



Central University of  
Technology, Free State

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE  
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT  
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FOREISTATA

Fakulteit Bestuurswetenskappe /  
Faculty of Management Sciences

## FACULTY OF MANAGEMENT SCIENCES

### BUSINESS SUPPORT STUDIES

#### PROGRAMME:

**B-TECH BUSINESS ADMINISTRATION  
(BBBTAS)**

## HUMAN RESOURCES MANAGEMENT VI (HRM41AB)

NQF Level = 7

#### COMPILED BY:

**FACILITATOR: R.E NDJIKE- FONGWA**

**HRM  
2018**















Semester 1









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## A. ICON LIBRARY

	<p><b>Outcomes checklist</b></p> <p>At the beginning of each unit there is a list of learning outcomes. These outcomes indicate what you should know and must be able to do after the completion of the unit.</p>
	<p><b>Read a reference/Additional sources</b></p> <p>This symbol will indicate what you have to read and learn from your textbook or other sources. Reference to additional text/paper sources.</p>
	<p><b>Notes</b></p> <p>Read the notes in the blocks indicated by this symbol. These notes will give you important information.</p>
	<p><b>WWW links</b></p> <p>These blocks will contain hyperlinks to WWW sites where you can find useful/more information on a particular subject that relates to the unit.</p>
	<p><b>Short questions</b></p> <p>You will come across these questions throughout the modules. These questions are applicable to the work you have just completed. Try to answer them.</p>
	<p><b>Answers to short questions</b></p> <p>This symbol indicates the answers to short questions that appeared throughout the modules.</p>
	<p><b>Check your progress</b></p> <p>When you see this symbol you must check yourself against the list of outcomes provided at the beginning of the module. When you feel that you have accomplished all the outcomes, you can complete the quizzes for that particular unit. You will find these quizzes on the subject on-line page.</p>
	<p><b>Assignments</b></p> <p>This symbol indicates assignments that you will have to hand in as part of your assessment. Check the assignment schedule for the dates of submission.</p>
	<p><b>Work on the computer</b></p> <p>This symbol will be displayed whenever you need to carry out work on the computer.</p>
	<p><b>Read and learn</b></p> <p>This indicates that you have to read and/or learn from your textbook(s).</p>
	<p><b>Hints</b></p> <p>The notes in the blocks indicated by this symbol, contain special hints for future/current use.</p>
	<p><b>Time</b></p> <p>This symbol indicates that there is a specific amount of time allocated to the completion of the given task.</p>
	<p><b>Date</b></p> <p>This symbol indicates the date when an assignment must be submitted or when a class test/evaluation will take place.</p>
	<p><b>Audio/Video</b></p> <p>This is an indication that extra work has been assigned in this specific work area, e.g. watching a video; listening to a guest speaker; watching a slide show, etc.</p>

	<b>Self-study</b> This is an indication that the mentioned work will not be done in class, but must be done by the student as extra work. The student can expect to be evaluated on this self-study material.
	<b>Enrichment activities</b> This symbol is an indication that the mentioned work is not compulsory, but only for self-enrichment purposes.
	<b>Self-tests</b> These are tests that are given so that the student can evaluate him-/herself. They do not count for evaluations and are not marked by the lecturer.
	<b>Group work</b> This activity is not for individual work and must be done in a group context.
	<b>Exercise</b> The activity indicated by this symbol is the homework given to students in order to enable them to apply the work done in class and to target difficult aspects.
	<b>Example</b> This indicates a practical explanation of the theory work done in class.

INSTRUCTIONAL OFFERING	Human Resources Management IV
SUBJECT CODE	HRM41AB
EXAMINATION	3 hours
CREDITS	10
NQF LEVEL	7
TYPE OF LEARNING	Learner centered / Problem Solving / Case-study

## 1. A WORD OF WELCOME

Welcome to Human Resources Management IV. This is a very exciting course because unknown to many, every manager has some role relating to human resources management. Just because all managers do not have the title HR is very far from meaning that they won't perform all or at least some of the HRM tasks.

In order to facilitate a course for the development of middle management in the future, it is vital that students understand the different concepts forming part of Human Resources Management. This course will focus on the behavioural aspects of human resources management as well as the different technical functions of Human Resources Management.

## 2. ORIENTATION

### WHAT IS HUMAN RESOURCES MANAGEMENT?

In its basic form, Human Resources Management (HRM) is the process of employing, training people, compensating them while developing policies relating to them and strategies to retain them. Put differently, HRM has to do with the exchange of activities, knowledge, energy and what have you, by an employee in return for a salary (remuneration) from the employing organisation.

HRM as a field has undergone many changes over the last decades, making it even more important in today's organisations. HRM in the past simply meant arranging company outings, processing payroll, sending birthday gifts to employees and ensuring that forms were correctly filled- in other words, more of an administrative than a strategic role crucial to organisation's success.

It is very important to manage the interaction between organisations and employees in order to get a good "fit" between the two parties so as to enable the organisation to meet its strategic objectives.

### 3. AIM OF THIS LEARNING GUIDE

The purpose of this learning guide is to organise information to enable students to demonstrate their knowledge at a critical thinking level which involves more than rote memorisation.

This learning guide mainly serves as a guideline/framework. Outcomes based teaching and learning cannot be limited to a certain number of pages. The learning goals of each module are given to familiarise you with the curriculum and to supply you with the work you will be evaluated on. The days of memorising and reproducing facts are finally over for good. Your advancement and performance will be measured against what you can do with the theory.

This learning guide will give you clarity as to what exactly will be covered throughout this semester as well as provide a guideline as to:

- ✚ The learning outcomes of each study learning unit
- ✚ Required case studies
- ✚ What is expected from the student after the completion of each learning unit
- ✚ CUT's rules and regulations regarding examinations, re-assessments and special examinations
- ✚ The official/ prescribed textbook and additional reading material

The task of a lecturer is mainly to introduce you to the theory, supply you with information and give guidance with the practical application thereof. The responsibility lies with you to master the knowledge in detail, as well as to achieve the outcomes.

#### **4. EXPECTATIONS**

The facilitator will supply students with guidelines and assistance, but it is up to the student to make the most of the contact sessions. There are various other resources available beyond the prescribed material, feel free to share with the class any interesting material you have come across. **Personal experience is the best example. Share them with the class, we can all learn from it.**

**The practical element will help you to integrate the theory with the real world.** During classes the facilitator will give numerous practical examples. If you don't attend classes, the value of this course will be lost.

Please note that it is important to ensure that you comply with the assessment requirement as stated in the CUT Calendar received upon registration at the beginning of the semester. If you are unable to complete an assessment on the given time, please ensure that you contact the facilitator within three days after the assessment to record the reason for the refusal and to apply for access to a sickness evaluation (only relevant to formative assessment). Please ensure that you submit assignment (s) on the due time to ensure that you comply with the requirements and be aware of the fact that late submission of assignments could lead to a penalty.

##### ***The facilitator's expectations of the student.***

- ❖ *Class attendance*
- ❖ *Punctuality*
- ❖ *To study the theory and participate in practical classes.*
- ❖ *Student's involvement in class discussions*
- ❖ *Cell phones must be switched*

##### ***Expectations of the student.***

- ❖ *The onus is on the student to know and understand the following policies:*

Policy 403.1 – General rules for students

Policy 403.6 - Code of conduct for students

Policy 403.7 – Discipline Rules for students

Policy 501.48 – Policy on smoking

Policy 505.7.1 – Copyright

## 5. INSTRUCTIONAL METHOD

The methods of presentation in this course will be lectures and discussions. During this course, it will be required of all students to develop a critical way of thinking as at this level (post-graduate), learning by memorising and reproducing notes is highly discouraged. Though students will be provided with a list of prescribed textbooks, any relevant information pertaining to the course from perhaps newspapers or journals or different textbooks (recent), rightly acknowledged and referenced if case be will be recognised and appreciated. This method of learning is aimed at encouraging student's massive participation during lectures and to create a friendly and conducive environment for learning.

## 6. MOTIVATION

In my opinion, motivation boosts learning. I believe that students find it easier to study if they are motivated. For this reason, suggestions as to how to make the class funkier while still being professional will be highly welcomed from students. Because we are human beings, we are unique and therefore motivated by different things. The facilitator will ensure that this motivation is upheld by maintaining a high degree of professionalism and ensuring relevance of the learning material.

## 7. HELPFUL HINTS

- a. Prepare before class – read through the material and try and find everyday examples on each element of the theory, which you can share during class. Practical classes try and think about the topic. Think of questions you might have, jot them down and bring them to class.

**By preparing, you also give yourself a brought overview of what will be discussed, it will not be unfamiliar and integration with real life will be easier. This will make the subject interesting, and you will become more and more interactive in class.**

- b. Make notes during class, when we discuss theory, as well as during practical discussions. Ensure that you have a file available to keep the notes as it will be of assistance when you are studying.
- c. Ask questions. Make sure you understand what is being said or just to satisfy your curiosity.



- d. Review your notes as soon as possible.
- e. Read through the material again
- f. Review your notes again in a week's time.
- g. Review your notes and the material again in a month's time.

## 8. ASSESSEMENT METHODS

Student's progress will be assessed in some or all of the following ways;

- a. Individual Assignment
- b. Class test
- c. Group presentation
- d. Final examination

The subject will also include a practical component.

### **A Case Study**

During the exam you will be required to do case studies. Case studies will be based on the theory. When answering a case study make sure that you:

- a. Answer the question first. i.e. Do you agree with the statement? Yes/No
- b. Then elaborate as to why you do or don't agree with the said statement.
- c. You will notice that questions can be linked to certain topics in the theory. When you have identified the topic, DON'T just write down the theory – you HAVE TO link the elements of the case study to the theory.

**Half of the marks for any case study will be deducted if you don't integrate the case study with the theory.**

- d. An opinion cannot be wrong, unless insufficiently motivated.

As part of the class preparation for the summative assessment (examination) a case study might also be handled in the class and students might have to submit a case study as part of the formative assessment.

When you submit the formative assessment ensure that the following information is provided:

- Name
- Student number
- Telephone number

- The title of the case study
- Date of submission.

Please hand in every case study required and in due time, as it is valuable for examination purposes.

### **Course mark**

Tests and practical assignment's results will be calculated into a course mark. Each assessment will contribute 40% to the final course mark. Students need a mark of 40% to have access to the summative assessment. This course mark will contribute 40% to the final mark obtained by the student after the summative assessment.

### **Summative Assessment**

The summative assessment (exam) at the end of the semester will contribute 60% to the final mark of the student.

### **Final Mark**

A final mark is the combination of the course mark and evaluation mark and will be calculated at the end of the semester after all evaluations in a subject are completed. This mark will determine whether the student will pass or fail. In order to pass the subject students, need an average of 50% between the course mark and the exam mark. A mark between 45% and 49% will allow the student to do a supplementary examination. Students with less than a 45% mark will fail the subject.

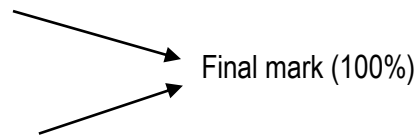
### **Special evaluation**

Special evaluation may only be permitted if an application with supporting documents is submitted to the Examination Section within three (3) days after the evaluation has taken place.

## Calculation of final mark

Year subjects

Semester 1: Course mark 40%



Summative Assessment mark: Exam mark (60%)

### 9. PRESCRIBED BOOK



1. Nel, P., Werner, A., Du Plessis, A., Ngalo, O., Poisant, P., Sono, T., Van Hoek, L. and Botha, C. Human Resources Management. 9<sup>th</sup> Edition. Oxford University Press.

#### 2. Additional sources:

Swanepoel, B., Erasmus, B. & Schenk, H. 2008. *South African Human Resources Management – Theory and Practice*. 4<sup>th</sup> Edition. Lansdowne: Juta.

Brewster, C., Carey, L., Grobler, P., Holland, P. & Warnich, S. *Contemporary Issues in HUMAN RESOURCE MANAGEMENT - gaining a competitive advantage*. 3<sup>rd</sup> Edition. Cape Town: Oxford Southern Africa.

### 10. DIVISION OF THE COURSE

This course is divided into four modules.

#### **MODULE 1: FOUNDATIONS TO HUMAN RESOURCE MANAGEMENT (HRM)**

Learning Unit 1: Introduction to Human Resources Management (HRM)

#### **MODULE 2: LAWS IMPACTING ON HUMAN RESOURCE MANAGEMENT (HRM)**

Learning Unit 2: Employment law impacting on employment relations

Learning Unit 3: Talent planning and recruitment

#### **MODULE 3: STAFFING THE ORGANISATION AND MAINTAINING PEOPLE**

Learning Unit 4: Selection, Induction and socialisation

Learning Unit 5: Remuneration and reward

## **MODULE 4: BEHAVIOURAL ASPECTS OF HUMAN RESOURCE MANAGEMENT**

Learning Unit 6: Motivation

Learning Unit 7: Leadership

Learning Unit 8: Contemporary issues

### **11. FACILITATOR CONTACT DETAILS**

**Name:** Mrs R.E Ndjike-Fongwa

**Office number:** Room B105A, Faculty of Management Sciences

**Telephone no:** 051 507 4065

**E-mail:** rfongwa@cut.ac.za

**Consulting hours:** The specific hours will be announced in class.

You may personally consult the lecturer in her office during **office hours**.

Please note that no lectures of any nature, missed because of poor class attendance, will be repeated during consultation hours. That is why classes are scheduled.

## **MODULE 1: FOUNDATIONS TO HUMAN RESOURCE MANAGEMENT**

### **LEARNING UNIT 1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT**

#### **INTRODUCTION**

This learning unit shall discuss the origins and new role of Human Resource Management (HRM), the challenges facing human resources management in the 21<sup>st</sup> century.

#### **LEARNING OBJECTIVES:**

After studying this material, you should be able to answer the following:

- What is the general role of HRM in organisations?
- What are the biggest people challenges organisations face in SA at this point in time?
- How can HRM respond to these challenges?
- Why are some companies ethical and other not?
- What is the role of IPM and SABPP in the HR profession?

#### **ASSESSMENT:**

Read the case-study on 23 and answer the questions that follow on the next page.

## **MODULE 2: LAWS IMPACTING ON HUMAN RESOURCES MANAGEMENT (HRM)**

### **LEARNING UNIT 2: EMPLOYMENT LAW IMPACTING ON EMPLOYMENT RELATIONS**

#### **INTRODUCTION**

This learning unit shall provide a discourse of how a country's history and influences from other countries shape a country's employment law and management system.

**LEARNING OBJECTIVES:**

After studying this material, you should be able to demonstrate an understanding of the following:

- HRM affected by changes in the business world brought about mainly by globalisation
- S.A. historical perspectives and the rush of 'new' legislation – aimed at transforming society
- HRM departments need to operate within the legal constraints

**ASSESSMENT:**

Read the case-study on page 51 and answer questions on 52.

## **LEARNING UNIT 3: TALENT PLANNING AND RECRUITMENT**

### **INTRODUCTION**

In this unit we will define talent planning and recruitment and discuss the importance of workforce planning, key areas of workforce planning. Recruitment policies as well as discrimination in recruiting females coupled with many more employment and onboarding issues will be discussed.

### **LEARNING OBJECTIVES:**

*When you have mastered the material in this chapter, you should be able to:*

- Explain the holistic resourcing planning process that ensures the right people are in the right roles to meet the organisational profit plan
- Integrate the forecasting elements of all of the functions that relate to talent – recruiting, retention, redeployment leadership and employee development
- Stress the importance of planning as by planning ahead, the HR function can provide managers with the right number of people, with the right skills in the right place at the right time

### **ASSESSMENT:**

Read the case-study on pages 79.

## **MODULE 3: STAFFING THE ORGANISATION AND MAINTAINING PEOPLE**

### **LEARNING UNIT 4: SELECTION, INDUCTION AND SOCIALISATION**

#### **INTRODUCTION**

This learning unit commences with discussion of factors that influence the selection decision and proceeds to investigate the objectives and benefits of induction, reasons for poor induction before induction and ethical considerations are considered.

Finding and hiring the best person for a job is a complex process of data gathering and decision making that does not occur through a flash of insight. How do you determine which job applicants are the best to hire? This learning unit will help answer this question.

#### **LEARNING OBJECTIVES:**

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

- Specific factors influence selection decision.
- External and internal factors
- See Table 4.1
- Distinguish between the concepts of induction, orientation and socialisation
- Explain the objectives and benefits of induction
- Provide reasons for poor induction
- Write a manual of HR policies for an organisation
- Describe the stages of induction and discuss how the process of acculturation and assimilation can be fostered
- Plan, develop, design, implement and evaluate an induction programme
- Suggest various approaches to internal staffing in specific situations

#### **ASSESSMENT:**

Read the experiential exercise on page 105 and answer the questions that follow.



## **LEARNING UNIT 5: REMUNERATION AND REWARD**

### **INTRODUCTION**

Here, students will be introduced to the concept of remuneration and reward. Explained further in this unit will be factors that influence the growth of employee benefits.

### **LEARNING OBJECTIVES:**

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

- Explain remuneration and reward
- Discuss the objectives of a compensation system
- Investigate the elements of total compensation and describe the rationale behind value-chain compensation
- Use the steps of the theoretical model to design and implement a new compensation system for an organisation
- Distinguish the four categories of equity in pay for performance and pay satisfaction
- Describe the steps in a job-based compensation plan
- Debate the pay-for-knowledge and skills, pay-for-competencies, pay-for-performance, and incentive compensation plans
- Distinguish the three types of individual-level incentive plans
- Discuss the reasons you think broadbanding is useful
- Explain the circumstances in which mandatory and voluntary benefits are used
- Discuss the 'trade union power' thesis in public sector compensation
- Compile a flexible benefits plan for a blue-collar, and a white-collar employee
- Outline the seven factors influencing the growth of employee benefits
- Calculate the costs of employee benefits
- Describe the impact of quality assurance on compensation systems

### **ASSESSMENT:**

Read the case-study on page 161 and answer the questions that follow on page 162.

## **MODULE 4: BEHAVIOURAL ASPECTS OF HUMAN RESOURCE MANAGEMENT**

### **LEARNING UNIT 6: MOTIVATION**

#### **INTRODUCTION**

#### **LEARNING OBJECTIVES:**

When you have finished studying this Unit, you should be able to:

- Explain the concept of motivation
- Discuss the content theories of motivation and their application to the work context
- Discuss the process theories of motivation and their application to the work context
- Explain how goal-setting serves as a motivational tool
- Discuss money as a motivator
- Suggest strategies to motivate contingent employees
- Explain how motivation theory can be applied to motivate learners
- Discuss the assessment of engagement as an indicator of job performance
- Critically evaluate the importance of ethics on employee motivation

#### **ASSESSMENT:**

Read the experiential exercises on page 286 and answer the questions that follow on the next page.

## **LEARNING UNIT 7: LEADERSHIP**

### **INTRODUCTION**

In this unit, we will look at leadership approaches or theories and their application to organisational situations

the last step in the staffing process which is induction, also known as employee socialisation.

### **LEARNING OBJECTIVES:**

When you have finished studying this Unit, you should be able to:

- Contrast leadership and management and apply various leadership approaches or theories to organisational situations
- Describe the importance of culture of leadership
- Discuss the factors that have an influence on leader effectiveness
- Provide an overview of team leadership, leadership in virtual workplace, and transformational leadership
- Suggest strategies for the development of organisational leaders
- Discuss the contributions and challenges associated with women in leadership
- Indicate the importance of ethics in leadership

### **ASSESSMENT:**

Read the case-study on pages 313-314 and answer the questions that follow on the same page.

## **LEARNING UNIT 8: CONTEMPORARY ISSUES**

### **INTRODUCTION**

It is of vital importance that we understand the strategic role increasingly played by HR as a business partner in an organisation.

### **LEARNING OBJECTIVES:**

At the end of this chapter you should be able to:

- Distinguish between an HRIS, MIS, E-HRM and HR metrics
- Appreciate the value of E-HRM
- Share surprising truths about adopting a HRIS
- Recommend a systematic plan for selecting and implementing a HRIS in an organisation
- Discuss the modules of an integrated HRIS
- Explain how metrics can be used for diagnostic and reporting purposes
- Comment on employees' privacy by and the use of E-HRM

### **ASSESSMENT:**

Read the case-study on page 359 and answer the questions that follow on same page.

**ASSESSMENT:**

Read the case-study on page 407 and answer the questions that follow on page 408-409.

## 12. SEMESTER WORK PLANS

Date	Chapter	Additional Comments
6 <sup>th</sup> February	Introductions	General Information
13 <sup>th</sup> February	Learning Unit 1	Read the case-study on 23 and answer the questions that follow on the next page.
20 <sup>th</sup> February	Learning Unit 2	Read the case-study on page 51 and answer questions on 52.
27 <sup>th</sup> February	Learning Unit 3	Read the case-study on pages 79.
6 <sup>th</sup> March	Learning Unit 4	Read the experiential exercise on page 105 and answer the questions that follow.
13 <sup>th</sup> March	Learning Unit 4/ Revision	Revision
20 <sup>th</sup> March	Test 1: Online	No Lectures
27 <sup>th</sup> March	Learning Unit 5	Read the case-study on page 161 and answer the questions that follow on page 162.
3 <sup>rd</sup> April	Learning Unit 5	Answer the questions that follow on page 162.
10 <sup>th</sup> April	Learning Unit 6	Read the experiential exercises on page 286 and answer the questions that follow on the next page.
17 <sup>th</sup> April	Test	Class Test (Short and Essay type questions)
24 <sup>th</sup> April	Sick Test	1 sick test only
1 <sup>st</sup> May	<b>Holiday</b>	
8 <sup>th</sup> May	Learning Unit 7	Read the case-study on pages 313-314 and answer the questions that follow on the same page.
15 <sup>th</sup> May	Learning Unit 8	Revision
21 <sup>st</sup> May	<b>Holiday</b>	
28 <sup>th</sup> May	<b>Assessment Commences</b>	

N.B SSETA STUDENTS PLEASE REFER TO YOUR PRESCRIBED CLASS TIME TABLE

**TABLE ON PENALTY GUIDELINES**

In line with section 6.1.3.1 and 6.1.3.6 the following are guidelines that may be followed as disciplinary measures for both academic and general misconduct by student:

<b>Rating</b>	<b>Level of seriousness</b>	<b>Penalty range</b>
1	Extremely serious	The student may be expelled from CUT.
2	Very serious	The student may be suspended from CUT for a specified period.
3	Serious	Any of the measures between 6.1.3.1 (iv) to (xv) may be applied.
4	Minor	Any of the measures between 6.1.3.1 (iv) to (xv) may be applied.

**TYPES OF MISCONDUCT AND PROPOSED RATINGS**

<b>Type of misconduct</b>	<b>Proposed rating</b>
<b>Academic dishonesty</b>	
Plagiarism	1
Possession of unauthorized notes in test or assessment	2
Use of unauthorized notes or copying in test or assessment	2
Submitting a test or assessment under false name	2
Changing a test or assessment paper after it has been marked	2
<b>Fraud</b>	
False medical certificate	1
False proof of an academic qualification	1
<b>Alcohol and prohibited substances</b>	
Possession of prohibited substances on University property	1
Illegal selling of alcohol on University property	1
Selling of prohibited substances on University property	1
<b>Other types of misconduct</b>	
Guilty of conduct on CUT property as outlined under Section 4.5.1.2 of Code of Conduct for Student (Chapter 11)	3 and 4

**RECORDING AND COMMUNICATING OF SANCTIONS**

The recording and communicating of any of the above-mentioned penalties should be in accordance with the following procedure as outlined in subsection 1.6.2.5 of Chapter 1 of the CUT Assessment Procedure:

**1.6.2.5. Sanction inscription on a student's record**

1. In the event of a student being found guilty of academic dishonesty and unless otherwise prescribed by the Code of Student Conduct, all sanctions under this code – with the exception of failure of a particular assignment– shall be marked on the respondent's permanent record with the inscription "Academic Dishonesty".
  - a. In the case of failure of a course/module, the notation shall remain on the student's record for a minimum of one year.
  - b. In the case of suspension or expulsion from a course/module, the notation shall remain on the student's record for a minimum of one year.
2. Once the minimum time period has elapsed, the student may petition the Registrar for the removal of the sanction inscription from his/her permanent record. This provision shall not, however, prohibit any programme, department or faculty of CUT from retaining records of violations and reporting such violations as required by the relevant professional accreditation standards.

**B. TECH BUSINESS ADMINISTRATION LEARNING PROGRAMME****Programme Code: BBTAS****SAQA Credits: 120****NQF Level: 7****Duration of Learning Programme: 2 years part-time**

Frequency of Admission: Annually (At the beginning of each academic year).

**Instructional Offerings**

<b>FIRST YEAR</b>		<b>INSTRUCTIONAL OFFERINGS</b>	<b>CREDITS</b>
<b>Semester 1</b>	<b>Semester 2</b>		
FBS41AB		Management Practice IV	15
ENT42AB		Entrepreneurship IV	15
	BIN42AB	Management Information Systems IV	10
	BBS42AB	Marketing Management IV	10
	BSE42AB	Management Economics IV	10

<b>SECOND YEAR</b>		<b>INSTRUCTIONAL OFFERINGS</b>	<b>CREDITS</b>
<b>Semester 1</b>	<b>Semester 2</b>		
HRM41AB		Human Resources Management IV	10
QMM41AB		Quantitative Methods for Management IV	10
RMT41AB		Research Methodology IV (theory)	10
FNB42BB		Financial Management IV	15
	RMT42AB	Research Methodology IV (practical)	15

**ASSESSMENT TASKS**

1. Your CEO wants you to advice the Board of Directors why it is important to integrate the strategic HR plan with the strategic objectives/plans of the organisation. Write a short report on this matter.
2. You have a very high staff turn-over. Formulate a strategy to combat this.