



Session Time: 3 hours

Module 1: Impact of recent legislation on businesses

Learning Outcomes/ Objectives:

At the end of this module, you must be able to:

- Describe the purpose of all EIGHT Acts.
- Evaluate the impact on businesses.
- Discuss the penalties/ consequences for non-compliance.
- Recommend practical ways to comply with these Acts.

Session Overview

Step	Time	Activity/ Method	Content	Resources Needed
Overview slide	5 minutes	Presentation	Introduction to session 1 Presentation of learning objectives and outcomes (slides 1-2)	<ul style="list-style-type: none"> • Data projector • EG • ATP
Activity 1.1	15 minutes	Presentation	Introduction to legislation and the purpose of SDA and LRA	<ul style="list-style-type: none"> • Fact sheets • Flip charts • Laptop • Past papers
Activity 1.2	20 minutes	Presentation	Discussions on the impact of the SDA and LRA on businesses	<ul style="list-style-type: none"> • Fact sheets • Flip charts • Laptop
Activity 1.3	30 minutes	Think pair share table	Activity on the discriminatory by the EEA and BCEA as well as compliance	<ul style="list-style-type: none"> • Fact sheets • Flip charts • Laptop
Activity 1.4	15 minutes	Group activities	Activity on the pillars and impact of BBBEE a	<ul style="list-style-type: none"> • Fact sheets • Flip charts • Laptop • Gauteng notes
Activity 1.5	15 minutes	Group activities	Activity on the differences between the NCA and CPA	<ul style="list-style-type: none"> • Data projector
Reflection	05 Minutes	Presentation	Feedback on activities, discussions and reflection.	<ul style="list-style-type: none"> • Data projector



Resources Needed

- Flip chart, paper and markers
- Overhead Projector
- Slides
- Laptop
- Participant manual

Trainer's instruction



Advanced Preparation

- Review the entire session prior to facilitating to familiarise yourself with the slides, facilitators' notes, learning activities and supporting materials.
- Ensure that you are well conversant with all the solutions to activities
- Reflect on the challenges and misconceptions that are highlighted in the following diagnostic reports:
 - The 2014-2019 national diagnostic reports on learner performance
 - 2014-2019 NSC internal moderators' reports
 - 2016-2019 Gauteng analytical moderators' reports.
 - Business Studies Provincial coordinator's quarterly reports.

Sources/Bibliography:



Refer to these materials for additional background reading, as needed.

- Department of Basic Education, Business Studies 2020 Grade 12 Examination guidelines
- Department of Basic Education, Business Studies National Curriculum Statement (NSC) Curriculum and Assessment Policy Statement (CAPS).
- Department of Basic Education, National diagnostic reports 2014-2020
- Business Studies Gauteng Department of Education booklet: Chapter 7

Beginning the Session



Trainer Instructions: Step 1 (5 minutes)

Slide 1	<h1>MODULE 1</h1>	<p>INTRODUCE Module 1 to the participants and say the module will focus on the eight Acts in terms of purpose, impact, non-compliance and compliance.</p> <p>INFORM participants that the module will take 3 hours.</p> <p>SAY in this topic they will focus on the level of difficulty of EACH Act informed by the national diagnostic reports.</p> <p>ENCOURAGE participants to ask questions at any time.</p>				
	<p>Module 1: Impact of recent legislation on businesses</p> <p>Overview</p> <p>You will study this module through the following units:</p> <table border="1"><tr><td>Unit 1: What is the purpose of the Skills development Act /SDA and the Labour Relations Act/LRA?</td></tr><tr><td>Unit 3: What is the impact of the SDA and LRA on businesses?</td></tr><tr><td>Unit 3: What are the discriminatory actions by the EEA and BCEA and how should businesses comply with these Acts?</td></tr><tr><td>Unit 4: What is the relationship between the pillars of BBBEEE and the impact of BBBEE on businesses?</td></tr><tr><td>Unit 5: How can the NCA be differentiated from the NCA in terms of purpose and consumer rights?</td></tr></table> <p> </p>		Unit 1: What is the purpose of the Skills development Act /SDA and the Labour Relations Act/LRA?	Unit 3: What is the impact of the SDA and LRA on businesses?	Unit 3: What are the discriminatory actions by the EEA and BCEA and how should businesses comply with these Acts?	Unit 4: What is the relationship between the pillars of BBBEEE and the impact of BBBEE on businesses?
Unit 1: What is the purpose of the Skills development Act /SDA and the Labour Relations Act/LRA?						
Unit 3: What is the impact of the SDA and LRA on businesses?						
Unit 3: What are the discriminatory actions by the EEA and BCEA and how should businesses comply with these Acts?						
Unit 4: What is the relationship between the pillars of BBBEEE and the impact of BBBEE on businesses?						
Unit 5: How can the NCA be differentiated from the NCA in terms of purpose and consumer rights?						

OUTCOMES OF MODULE 2

At the end of this module you will be able to:

- Discuss the recruitment, selection, and placement procedure as human resources activities.
- Analyse the impact of internal and external recruitments methods.
- Explain the importance of the interview and the roles of the interviewer and interviewee.
- Elaborate on the meaning of induction and all aspects that must be covered under induction.



Unit 1 Learning outcomes

At the end of this unit you must be able to:

- Explain the purpose of the Skills Development Act
- Outline the role of SETAs in supporting the Skills Development Act
- Discuss the purpose of the Labour Relations Act.
- Explain the rights of employers and employees in terms of the Labour Relations Act..



ASK a volunteer to read the outcomes of this module.

ASK participants if they have any questions before continuing.

ADVISE participants to take note of the action verbs that are used for each outcome

ASK participants to explain the meaning of each action verb.

ADVISE participants to take note of the relationship between the learning outcomes and the examination guidelines in this topic.

READ unit 1 outcomes for the participants

INFORM the participants that the aim and nature of EACH Act will no longer be assessed, they should only focus on the purpose of EACH Act.

ALERT participants that if learners understand the purpose of EACH Act then it will be easy to know the impact, discriminatory and compliance of EACH Act.



Activity 1.1 PURPOSE OF THE SDA AND LRA

- **Aim:** To enable participants to provide an in-depth analysis of the purpose of the SDA and LRA as well as to provide a clear distinction between the purpose of the Skills Development Act and the role of SETAs.

Method: Nominal group technique

- Explain the purpose of the SDA using practical examples.
- Give ONE example of SETAs and explain its role in supporting the Skills Development Act.
- Formulate a scenario on the purpose of the LRA and the rights of employers and employees.
- Set direct and indirect questions based on the LRA based on the formulated scenario.
- Suggest teaching methods that can be used to distinguish the purpose of LRA from EEA.
- Compare the similarities and differences between the rights of employees according to the LRA with economic rights of employees in the workplace.

Follow-up/Reflection:

- Participants to answer the following reflective questions:
- What could be reason why learners confuse the purpose of the SDA with the roles of SETAs?
- Why do learners confuse the purpose of the LRA with the functions of trade unions and how can this confusion be clarified?



ALLOW participants to first generate ideas on each activity and then share them with his/her partner.

FLAG one example of SETAs and request participant to explain the role of this SETA in terms of what learners should know.

SHOW participants an example of a direct and indirect question.

FLAG guidelines on how to formulate scenarios.

ALLOW participants to demonstrate the teaching methods for teaching the differences between the LRA and CPA.

STIMULATE a debate on the differences between employee rights in terms of the LRA and the economic rights of employees in the workplace.



Unit 2

Learning outcomes

At the end of this unit you must be able to:

- Discuss the impact of the SDA on businesses using articles downloaded from the internet
- Evaluate the impact of the LRA on businesses using practical examples.
- Identify key words that can be used to explain the impact of the SDA and LRA on businesses.



Activity 1.2 IMPACT OF THE SDA & LRA

Aim: To enable participants to evaluate the impact of the SDA and LRA on businesses using practical examples and articles.

Method: Group work

- Analyse the impact of the LRA on businesses using recent examples
- Google any article on the impact of SDA on businesses and explain how this article can be used during teaching and learning.
- Provide a clear distinction between the impact of the SDA and the roles of SETAs.

Follow-up/Reflection:

- Participants to answer the following reflective questions:
- What are some of the misconception and errors that have been highlighted in the national diagnostic reports regarding the SDA and LRA?
- How can some of these misconception and errors be addressed?



REQUEST one participant to read out the learning outcomes and other participants to interpret the outcomes.

UNPACK the requirements of this unit's activities to participants in terms of the level of difficulty of each action question.

ASSIST participants to identify key words that can be used to discuss the impact of the SDA and LRA on businesses.

REMIND participants of the action verbs that can be used to assess the positives and/or negatives e.g. discuss/evaluate, analyse and justify

ALLOW participants access to the internet

FLAG the article on SDA and request the participants to provide inputs on the article.

REQUEST participants to share their experience on the newly acquired skills.

ASK probing questions e.g. what has worked and what did not work for you?

Unit 3 Learning outcomes

At the end of this unit you must be able to:

- Identify actions that can be regarded as discriminatory by the EEA and the BCEA from scenarios and statements.
- Explain other actions that can be regarded as discriminatory by EACH of the above mentioned Acts.
- Recommend ways in which businesses could comply with EACH of the above mentioned Acts.



Activity 1.3 DISCRIMINATORY ACTIONS

Aim: To enable participants to:

- Develop relevant questions based on the scenario
- Provide a clear distinction between discriminatory actions and compliance with the EEA and BCEA.

Method: Group work

Read the scenario below and answer the questions that follow.

JABU TRADING ENTERPRISE (JTT)

The recruitment policy of JTT states that people with strong religious beliefs should not be considered when appointments are made. The policy states that new employees should undergo an HIV test regardless of the nature of appointments. All new employees will not be given access to their employment contracts and that they are not supposed to discuss their salaries with their colleagues.

- Formulate questions based on the scenario above. Show scaffolding of cognitive levels of demand



UNPACK learning outcomes to the participants for this unit.

INFORM participants that the word “discriminatory actions” is the same as “non-compliance”

ADVISE participants that learners should not turn discriminatory actions of both Acts into compliance as this has been highlighted in the internal moderator’s and the national diagnostic analysis reports.

REQUEST participants to compare the discriminatory actions by the EEA and BCEA and how businesses should comply with EACH Act. Refer to page 19 of the participants’ manual.

LEAD the discussion on discriminatory actions by these Acts.

DIVIDE participants in FIVE small groups

ADVISE participants to refer to the 2020 examination guidelines when formulating questions.

REMIND participants on the meaning of scaffolding in assessment.

REQUEST participants to reflect on their teaching practices that may have contributed to poor learner performance.

Unit 4 Learning outcomes

At the end of this unit you must be able to:

- Formulate statements on the FIVE pillars of BBBEE and explain how these statements will be used to elaborate on the implications of EACH pillar on businesses.
- Suggest ways in which businesses could comply with these pillars in the workplace.
- Analyse the impact of BBBEE on businesses



Activity 1.4 PILLARS & IMPACT OF BBBEE

Aim: To enable participants to use differentiated teaching and assessment methods.

Method: Think per share table

- Formulate statements on FIVE pillars of BBBEE and develop follow on questions on this topic.
- Suggest suitable teaching methods of teaching the impact of BBBEE on businesses.
- Download an article/video of any business that implements BBBEE pillars and explain how this article/video will be used in the classroom to enhance the quality of teaching and learning.
- Analyse the impact of BBBEE on businesses using the above mentioned key words.

Follow-up/Reflection:

- Participants to answer the following reflective questions:
- Compare your previous formative assessment task and comment on your findings.
- Share your learning experience on the newly acquired knowledge and skills.



READ the learning outcomes for the participants.

ADVISE participants to formulate indirect statements on the FIVE pillars of BBBEE.

ASK participants the meaning of the word “implications”

SHARE tips for teaching the pillars and impact of BBBEE on businesses. Refer to page 21 of the participants’ manual.

REQUEST participants to suggest ways in which businesses could comply with the pillars of BBBEE.

INFORM participants that they must teach all aspects that are covered in the 2020 exam guidelines as stated in the participants’ manual.

GUIDE participants on how to formulate indirect statements.

Allow participants to demonstrate teaching methods for teaching the impact of BBBEE on businesses.

REQUEST participants to play the video and allow them to lead the discussion.

FLAG key words that can be used to analyse the impact of BBBEE on businesses. Refer to page 21 of the participants’ manual.

REQUEST participants to answer reflective questions and lead the discussion.

Unit 5
Learning outcomes

At the end of this unit you must able to:

- Explain the purpose of the NCA and CPA
- Distinguish between the NCA and CPA
- Compare the differences and similarities between the NCA and CPA in terms of consumer rights.



Activity 1.5 DIFFERENCES BETWEEN THE NCA AND CPA

Aim: To enable participants to identify the similarities between the NCA and CPA in terms of consumer rights as well as to explain the differences between the NCA and CPA.

Method: Group work

Read the scenario below and answer the questions that follow.

SMART RETAILERS LTD

Smart Retailers Ltd is well known for selling quality products. The management of this business has opened another branch that will offer customers with loans and allow them to buy their products on credit. Clients are given pre-agreement document before concluding any credit transaction.

Customers are also allowed to choose which goods they will buy and return such goods if they obtain reasons for credit being refused y are not satisfied. They also receive Information in plain and understandable language.



REQUEST the learning outcomes for the participants.

ASK participant to provide a brief description of the purpose of NCA and CPA.

FLAG important points to consider when teaching the differences between the NCA and CPA. Refer to page 23 of the participants' manual.

ENSURE that the participants provide a clear distinction between the similarities and differences between the NCA and CPA

TAKE note of all aspects that must be taught under the NCA and CPA as indicated on page 23 of the participants' manual.

DIVIDE participants into FIVE small groups.

READ the scenario for the participants

ALLOW participants to reflect on their learning experience and they must highlight what has worked for them and what they are taking with them to the classroom.



Activity 1.5 DIFFERENCES BETWEEN THE NCA AND CPA

- Identify the consumer rights of the NCA and CPA from the scenario above.
- Quote TWO similarities of consumer rights in terms of the NCA and CPA from the scenario above.
- Discuss the implications of other consumer rights in terms of the CPA on businesses.
- Suggest teaching methods for consumer rights in terms of the CPA AND NCA.
- Compare the purpose of the NCA with the CPA.

Follow -up/Reflection:

- Participants to answer the following reflective questions:
- Compare your previous teaching methods on the NCA and CPA and comment on your findings.
- Share your learning experience on the newly acquired knowledge and skills.



PROVDE guidelines on how to answer activity 1.5.

FLAG the Q2.5 of the 2019 national diagnostic report on learner performance.

ENSURE that participants do not confuse the implications of consumer rights on businesses with human rights in the workplace. This error was committed by many candidates in the 2019 Nov NSC examination.

TAKE note of participants' responses on the comparisons between the NCA and CPA. Refer to page 24 of the participants' manual.

REQUEST participants to take note of key points on module 1 and complete the post assignment task on page 25 and 26 of the participants' manual.



Session Time: 3 hours

Learning Outcomes/Objectives

Module 2 : Human resources function

Learning Outcomes/ Objectives:

At the end of this module, you must be able to:

- Discuss the recruitment, selection, and placement procedure as human resources activities.
- Analyse the impact of internal and external recruitments methods.
- Explain the importance of the interview and the roles of the interviewer and interviewee.
- Elaborate on the meaning of induction and all aspects that must be covered under induction.

Session Overview

Step	Time	Activity/Method	Content	Resources Needed
1 Overview slide	5 minutes	Presentation	Introduction to session 1 Presentation of learning objectives and outcomes (slides 1-2)	<ul style="list-style-type: none"> • Overhead projector (OHP)
2 Activity 2.1	15 minutes	Presentation	Activities on the recruitment procedure	<ul style="list-style-type: none"> • LCD or Overhead Projector
3 Activity 2.2	20 minutes	Presentation	Activities on the recruitment procedure	<ul style="list-style-type: none"> • LCD or Overhead Projector/Video Flipchart
4 Activity 2.3	30 minutes	Group activities	Activity on the roles of the interviewer and interviewees	<ul style="list-style-type: none"> • Overhead projector (OHP)
Activity 2.4	15 minutes	Group activities	Activity induction and placement	<ul style="list-style-type: none"> • Overhead projector (OHP)
Activity 2.5	15 minutes	Group activities	Activity on the implications of Acts on the human resources function.	<ul style="list-style-type: none"> • Overhead projector (OHP)
6 Reflections	05 Minutes	Presentation	Feedback on activities, discussions and reflection. (slides 3-6)	<ul style="list-style-type: none"> • OHP



Resources Needed

- Flip chart, paper and markers
- Overhead Projector
- Slides
- Laptop
- Participant manual

Trainer's instruction



Advanced Preparation

- Review the entire session prior to facilitating to familiarise yourself with the slides, facilitators' notes, learning activities and supporting materials.
- Ensure that you are well conversant with all the solutions to activities
- Reflect on the challenges and misconceptions that are highlighted in the following diagnostic reports:
 - The 2014-2019 national diagnostic reports on learner performance
 - 2014-2019 NSC internal moderators' reports
 - 2016-2019 Gauteng analytical moderators' reports.
 - Business Studies Provincial coordinator's quarterly reports.

Sources/Bibliography:

Refer to these materials for additional background reading, as needed.

- Department of Basic Education, Business Studies 2020 Grade 12 Examination guidelines
- Department of Basic Education, Business Studies National Curriculum Statement (NSC) Curriculum and Assessment Policy Statement (CAPS).
- Department of Basic Education, National diagnostic reports 2014-2019
- Business Studies Gauteng Department of Education booklet: Chapter 2

MODULE 2

Module 1: Human resources function

Overview

You will study this module through the following units:

Unit 1: Why should businesses follow the recruitment procedure and what is the importance of internal and external recruitment?
Unit 2: What is the selection procedure and how can this be distinguished from the recruitment procedure.
Unit 3: What are the aspects that must be covered under the concept "interview and employment contract?"
Unit 4: Why should new employees be inducted and what is the placement procedure?
Unit 5: What are the implications of various Acts on the human resources functions?



RECAP the human resources activities that were covered in grade 11.

INFORM participants that the module will take 3 hours.

REQUEST participants to share their teaching and assessment methods that were used in grade 11 for this particular topic.

FLAG the 2018 and 2019 national diagnostic reports on the misconceptions and errors committed by the candidates.

ENCOURAGE participants to point out challenging sub-topics on this module.

OUTCOMES OF MODULE 2

At the end of this module you will be able to:

- Discuss the recruitment, selection, and placement procedure as human resources activities.
- Analyse the impact of internal and external recruitments methods.
- Explain the importance of the interview and the roles of the interviewer and interviewee.
- Elaborate on the meaning of induction and all aspects that must be covered under induction.



ASK a volunteer to read the outcomes of this module.

REQUEST participants to identify new content that was not covered in grade 10 & 11 in this module.

MAKE participants aware of the following types of procedures:

- Recruitment procedure
- Selection procedure
- Placement procedure

REQUEST participants explain the reasons why the roles of the interviewer and interviewee as part of the selection process.

ASK the participants to explain the meaning of The action verb “elaborate “and suggest the mark allocation for this action verb.

ADVISE participants to take note of important facts to consider on unit 1. Refer to page 27 and 28 of the participants manual.

Unit 1 Learning outcomes

At the end of this unit you must be able to:

- Elaborate on the meaning of recruitment
- Outline the recruitment procedure
- Analyse the impact of internal and external recruitment on businesses.
- Develop an assessment task on recruitment as the human resources activity.



Activity 2.1 RECRUITMENT PROCEDURE

Aim: To enable participants to use differentiated teaching and assessment methods on the recruitment procedure

Method: Group work

- Suggest teaching methods for the recruitment procedure using practical examples.
- Formulate a scenario on the internal and external recruitment methods and develop follow on questions.
- Download sources of internal and external recruitment from the internet and explain how these sources can be used to enhance the quality teaching and learning.

Follow -up/Reflection:

- Participants to answer the following reflective questions:
- What have you learnt from this activity in terms of misconceptions and errors that have been identified in the diagnostic reports on learner performance?
- Share your learning experience and explain how these misconceptions can be addressed in the classroom.



UNPACK learning outcomes to the participants for this unit with specific reference to the exam guidelines.

DIVIDE participants into FIVE groups that must consist of members from different districts, gender and race.

ENSURE that participants provide a detailed description of the meaning of recruitment.

ADVISE participants to take note of aspects to consider when teaching the recruitment procedure. Refer to page 28 and 29 of the participants' manual.

ASK participants to refer to question 10 of the 2017 national diagnostic report on common errors and misconceptions committed by the 2017 cohort.

REQUEST one participant to read recommendations on the aforementioned error and others must suggest other recommendations.

READ activity 2.1 questions

REMIND participants of the guidelines for formulating a scenario.

ALLOW participants to access the internet using their phones or laptops

TAKE note of participants' responses on the differences between the methods and sources of recruitment.

ASK reflective questions and wrap up.

Unit 2 Learning outcomes

At the end of this unit you must be able to:

- Explain the selection procedure using practical examples.
- Outline the differences between the selection and recruitment procedures.
- Suggest different assessment methods for the selection and recruitment procedures.



Activity 2.2 SELECTION PROCEDURE

Aim: To enable participants to gain insight into the selection procedure so that it is not confused with the recruitment procedure.

Method: Group work

Read the scenario below and answer the questions that follow.

PALESA AGENCY (PA)

Palesa Agency is well known for selecting best employees for businesses. Trish Auditors requested PA to select a best candidate to fill a vacant position. Palesa decided to interview Andrew and Thandi and offered Andrew the job even though he was not suitably qualified for the job.

- Formulate questions based on the scenario above. Show scaffolding of questions.
- Suggest different assessment methods for the selection and recruitment procedure.
- Identify steps in the selection procedure that contain many marks and show the mark allocation for each step.
- Elaborate on the meaning of screening as part of the selection procedure.



READ unit 2 learning outcomes to participants.

Emphasise on the importance of using practical examples when explaining the selection procedure.

POINT out the importance of using diverse teaching and assessment methods to cater for different types of learners.

DISCUSS main aspects that must be considered when teaching the selection procedure. Refer to page 30 of the participants guide.

DIVIDE participants into FIVE groups that must consist of members from different districts, gender and race.

ALLOCATE one question per group and set a time frame for feedback.

ENSURE that all participants are actively involved in discussions and discourage domination.

FLAG the question 5 of Nov 2017 marking guideline on option 1 and 2 of the selection procedure.

ASK participants the reason why learners confuse the meaning of screening with selection?

ALLOW participants to provide a clear distinction between the selection and recruitment procedures.

ASK reflective questions and guide discussions.

Unit 3 Learning outcomes

- Elaborate on the importance of the interview
- Suggest teaching and assessment methods for teaching the roles of the interviewer and interviewee.
- Download a video on the roles of the interviewer and interviewee and explain how the video can be used to enhance the quality of teaching and learning in the classroom.
- Compare aspects that must be included in the employment contract with the legal requirements of the employment contract



Activity 2.3 INTERVIEWS AND EMPLOYMENT CONTRACT

Aim: To enable participants to acquire skills on how to teach the roles of the interviewer and interviewee and all aspects that must be taught under the employment contract.

Method: Group work

- Formulate a scenario the role of the interviewer and interviewees during the interview. Set scaffolded questions based on the scenario.
- Select a video on the roles of the interview and interviewee during the interview and link the video with content.
- Explain the relationship between the aspects that must be included in the employment contract and the legal requirements of an employment contract.
- Discuss the link between the employment contract and the BCEA.

Follow-up/Reflection:

- Participants to answer the following reflective questions:
- Refer to of the 2015, 2017 and 2018 NSC diagnostic report on misconceptions and errors on the role of the interviewer and interviewee as well as the link between the employment contract and the BCEA.
- Suggest strategies that can be used to address this challenge.



REQUEST one participant to read out the learning outcomes for this unit.

COMMENT on the misconceptions and errors committed by candidates in the 2018 and 2019 November NSC papers.

ADVISE participants to take note of points to consider when teaching this content. Refer to page 31 and 32 of the participants' manual.

PROVIDE guidelines on how to use a video with specific reference selection of relevant information that is in line with the 2020 exam guideline.

GUIDE participants on the relationship between the aspects that must be included in the employment contract and the legalities of the employment contract.

DIVIDE participants into FIVE groups that must consist of members from different districts, gender and race.

REMIND participants of the guidelines on how to formulate a scenario.

PLAY the video for all participants.

REQUEST participants to identify key points from the video that identify each stage of team development.

ASK the participants to develop questions based on the video.

ENCOURAGE participants to share their learning experience.

Unit 4 Learning outcomes

- Elaborate on the meaning of induction
- Discuss the purpose of induction
- Compare the relationship between the aspects that must be considered during induction in the induction programme and the purpose of induction.
- Compare the purpose of induction with the benefits of induction.
- Explain the placement procedure



Activity 2.4 INDUCTION AND PLACEMENT

Aim: To enable participants to provide an in-depth analysis of all aspects that are covered under induction as well as to explain the selection procedure.

Method: Group work

- Formulate a scenario that consists of the purpose and benefits of induction.
- Select a video on induction and provide guidelines on how it can be used during teaching and learning.
- Suggest teaching methods for placement the procedure.
- Set an essay question on induction and placement. Explain the marking principle for marking this question.

Follow -up/Reflection:

- Participants to answer the following reflective questions:
- What could be the possible reasons for learners to confuse the purpose of induction with benefit?
- Suggest strategies that can be used to address this challenge.



UNPACK the learning outcomes for this unit.

POINTS out the main aim of this learning outcome e.g. to enhance content knowledge and assessment skills.

REQUEST participants to share action verbs that are used to assess this content.

ADVISE participants to take note of all aspects that must be covered under induction and how each aspect may be assessed. Refer to page 33 and 34 of the participants' manual.






DIVIDE participants into FIVE groups that must consist of members from different districts, gender and race.

PROVIDE guidelines on how to set essay questions.

PLAY the video on induction and explain how this video can be used during teaching and learning.

REQUEST participants to refer to the November 2018 NSC notes to markers when developing the marking guidelines for this question.

REFLECT on the errors and misconceptions of the 2019 NSC Nov diagnostic report.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 17</p>	<p style="text-align: center;">Unit 5 Learning outcomes</p> <ul style="list-style-type: none"> Recap ways in which the human resources function can comply with the SDA, LRA, EEA and BCEA. Suggest differentiated teaching methods for teaching the implications of various Acts on businesses. Download a job advertisement and link it with the Employment Equity Act. <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;">   </div>	<p>READ unit 5 learning outcomes to the participants.</p> <p>EXPLAIN the meaning of the word “implications” within the context of the Acts and the human resources functions.</p> <p>REQUEST participants to recap ways in which businesses could comply with the SDA, LRA, EEA and BCEA.</p> <p>INFORM participants that the responses to the above question are the same as the implications of the above mentioned Acts on the human resources function.</p> <p>FLAG and EXPLAIN points to consider when teaching this topic. Refer to page 35 and 36 of the participants’ manual.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 11</p>	<div style="text-align: center; margin-bottom: 10px;">  <p>Activity 2.5 IMPLICATIONS OF ACTS ON THE HUMAN RESOURCES FUNCTIONS</p> </div> <p>Aim: To enable participants to link compliance with various Acts with their implications on the human resources function.</p> <p>Method: Group work</p> <p>Read the scenario below and answer the questions that follow:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; margin: 0;">NEO & JANE ELECTRONICS (NJE)</p> <p style="margin: 0;">Neo & Jane Electronics specialise in selling music systems, cell phones and computers. Shareen, the human resources manager is looking for a specialist in repairing damaged cell phones and music systems. She considered the following aspects in her departmental policy:</p> <ul style="list-style-type: none"> ○ Clarify the transfer of contracts of employment. ○ Analyse current employment policies/practices/procedures to accommodate designated groups. ○ Identify the training needs of the employees and provide them with training opportunities. ○ Children under the age of 35 will not be employed. </div> <ul style="list-style-type: none"> Identify FOUR Acts that Shareen considered in her departmental policy. Motivate your answer by quoting from the scenario in EACH Act. Advise Shareen on other ways she can could comply with EACH Act identified above. <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;">   </div>	<p>DIVIDE participants into FIVE groups that must consist of members from different districts, gender and race.</p> <p>REFER to the 2017-2019 Nov NSC paper on the errors and misconceptions question 6 committed by candidates on this topic.</p> <p>POINT out that the topic must only focus on how the human resources function should comply with the above mentioned Acts.</p> <p>REQUEST participants to identify key words that can be used to formulate statements on how the human resources function could comply with EACH Act stated in the CAPS document and the exam guideline.</p> <p>REQUEST participants to share the knowledge and skills acquired from answering this activity.</p> <p>REQUEST participants to take note of key points on module 2 and complete the post assignment task on page 37 and 38 of the participants’ manual.</p>

Facilitators Guide Finalisation



Session Time: 3 hours

Module 3: Professionalism and ethics

Learning Outcomes/ Objectives:

At the end of this module, you must be able to:

- Elaborate on the meaning of ethical and professional behaviour.
- Explain how businesses can apply the three King Code principles
- Recommend ways in which ethical business practice should be conducted.
- Suggest ways in which businesses could deal with types of unethical business practices

Session Overview

Step	Time	Activity/ Method	Content	Resources Needed
Overview slide	5 minutes	Presentation	Introduction to session 3 Presentation of learning objectives and outcomes (slides 1-2)	• Overhead projector (OHP)
Activity 3.1	15 minutes	Presentation	Activity on ethics and professionalism	• LCD or Overhead Projector
3 Activity 3.2	20 minutes	Presentation	Activities ethical business practices	• LCD or Overhead Projector/Video Flipchart
4 Activity 3.3	30 minutes	Group activities	Activities on types of unethical and unprofessional business practices	• Overhead projector (OHP)
6 Reflections	05 Minutes	Presentation	Feedback on activities, discussions and reflection. (slides 3-6)16	• Overhead projector (OHP)



Resources Needed

- Flip chart, paper and markers
- Overhead Projector
- Slides
- Laptop
- Participant manual

Trainer's instruction



Advanced Preparation

- Review the entire session prior to facilitating to familiarise yourself with the slides, facilitators' notes, learning activities and supporting materials.
- Ensure that you are well conversant with all the solutions to activities
- Reflect on the challenges and misconceptions that are highlighted in the following diagnostic reports:
 - The 2014-2019 national diagnostic reports on learner performance
 - 2014-2019 NSC internal moderators' reports
 - 2016-2019 Gauteng analytical moderators' reports.
 - Business Studies Provincial coordinator's quarterly reports.

Sources/Bibliography:

Refer to these materials for additional background reading, as needed.

- Department of Basic Education, Business Studies 2017 Grade 12 Examination guidelines
- Department of Basic Education, Business Studies National Curriculum Statement (NSC) Curriculum and Assessment Policy Statement (CAPS).
- Department of Basic Education, National diagnostic reports 2014-2018
- Business Studies Gauteng Department of Education booklet: Chapter 7

MODULE 3

Module 3: Professionalism and ethics

Overview

You will study this module through the following units:

Unit 1: What are the differences between ethical and professional behaviour and how should businesses apply the King Code principles for good co-operate governance?
Unit 2: How should businesses be conducted professionally, responsibly and ethically?
Unit 3: What are the types of unethical and unprofessional business practices and how should businesses deal with them?



SAY module 3 will focus on professionalism and ethics that it is made up of 3 Units.

INFORM participants that the module will take 3 hours.

UNPACK the content of this module so that a clear distinction is made between professionalism and ethics

ENCOURAGE participants to ask questions at any time.

OUTCOMES OF MODULE 3

At the end of this module you will be able to:

- Elaborate on the meaning of ethical and professional behaviour.
- Explain how businesses can apply the King Code principles of transparency, accountability and responsibility for good corporate governance.
- Recommend ways in which professional, responsible, ethical and effective business practice should be conducted.
- Suggest ways in which businesses could deal with types of unprofessional and unethical business practices.



ASK a volunteer to read the outcomes of this module.

POINT out the action verbs that can be used to assessed this topic.

MAKE participants aware that teaching and learning should only focus on the application of three King Code principles for good cooperate governance.

ASK participants if they have any questions before continuing with the presentation.

Unit 1 Learning outcomes

At the end of this Unit, you should be able to:

- Explain the differences between ethical and professional behaviour
- Advise businesses on how they could apply the three King Code principles for good cooperate governance



Activity 3.1 differences between professionalism and ethics

- Identify the differences between professional and ethical behaviour from the scenario above.
- Explain other differences between professional and ethical behaviour.
- Identify TWO King Code principles that Thomson applied. Motivate your answer by quoting two examples of EACH principle from the scenario above.
- Advise the management of Thomson Consulting INC on other ways they could apply the King Code principles identified above in the workplace.

Follow -up/Reflection:

- Participants to answer the following reflective questions:
- What have you learnt from this session?
- How can you improve your teaching approach to this topic?



READ the outcomes of this unit.

ASK Participants to recap grade 10 and 11 content on the differences between ethical and professional behaviour.

ADVICE participants to take note of action verbs such as outline, elaborate, distinguish and tabulate when assessing the differences between the above mentioned concepts.

FLAG points to consider when teaching this topic on page 41 and 42 and elaborate on each point.

DIVIDE participants into FIVE groups that must consist of members from different districts, gender and race.

ADVISE participants to refrain from using textbooks/notes as a reference to answer the questions.

POINT out key words that can be used to differentiate between professionalism and ethics.

REQUEST participants to identify key words that can be used to explain the application of King Code principles in the workplace.

FLAG Q4.7 of the 2019 national diagnostic report on misconceptions and errors committed by the 2019 cohort.

REQUEST participants to suggest their teaching approach to this topic.

Unit 2 Learning outcomes

At the end of this Unit, you should be able to:

- Identify ways in which businesses conduct themselves professionally, responsibly and ethically from given scenarios.
- Advise business on how they could conduct themselves professionally, responsibly and ethically.



Activity 3.2 ETHICAL BUSINESS PRACTICES

Aim: To enable participants to formulate scenarios on professional and ethical businesses practices and to develop insight in this topic.

Method:

- Formulate a scenario on ways in which businesses should be conducted professionally, responsibly and ethically. Set follow on questions based on the scenario.
- Explain how this topic can be taught in the classroom using practical examples.
- Download a video or article on any businesses that conducts itself professionally, responsibly and ethically.

Follow -up/Reflection:

- Participants to answer the following reflective questions:
- Share your learning experience and suggest different teaching approaches for this



REQUEST one participant to read out the learning outcome for this activity.

MAKE participants aware that this topics can be asked in form of scenarios and case studies. This means that learners must be exposed to source based questions on this topic.

TAKE note of the middle and high order verbs that are used in this learning outcome. These verbs are informed by the level of difficulty of this content.

FLAG important factors to remember about this topic. Refer to page 43 of the participant guide.

PROVIDE practical examples of teaching methods that may be used to teach and assess this topic.

DIVIDE participants into FOUR groups and read instructions on the activity.

REMIND participants of the guidelines on how to set a scenario discussed in module 1, unit 1.

ASK participants to share teaching methodologies that can use to teach ethical business practices.

REFLECT on the 2017 NSC Nov diagnostic report question 6 on how the errors and misconceptions committed by candidates can be further addressed.

Unit 3 Learning outcomes

At the end of this Unit, you should be able to:

- Formulate statements on types of unethical and unprofessional business practices.
- Explain how the types of unethical and unprofessional business practices pose challenges on businesses.
- Provide recent examples of types of unethical and unprofessional business practices.
- Recommend ways in which businesses can deal with EACH type of unethical and unprofessional business practice.



Activity 3.3 TYPES OF UNETHICAL & UNPROFESSIONAL BUSINESS PRACTICES

Aim: To enable participants to provide a detailed analysis of the types of unethical and unprofessional business practices as well as to devise suitable strategies to deal with EACH type in the workplace.

Method:

- Develop an assessment task and the marking guideline on types of unethical and unprofessional business practice.
- Develop a lesson plan on types of unethical and unprofessional business practice. Your lesson plan must be in line with the 2020 exam guidelines.

Follow -up/Reflection:

- Participants to answer the following reflective questions:
- Share your learning experience on this training session and suggest different assessment methods.



FLAG the learning outcomes of this unit
ASK one participant to them read out loud.

ALERT participants that teaching and learning will now focus on how types of unethical business practices pose challenges to businesses.

FLAG page 27 of the 2020 exam guideline on types of unethical and unprofessional business practice.

FLAG important factors to remember about this topic. Refer to page 45 of the participant guide.

COMMENT on the errors and misconceptions committed by the 2017-2019 grade 12 cohort on types of unethical and unprofessional business practices.

DIVIDE participants into FOUR groups and read instructions on the activity.

REMINDE participants of the guidelines on the framework for setting quality assessment task that was covered in module 1.

FLAG the example of a lesson plan and **PROVIDE** guidelines on how to develop a good lesson plan.

ASK participants reflective questions.

REQUEST participants to take note of key points on module 2 and complete the post assignment task on page 46 and 47 of the participants' manual.



Session Time: 3 hours

Module 4: Problem solving and creative thinking

Learning Outcomes/ Objectives:

At the end of this module, you must be able to:

- Discuss the advantages of creative thinking in the workplace
- Explain the reasons why learners confuse the advantages of creative thinking with the benefits of diversity in the workplace.
- Identify key words that can be used to teach learners ways in which businesses can create an environment that stimulates creative thinking in the workplace.

Session Overview

Step	Time	Activity/ Method	Content	Resources Needed
Overview slide	5 minutes	Presentation	Introduction to session 4 Presentation of learning objectives and outcomes (slides 1-2)	• Overhead projector (OHP)
Activity 4.1	15 minutes	Presentation	Activities on problem solving and decision making	• LCD or Overhead Projector
Activity 4.2	20 minutes	Presentation	Activities on problem solving techniques	• LCD or Overhead Projector/Video Flipchart
Activity 4.3	30 minutes	Group activities	Activity on creative thinking	• Overheard projector (OHP)
Reflections	05 Minutes	Presentation	Feedback on activities, discussions and reflection. (slides 3-6)	• OHP



Resources Needed

- Flip chart, paper and markers
- Overhead Projector
- Slides
- Laptop
- Participant manual

Trainer's instruction



Advanced Preparation

- Review the entire session prior to facilitating to familiarise yourself with the slides, facilitators' notes, learning activities and supporting materials.
- Ensure that you are well conversant with all the solutions to activities
- Reflect on the challenges and misconceptions that are highlighted in the following diagnostic reports:
 - The 2014-2019 national diagnostic reports on learner performance
 - 2014-2019NSC internal moderators' reports
 - 2016-2019 Gauteng analytical moderators' reports.
 - Business Studies Provincial coordinator's quarterly reports.

Sources/Bibliography:

Refer to these materials for additional background reading, as needed.

- Department of Basic Education, Business Studies 2017 Grade 12 Examination guidelines
- Department of Basic Education, Business Studies National Curriculum Statement (NSC) Curriculum and Assessment Policy Statement (CAPS).
- Department of Basic Education, National diagnostic reports 2014-2018
- Business Studies Gauteng Department of Education booklet: Chapter 7

MODULE 4

Module 3: Creative thinking and problem solving

Overview

You will study this module through the following units:

Unit 1: What are the differences between problem solving and decision making and how can businesses apply the problem solving steps to solve their problems?
Unit 2: What is the impact of problem solving techniques on businesses and how can they be applied in the workplace?
Unit 3: What are the advantages of creative thinking and how can businesses create an environment that stimulates creative thinking?



SAY this the module will focus on creative thinking and problem solving and that it is made up of 3 units.

INFORM participants that the module will take 3 hours.

SAY in this topic we will focus on a detailed analysis of all aspects related to creative thinking and problem solving.

ENCOURAGE participants to ask questions at any time.

OUTCOMES OF MODULE 4

At the end of this module you will be able to:

- Outline the differences between problem solving and decision making.
- Explain how businesses can apply problem solving steps to solve business problems.
- Advise businesses on how to apply the problem solving techniques in the workplace.
- Discuss the advantages of creative thinking in the workplace.
- Recommend ways in which businesses can create an environment that promotes creative thinking.



ASK a volunteer to read the outcomes of this module.

UNPACK the topic “problem solving” into the following sub-topics:

- Meaning
- Differences between problem solving and creative thinking
- Problem solving steps and techniques
- Application of the problem solving techniques
- Impact of problem solving techniques

REQUEST participants to take note of action verbs that can be used to teach and assess this topic.

ADVICE participants to refrain from under assessing the above mentioned aspects related to problem solving.

ASK participants if they have any questions before continuing.

Unit 1

Learning outcomes

At the end of this Unit, you should be able to:

- Identify the differences between problem solving and decision making from given a given scenario.
- Distinguish between problem solving and decision making
- Explain how businesses should apply the problem solving steps to solve complex business problems.



Activity 4.1 DIFFERENCES BETWEEN PROBLEM SOLVING AND CREATIVE THINKING

Aim: To equip participants with skills to use differentiated teaching and assessment methods when teaching and assessing the differences between problem solving and decision making.

Method: Brainstorming, question and answer method

Read the scenario below and answer the questions that follow.

XENIA CERAMIC TILES (XCT)

Xenia Tiles is well known for producing quality wall and floor ceramic tiles. Xenia has recently received many complaints from her customers about poor customer services. She instructed her employees to attend training sessions on customer services. She also requested them to generate ideas on how to improve on poor customer services. Xenia applied the problem solving steps before making a decision. Her employees suggested alternative solutions and critically evaluated each.



READ the outcomes of this unit.

ASK Participants to recap grade 11 content on the differences between problem solving and decision making.

ADVICE participants to take note of option 2 of the problem solving steps. Refer to page 49 on the participants' manual.

FLAG points to consider when teaching this topic on page 49 and 50 and elaborate on each point.

REQUEST participant to refrain from only naming the problem solving steps instead of explaining each step during teaching and learning.

DIVIDE participants into FIVE groups that must consist of members from different districts, gender and race.

ADVISE participants to analyse the scenario carefully before answering questions.



Activity 4.1 DIFFERENCES BETWEEN PROBLEM SOLVING AND DECISION MAKING

- Identify the differences between problem solving and decision making from the scenario above. Motivate your answer by quoting from the scenario.
- Advise Xenia on how she could apply the problem solving steps to solve her business problem.
- Demonstrate teaching methods that could be used to teach the problem solving steps.
- Set THREE questions on unit 1, show the mark allocation for each question and showcase the marking principles for this question.

Follow-up/Reflection

- Participants to answer the following reflective questions:
- Why do learners struggle to differentiate between problem solving and decision making?
- How can this challenge be addressed?



ADVISE participants to quote the differences between problem and decision making verbatim from the scenario.

REQUEST participants to demonstrate teaching methods that could be used to explain how businesses can apply the problem solving steps to solve business problems.

REMIND participants of the framework for setting quality assessment tasks.

FLAG the 2019 Nov notes to markers taken from the marking guideline.

HIGHLIGHT note number 12, 13 and 14 as these notes are relevant to this activity.

ASK participants to reflect on misconceptions and errors that are highlighted in the 2017 and 2018 national diagnostic reports.

REQUEST participants to suggest teaching methods that can be used to address misconceptions and errors.

Unit 2 Learning outcomes

At the end of this Unit, you should be able to:

- Evaluate the impact of the problem solving techniques on businesses.
- Advise businesses on how they could apply the problem solving techniques to solve complex business problems.



Activity 4.2 PROBLEM SOLVING TECHNIQUES

Aim: To equip participants to use differentiated teaching and assessment methods and to set direct and indirect questions using scenarios.

Method: Group work

- Suggest differentiated teaching methodologies for teaching the problem solving techniques.
- Formulate scenarios on the following problem solving techniques:
 - Brainstorming
 - Nominal-group technique
 - Force field analysis
 - Delphi technique
- Develop questions based on the scenario. Show scaffolding of cognitive levels of demand. **NOTE:** Questions should cover aspects that must be taught on the problem solving techniques. Refer to the 2020 exam guidelines.

Follow-up/Reflection

- Participants to answer the following reflective questions:
- Reflect on the national diagnostic report on learner performance on this topic and share your experience with others.



REQUEST one participant to read out the learning outcome for this activity.

MENTION that the focus will only be on four instead of seven problem solving techniques. Refer to page 28 of the 2020 exam guideline.

MAKE participants aware that this topics can be asked using scenarios and case studies. This means that learners must be exposed to source based questions on this topic.

TAKE note of the middle and high order verbs that are used in this learning outcome. These verbs are informed by the level of difficulty of this content.

FLAG important factors to remember about this topic. Refer to page 51 and 52 of the participant guide.

PROVIDE practical examples of teaching methods that may be used to teach and assess this topic.

DIVIDE participants into FIVE groups and read instructions on the activity.

REMIND participants of the guidelines on how to set a scenario.

ASK participants to share teaching methodologies that can use to teach the application and impact of EACH problem solving technique.

Unit 3 Learning outcomes

At the end of this Unit, you should be able to:

- Discuss the advantages of creative thinking in the workplace
- Explain the reasons why learners confuse the advantages of creative thinking with the benefits of diversity in the workplace.
- Identify key words that can be used to teach learners ways in which businesses can create an environment that stimulates creative thinking in the workplace



Activity 4.3 CREATIVE THINKING

Aim: To equip participants to provide an in-depth analysis of the benefits of creative thinking in the workplace and to recommend ways businesses can create an environment that stimulates creative thinking in the workplace.

Method:

- Formulate a scenario on the advantages of creative thinking in the workplace and develop follow on questions.
- Recommend ways in which businesses can create an environment that stimulates creative thinking in the workplace
- Design a lesson plan on module 4 topics.
- Set contextual questions on module 4 and develop the marking guidelines for these questions.

Follow-up/Reflection

- Participants to answer the following reflective questions:
- Share your learning experience on this module with your other colleagues?
- What are you taking with you to the classroom and why?



FLAG the learning outcomes of this unit
ASK one participant to them read out loud.

INFORM participants this unit will focus on all aspects that must be thought under creative thinking.

FLAG the advantages of creative thinking and the benefits of diversity in the workplace.

REQUEST participants to compare the similarities and differences between the benefits of creative thinking and benefits of a diverse workforce

FLAG important factors to remember about this topic. Refer to page 53 and 54 of the participant guide.

COMMENT on the errors and misconceptions committed by the 2017-2019 grade 12 cohort on this topic.

DIVIDE participants into FOUR groups and read instructions on the activity.

REMIND participants of the guidelines on how to formulate scenarios and set follow on questions using a framework for setting quality assessment tasks.

FLAG the example of a lesson plan once more.

ASK participants reflective questions.

REQUEST participants to take note of key points on module 2 and complete the post assignment task on page 55 and 56 of the participants' manual.



Session Time: 3 hours

Module 5: Business strategies

Learning Outcomes/ Objectives:

At the end of this module, you must be able to:

- Explain the strategic management process
- Outline the steps in developing a strategy
- Analyse the business position in the market environment by applying Porter’s Five forces model
- Discuss the types of business strategies
- Advise businesses on how they can evaluate strategies

Session Overview

Step	Time	Activity/ Method	Content	Resources Needed
Overview slide	5 minutes	Presentation	Introduction to session 5 Presentation of learning objectives and outcomes (slides 1-2)	• Overhead projector (OHP)
Activity 5.1	15 minutes	Presentation	Activities on strategic management process	• LCD or Overhead Projector
Activity 5.2	20 minutes	Presentation	Activities on Porter’s Five Forces model and PESTLE analysis	• LCD or Overhead Projector/Video Flipchart
Activity 5.3	30 minutes	Group activities	Activity on strategy development and evaluation.	• Overheard projector (OHP)
Reflections	05 Minutes	Presentation	Feedback on activities, discussions and reflection. (slides 3-6)	• OHP

MODULE 5

Module 5: Business strategies

Overview

You will study this module through the following units:

Unit 1: What is the strategic management process?

Unit 2: Explain how businesses can apply Porter's Five Forces model to analyse their position in the market environment and how the PESTLE factors pose challenges to businesses?

Unit 3: What are types of business strategies and how can these strategies be developed and evaluated?



OUTCOMES OF MODULE 5

At the end of this module you will be able to:

- Explain the strategic management process
- Outline the steps in developing a strategy
- Analyse the business position in the market environment by applying Porter's Five forces model
- Discuss the types of business strategies
- Advise businesses on how they can evaluate strategies



SAY this the module will focus on business strategies and that it is made up of 3 units.

INFORM participants that the module will take 3 hours.

SAY in this topic we will focus on a detailed analysis of the strategic management process.

ENCOURAGE participants to ask questions at any time.

ASK a volunteer to read the outcomes of this module.

REQUEST participants to take note of action verbs that can be used to teach and assess this topic.

ADVICE participants to refrain from under assessing the above mentioned aspects related to problem solving.

ASK participants if they have any questions before continuing.

Unit 1 Learning outcomes

At the end of this Unit, you should be able to:

- Describe the strategic management process.
- Identify the steps in the strategic management process from a given scenario.
- Suggest a suitable teaching methods to explain the strategic management process.
- Advise businesses on the steps in developing a strategy.



Activity 5.1 THE STRATEGIC MANAGEMENT PROCESS

Aim: To enable participants to unpack the strategic management processes using practical examples and to also formulate scenarios on this topic.

Method: Group work

- Suggest teaching methods that can be used to describe the strategic management process.
- Formulate a scenario on the strategic management process and set follow on questions on this topic.
- Advise businesses on the steps in developing a strategy.

Follow -up/Reflection:

- Participants to answer the following reflective questions:
- What could be reason why learners confuse the strategic management process with problem solving steps?
- How can this challenge be addressed during teaching and learning?



FLAG the learning outcomes of this unit
ASK one participant to them read out loud.

INFORM participants this unit will focus on all aspects that must be thought under the strategic management process.

FLAG the strategic management process and highlight important aspects in step 2, 3, 4 and 5.

ADVISE participants that learners must have an in-depth understanding of the strategic management process so that they can understand all aspects that will be dealt with in details in unit 2 and 3 of this module.

FLAG important factors to remember about this topic. Refer to page 59 and 60 of the participant guide.

COMMENT on the errors and misconceptions committed by the 2017-2019 grade 12 cohort on this topic.

DIVIDE participants into FOUR groups and read instructions on the activity.

REQUEST participants to demonstrate a suitable teaching method for teaching the strategic management process.

PROVIDE feedback on the participants' quality of scenarios

ASK participants reflective questions.

Unit 2 Learning outcomes

At the end of this Unit, you should be able to:

- Formulate indirect statements on each Porter's Five forces model
- Describe how businesses can apply Porter's Five forces model using practical examples.
- Explain how the PESTLE analysis factors pose challenges to businesses.
- Recommend ways in which businesses could deal with each PESTLE analysis factor.



Activity 5.2 INDUSTRIAL ANALYSIS TOOLS

Aim: To enable participants to explain how Porter's Five forces can be used to analyse the market environment and how PESTLE factors pose a challenge to businesses.

Method: Group work

- Suggest teaching methodologies for teaching the application of Porter's Five forces model.
- Formulate statements on EACH Porter's Five force model and explain how these statements can be used as a starting point to teach the model.
- Showcase suitable teaching methods to explain the challenges posed by the PESTLE factors on businesses.
- Develop an assessment task on Porter's Five Forces model and PESTLE analysis. The task should consist of direct and indirect questions.

Follow-up/Reflection:

- Participants to answer the following reflective questions:
- What are some of the misconceptions and errors that have been highlighted in the national diagnostic reports regarding Porter's Five forces and PESTLE analysis?
- How can some of these misconceptions and errors be addressed?



FLAG the learning outcomes of this unit
ASK one participant to read them out loud.

INFORM participants this unit will focus on the TWO industrial analysis tools e.g. Porter's Five forces model and PESTLE analysis.

MAKE participants aware that although SWOT analysis forms part of the industrial analysis tool. It will not be covered in this training session as it does not pose a challenge to many learners and that it does not consist of many marks.

FLAG important factors to remember about this topic. Refer to page 61 and 62 of the participant guide.

COMMENT on the errors and misconceptions committed by the 2017-2019 grade 12 cohort on this topic.

DIVIDE participants into FOUR groups and read instructions on the activity.

REQUEST participants to explain how Porter's Five forces can be taught differently in the classroom.

ENCOURAGE participants to use business examples when explaining the application of Porter's Five forces to analyse the market environment.

ADVICE participants must focus on how the PESTLE factors pose a challenge to businesses instead of only giving examples.

ENCOURAGE active participation

ASK participants reflective questions.

Unit 3
Learning outcomes

At the end of this Unit, you should be able to:

- Outline the steps in developing a strategy
- Identify business strategies from given scenarios.
- Elaborate on the effectiveness of each type of business strategies
- Recommend steps in strategy evaluation



FLAG the learning outcomes of this unit
ASK one participant to them read out loud.

INFORM participants that this unit will focus on the strategy development and strategy evaluation as part of the strategic management process.

FLAG important factors to remember about this topic. Refer to page 64 of the participant guide and page 9 of the 2020 exam guideline.

COMMENT on the errors and misconceptions committed by the 2017-2019 grade 12 cohort on this topic.

DIVIDE participants into FOUR groups and read instructions on the activity.

REQUEST participants to explain how the application of Porter's Five forces can be taught differently in the classroom.

ENCOURAGE participants to use a business examples when explain the application of Porter's Five forces to analyse the market environment.

ADVISE participants to focus on how the PESTLE factors pose a challenge to businesses.

ENCOURAGE active participation
ASK participants reflective questions.



Activity 5.3 STRATEGY DEVELOPMENT AND EVALUATION

Aim: To enable participants to :

- Develop relevant questions based on the scenario
- Suggest teaching methods for teaching business strategies and strategy evaluation.

Method: Group work

Read the scenario below and answer the questions that follow.

CALEB'S CORNER (CC)

Caleb Corner is located in the busy area and sells African food. Caleb decided to establish a car wash and a stall for beverages after identifying the needs for these products/services. He also reviewed the vision and goals of his business. He drew up a table of the advantages and disadvantages of his strategy. Caleb took control of Sbaa Car Wash in order to reduce the threats of competition.



Activity 5.3 STRATEGY DEVELOPMENT AND EVALUATION

- Formulate questions based on the scenario above. Show scaffolding of cognitive levels of demand. This question should consist of 30 marks.
- Suggest teaching methods for teaching businesses strategies and strategy evaluation steps.
- Set an essay question on this unit and show how this question will be marked.

Follow-up/Reflection:

- Participants to answer the following reflective questions:
- Share your teaching and assessment methods of the above types of investment options.
- How will you do things differently after this training session?



DIVIDE participants into FOUR groups and read instructions on the activity.

REQUEST participants to critically analyse the scenario before answering questions.

FLAG the list of action verbs that are commonly used in Business Studies NSC papers.

ADVISE participants to refrain from over assessing one particular business strategy.

REFLECT on participants' suggestions on teaching methods for teaching strategies and strategy evaluation steps.

IDENTIFY gaps and **MAKE** recommendations for future improvements.

ENCOURAGE active participation.

PROVIDE feedback on the quality of essays and make recommendations for improvement.

ASK participants reflective questions.

REQUEST participants to take note of key points on module 2 and complete the post assignment task on page 65 and 67 of the participants' manual.

SOLUTIONS TO ACTIVITIES

MODULE 1: IMPACT OF RECENT LEGISLATION ON BUSINESSES

ACTIVITY 1.1

1.1.1 Purpose of SDA using practical examples

The purpose of SDA highlights what should happen in the workplace when businesses implement the act.

Teachers should identify key words that are underlined below from the purpose to make learners to easily understand the purpose of the SDA. Scaffold the notes as done below to assist learners to remember the facts.

- **Develops** the skills of people in South Africa in order to improve productivity.
- **Encourages** workers to participate in learning programmes.
- **Encourages** businesses to improve the skills of their workers.
- **Invests** in education and training of workers.
- **Improves** the chances of getting a job for previously disadvantaged people
- **Redresses** imbalances of the past through education and training

1.1.2 Example of a SETAs and explain its role in supporting the Skills Development Act.

Teachers will need to google the examples of SETAS in order to answer this question

ETDPSETA- (Education Training and [Development](#) Practices [SETA](#))

This SETA is relevant since most teachers who attend the MGSL training are beneficiaries

The strategic objectives of the ETDP SETA are to:

- The identification of skills shortages and training needs in the sector
- The development of qualifications and learning pathways for education, training and development practitioners
- An increase in the levels of investment in education, training and development in the sector and to improve the return on that investment
- The development of the skills of workers in the sector at all levels, through a better quality of life for workers, employment prospects for those previously disadvantaged and labour mobility
- Productivity in the workplace and healthy competition among employers self-employment and redressing imbalances caused by a separate and unequal education and training system

1.1.3 A scenario on the LRA and the rights of employers and employees

Read the following scenario and answer the questions that follow:

Frame United Mine (FUM)

The management of Frame United Mine (FUM) encouraged their employees to form a workplace forum in order to be part of decision making process in the workplace. FUM also informed their employees that they are willing to sit down with their trade unions and negotiate salaries and wages.

FUM employees were allowed to join a trade union of their choice and also embark on legal strikes. Some of the employees who vandalised the business’s premises during a strike were dismissed. They were also not paid for engaging in the strike for two weeks.

- Quote the following aspects on the LRA from the scenario above:
 - Purpose (2)
 - Rights of the employers and the employees according (4)
- Explain any other purpose of the Labour Relations Act. (8)

1.1.4 Teaching methods to differentiate between the purpose of LRA and EEA

- Participants must refer to the participant’s manual on page 16 and elaborate on teaching methodologies on EACH Act.

1.1.5 Similarities between the rights of employees according to the LRA with economic rights of employees in the workplace.

Similarities between the rights of employees according to the LRA and economic rights of employees in the workplace.	
SIMILARITIES	
RIGHTS OF EMPLOYEES AS PER LRA	ECONOMIC RIGHTS
Embark on legal strikes as a remedy for grievances	Right to participate in a legal strike
Employees may join a trade union of their choice.	Join, form trade unions

ACTIVITY 1.2

1.2.1 Analyse the impact of the LRA on businesses using recent examples

Impact of the LRA on business

Positives/Advantages

- Promotes a healthy relationship between the employer and employees
- Protects the rights of businesses in labour related issues.
- Labour disputes are settled quicker and are less expensive.
- Protect employers who embark on lawful lock-outs when negotiations between parties fail.
- LRA provides for the principles of collective bargaining and puts structures in place with which disputes in the workplace can be settled.

AND/OR

Negatives/Disadvantages

- Productivity may decrease if employees are allowed to participate in the activities of trade unions during work time.
- Costs of labour increases because of legal strikes
- Reduced global competitiveness due to lower productivity
- Employers may have to disclose information about workplace issues to union representatives that could be the core of their competitive advantage.
- Employers may not dismiss employees at will, as procedures have to be followed.
- Some businesses may feel that the LRA gives employees too much power as it creates lengthy procedures, e.g. consulting with workplace forums.
- Employers may not get a court interdict to stop a strike.

1.2.2 Article on the impact of SDA and how it can be used during teaching and learning

- Participants can use this link on Woolies and the Skills Development Act
- Participants can formulate questions based on the article

<https://www.brandsouthafrica.com/investments-immigration/business/economy/development/woolies-240210>

1.2.3 Provide a clear distinction between the impact of the SDA and the roles of SETAs.

- SETAs research and analyse the labour market in order to determine skills development needs for South Africa as whole, each sector of the economy and organs of state whereas the Skills Development Act aims to expand the knowledge and competencies of the labour force in order to improve productivity and employment.

- SETAs' roles are to implement the Skills Development Act
- Below are some of the differences between the impact of SDA and roles of SETAs

The impact of SDA (Act)	The roles of SETAs (Implementers)
<ul style="list-style-type: none"> • Workplace is used as an active learning environment where employees can gain practical job experience 	Promote and establishes learnerships. <ul style="list-style-type: none"> • Register learnerships agreements/learning programmes. • Promote learnerships and learning programmes by identifying suitable workplaces for practical work experience.
<ul style="list-style-type: none"> • Trains employees to improve productivity in the workplace. 	<ul style="list-style-type: none"> • Oversee training in different sectors of the South African economy. • Monitor/Evaluate the actual training by service providers.
<ul style="list-style-type: none"> • Improves employment opportunities and labour movement of workers from previously disadvantaged groups. 	<ul style="list-style-type: none"> • Pay out grants to companies that are complying with the requirements of the Skills Development Act.
<ul style="list-style-type: none"> • Encourages on-going skills development and learning to sustain the improvement of skills development. 	<ul style="list-style-type: none"> • Develop skills plans in line with the National Skills Development Strategy • Draw up skills development plans for their specific economic sectors.

ACTIVITY 1.3

Questions based on the provided scenario (EEA)

1.3.1 Name TWO Acts that JJ is not complying with in the scenario above. (4)

1.3.2 Quote TWO actions that can be regarded as discriminatory according to EACH Act identified in QUESTION 1.3.1 above. Use the table as a guide to answer this question.

ACT	DISCRIMINATORY ACTION

1.3.3 Evaluate the impact of EACH Act identified in QUESTION 1.3.3 on JTT as a business.

ACTIVITY 1.4

1.4.1 Formulate statements on FIVE pillars of BBBEE and develop follow on questions on this topic.

(a) Identify the BBBEE pillars applied by Mahamba Ltd in each of statement below.

- Mahamba Ltd employs well knowledgeable and competent previously disadvantaged employees.
- Mmaphefo was appointed as a director of the company.
- Muzi, one of their employees was given some shares of the company.
- Two old age homes were handed over as a donation to the community of Reatla informal settlement
- Mahamba Ltd mentors the managing staff at Merino Enterprise to help them acquire business skills.

(b) Advise the management of Mahamba Ltd of the other implications of EACH of the above mentioned BBBEE pillars on their operation.

(c) Evaluate the impact of BBBEE on Mahamba Ltd as a business

1.4.2 Suggest suitable teaching methods of teaching the impact of BBBE on businesses.

Participants must refer to the participant's manual on page 20-21 and elaborate on teaching methodologies for the impact of BBBEE on businesses

1.4.3 Download an article/video of any business that implements BBBEE pillars and explain how this article/video will be used in the classroom to enhance the quality of teaching and learning.

- Participants can download their own or use the link provide below
- Formulate questions based on the link.

http://lfpgroup.co.za/?gclid=Cj0KCQiAt_PuBRDcARIsAMNIBdpgTp0udKA8OYMwfmGZiu3NDRnTTztXwSo9kyGOya5h00cdS-Ky10aApDsEALw_wcB

1.4.4 Analyse the impact of BBBEE on businesses using the above mentioned key words.

Participants must refer to the participant’s manual on page 20-21 and explain how each key word will be used to discuss the impact of BBBEE on businesses.

ACTIVITY 1.5

1.5.1 Consumer rights of the NCA and CPA from the scenario

NCA rights	CPA rights
Apply for credit and to be free from discrimination.	Right to choose
Receive pre-agreement documentation before concluding any credit transaction.	Right to return goods/have goods replaced/claim a refund
Obtain reasons for credit being refused	
Receive Information in plain and understandable language.	Right to information about products and agreements/Right to disclosure and information
Choose which goods they will buy and return such goods if they are not satisfied.	

1.5.2 TWO similarities of consumer rights in terms of the NCA and CPA from the scenario

NCA	CPA
Choose which goods they will buy and return such goods if they are not satisfied.	Right to shop around for the best price.
Receive Information in plain and understandable language.	Right to information about products and agreements/Right to disclosure and information

1.5.3 Discuss the implications of other consumer rights in terms of the CPA on businesses

Refer to question 2.5 Nov NCS 2019 marking guidelines.

1.5.4 Teaching methods for consumer rights in terms of the CPA AND NCA

- Teachers should start by teaching the purpose to introduce these two acts.
- The CPA aims to Promote and protect the economic interests of consumers by providing access to information and also promote responsible consumer behaviour
- The NCA aims to empower consumers to know the contents of their credit contracts and to also get information in their preferred language.
- In order for consumers to get information on their credit agreements and on the products that they buy, teachers must emphasise that consumers have rights.

- These rights must be taught according to each act. Learners must know that some of these rights are similar as highlighted in 1.5.3 above, however each right must be taught in the correct context in each act.

1.5.3 Compare the purpose of the NCA with the CPA.

NCA	CPA
<ul style="list-style-type: none"> • Ensure that consumers know what is included in their credit contracts. 	<ul style="list-style-type: none"> • Promote and protect the economic interests of consumers by providing access to information • Ensures that consumers have access to information they need to make informed choices
<ul style="list-style-type: none"> • Promotes the social and financial interest of consumers. 	<ul style="list-style-type: none"> • Protects consumers against contracts that include unfair terms which limit the liability of suppliers • Strengthens a culture of consumer rights and responsibilities.
<ul style="list-style-type: none"> • Prevent discrimination and ensure credit is available to all consumers. 	<ul style="list-style-type: none"> • Promotes the rights and full participation of historically disadvantaged individuals as consumers • Provides guidelines for better consumer information and to prohibit unfair business practices
<ul style="list-style-type: none"> • Promote a fair but competitive credit market. 	<ul style="list-style-type: none"> • Promotes consistent laws relating to consumer transaction and agreement • Promotes fair/accessible and sustainable places for people to sell their products
<ul style="list-style-type: none"> • Makes provision for the establishment of the NCR. 	<ul style="list-style-type: none"> • Establishes a National Consumer Commission (NCC) • Allows for consumers and businesses to resolve disputes fairly/effectively
<ul style="list-style-type: none"> • Ensures that consumers are not misled/deceived by suppliers of goods/services 	<ul style="list-style-type: none"> • Empowers consumers to take legal action if their rights are not upheld • Promotes consumer safety by protecting them from hazardous products/services

MODULE 2: HUMAN RESOURCES FUCTIONS

ACTIVITY 1.1

2.1.1 Teaching methods for the recruitment procedure using practical examples.

- Start by explaining that the recruitment procedure is the first step in the human resources activities.
- Learners must know that recruitment is the process used by businesses to identify vacancies in the business and attract suitable candidates.
- Emphasise the that recruitment starts with preparing a job analysis (Job description and Job specification) and ends with placing the advertisement in the selected media
- Explain the difference between job description and job specification as part of job analysis and give practical examples of each concept. Refer to the 2018 NSC marking guidelines Q5.4
- Explain that Businesses may choose to use an internal or external method of recruitment depending on the nature/requirements of the vacancy.
- Learners can be asked to browse newspaper vacancy adverts and look for a vacancy that has been advertised externally
- Learners can also identify a job description and job specification from the advertisement and also state the differences between the two concepts.

Scenario on internal and external recruitment methods

Read the scenario below and answer the questions that follow.

WISANI ERNEGY COMPANY (WEC)

Wisani Energy Company wants to hire four departmental supervisors. The management of WEC encouraged employees to apply for the vacant positions during the staff meeting. They also requested their middle managers to generate a list of people who may qualify for the vacant positions. The management of WEC also used Facebook to advertise the vacant positions. They also put a notice outside the business requesting qualifying people to drop off their CVs at the reception area.

- Identify the sources of recruitment from the scenario above. Support your answer by quoting from the scenario. Use the table below as a guide to answer this question.

TYPE OF SOURCES	SOURCE	MOTIVATION

- Discuss the impact of internal and external recruitment on businesses

2.1.2 Download sources of internal and external recruitment from the internet and explain how these sources can be used to enhance the quality teaching and learning.

- Participants will watch the video in the link below and formulate questions
- Scaffold questions to include low to high order questions.

<https://www.toppr.com/guides/business-management-and-entrpreneurship/human-resource-management/recruitment-process/>

ACTIVITY 2.3

2.2.1 Questions based on the scenario provided. Show scaffolding of questions.

Critically evaluate the selection procedure from the scenario above. Make recommendations for improvement. (12)

2.2.2 Different assessment methods for the selection and recruitment procedure.

Participants must refer to the participant’s manual on page 30 and elaborate on teaching methodologies for the impact of BBEE on businesses.

2.2.3 Identify steps in the selection procedure that contain many marks and show the mark allocation for each step.

- The interview can contain up to a maximum of 22 marks
 - Purpose of the interview (6)
 - Roles of the interviewer before the interview (8)
 - Roles of the interviewer during the interview (8)
 - Roles of the interviewee during the interview (8)
 - Outline the aspects that must be included in the employment contract. (5)
 - Discuss the legal requirements of the employment contract (8)
 - Explain the reasons for the termination of the employment contract. (8)

2.2.4 Meaning of screening as part of the selection procedure

- Check application documents against the requirements of the job.
- Candidates who meet the minimum requirements are separated from others.
- Do background/credit/reference checks of applicants who qualify for the job.
- Prepare a shortlist of suitable candidates after screening.

ACTIVITY 2.3

2.3.1 Formulate a scenario the role of the interviewer and interviewees during the interview. Set scaffolded questions based on the scenario.

Read the scenario below and answer the questions that follow

MARION LIMITED
The HR manager of Marion Limited conducted interviews for managerial position. The following aspects were observed during the interview: <ul style="list-style-type: none">• Discriminatory types of questions of questions were avoided• Clarity seeking questions were asked• The purpose of the interview was explained• People were prepared to discuss their strengths and weaknesses

- Identify TWO roles of the interviewer and the interviewee during the interview from the scenario above.

Use the table below as the guide to answer this question

INTERVIEWER	INTERVIEWEE

- Explain other roles of the interviewer during the interview. (6)
- Discuss the roles of the interviewer in preparing of an interview. (8)

2.3.2 Select a video on the roles of the interviewer and interviewee during the interview and link the video with content.

Participants to role play the roles of the interviewer and the interviewee / download a video

2.3.3 The relationship between the aspects that must be included in the employment contract and the legal requirements of an employment contract.

Aspects to be included in the employment contract	legal requirements of an employment contract
Details of the employer and the employee	The employment contract must contain the details of the employer and the employee because employment contract is an agreement between the employer and the employee and is legally binding
Signatures of both the employer and employee.	The employer and employee must both sign the contract
Job description/duties/ working conditions	Conditions of employment/duties/responsibilities of the employees must be stipulated clearly
Remuneration	The remuneration package/including benefits must be clearly indicated
Disciplinary policy	All business policies, procedures and disciplinary codes/rules can form part of the employment contract

2.3.4 The link between the employment contract and the BCEA.

- The BCEA sets out conditions that ensure fair labour and human resources practices.
- According to the BCEA, businesses may use different remuneration methods to pay their employees.
- Payment of salaries should be based on whether the employee is permanent or employed on a fixed contract.
- Businesses are supposed to deduct income tax (PAYE) from the employees' taxable salaries.
- BCEA outlines legalities, such as the employment contract, which may affect salary determination.

ACTIVITY 2.4

2.4.1 Scenario that consists of the purpose and benefits of induction.

Read the scenario below and answer the questions that follow:

BLUE HILLS COMPANY (BHC)

Blue Hills is a company that is passionate about the induction of employees. They introduced Tshepo, a new employee to his fellow colleagues and gave him information about the products. He was also offered the opportunity to attend in-service training in order to improve his skills.

Tshepo has established relationships with his fellow colleagues. He also understands his role/responsibilities concerning safety regulations and rules. Dan, the manager mentioned that the quality of Tshepo’s performance has increased.

- Explain the relationship between the purpose and the benefits of induction using the information given in the scenario above. Use the table below as a guide to answer this question.

Purpose of induction	Benefits of induction

- Advise the management of BHC of other relationship between the purpose and the benefits of induction.

2.4.2 Select a video on induction and provide guidelines on how it can be used during teaching and learning.

- Participants can open this link or download a video of their choice.
- Participants must showcase the methodology on how to use this video during teaching and learning.

<https://www.youtube.com/watch?v=sllteZbRT4I>

2.4.3 Suggest teaching methods for the placement procedure.

Participants must refer to the participant’s manual on page 34 and elaborate on teaching methodologies for the impact of BBBEE on businesses.

2.4.4 Essay question on induction and placement

Neonec Cellular appointed Themba as a marketing manager. They drew up an induction programme that will be used as a guide to induct Themba. They ensured that he learned many things about the business. Management used the correct placement to minimise unnecessary voluntary turnover in the workplace.

Bearing the statement in mind, Write an essay on induction and placement in which you include the following:

- Elaborate on the meaning of induction
- Outline the aspects that must be included in an induction programme
- Discuss the benefits of induction
- Advise businesses on the steps they should follow in the placement procedure (40)

Marking principles applicable to the above essay.

Introduction

- Two marks will be allocated for the introduction.
- There must be two facts for two marks e.g. (2x1) (2)

Elaborate on the meaning of induction

- Rule 12.2 will apply and ticks will be split when marking this as elaborate has been used. Learners must write in full sentences. (6)

Outline the aspects that must be included in an induction programme

- The verb outline has been used in bullet 2. Rule 12.1 will apply and no tick will be split. (12)

Discuss the benefits of induction

- The verb discuss has been used in bullet 3. Ticks will be split as rule 12.2 will apply when marking this content. (12)

Advise businesses on the steps they should follow in the placement procedure

- The verb advise has been used in bullet 4. Rule 12.1 will apply and ticks will not split, two ticks will be put at the end of the sentence. (6)

Conclusion

- Two marks will be allocated for the conclusion, which is only one sentence for two marks. No split ticks are applicable. (2)

ACTIVITY 2.5

2.5.1 Legislation from the scenario

ACTS IDENTIFIED	MOTIVATION
The Labour Relations Act	○ Clarify the transfer of contracts of employment.
Employment Equity Act	○ Analyse current employment policies/practices/procedures to accommodate designated groups.
The Skills Development Act	○ Identify the training needs of the employees and provide them with training opportunities.
The basic Conditions of Employment Act	○ The Basic Conditions of Employment Act

2.5.2 Other ways she can comply with EACH Act identified above

Other implications of the Labour Relations Act on the Human Resources Function

- Workers cannot be easily dismissed as bargaining council/Commission for Conciliation, Mediation and Arbitration (CCMA) processes need to be followed.
- Provides a framework for bilateral meetings where employees, trade unions and employers discuss matters relating to employment.
- The human resource manager should allow workers to form workplace forums/trade unions to promote the interests of all employees.
- Promotes orderly negotiations and employee participation in decision making in the workplace.
- Protects the rights of employees/employers as outlined in the Constitution.
- Advances economic development/social justice/labour peace.
- Promotes resolution of labour disputes.
- Clarify the transfer of contracts of employment/If a business is transferred to another owner then the employee contracts are also transferred.
- Provides for unresolved disputes to be referred to Labour Courts/Labour Appeal Courts.

Other implications of the Employment Equity Act on the Human Resources function

- The human resources manager must promote/provide equal opportunities in the workplace.
- Ensure that affirmative action promotes diversity in the workplace.
- Compile employment equity plans that indicate how they will implement affirmative action.
- Assign a manager to ensure that the employment equity plan will be implemented/regularly monitored.
- Display a summary of the Act where employees can clearly see it/have access to it.
- Report to the Department of Labour on the progress in the implementation of the equity plan.
- Conduct medical/psychological tests fairly to employees/when deemed necessary.
- Equal pay for work of equal value.
- Ensure that the workplace represents the demographics of the country at all levels.
- Define the appointment process clearly to ensure all parties are well informed.
- Restructure/Analyse current employment policies/practices/procedures to accommodate designated groups.
- Retrain/Develop/Train designated groups through skills development programmes.

Other implication of the Skills Development Act (SDA) on the Human Resources function

- The human resources manager should interpret the aims and requirements of the SDA and adapt workplace skills training programmes accordingly.
- Identify the training needs of the employees and provide them with training opportunities so that they will perform their tasks efficiently.
- Use the National Qualification Framework/NQF to assess the skills levels of employees.
- Interpret/Implement the aims/requirements of the framework for the National Skills Development Strategy.
- Assist managers in identifying skills/training needs to help them to introduce learnerships.
- Contribute 1% of their salary bill to the Skills Development Levy/SDL.
- Ensure training in the workplace is formalised /structured.
- Appoint a full/part time consultant as a Skills Development Facilitator.

Other implications of the Basic Conditions of Employment Act (BCEA) on the Human Resources function

- Workers should only work 9 hours per day in a 5 day work week/8 hours per day in a 6 day work week./Overtime should not exceed 10 hours per week.
- They must have a break of 60 minutes after five hours of work

- Workers can take up to six weeks paid sick leave during a 36-month cycle
- Businesses should not employ children under the age of 16.
- Workers must receive double if they work during public holidays/Sunday

MODULE 3: PROFESSIONALISM AND ETHICS

ACTIVITY 1.1

3.1.1 Differences between Ethics and professionalism from the scenario

Professional behaviour	Ethical behaviour
<ul style="list-style-type: none"> • Set standards for expected behaviour 	<ul style="list-style-type: none"> • Developed a set of values that are morally acceptable.
<ul style="list-style-type: none"> • Provided guidelines on employees' appearance 	<ul style="list-style-type: none"> • Provided guidelines on how to uphold the reputation of a business.

3.1.2 Other differences between professional behaviour and ethical behaviour

Professional behaviour	Ethical behaviour
<ul style="list-style-type: none"> • Refers to what is right/wrong/acceptable in a business 	<ul style="list-style-type: none"> • Refers to the principles of right and wrong/acceptable in society
<ul style="list-style-type: none"> • Applying a code of conduct of a profession or business 	<ul style="list-style-type: none"> • Forms part of a code of conduct to guide employees to act ethically
<ul style="list-style-type: none"> • Focuses on developing a moral compass for decision making 	

3.1.3 King Code principles applied by Thomson

Transparency

Motivation

- Employees were made aware of the employment policies of the business
- INC also reports on the impact of their operations on communities.

Accountability

Motivation

- Thomson Consulting INC also ensures that the company's ethics are effectively implemented, and they remain responsible for their actions.
- The management of INC mentioned that they remain responsible for their actions.

3.1.4 Other ways in which management of Thomson Consulting INC could apply the following principle of King Code:

Transparency

- Decisions/Actions must be clear to all stakeholders.
- Staffing and other processes should be open and transparent.
- Auditing and other reports must be accurate/ available to shareholders/employees.
- Regular audits should be done to determine the effectiveness of the business.
- Business deals should be conducted openly so that there is no hint/sign of dishonesty/corruption.
- Businesses should give details of shareholders' voting rights to them before/at the Annual General Meeting (AGM).
- The board of directors must report on both the negative and positive impact of the business on the community/environment.
- The board should ensure that the company's ethics are effectively implemented.

Accountability

- There must be regular communication between management and stakeholders.
- Company should appoint internal and external auditors to audit financial statements.
- Businesses should be accountable/ responsible for their decisions/actions.
- Top management should ensure that other levels of management are clear about their roles and responsibilities to improve accountability.

ACTIVITY 3.2

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

RYANA CHEMICALS LIMITED (RCL)

Ryana Chemicals Limited supplies liquid soap to small businesses. The management of RC ensures that employees are treated equally regardless of their age and gender. The company's policies include diversity issues. RC preventative measures in place.

- Quote THREE ways in which Ryana chemicals Limited conducts business in a professional, responsible and ethical manner. (3)
- Advise the management of RC Limited on other ways in which they can conduct business professional, responsibly and ethically. (6)

3.2.2 Suggested classroom teaching methodology

- Give a brief description of any business that conduct itself professionally, responsibly and ethically.
- Request learners to bring newspaper articles that depicts a business that conduct itself professionally, responsibly and ethically.
- Play two videos of business that conducts its operation in professional, responsibly and ethically.
- Flag the key words that learners can use to formulate statements on how businesses can be conducted professionally, responsibly and ethically. Refer to page 43 of the participants guide.

ACTIVITY 3.3

Assessment task and marking guideline on types of unethical and unprofessional business practices.

3.3.1 Identify the type of unethical and unprofessional business practices represented by each statement below.

- Thabo the supervisor of XTK consulting has promise Maria a senior position if she agrees to have relation with him
- The employees of XTK consulting takes extended lunch break during working hours to do shopping
- Ayesha the truck driver uses the company's car for his own personal gain without permission.
- Sterkfontein projects accountant falsified the company's financial records before submitting the company's tax returns.
- Gert textiles used the bait and switch approach to attract customers

Assessment task marking guideline

Sexual Harassment√√

Abuse of work time√√

Unauthorised use of workplace funds and resources√√

Tax evasion. √√

Unfair advertising√√

3.3.2 Suggest ONE strategy to deal with EACH type of unethical and unprofessional behaviour identified in QUESTION 3.3.1.

Assessment task marking guideline

Refer to page 7 and 8 of the 2020 Business chapter 3 notes for suggested responses

Lesson plan for typed of unethical and unprofessessional behaviour

Flag the lesson plan [attached](#)

MODULE 4: PROBLEM SOLVING AND CREATIVE THINKING

4.1.1 Differences between decision making and problem solving from the scenario

DECISION MAKING	MOTIVATION	PROBLEM SOLVING	MOTIVATION
It is often done by one person/a member of senior management who makes it authoritarian	She instructed her employees to attend training sessions on customer services	Problems can be solved by a group/ team or an individual team member.	She also requested them to generate ideas on how to improve on poor customer services
It is part of the problem solving cycle as decisions need to be taken in each step.	Xenia applied the problem solving steps before making a decision	Alternative solutions are generated/ identified and critically evaluated.	Her employees suggested alternative solutions and critically evaluated each.

4.1.2 Application of problem solving steps to solve her business problem

Identify the problem

- Identify the exact problem
- Acknowledge that there is a problem

Define the problem

- The nature of the problem must be precise.
- Define the possible causes of the problem
- Gather as much information as possible to establish the cause of the problem.

Identify alternative solutions

- Identify all different possible solutions
- Decide on the cause

Evaluate alternative solutions

- Use critical evaluation and analytical skills to evaluate each solution.
- Consider the advantages and disadvantages of each alternative solution.

Choose the best solution

- Set criteria for the best solution, in terms of aspects such as time/cost/risk involved
- Identify which solution will be used
- The best solution should match the size and the resources of the business.

Formulate/Develop an action plan/strategy

- Arrange the necessary resources and delegate tasks.
- Establish a time line for implementation and set deadlines

Implement the action plan

- Carry out the planned actions/solution.
- Communicate delegated tasks/deadlines to employees.

Evaluate the solution/action plan

- Assess whether the problem has been solved partially or entirely
- Monitor/test the solution/action plan/strategy continuously.
- If problems emerge, they must recognise and re-formulate the problem for improved solutions in the future.

4.1.3 Demonstrate teaching methods that could be used to teach the problem solving steps.

- Flag page 40-41 of the participants guide on points to consider.
- Request participants to suggest other teaching methods that can be used to teach this topic.

4.1.4 Set THREE questions on unit 1, show the mark allocation for each question and showcase the marking principles for this question

- Request participants to flag questions on unit1 topics
- Moderate questions and comment on action verbs used
- Check if the questions are CAPS compliant
- Check if questions are scaffolded
- Check if ticks in the marking guideline correspond with the 2019 Nov memo note 12.1 and 12.2
- Make recommendations for improvement and wrap up.

ACTIVITY 4.2

4.2.1 Suggest differentiated teaching methodologies for teaching the problem solving techniques

- Flag page 52 of the participants guide on points to consider.
- Request participants to suggest other teaching methods that can be used to teach this topic.

4.2.2 Formulate scenarios on the following problem solving techniques

Read the scenario below and answer the questions

THANDO TECHNOLOGIES (TT)

Thando, the director of Thando Technologies (TT) lost many clients due to outdated computer systems. She requested a group of experts to generate ideas on how to solve her business problem. She also requested each employee to silently generate ideas and then share them with their colleagues. She further requested all employees to generate new ideas aloud in large groups. She analysed the advantages and disadvantages of introducing new computer systems before making a final decision.

- Identify FOUR problem solving techniques applied by TT. Motivate your answer by quoting from the scenario above. (12)

Use the table below as a guide to answer this question

PROBLEM SOLVING TECHNIQUE	MOTIVATION

- Discuss the impact of any TWO of the problem solving techniques identified in the above question.
- Advise Thandi on how to apply any TWO of the problem solving techniques identified above.
- Explain to Thando on how to apply the problem solving steps.
- Distinguish between decision making and problem solving.

ACTIVITY 4.3

4.3.1 Formulate a scenario on the advantages of creative thinking in the workplace and develop follow on questions

Read the scenario below and answer the questions

NHLANHLA BEAUTY SALON (NBS)

Nhlanhla specialises in ladies hair styles that caters for different racial group. She requested her employees to suggest ideas on how to design new hair styles. She then implemented their ideas.

- Link the advantages of creative thinking in the workplace with the scenario above.

Use the table below as a guide to answer this question

ADVANTAGES OF CREATIVE THINKING	LINK WITH THE SCENARIO

4.3.2 Ways in which businesses can create an environment that stimulates creative thinking in the workplace

- Emphasise the importance of creative thinking to ensure that all staff know that management want to hear their ideas.
- Encourage staff to come up with new ideas/opinions/solutions.
- Make time for brainstorming sessions to generate new ideas, e.g. regular workshops/ generate more ideas/build on one another's ideas.
- Place suggestion boxes around the workplace and keep communication channels open for new ideas.
- Train staff in innovative techniques/creative problem solving skills/mind-mapping/ lateral thinking.
- Encourage job swops within the organisation/studying how other businesses are doing things.
- Encourage alternative ways of working/doing things.

4.3.4 Design a lesson plan on module 4 topics

Critically evaluate the participants' lesson plans and make recommendations for improvement

4.3.5 Set contextual questions on module 4 and develop the marking guidelines for these questions.

- Request participants to flag questions on unit4 topics
- Moderate questions and comment on action verbs used
- Check if the questions are CAPS compliant
- Check if questions are scaffolded
- Check if ticks in the marking guideline correspond with the 2019 Nov memo note 12.1 and 12.2
- Check if there is an improvement on the quality of setting based on the recommendations that were made in unit 4.1.4.

MODULE 5: BUSINESS STRATEGIES

ACTIVITY 5.1

5.1.1 Suggest teaching methods that can be used to describe the strategic management process.

- Learners must be able to outline/explain/discuss the strategic management process.
- Teachers must teach the strategic management process as a step by step process in order to understand all the content that is embedded in this process
- Teachers should emphasise that the strategic management process forms the basis of teaching business strategies
- It is very key that learners should master this process in order to understand the different types of strategies
- Teachers should focus more on the THREE industrial analysis tools (SWOT, PORTERS' FIVE and PESTLE) as this contents contain more marks and
- **NOTE:** The steps in the formulation/development of strategies should not be confused with steps in the evaluation of strategies.
- **NOTE:** When teaching the steps in evaluating a strategy, implement and formulate the strategy should not be included in the steps as per the addendum issued by the DBE in the 2018 Nov NSC memorandum.
- **Teachers should use the following key words when teaching this content:**
 - Vision and mission
 - Opportunities/weaknesses/environmental scanning

- Tools
- Formulation
- Action plan
- Implement
- Evaluate

5.1.2 Formulate a scenario on the strategic management process and set follow on questions on this topic.

Read the following scenario and answer the questions that follow:

YUSUF FUMIGATION SERVICES (YFS)

Yusuf has been operating his fumigation business for the past three years. He has been losing customers daily in the last six months. He conducted a situation analysis to detect what the problem was. He used an industrial analysis tool that assisted him to do research on his customers and suppliers.

- Quote TWO steps of the strategic management process from the scenario above. (2)
- Outline OTHER steps of the strategic management process. (10)
- Advise Yusuf on how he can apply the industrial tool depicted in the scenario above. (20)

5.1.3 Advise businesses on the steps in developing a strategy.

- Application of SWOT analysis/PESTLE/Porter's Five Forces/environmental scanning of the business environments.
- Formulate strategies to meet objectives/Develop measurable strategic goals/ objectives.
- Implement strategies using action plans, etc.
- Evaluation of strategies/Compare the expected performance with the actual performance/ Measure business performance in order to determine the reasons for deviations and analyse these reasons, etc.