 Province of the

EASTERN CAPE

EDUCATION

**DIRECTORATE SENIOR CURRICULUM MANAGEMENT (SEN-FET)**

**HOME SCHOOLING SELF-STUDY WORKSHEET**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUBJECT** | **BUSINESS STUDIES** | **GRADE** | **12** | **DATE** | **13/05/2020** |
| **TOPIC** | **BUSINESS ROLES** | **TERM 1**  **REVISION** | **X** | **TERM 2 CONTENT** | **X** |

|  |  |  |  |
| --- | --- | --- | --- |
| **QUESTION 1: BUSINESS ROLES** | | |  |
| 1.1 | 1.1.1 | Brainstorming √√ |  |
|  | 1.1.2 | Force-field analysis √√ |  |
|  | 1.1.3 | Nominal group technique √√ |  |
|  | 1.1.4 | SCAMPER √√ |  |
|  | 1.1.5 | Empty-chair technique √√ (5 x 2) | (10) |
|  |  |  |  |
| 1.2 | Read the scenario below and answer the questions that follow: | |  |
|  |  |  |  |
|  | 1.2.1 | **Conflict**   * Clash of opinions / ideas / view points in the workplace. √√ * Disagreement between two or more parties in the workplace. √√   Any other relevant answer related to the definition of conflict. | (2) |
|  |  |  |  |
|  |  |  |  |
|  | 1.2.2 | **Causes of conflict.**   * Constant infighting. √ * Employees criticize each other’s ideas from time to time. √   **NOTE: Mark the first TWO (2) causes only.** | (2) |
|  |  |  |  |
|  | 1.2.3 | **Conflict resolution procedure / steps**   * Identify / Acknowledge that there is conflict. √√ * Analyse the cause(s) of conflict by breaking it down into different parts. √√ * Pre-negotiations may be arranged where members will be allowed to state their case / views separately. √√ * Arrange a meeting between conflicting team members. √√ * A time and place for discussion is arranged for negotiations where all members are present. √√ * Each member has the opportunity to express his / her own opinions / feelings / Conflicting members may recognise that their views are different. √√ * Devise / Brainstorm possible ways of resolving the conflict. √√ * Conflicting members agree on criteria to evaluate the alternatives. √√ * The best possible solution(s) is / are selected and implemented. √√ * Evaluate / Follow up on the implementation of the solution(s). √√ * Monitor progress to ensure that the conflict has been resolved. √√   Any other relevant answer related to a positive analysis of conflict resolution techniques.  ( Any 4 x 2) | (8) |
|  |  |  |  |
| 1.3 | **Stages of team development.**  **Forming stage** √   * Individuals gather information and impressions about each other and the scope of the task and how to approach it. √ * This is a comfortable stage to be in. √ * People focus on being busy with routines, such as team organisation e.g. who does what, when to meet each other √, etc.   Any other relevant answer related to the forming stage of team development. (**Sub max) (3)**  **Storming stage √**   * Teams go through a period of unease / conflict after formation. √ * Different ideas from team members will compete for consideration. √ * Team members open up to each other and confront each other's ideas / perspectives. √ * Tension / struggle / arguments occur and upset the team members / there may be power struggles for the position of team leader. √ * In some instances, storming can be resolved quickly, in others, the team never leaves this stage. √ * Many teams fail during this stage as they are not focused on their task. √ * This phase can become destructive for the team / will lower motivation if allowed to get out of control. √ * This stage is necessary / important for the growth of the team. √ * Some team members tolerate each other to survive this stage. √   Any other relevant answer related to the storming stage of team development. **(Sub max) (3)**  **Norming stage / Settling and reconciliation √**   * Team members form agreement and consensus. √ - Roles and responsibilities are clear and accepted. √ - Processes, working style and respect develops. √ - Team members have the ambition to work for the success of the team's goals. √ - Conflict may occur, but commitment and unity are strong. √ - Any other relevant answer related to the norming / settling and reconciliation stage of team development. (Sub max) (3)   **Performing stage / Working as a team towards a goal** √   * Team members are aware of strategies and aims of the team. √ * They have direction without interference from the leader. √ * Processes and structures are set. √ * Leaders delegate and oversee the processes and procedures. √ * All members are now competent, autonomous and able to handle the decision-making process without supervision. √ * Differences among members are appreciated and used to enhance the team's performance. √   Any other relevant answer related to the performing stage of team development. (Sub max) (3)  **Adjourning / Mourning stage** √   * The focus is on the completion of the task / ending the project. √ * Breaking up the team may be traumatic as team members may find it difficult to perform as individuals once again. √ * All tasks need to be completed before the team finally dissolves. √   Any other relevant answer related to the adjourning / mourning stage of team development.  (Sub max) (3)  Stage: (2)  Explanation: (1)  **NOTE: Mark the first FOUR (4) stages only**. Any (4 × 3) | | (12) |
|  |  | |  |
|  |  |  |  |
| 1.4 | Ways of dealing with difficult people.  **OPTION 1**   * Get perspective from others who have experienced the same kind of situation to be able to understand the difficult employee. √√ * Act pro-actively if possible, as a staff / personnel problem is part of a manager's responsibilities. √√ * Regular meetings with supervisors / departmental heads should help to identify difficult / problem behaviour. √√ * Ask someone in authority for their input into the situation. √√ * Identify the type of personality which is creating the problem. √√ * Meet privately with difficult employees, so that there are no distractions from other employees / issues. √√ * Make your intentions and reasons for your actions known so that they will feel at ease. √√ * Employees should be told what specific behaviours are acceptable by giving details about what is wrong / unacceptable and also an opportunity to explain their behaviour. √√ * A deadline should be set for improving bad / difficult behaviour. √√ * The deadline date should be discussed with the employee and his / her progress should be monitored / assessed prior to the deadline. √√ * Guidelines for improvement should be given. √√ * Do not judge the employee, but try to understand him / her / Understand the person's intentions and why they react in a certain way. √√ * Keep communication channels open and encourage employees to communicate their grievances to management. √√ * Build rapport / sound relations by re-establishing personal connection with colleagues, instead of relying on e-mails / messaging / social media. √√ * Help difficult employees to be realistic about the task at hand. √√ * Remain calm and in control of the situation to get the person(s) to collaborate. √√ * Treat people with respect, irrespective of whether they are capable / competent or not. √√ * Sometimes it may be necessary to ignore but monitor a difficult person. √√ * Identify and provide an appropriate support program to address areas of weakness. √√   Any other relevant answer related to managing difficult employees.  **AND / OR**  **OPTION 2 (Different personalities)**   |  |  | | --- | --- | | **Type of personality** | **Strategy to deal with personality** | | Complainer √ | - Listen to the complaints but do not acknowledge them. √  - Interrupt the situation and move to the problem-solving process as soon as possible. √ | | Indecisive √ | - Guide them through alternatives. √  - Stay in control and emphasise the importance of making a decision. √  - Help them make the decision or solve the problem. √ | | Over agree √ | - Be firm and do not let them make promises that they cannot keep. √  - Follow up on their actions. √ | | Negativity √ | - Be firm with them and do not let them draw you into their negativity. √  - Listen to them but do not agree with them. √ | | Expert √ | - Be firm and assertive. √  - Do not accuse them of being incorrect and do not get caught in their game. √  - Know your facts. √ | | Quiet √ | - Do not fill their silence with words. √  - Wait for their response. √  - Prompt them through the process so that they give input. √  - Restrict the time of the discussion. √ | | Aggressive √ | - Allow them time to speak and blow off. √  - Be firm, but do not attack them. √  - Do not allow them to be hostile towards others. √ |   **NOTE: (applicable to OPTION 2):**  **1. Allocate a maximum of THREE (3) marks for only identifying the type of personality without a strategy.**  **2. Allocate TWO (2) marks for indicating the strategy without identifying the type of the personality / Take particular note of overlap of strategies.**  (Any 5 x 2) | | (10) |
|  |  |  |  |
| 1.5 | 1.5.1 | Advertising Standard Authority √√ | (2) |
|  |  |  |  |
|  | 1.5.2 | **Practical examples of unfair/deceptive advertisement.**   * Advertise a product at low price to attract consumers but the item is not available at the advertised price. √√ * Buy one get one free but there are hidden costs included which the customer had to pay. √√ * Advertise a product with accessories without indicating that accessories are optional, e.g. advertise bedroom set & head lamps. √√ * Advertise a refurbished second hand good as new. √√ * Use competitors name or trademark in advertisement. √√ * Conceal presentation / information and wording purposely omitted. √√ * Ambiguity and exaggeration in advertisement. √√   Any other relevant answer related to practical examples of unfair / deceptive advertisements.  **NOTE: Mark the first THREE (3) only**. Max (6) | (6) |
|  |  |  |  |
| 1.6 | **Advantages of creative thinking in the workplace.**   * Starts / Ignites the process of problem solving √, as there are usually more problems and not enough solutions. √ * Better / Unique / Unconventional ideas / solutions √ are generated. √ * May give businesses a competitive advantage √ if unusual / unique solutions / ideas / strategies are implemented. √ * Complex business problems √ may be solved. √ * Productivity increases √ as management / employees may quickly generate multiple ideas that save time and money / Time is utilised more effectively. √ * Managers / employees have more confidence √ as they can live up to their full potential. √ * Managers will be better leaders √ as they will be able to handle / manage change(s) positively and creatively. √ * Managers / Employees can develop a completely new outlook, √ which may be applied to any task(s) they may do. √ * Leads to more positive attitudes √ as managers / employees feel that they have contributed towards problem solving / Improves motivation amongst staff members. √ * Managers / Employees have a feeling of great accomplishment √ and they will not resist / obstruct once they solved a problem / contributed towards the success of the business. √ * Management / Employees can keep up √ with fast changing technology. √ * Stimulates brain function of employees / managers, as they are continuously pushed out of their comfort zone √ / improving the total wellbeing of employees. √ * Creativity may lead to new inventions √ which improves the general standard of living. √   Any other relevant answer related to the benefits of creative thinking. Max (8) | | (8) |
|  | EC June 2017 | | **[60]** |
|  |  | |  |