:

- Never exaggerate on a Curriculum Vitae or add skills and qualifications that you do not have.
- Be punctual for meetings and appointments.
- Meet deadlines.
- Do what you said you will do and communicate immediately if you are not able to honour your commitments.
- Conform to the organisational culture and stick to the “rules”.
- Be open and honest with your colleagues and manager if something goes wrong. Do not lie.
- Respect your organisation, their resources and management.
- Sensitive information must be kept confidential. This includes any information about your salary or other forms of remuneration. You may not discuss with other employees how much you earn.
- Do not use the organisation's resources such as stationery, internet connectivity and telephones for personal purposes.

5 Managing professional spaces and appearances

One of the biggest adjustments that is required when bridging the stage of being an informal student to a professional in the workplace is dress code. Would you trust a Bank Manager who wears dirty shoes, chews gum, and uses informal language or slang? You must dress for success – you must look the part if you want to succeed. Dressing appropriately will boost your self-confidence. Read this article for more information: 20 Personal Appearances Tips for the Workplace.

In open office environments it is particularly important to consider your colleagues in the shared space. These are some of the areas that can cause conflict:

- Noise - Do not talk too loudly as you may distract your colleagues from their work. It is very difficult to concentrate when there is too much noise.
- Temperature - Do not adjust the temperature of the air conditioner. These are normally set at a standard temperature which is considered comfortable for the majority of people. This is around 23 degrees. If you feel too hot or cold then plan to adjust your personal space (an extra jersey, lap blanket, or a desk fan) to your comfort level.
- Neatness - Keep your office area neat and organised. You may be permitted to personalise your area with photographs or other small items. Keep these to the minimum so they don't intrude on your work space. All décor must be appropriate and portray a professional image.
- Smells – Keep the smelly food for home. Your colleagues may not appreciate your tuna or garlic-laced lunch.

6 Behaviour and conduct outside of working hours

Your conduct outside of office hours is as important as your conduct during working hours. This is also true for your online behaviour. Recruiters and companies often scrutinise online social media and behaviour when they decide on the suitability of a candidate. If you are irresponsible and post inappropriate pictures or comments it may cost you your job.

The following are actions on social media that may have dire consequences for you as an employee:

- Making negative comments about your manager, your colleagues or organisation.
- Making derogatory comments or commenting on controversial social media posts.
- Mentioning salaries, complaining about your salary or new job offers.
- Sharing photos of wild parties, alcohol consumption and nudity.
- Making threats online, even jokingly.

The conduct and standards expected for online communication is often referred to as Netiquette.

7 Contracts and legal matters

When you start working either permanently, as an intern or as a contract employee you need to know what your responsibilities and rights are in advance. The very first document you will be expected to sign will be your conditions of service for employment. These are normally standard for colleagues in the same or similar positions but could have been customised to include additional responsibilities as the job requires. Read your contracts carefully before signing them as by signing them you acknowledge that you are accepting the tasks specified. Ask if you do not understand certain clauses and information.

8 In Closing

It is better to be well prepared and have the appropriate expectations when you enter the job market. In this learning unit we introduced some areas that will assist you in this preparation. It is also important to realise that we live in a fast-paced world where technology, information and situations constantly change.

In summary, make sure that you always stay informed and well-prepared, keep records and conduct yourself in a way that will grow your opportunities to your long-term advantage.

9 Bibliography

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Annexure H: Hand-Out on Case Studies

Introduction to Case Studies

The Case Study Method (CSM) is a method of learning and teaching based on active participation and analysing and discussing a business case. It is a form of instructor-guided, discussion-based learning around complex and often ambiguous real-world scenarios presented in a *case study* which requires students to answer predetermined questions and/or criteria (Golich, Boyer, Franko and Mark, 2000 and 12 Manage - The Executive Fast Track, 2013).

Broadly speaking, a case study (CS) is a description of a complex situation faced by an individual or organisation, usually presented in a narrative form, which provides relative information and data students need to discuss and resolve the central issue, or only some of it, requiring students to identify, and possibly fill in (via research), the missing information (Foran, 2001). Case studies could also be presented in the form of news articles that may require of students to apply their theoretical knowledge to offer solutions to problems identified or reported on in the news article.

Creating Case Studies

It is possible to write your own case studies, although it is not a simple task. The material for a case study can be drawn from your own professional experiences, from current events, from historical sources, organisation websites, annual reports, interviews, etc. It is also possible to find published cases from books and on-line case study collections. Whatever the source, an effective case study is one that, according to Golich, et al (2000:1). compel students to:

- Distinguish pertinent from peripheral information.
- Identify the problem(s) at hand and define its context and parameters.
- Identify a set of possible solutions.
- Formulate strategies and recommendations for action.
- Make decisions
- Confront obstacles to implementation.

Using Case Studies

Case studies are tools for engaging students in research and reflective discussion which encourage higher order thinking (Pyatt, 2006). Solutions to cases may be ambiguous and facilitate creative problem solving coupled with an application of previously acquired skills. They are effective devices for directing students to practically apply their skills and understandings. Students will learn to identify and delineate between critical and extraneous factors and develop realistic solutions to complex problems and have the opportunity to learn from one another.

As students discuss cases with fellow students, they will learn that decision-making often involves people with different points of view that require the ability to distinguish between facts and emotions and sometimes dealing with confrontations. Most important, they will learn how to work toward consensus while tolerating legitimate differences of opinion (Foran, 2001 and Pyatt, 2006).

Decision-making is what managers do. The decisions of managers directly influence revenues, costs, and profits of an organisation. If one is to be successful as a manager, one must learn to be a good decision-maker. Students must develop the ability to apply classroom training in business and economics to case studies so that they can learn how to (1) make decision-making easier, (2) improve the analytical quality of decisions, (3) reduce the time required to make decisions, and (4) increase the frequency of correct decisions (Tellis, 1997).

Students may find using case studies an interesting and rewarding way to learn after they have completed a few case studies, either individually or in a group. They may find that case studies require an approach that is different from approaching and completing academic assignments. Case studies can have more than one right answer depending on how the problem is defined and which assumptions are made. Students will find that they have to spend several hours preparing the solution for a case study assigned for group discussions. The time spent working on case studies will be well spent because it will prepare them to confidently take on a position in any type of business in which decision-making challenges face you each day (12 Manage - The Executive Fast Track, 2013 and Pyatt, 2006).

Contrary to the traditional lecturing method - which is based on the transfer of knowledge by a teacher professing a series of content declarations without much or any interaction with the students - the focus of the CSM is on developing skills and growing wisdom through participation by the students, who are supposed to think and decide like a manager or decision maker facing a problem (12 Manage - The Executive Fast Track, 2013).

Case studies can help students to develop the following skills:

- Identifying and recognising problems.
- Understanding and interpreting data.
- Understanding and recognising assumptions and inferences, as opposed to concrete facts.
- Thinking analytically and critically.
- Understanding and assessing interpersonal relationships.
- Exercising and making judgments.
- Communicating ideas and opinions.
- Making and defending decisions (IMM GSM, 2011 and Foran, 2001).

The lecturer is structuring and facilitating the students' work rather than delivering information, giving explanations, or providing answers. The emphasis is on the students' reasoning and expressions, on their capacity to structure the problem and work out a solution (12 Manage - The Executive Fast Track, 2013).

Case Study Analysis Process

Using case studies as an educational tool is suitable for most curricula where students would benefit from the application of learned facts to a real-world situation. It is particularly useful where situations are complex and solutions are uncertain (Golich, et al., 2000).

Your first reaction upon reading a case will probably be to feel overwhelmed by all the information. Upon closer reading, you may feel that the case is missing some information that is vital to your decision. Do not despair. Case writers do this on purpose to make the cases represent as closely as possible the typical situations faced by business managers. One reason for using the case-study method is for you to learn how to function effectively in that type of decision-making environment. Case studies bridge the gap between the lecturer centred lecture method and problem-based learning.

Cases can serve as the basis for a class discussion or as a project for individuals or small groups. A single case may be presented to several groups with an expectation of each group's solutions presented at some date. Alternatively, a scenario may be presented as a launching pad for a discussion.

When assigned a case that does not contain all the information you need, you can do two things (12 Manage - The Executive Fast Track, 2013):

1) *Seek additional information*. Conduct research on the Internet or Library to see if you can find additional information that will enable you to answer the questions you are confronted with. Alternatively, you can make a few telephone calls which may provide the necessary facts.
2) *Make assumptions when key facts or data are not available*. Your assumptions should be reasonable and consistent with the situation because the "correctness" of your solution may depend upon the assumptions you make. You should also motivate your assumptions from information provided in the case study or from information provided in academic theory. This is one reason that a case can have more than one right solution. In fact, your analysis and the process you used to arrive at a decision may sometimes proof more valuable than the absolute correctness of your analysis or decision.

There are two methods that can be applied in analysing case studies – both are aimed at developing student's ability to learn what to do in a practical situation.

These are:

1) **Individual Case Preparation**: During this method students are presented with a case study, thus placing them in the role of the decision maker that has to study the situation and identify any problems that may exist in the case. Students have to analyse the case study on their own and research additional information if required, examine causes, make assumptions and develop solutions or recommendations. In this situation students are allowed to discuss the case study with the lecturer, but not with fellow students.
2) **Team Analysis and Debate**: In this situation students meet in "learning teams" (4-5 persons) to discuss their findings and compare their analysis and contrasting viewpoints. Group members need to carefully listen, understand, and appreciate these different views, and thus expand their range of thinking as well as depth of analysis. For this to happen effectively, the group atmosphere should be as free as possible, and focus on important issues.

In both instances students will have the opportunity for in-class discussions under the questioning and guidance of the lecturer, probing underlying issues, comparing various alternatives and clarifying uncertainties. Furthermore, students can reflect in their learning teams and individually on how their initial ideas changed as a result of the input from their learning team and from the classroom discussion.

How to analyse a case study

Various methods or steps in analysing a case study are suggested by the different researchers in case study methodology (Tellis, 1997, Golich, et al., 2000, Foran, 2001 Pyatt, 2006 and 12 Manage - The Executive Fast Track, 2013). The following steps seem to be the most logical ones to follow:

Step 1: Develop a Comprehensive Understanding of the Case Study. To understand fully what is happening in a case, it is necessary to read the case carefully and thoroughly. You may want to read the case rather quickly the first time to get an overview of the industry, the company, the people, and the situation. Read the case again more slowly, making notes as you go. Ask the following questions:

- Which organisations and industries/ sectors does it relate to?
- Is the organisation doing well or badly and how has it performed in the past? Is it an organisation that has an unbroken record of success or has it fallen on hard times?
- What are the positive aspects of this organisation? How many products do they have? Is there something that you can see about their employers, stakeholders, customers, suppliers or competitors?

Remember: It is important to read the case prior to class or team discussions! You will learn very little from others' presentations or discussion if you have not familiarised yourself with the material and issues involved in the case.

Step 2: Identify the Central Issue Portrayed in the Case Study. Case studies usually discuss several issues or problems. Read the case initially to familiarise yourself with its basic content and issues under discussion. What is the case all about? What are the strategic issues highlighted? It might then be a good idea to examine the questions set by your lecturer and reread the case thoroughly with these questions in mind. Identify the most important problems and separate them from the more trivial issues. After identifying what appears to be a major underlying issue, examine related problems in the functional areas (for example, marketing, finance, personnel, and so on). Use a highlighter or pencil as you reread the case study in light of the questions as it may aid you in this process.

Step 3: Analyse the Organisation and its Environment. Analyse the external or macro environment of the organisation – the economy, legislative, political and social environment – and also the internal environment. What are the strengths, weaknesses, opportunities and threats that you see? Does the case study say anything about the mission, vision and goals of the organisation? Inconsistencies between an organisation's goals and its performance may further highlight the problems discovered in step 2. At the very least, identifying the firm's goals will provide a guide for the remaining analysis.

Take note: Often, there will be tables and charts exhibited in the case. These will be telling a story. You need to study these carefully to identify the story being told. If such exhibits contain data and financial information then this may require you to undertake some analysis of those numbers to examine, for example, growth in an industry, or employ, for example, financial ratios to assess the company's performance. Analysis of such information will help you to justify decisions you make about particular issues or recommendations and could help in validating what you are presenting.

Step 4: Establish whether you have All the Information*.* You might feel you have inadequate information in a particular case. This is real life. It is unlikely that a manager will ever have all of the information he/ she requires to make a decision. It is practice therefore in case analysis to make reasonable assumptions but explicitly state why you feel it is a reasonable assumption to make. Conduct additional research on the organisation where necessary. The Internet and library may provide the information that you need – read newspapers and journals or conduct internet research to obtain additional information.

Step 5: Justify your Conclusions with Reference to the Case or Theory.
Use your creativity in coming up with solutions to the questions asked. Even when solutions are suggested in the case, you may be able to suggest better solutions. Relate your analysis to the task or questions you have been set to the case study and to academic theory. What elements of the strategic analysis do you require to answer the question? Don't try to justify your arguments by using all the information you have – select what is most powerful to support your argument.

Step 6: Ask yourself whether you have really supported your conclusions and recommendations with hard evidence (events and results) from the case study or have you allowed yourself to be swayed by your own opinions or that of the group.

Remember: Not every tool or model will be relevant in every case. As you work your way through case studies it is likely that you will use specific tools to analyse specific issues, for example, undertake a strategic analysis and identify the key issues facing the organisation. This would require the application of tools such as PEST, Porter's Five Forces Framework, a resource audit and value chain analysis, evaluate a firm's choice of strategy, identify what the key implementation issues are and how might problems of implementation be addressed. When you have to do a financial analysis, you may use different tools such as ratio analyses, budgeting tools or which financial management strategies may be applied. The issues being addressed in the case should determine the tools that you will use.

Step 7: Present your Results. The final step in the analysis is to develop a presentation of your decisions and answers to the case study question. This could be done by means of a written document or oral/Skype presentation.

Reporting on a Case Study

Written Reports

You probably will be asked to write reports for at least some cases. The following guidelines will help you write an effective case analysis. First, in business communications a short report is usually considered better than a long report. This does not mean that in your report you can skip key points, but rather that you state relevant points clearly and concisely. Do not include trivial matters.
Second, the report should be well written. It should be typed and not contain spelling or grammatical errors.

The report you hand in for class should be equivalent in quality to a report you would write for your line manager in a company. In the early years of your career, particularly in a large firm, you are likely to become known for the quality of your written reports.

A well-written report would contain the following elements:

- *Executive summary.* This is a concisely written statement, less than one page, placed at the front of the report. It briefly summarizes the major points of the case and your solution. It should describe the major issue, the proposed solution, and the logic supporting the solution.
- *Problem statement.* Present the central issue(s) or major problem(s) in the case here. Do not rehash the facts of the case; assume that anyone reading the report is familiar with the case.
- *Alternatives.* Discuss all relevant alternatives. Briefly present the major arguments for and against each alternative. Be sure to state your assumptions and the impact of constraints on each alternative.

- *Conclusion.* Present the analysis and the logic that led you to select a particular solution. Also discuss the reasons you rejected the other alternatives.
- *Implementation.* Outline a plan of action that will lead to effective implementation of the decision so that the reader can see not only why you chose a particular alternative but how it will work.

Oral Reports

In some instances, the lecturer may specifically require an oral report on a case. One student or a team of students will be assigned an oral report in advance. In many classroom situations, each student must be prepared to discuss any aspect of a case if called upon or to comment on ideas presented by other students. It is not uncommon for a large portion of the course grade to be based on the frequency and quality of a student's oral participation in classroom discussions. Oral/Skype presentations should be done using PowerPoint presentation tools. Preparation of an oral case report should include the following:

- *Description of the case situation.* Present a brief overview of the situation in the case. Sometimes a teacher will ask a student to start off the classroom discussion with this overview.
- *Problem statement.* Describe the major issue(s) or problem(s) in the case.
- *Analysis of the key alternatives.* Present the results of your analysis of relevant alternatives in a concise manner. Depending on the type of analysis, this is sometimes called "running the numbers."
- *Conclusion.* Briefly describe the logic that led you to choose the alternative. Summarise why the other alternatives were not chosen.
- *Implementation.* Present your implementation plan.

As part of the assessment for this course all teams will be required to do a full-case presentation. In that situation you go through the presentation point by point and will be assessed by means of peer group assessment.

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Annexure I: Shoprite Holdings South Africa Case Study

About Shoprite Holdings

Since opening their first stores in 1979, Shoprite Holdings has had a bold vision for the future; a vision that would see the Group grow from strength to strength to become the leading food retailer they are today. Over the past 40 years, they've proved their resilience and value by creating brand trust, recognition and goodwill in the countries where they operate. With more than 2 829 outlets in 15 countries across Africa and over 141 000 employees, they strive to seize new opportunities for growth in the years to come.

The Group has some significant moments, comprising many breakthroughs, milestones and achievements from 1979 to 2020 (Shoprite Holdings, 2021c). In 2019, the Group completed a three-year project to implement an enterprise retail system that consolidates all core information into a single database, providing consistent information from a single source to all departments. It's one step in a larger plan to ensure they have the IT capabilities to accelerate their business growth while protecting data integrity and privacy.

They have a significantly scaled centralised supply chain that controls the majority of local, imports and cross border export movements. It continues to be a competitive advantage to the Group. This allows for greater integration and collaboration across all aspects of the supply chain. Their re-platformed IT system enhances this advantage by integrating planning, procurement, warehouse logistics and distribution. With real-time information and analytics, they will be able to continuously improve the process of prioritising and replenishing stock, ensuring that they manage variations in demand and supply more effectively. As a result, they will be able to improve stockholding levels, on-shelf availability and customer satisfaction.

They operate within an ecosystem. Shoprite's stakeholder ecosystem of stakeholders who affect or are affected by their business and therefore influence, at different levels, their ability to create and sustain long-term value through the business. In addition, they maintain relationships with various financial and investment market intermediaries, including the media, analysts and rating agencies. By regularly engaging the primary stakeholders they ensure open lines of communication and stay abreast of potential risks and opportunities. The Group is committed to creating long-term, ethical and collaborative relationships, which are essential to our viability as a successful business. They continue to explore effective channels for engaging our stakeholders and integrating their feedback to identify material issues, risks and opportunities facing the Group.

The Board is guided by its terms of reference, which align with the King IV™ code of corporate governance, the Companies Act and the JSE Listings Requirements, and encourage an integrated approach to governance.

By fulfilling its terms of reference, internal code of conduct, ethical considerations, and legal and regulatory requirements, the Board can ensure sustainable value creation for investors and other stakeholders (Integrated Annual Report, 2019).

Shoprite Holdings Purpose

Shoprite is Africa's largest fast-moving consumer goods retailer. Our customers are at the heart of what we do and the reason for our business. Our purpose is to provide them access to affordable products wherever they are.
To achieve what we set out to do, we stay focused on:

- recognising that managing our capital, resources and relationships is important to our success;
- creating shared value for all our stakeholders; and
- being a responsible and innovative business.

Shoprite Holdings Values

DOING THE RIGHT THING: Excellence, integrity and care

We aim to put **our customers** first. We do this through excellent service. Our employees are empowered to make sure our customers leave our stores happy.

Integrity is of utmost importance. We strive to treat everyone with respect. We are accountable for our actions, and we behave in an ethical way to build trust with our stakeholders.

We **#ActForChange** beyond our own doors. Through job creation, affordable products, hunger relief and other programmes, we work to create shared value for our communities.

SAVING TO SHARE: Efficiency and commitment

We focus relentlessly on **keeping costs low** and aim to become more efficient. We know where and how every rand is spent and our business and operational processes are set up to manage the use of resources by reducing waste and minimising harm to the natural environment.

We help where we can. We have a specific focus on **food security.** When we have surplus food or resources, we distribute them to people in need.

DEVELOPING LOCAL: Growth, opportunity and transformation

We invest in our people. We aim to transform our business, develop our people's careers and promote from within. We believe if **we invest in our people**, they will invest in us.

Our scale and **effective supply chains** create opportunities for local and small suppliers. Where we can, we procure from and support them, giving them access to our markets and helping them to grow and thrive.

We embrace **economic transformation** through job creation, skills and career development, local sourcing and social upliftment and contribute taxes to develop local communities.

Shoprite Holdings Group structure

Shoprite Holdings Ltd and its subsidiaries is Africa's largest fast-moving consumer goods retailer. Their home office is in South Africa, and they operate across the continent. Shoprite Holdings group structure can be seen below:

(Source: Integrated Annual Report, 2019:17)

(Source: Integrated Annual Report, 2019:17)

Shoprite Holdings Brands

The Shoprite Group has combined various retail brands to meet the diverse needs of shoppers across all market segments in South Africa, as well as in other parts of Africa. Their comprehensive range of food, household products, furniture, pharmaceuticals, financial services, cellular services and ancillary services has resulted in their stores becoming one-stop shopping destinations where shoppers can enjoy the lowest prices, value for money and convenience. Since the Group thrives on innovation and initiatives that enable them to continue to put their customers first, they've launched a range of convenient online solutions. Some of their standout online services include virtual grocery vouchers as well as online grocery and medicine orders and deliveries.

Table 1: Shoprite Holdings Brands

Supermarkets Shoprite Checkers Checkers Hyper Usave **Liquor Brands** Shoprite LiquorShop and Checkers LiquorShop **Furniture Brands** House & Home OK Furniture Power Express **Pharmaceutical Brands** MediRite Pharmacy TransPharm	**Ticketing Services** Computicket Computicket Travel **Hospitality** Checkers Food Services **Fruit and vegetable procurement and distribution** Freshmark	**Financial and Cellular Services** K'nect **Franchising** OK Franchise Division **Media Campaign Services** Rainmaker Media

Shoprite Holdings Sustainability Strategy

Our strategy aligns with our purpose and our values, business objectives and drivers. We make sure to leverage our IT capacity, embed sustainability measuring and monitoring into our business operations and decision-making, and focus on building meaningful partnerships that will help scale the impact of our sustainability projects (Shoprite Holdings, 2021d).

OUR PEOPLE
We invest in our people to enable them to reach their highest potential.

OUR CUSTOMERS
We provide accessible, affordable and safe products to our customers.

OUR COMMUNITIES
We #ActForChange in our communities

OUR SUPPLIERS
Together we grow local economies and create jobs.

OUR NATURAL CAPITAL
We promote sustainable consumption and production patterns for our planet.

Shoprite Holdings Social and Environmental Responsibility

Communities are at the foundation of our business. They are our customers, suppliers, employees and, ultimately, our partners. **We aim to build and support the resilience of the communities we operate in**, while creating shared value for our stakeholders. We are guided by our desire to **#ActForChange** in our communities and are focused on building and supporting sustainable pillars for development, specifically food and nutritional security, quality early childhood development (ECD) services and access to training and development. We also provide ongoing support for vulnerable communities (Shoprite Holdings, 2021b).

Shoprite Holdings response to COVID-19 and eCommerce

The Shoprite Group has been affected financially through store closures, restricted operating hours and restricted sales on many of its products. They have, however, gone to extraordinary lengths to keep their people safe, to provide their customers with essential products and to support their communities in this time of need.

"Our people are our everyday heroes, and never more so than during the COVID-19 pandemic. They have been at the forefront of our efforts to ensure that our stores could stay operational and that our customers could continue to purchase essential products in a safe shopping environment." (Sustainability Report, 2020:32).

Innovation is everybody's responsibility in every business area at the Shoprite Group. This is the culture that enables the Group to "vault five years in five weeks" during the pandemic in 2020. It adapted businesses and accelerated eCommerce, virtual voucher and online order fulfilment initiatives. A focus was put on eCommerce and delivery services via Checkers Sixty60 and Checkers Food Services. Computicket was reinvented to provide essential service with the launch of virtual grocery vouchers (Shoprite Holdings, 2020).

Shoprite Holdings competition

As mentioned previously, Shoprite's competitive advantage against other retailers is its slick logistic and distribution operations in SA and the rest of Africa, which gives it the ability to source merchandise from suppliers at competitive rates, control costs and get additional profitability to reduce prices.

Their competitors include mainly Pick n Pay, Spar, Woolworths and Massmart. As such they compete by lowering their food prices together with aggressive promotional activities (Mahlaka, 2018).

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Annexure J: Questions on Shoprite Holdings South Africa Case Study

Guidelines for solutions

There is no correct answer for questions on case studies. However, one can use the following guidelines to assess whether or not students understand how to apply theory.

Questions	Evidence Required
Comment on the history of Shoprite Holdings.	Analyse the history and highlight the changes that occurred – from the start to where the name has finally become Shoprite Holdings. This includes: • Start-up and changes in the business – owners and name of business. Discuss the different stages of development that Shoprite Holdings went through; from where Shoprite started with 400 staff in 1979 up to how the COVID-19 pandemic required the Group to show innovation in 2020. • Products – how it started out as a small grocery chain in the Western Cape and what products and services were added.
Do you think Shoprite Holdings is a good employer to work for? Why do you say that?	• Comment on what you think about Shoprite Holdings as an employer. Personal viewpoint of the student. • Comment on why you say this. Motivation taken from what is said in the case study in support of the viewpoint of the student.

Annexure K: Example of Functional Area Questions on Shoprite Holdings Case Study and Evidence Required

K1: General Management

Questions	Evidence Required
Analyse the vision and mission of Shoprite Holdings. In your analysis, consider whether the vision and mission are inclusive of the values of respect, inclusion and diversity. Do you think this vision and mission is appropriate for Shoprite Holdings, taking their values and strategic drivers into consideration? Checkers, a subsidiary of Shoprite Holdings, wants to revise their mission but would still want it to be in line with that of Shoprite Holdings vision and mission. Develop an alternative mission for Checkers taking into consideration the local communities in which they operate.	• Analyse the existing Vision and Mission of Shoprite Holdings. • Comment on whether it is applicable to Shoprite Holdings. • Develop an alternative mission statement for Checkers. • Show how this links to Shoprite Holdings while addressing the unique situation of South Africa.
Conduct a SWOT analysis for Shoprite Holdings.	• Analyse the internal environment and identify strengths and weaknesses. • Analyse the external environment and identify opportunities and threats.
What impact can a change in leadership have on Shoprite Holdings?	• Types of leadership style and their impact on organisations. Indicate which values (respect, inclusion and diversity) may be promoted through each type of leadership style. • The effect that the appointment of someone outside of Shoprite Holdings as the new CEO may have on an organisation.
What could Shoprite Holdings' managers do to support, promote and encourage cultural awareness among the various global locations? Explain.	• Research on the various global locations that Shoprite Holdings is presently in. • Comment on some of the differences and how that can be addressed by policies.
What role do you think organisational structure plays in an organisation's efficiency and effectiveness? Explain.	• Discussing the effect of organisational structure on efficiency and effectiveness. • Comment on the contingency factors determining what will be the most appropriate structure. • Research on these aspects. • Application to Shoprite Holdings.

Questions	Evidence Required
Explain the different challenges that Shoprite Holdings may have in communicating to their employees, taking into consideration the need to reduce office waste and various COVID-19 policies.	• Research on and discussion of challenges of managing communications in an internet world. • Research on and discussion of challenges of managing communications amidst a pandemic. • Application to Shoprite Holdings.
Today's workplaces present considerable control challenges for managers. What do you think will be the workplace concerns that Shoprite Holdings' managers may face?	• Research on present workplace concerns (workplace privacy, internet and e-mail usage, employee theft, employee violence, organisational change, etc.) and the concerns faced in global organisations. • Comment on the concerns related to Shoprite Holdings.
Comment on Shoprite Holdings' commitment to their social responsibility and the environment.	• Research on social responsibility and environmental responsibility. • Comment on Shoprite Holdings' efforts with regards to social responsibility and environmental responsibility. • Comment on the impact of COVID-19 on Shoprite Holdings customers and their efforts to combat the impact. • Recommend changes Shoprite Holdings may implement to improve their corporate citizenship.
The global pandemic in 2020 impacted all areas of business. Comment on the impact of COVID-19 on the business operations of Shoprite Holdings.	• Comment on the impact of COVID-19 on the business operations of Shoprite Holdings.

K2: Financial Management & Finance and Accounting

Questions	Evidence Required
Analyse the vision and mission of Shoprite Holdings. Do you think this vision and mission is appropriate for Shoprite Holdings, taking their values and strategic drivers into consideration? Checkers, a subsidiary of Shoprite Holdings, wants to revise their mission but would still want it to be in line with that of Shoprite Holdings vision and mission. Develop an alternative mission for Checkers.	• Analyse the existing Vision and Mission of Shoprite Holdings. • Comment on whether it is applicable to Shoprite Holdings. • Develop an alternative mission statement for Checkers. • Show how this links to Shoprite Holdings while addressing the unique situation of South Africa.
Conduct a SWOT analysis for Shoprite Holdings.	• Analyse the internal environment and identify strengths and weaknesses. • Analyse the external environment and identify opportunities and threats.
Analyse and comment on the financial performance of Shoprite Holdings by applying at least six applicable financial ratios. Use the information provided in the document ‘Annual Financial Statements 2020’ on their website.	• Research on the Annual Report and Accounts of 2020. • Applying the financial ratios. • Comment on the financial performance based on the results.
How do you think Shoprite Holdings can apply the three financial factors that influence the value of a business to ensure the value of its stock price?	• Identify and discuss the three financial factors – cash flow, timing and risk. • Comment on how Shoprite Holdings can apply it.

K3: Marketing Management

Questions	Evidence Required
Analyse the vision and mission of Shoprite Holdings. Do you think this vision and mission is appropriate for Shoprite Holdings, taking their values and strategic drivers into consideration? Checkers, a subsidiary of Shoprite Holdings, wants to revise their mission but would still want it to be in line with that of Shoprite Holdings vision and mission. Develop an alternative mission for Checkers.	• Analyse the existing Vision and Mission of Shoprite Holdings. • Comment on whether it is applicable to Shoprite Holdings. • Develop an alternative mission statement for Checkers. • Show how this links to Shoprite Holdings while addressing the unique situation of South Africa.
Conduct a SWOT analysis for Shoprite Holdings.	• Analyse the internal environment and identify strengths and weaknesses. • Analyse the external environment and identify opportunities and threats.
Comment on the various pricing techniques applicable to FMCG products that Shoprite Holdings can use to remain competitive.	• Discussion on the pricing techniques applicable. • Application to Shoprite Holdings.
Research the different brands and products of Shoprite Holdings and classify them on the basis of their nature, consumer's intentions and preferences, and social benefits.	• Evidence of the research on the products of Shoprite Holdings. • Classify ten (10) SA product brands of Shoprite Holdings.
What are the new trends in Packaging? Explain this with a list of new packaging techniques and suitable examples from the case study or additional research on the packaging of Shoprite or their various subsidiaries' products. Comment on Shoprite Holdings' efforts with regards to environmentally friendly packaging What are the similarities and differences between consumer goods and industrial goods? Give suitable examples. Can any of the products of Shoprite or the other subsidiaries be classified as industrial goods? Explain your answer.	• Research on Shoprite Holdings and subsidiaries products. • Identifying the different trends in packaging and linking new techniques with Shoprite Holdings' products. • Comment on Shoprite Holdings sustainable packaging efforts. • Differences and similarities of consumer and industrial goods. • Comment on Shoprite Holdings' products.

Questions	Evidence Required
What competitive advantage does Shoprite's Checkers online store have?	• Identification and discussion of Shoprite Holdings competitive advantage regarding their online store. • Mention Shoprite's Checkers Sixty60.
Porter identified three generic strategies for achieving success in a competitive market. Which were the three strategies that he suggested? Which of these strategies do you think Shoprite and Checkers respectively are applying to ensure that their products are leaders in the industry?	• Identification and discussion of the three strategies. • Identification of the strategy Shoprite and Checkers respectively are applying and motivation for this.
What effect do you think Shoprite Holdings consideration of the environmental impact of their products will have on their marketing efforts?	Discussion of the impact of green manufacturing and social responsibility on: • Suppliers, • Competitors, • Customers, and • Employees.

Intellectual Property

Plagiarism occurs in a variety of forms. Ultimately though, it refers to the use of the words, ideas or images of another person without acknowledging the source using the required conventions. The IIE publishes a Quick Reference Guide that provides more detailed guidance, but a brief description of plagiarism and referencing is included below for your reference. It is vital that you are familiar with this information and the Intellectual Integrity Policy before attempting any assignments.

Introduction to Referencing and Plagiarism

What is 'Plagiarism'?

'Plagiarism' is the act of taking someone's words or ideas and presenting them as your own.

What is 'Referencing'?

'Referencing' is the act of citing or giving credit to the authors of any work that you have referred to or consulted. A 'reference' then refers to a citation (a credit) or the actual information from a publication that is referred to.

Referencing is the acknowledgment of any work that is not your own, but is used by you in an academic document. It is simply a way of giving credit to and acknowledging the ideas and words of others.

When writing assignments, students are required to acknowledge the work, words or ideas of others through the technique of referencing. Referencing occurs in the text at the place where the work of others is being cited, and at the end of the document, in the bibliography.

The bibliography is a list of all the work (published and unpublished) that a writer has read in the course of preparing a piece of writing. This includes items that are not directly cited in the work.

A reference is required when you:

- Quote directly: when you use the exact words as they appear in the source;
- Copy directly: when you copy data, figures, tables, images, music, videos or frameworks;
- Summarise: when you write a short account of what is in the source;
- Paraphrase: when you state the work, words and ideas of someone else in your own words.

It is standard practice in the academic world to recognise and respect the ownership of ideas, known as intellectual property, through good referencing techniques. However, there are other reasons why referencing is useful.

Good Reasons for Referencing

It is good academic practice to reference because:

- It enhances the quality of your writing;
- It demonstrates the scope, depth and breadth of your research;
- It gives structure and strength to the aims of your article or paper;
- It endorses your arguments;
- It allows readers to access source documents relating to your work, quickly and easily.

Sources

The following would count as 'sources':

- Books,
- Chapters from books,
- Encyclopaedia,
- Articles,
- Journals,
- Magazines,
- Periodicals,
- Newspaper articles,
- Items from the Internet (images, videos, etc.),
- Pictures,
- Unpublished notes, articles, papers, books, manuscripts, dissertations, theses, etc.,
- Diagrams,
- Videos,
- Films,
- Music,
- Works of fiction (novels, short stories or poetry).

What You Need to Document from the Hard Copy Source You are Using

(Not every detail will be applicable in every case. However, the following lists provide a guide to what information is needed.)

You need to acknowledge:

- The words or work of the author(s),
- The author(s)'s or editor(s)'s full names,
- If your source is a group/ organisation/ body, you need all the details,
- Name of the journal, periodical, magazine, book, etc.,
- Edition,
- Publisher's name,
- Place of publication (i.e., the city of publication),
- Year of publication,
- Volume number,
- Issue number,
- Page numbers.

What You Need to Document if you are Citing Electronic Sources

- Author(s)'s/ editor(s)'s name,
- Title of the page,
- Title of the site,
- Copyright date, or the date that the page was last updated,
- Full Internet address of page(s),
- Date you accessed/ viewed the source,
- Any other relevant information pertaining to the web page or website.

Referencing Systems

There are a number of referencing systems in use and each has its own consistent rules. While these may differ from system-to-system, the referencing system followed needs to be used consistently, throughout the text. Different referencing systems cannot be mixed in the same piece of work!

A detailed guide to referencing, entitled Referencing and Plagiarism Guide is available from your library. Please refer to it if you require further assistance.

When is Referencing Not Necessary?

This is a difficult question to answer – usually when something is 'common knowledge'. However, it is not always clear what 'common knowledge' is.

Examples of 'common knowledge' are:

- Nelson Mandela was released from prison in 1990;
- The world's largest diamond was found in South Africa;
- South Africa is divided into nine (9) provinces;
- The lion is also known as 'The King of the Jungle'.
- $E = mc^2$
- The sky is blue.

Usually, all the above examples would not be referenced. The equation $E = mc^2$ is Einstein's famous equation for calculations of total energy and has become so familiar that it is not referenced to Einstein.

Sometimes what we think is 'common knowledge', is not. For example, the above statement about the sky being blue is only partly true. The light from the sun looks white, but it is actually made up of all the colours of the rainbow. Sunlight reaches the Earth's atmosphere and is scattered in all directions by all the gases and particles in the air. The smallest particles are by coincidence the same length as the wavelength of blue light. Blue is scattered more than the other colours because it travels as shorter, smaller waves. It is not entirely accurate then to claim that the sky is blue. It is thus generally safer to always check your facts and try to find a reputable source for your claim.

Important Plagiarism Reminders

The IIE respects the intellectual property of other people and requires its students to be familiar with the necessary referencing conventions. Please ensure that you seek assistance in this regard before submitting work if you are uncertain.

If you fail to acknowledge the work or ideas of others or do so inadequately this will be handled in terms of the Intellectual Integrity Policy (available in the library) and/ or the Student Code of Conduct – depending on whether or not plagiarism and/ or cheating (passing off the work of other people as your own by copying the work of other students or copying off the Internet or from another source) is suspected.

Your campus offers individual and group training on referencing conventions – please speak to your librarian or ADC/ Campus Co-Navigator in this regard.

<u>Reiteration of the Declaration you have signed:</u>

1. I have been informed about the seriousness of acts of plagiarism.
2. I understand what plagiarism is.
3. I am aware that The Independent Institute of Education (IIE) has a policy regarding plagiarism and that it does not accept acts of plagiarism.
4. I am aware that the Intellectual Integrity Policy and the Student Code of Conduct prescribe the consequences of plagiarism.
5. I am aware that referencing guides are available in my student handbook or equivalent and in the library and that following them is a requirement for successful completion of my programme.
6. I am aware that should I require support or assistance in using referencing guides to avoid plagiarism I may speak to the lecturers, the librarian or the campus ADC/ Campus Co-Navigator.
7. I am aware of the consequences of plagiarism.

Please ask for assistance prior to submitting work if you are at all unsure.