

FURTHER EDUCATION AND TRAINING CERTIFICATE:

HAIRDRESSING

ID 65729 LEVEL 4 – CREDITS 140

LEARNER WORKBOOK

SAQA: -14667

**DESCRIBE AND APPLY THE MANAGEMENT FUNCTIONS OF
AN ORGANIZATION**

Learner Information:

Details	Please Complete this Section
Name & Surname:	
Organisation:	K & R HAIR ARTISTRY INSTITUTE
Unit/Dept:	HAIRDRESSING
Facilitator Name:	TSM DEODUTT
Date Started:	
Date of Completion:	

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OVERVIEW

About the Learner Workbook	<p>This Learner Exercise Workbook has been designed and developed to evaluate learners' level of understanding of the Describe and apply the management functions of an organization module.</p> <p>It forms part of a series of Learner Workbooks that have been developed for</p>		
Purpose	<p>The purpose of this Learner Exercise Workbook is to evaluate learners understanding on the specific outcomes and/or assessment criteria of the following SAQA Registered Unit Standards:</p>		
US No	US Title	Level	Credits
14667	Describe and apply the management functions of an organization	4	10
Context	<p>This assessment represents the Formative Assessment component of the Describe and apply the management functions of an organization module, for the</p> <p>and should be completed in the classroom/training room.</p>		
Resources	<p>The following are resources needed for this assessment:</p> <ol style="list-style-type: none"> 1. Learner Guide; and 2. Assessment Preparation. 		
Instructions to Facilitators	<p>Facilitators will be required to:</p> <ul style="list-style-type: none"> • Explain the completion of the workbook to each learner; and • Interview the learner on similar questions, should he/she not be able to write. 		
Instructions to Learners	<p>Learners will be required to:</p> <ul style="list-style-type: none"> • Complete the workbook as per the instructions; • Ensure that all questions are completed; • Ensure that the completion of the workbook is their own work; • Ensure that all annexure are attached to the workbook and clearly referred to; 		
Assessment Time	<p>Learners are required to complete this assessment within the allocated time frame of.... hours.</p>		

Total Mark	This formative assessment carries a total mark of _ points . In order to meet the pass mark, learners are required to achieve a minimum of 80% of the total marks.
Equipment	<p>Learners are required to have the following equipment in order to complete this workbook:</p> <ul style="list-style-type: none"> • Pen and Pencil; • Ruler; and • Exam Pad – for additional paper.

GENERAL INFORMATION

LEARNER DETAILS		
Learner Full Names		
Learner ID No.:		
Organisation:	K & R HAIR ARTISTRY INSTITUTE	
Unit/Dept:	HAIRDRESSING	
Contact Details:	Telephone /Cell Numbers:	Email Address:
WORKSHOP DETAILS		
Workshop Venue:		
Facilitator Name:	TSM DEODUTT	
Date Started:		
Date Completed:		

ASSESSMENT PREPARATION CHECKLIST

DESCRIPTION	YES	NO	COMMENTS/CONTINGENCY
This assessment is a formative assessment and it is based on the outlined unit standard/s for the Describe and apply the management functions of an organization			
Your assessment evidence for the Describe and apply the management functions of an organization needs to be submitted on..... (day) of.....(month).....(year) at the following address/place.....			
You will be assessed based on the outlined Unit Standards. The assessment activities are linked to specific outcomes/assessment criteria of the outlined Unit Standards.			
To determine your competence level, the following are the methods to be used for this assessment:			

1.			
2.			
To be declared competent on the Describe and apply the management functions of an organization (formative assessment), you should have obtained at least 80% of the total mark of this assessment.			
You will be provided with detailed feedback on your performance of this assessment as follows: 1. Written Feedback 2. Verbal Feedback			
Should you be declared "not yet competent" on this assessment, you will be entitled for re-assessment opportunity/ies.			
You will be required to re-submit evidence (only for areas) you were declared not yet competent. A date for re-submission will be agreed with the assessor.			
You will be entitled to lodge an appeal should you not be satisfied with the assessment decision of your assessment.			
You will be required to provide the assessor feedback on assessment procedure – this is to assist in improving the assessment practices.			
Your results of assessment and portfolio of evidence information will not be provided to any person without your written consent.			

Learner's Declaration			
<p>I.....herewith declare that I am ready for the assessment, that we have reviewed the assessment preparation and plan, I understand the assessment process and I am happy that the assessment will be conducted in a fair manner.</p>			
Learner Signature:	Date:	Facilitator Signature:	Date:

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Learning Unit **1** Describe and apply the management functions of an organization

UNIT STANDARD NUMBER	:	14667
LEVEL ON THE NQF	:	4
CREDITS	:	10
FIELD	:	Business, Commerce and Management Studies
SUB FIELD	:	Generic Management

PURPOSE:

The qualifying learner is capable of:

- Describing the management activities involved in running a successful business.
- Explaining the basic activities involved in the management process.
- Identifying and explaining the main tasks required of managers.
- Applying the decision making process to make a management decision.
- Analysing the application of the general management functions in a selected organisation.

LEARNING ASSUMED TO BE IN PLACE:

There is open access to this unit standard. Learners should be competent in Communication and Mathematical Literacy at NQF Level 3

SESSION 1.

Describe the management activities involved in running a successful business

Learning Outcomes

- The business functions of an organisation are analysed and the main business functions are identified for a specific organisation.
- The resources used in a business are analysed and the role of management in ensuring that resources of the business are used to best advantage is explained with examples from a specific organisation.
- The responsibilities of employees in ensuring that resources are used to best advantage is explained with examples.

Question	Questions Description	Mark
1	Fill in the 7 main business functions of a company (generic) in the table below. Write down the names of the managers heading each function in your company and say what the main responsibility of each function is:	

Business functions	Managed by:	Responsibilities:
1. General management function	Write names here- if they do not know, they must find out/consult organogram	Own answers. Apply to own business
2. Marketing function		
3. Financial function		
4. Production (or		

operations) function		
5. Purchasing function		
6. Human resource function		
7. Administration function		
8. Public relations function		

Question	Questions Description	Mark
2	Give two examples of each of the main resources used in your company under the following headings:	

Resource	Example
Apply to own business;	
Labour	
Materials	
Machinery	
Methods	
Money	

Activity	Where/how I use it
Creative thinking	
Problem solving	
Evaluating	
Delegating	
Instructing	
Decision making	

Communicating	
Controlling	
Disciplining	
Motivating	
Coordinating	

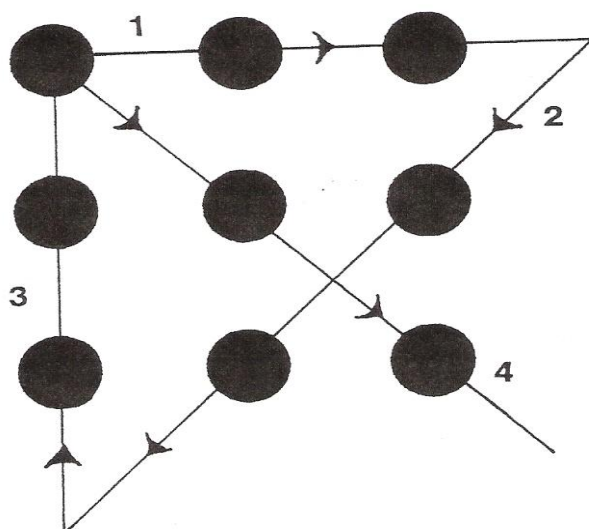
SESSION 2.

Explain the basic activities involved in the management process

Learning Outcomes

- The basic activities involved in the management process are named with examples.
- The planning function in an organisation is identified and an indication is given of who in the organisation is responsible for the planning function.
- An example of the planning required in the learner's own situation is produced and an indication is given of how this fits into the organisation's business plan.
- The organising function in an organisation is identified and an indication is given of who in the organisation is responsible for the organising function.
- The organising function in the learner's own position is identified with examples.
- The leading function in an organisation is identified and an indication is given of who in the organisation is responsible for the leading function.
- The leading function applicable to the learner is identified and an indication is given of the learner's own leadership style.
- The control function in an organisation is identified and an indication is given of who in the organisation is responsible for the control function.
- The control function in the learner's own situation is identified and an indication is given of what the learner controls and how s/he exercises control
- The difference between responsibility and accountability is explained with reference to delegation.

Question	Questions Description	Mark
5	Creative thinking exercise: Without lifting your pencil from the paper and using only four straight lines, connect the dots below (You may not go back over any lines, but the lines can cross one another):	



What does this exercise teach you about creative thinking?

[illegible]

SESSION 3.

Identify and explain some of the tasks required of managers.

Learning Outcomes

- The decision making task of managers is explained with examples.
- The communication task of managers is explained with examples and suggestions are made as to how cultural diversity can be accommodated in communications.
- The importance of trust in an organisation is explained and an indication is given of how trust affects communication.
- The coordinating task of managers is explained and an indication is given of how the learner is responsible for co-ordinating based on a position description.
- The motivating task of managers is explained with examples.
- The delegating task of managers is explained and an indication is given of what tasks can and may not be delegated in a specific organisation.
- The disciplinary task of managers is explained and an indication is given of the role of the team leader/low level manager in the disciplinary process.
- The evaluating task of managers is explained and an indication is given of the role of the junior manager in the assessing worker performance.

Question	Questions Description	Mark
9	Answer the following.	

Why is the following sayings bad advice?

A "Let's compromise."

B "Don't rock the boat."

C "Bite your tongue."

Question	Questions Description	Mark
10	Can you think of occasions in your personal or work life that you have applied any of these sayings? Why did you do so/ how did it turn out?	

Question	Questions Description	Mark
11	Rank the solutions in order of preference, from the most desirable solution (1) to the least desirable	

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SESSION 4.

Apply the decision making process to make a management decision

Learning Outcomes

- The steps to be followed in making a decision are explained with reference to an authentic workplace situation.
- The decision making process is used to make a management decision.

Activity	Questions Description	Mark
14	Leadership questionnaire. Rate yourself on a scale of 1 (poor) to 5 (excellent) on the following attributes of a good leader:	

Activity	Questions Description	Mark
15	Give an example of a situation where you have used or plan to use the following leadership styles: Discuss. Examples given are broad guidelines	

Remind learners that different styles are used in different situations

Telling	
Selling	
Participating	
Delegating	

SESSION 5.

Apply the general management functions to a selected organisation.

Learning Outcomes

- The management functions in an organisation are listed and an indication is given of who in the organisation is responsible for each function.
- The way in which each management function is addressed in a specific organisation is explained with reference to the organogram of a selected organisation.
- The role of a team leader or low level manager in the management of an organisation is outlined with reference to the basic management functions and tasks.

Activity	Questions Description	Mark
17	Case studies: How will you empower and motivate these employees?	

- a) Clients and fellow employees have commended the latest addition to your team to you, as someone who is friendly, quick and helpful, even though she doesn't always have complete knowledge about certain products/ procedures.

b)

You asked an experienced team member to train a new member. The training wasn't done properly and delays have resulted, which are affecting other team members and clients. This is the second time this year that the employee has failed to do a job properly.

c)

One of your more competent team members seems very withdrawn lately. He is usually very communicative, positive and outgoing. His results are still good and consistent, although he seems to be taking longer and longer to get the job done.

d) Why, do you think, are employees generally reluctant to talk to management about their problems, hopes and dreams?

e) Are your team members open and honest with you, or do they shy away from talking to you? To what do you ascribe this?

f) What are the consequences of lack of trust and communication to a team and an organisation?

Activity	Questions Description	Mark
18	How do you deal with the following communication problems?	

Problem	Reason for problem	How do you deal with it?
Muddled messages	e.g. language barriers	Vary channels, listening techniques and feedback techniques
Stereotyping/ discrimination/cultural		

diversity		
Poor listening skills		
Wrong channels		
Business language		
Lack of feedback		

Activity	Questions Description	Mark
19	Explain the difference between accountability and responsibility and give an example of each in your own situation:	

Activity	Questions Description	Mark
21	To what extent do the following types of control play a role in controlling the actions of the employees of your organisation ? In each case say who or what exercises control and give an example from your own organisation:	

Type of control	Who exerts control	Example
Market control		
Bureaucratic control		
Clan control		
Self-control		

- [illegible]

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Question	Questions Description	Mark
26	Read the following and answer the questions that follow.	

Controlling

Justice is the supervisor of the packing and shipping department at a mail order photo-printing company¹.

He believes that he has put good controls in place. His philosophy is to set up enough standards and to issue enough instructions so that his team members “will not have any excuse for not doing their work properly.” He is very tough with employees whose performance “isn’t up to standard”. He tells them that he’ll “go all the way to the top to see that they get fired.”

The control processes he has put in place are:

1. Justice has set the department's output standard at 10 000 prints per day
2. He has told his employees to “be as careful as they can” in stuffing the prints into the mailing packets “so that they won’t be damaged”
3. He tells employees to “be careful” when operating the sealing machine so that they won’t get hurt
4. The addressing operation is such an important one that he has put up a list of 50 do’s and don’t in the workplace for the employees to follow
5. At the sorting operation, he has given the operator a set of guidelines so that she knows when she can go ahead without checking with him first if something goes

wrong. He has also given her a standard that he says "should be attainable if everything goes smoothly."

Assess Justice's philosophy and controls one by one against the following criteria:

- Clear
- Specific
- Set definite standards
- Performance can be compared with standards, i.e. measured
- Specific corrective action can be taken

You can draw up a table for each control, like this:

Control	Clear	Specific	Set definite standards	Measured	Specific corrective action can be taken
Output standard at 10 000 prints per day	✓	✓	✓	✓	✓

b) Say why you think a specific control is ineffective and write a recommendation as to how he can improve his control processes.

Question	Questions Description	Mark
27	Name 3 controls that you have in place in your workplace. Provide evidence in the form of copies of relevant documents, e.g. budget sheets, safety regulations, etc.	

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SELF-ASSESSMENT

The learner must make use of the following self-evaluation checklist to rate himself against the learning outcomes of this particular training module in establishing the level of mastery of the information.

1. Not able to comply
2. Reasonable compliance (Not acceptable for final evaluation)
3. Able to comply fully

LEARNING OUTCOMES		1	2	3
1	Use mathematics to plan and control financial instruments including insurance and assurance, unit trusts, stock exchange dealings, options, futures and bonds			
2	Use simple and compound interest to make sense of and define a variety of situations including mortgage loans, hire purchase, present values, annuities and sinking funds			
3	Investigate various aspects of costs and revenue including marginal costs, marginal revenue and optimisation of profit			
4	Use mathematics to debate aspects of the national and global economy, including tax, productivity and the equitable distribution of resources.			

Learner Signature

Date

Facilitators' Signature

Date

ASSESSMENT FEEDBACK REPORT

FACILITATOR FEEDBACK & REMARKS

ASSESSMENT JUDGEMENT

Learner's Total Mark: Requirements met ☐ Requirements not met ☐

Action/s required:

By when:

LEARNER FEEDBACK & COMMENTS

DECLARATION BY THE FACILITATOR

I (Facilitator) hereby certify that I have examined the learner workbook and I am satisfied with the evidence provided by the learner.

DECLARATION BY LEARNER

I,declare that I am satisfied that the feedback given to me by the Facilitator was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment event.

Learner	Date	Facilitator	Date

DECLARATION BY THE ASSESSOR

I (Assessor) hereby certify that I have examined the learner workbook and I am satisfied with the Facilitator Judgment of this assessment.

Assessor	Date	Moderator	Date