



Western Cape
Government

Education

Directorate: Curriculum FET

2020 TERM 1

TUTORING BOOKLET

BUSINESS STUDIES

Grade 12

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BUSINESS STUDIES – GRADE 12: MAIN TOPICS & TOPICS

	Business Environment	Business Ventures	Business Roles	Business Operation
1	Impact of recent legislation on business	Management and leadership	Professionalism and Ethics	Human Resources function
2	Devise strategies	Investment: Securities	Creative thinking	Quality of performance
3	Business sectors and there environments	Investment: Insurance	Concept of corporate social responsibility.	
4		Forms of ownership and their impact on the business operation	Team performance Assessment and conflict Management	
5		Presentation of information and data response	Human Rights, Inclusivity and Environmental issues	

Gr 12 Business Studies
2020 Term 1 – Tutoring
Pre-Test

Learner: School:

Fill in the missing word

	1. Role/functions of SETAs	Answers
1.1	Promote and establishes ...	
1.2	Collect ... and pays out grants as required.	
1.3	Provide ... for skills development facilitators.	
1.4	Register ... agreements programmes.	
1.5	Approve ... (3) and annual training reports	

	2. Purpose of the LRA.	Answers
2.1	Provides a ... for labour relations between employers and employees.	
2.2	Promotes ... (2) at the workplace.	
2.3	Promotes workplace forums to accommodate employees in ... (2)	
2.4	Establishes ... (2) and Labour Appeal Courts.	
2.5	Promotes simple procedures for the registration of ... (2) and employer organisations.	

	3. Ways in which businesses can comply with the EEA	Answers
3.1	Businesses must guard against ... appointments.	
3.2	Promote ... opportunities and fair treatment	
3.3	Reasonable accommodation of people from ... (2)	
3.4	Ensure that there is equal representation of all racial groups in every ... (3).	
3.5	Submit the ... (3) to the Department of Labour	

	4. Identify the appropriate PESTLE factor for each of the statements below	Answers
4.1	Some government policies may affect businesses	
4.2	Businesses may not be conversant with the local language of their customers	
4.3	Consider certain Acts that may have a direct impact on a business	
4.4	Fluctuations in foreign currency may restrict import.	
4.5	Measures to dispose of business waste may be expensive.	

	5. The strategic management processes.	Answers
5.1	Have a clear vision, a mission statement and ... (2) objectives in place.	
5.2	Identify opportunities/weaknesses/strengths/threats by conducting ... (3)	
5.3	Tools available for environmental scanning may include ... (3).	
5.4	Formulate ... (2) to respond to the challenges.	
5.5	Continuously evaluate/monitor/measure strategies in order to take ... (2)	

	6. Sources of internal recruitment		7. Sources of external recruitment
	Answers		Answers
6.1		7.1	
6.2		7.2	
6.3		7.3	
6.4		7.4	
6.5		7.5	

	8. Role of the interviewer BEFORE the interview.	Answers
8.1	The interviewer should develop a core set of ... based on the skills/knowledge/ ability required.	
8.2	Book and prepare the ... for the interview	
8.3	Inform all ... (2) about the date and place of the interview.	
8.4	Plan the programme for the interview and determine the ... that should be allocated to each candidate.	
8.5	Notify all ... (2) s conducting the interview about the date and place of the interview.	

	9. Aspects to be included in an induction programme	Answers
9.1	Introduction to ... (2) and immediate colleagues.	
9.2	Safety regulations and ...	
9.3	Overview of the ...	
9.4	Tour of the ...	
9.5	Discussion of the employment contract and ... (2)	

	10. Identify the King Code principle applicable to each of the statements below	Answers
10.1	Decisions/Actions must be clear to all stakeholders	
10.2	Company should appoint internal and external auditors to audit financial statements	
10.3	The business/ board should develop and implement programmes that should be aimed at protecting the communities in which they operate.	
10.4	Employees/Shareholders/Directors should be aware of the employment policies of the business	
10.5	Businesses should present accurate annual reports to shareholders at the Annual General Meeting (AGM).	

	11. Arrange the following problem-solving steps in the correct order	Answers (Correct number only]
1	Develop an action plan.	
2	Monitor the implementation of the solution/action plan.	
3	Identify the problem.	
4	Select the most appropriate alternative.	
5	Identify possible solutions to the problem	
6	Evaluate the implemented solution	
7	Define the problem.	
8	Implement the suggested solution/action plan.	

	12. Recommend ways businesses can create an environment that promotes creative thinking in the workplace.	Answers
12.1	Emphasise the importance of ... (2) to ensure that all staff know that management want to hear their ideas.	
12.2	Encourage staff to come up with new ...	
12.3	Train staff in innovative ... (2) techniques	
12.4	Encourage ... ways of working/doing things.	
12.5	Respond ... to all ideas and never let anyone feel less important.	

Question	Marks	Max Marks
1		5
2		5
3		5
4		5
5		5
6		5
7		5
8		5
9		5
10		5
11		5
12		5
		60

RECENT LEGISLATION

SDA; LRA; EEA; BCEA; COIDA; BBBEE; NCA; CPA	Explain / Outline the purpose of the Act
	Evaluate / Discuss / Explain the impact on businesses
	<ul style="list-style-type: none"> • Advantages
	<ul style="list-style-type: none"> • Disadvantages
	Analyse the effectiveness (Advantages / Disadvantages) on businesses
	Suggest / Recommend ways in which business can comply with the Act
	Discuss the consequences / penalties for non-compliance
SDA	Outline / Explain the action regarded as discriminatory
	Outline / Explain Discuss the Role/Functions of SETAs
	Explain how SETAs are funded
	Explain how SETAs are funded
	Explain the National Skills Development Strategy
	Explain the Human Resource Development Strategy [SETAs]
LRA	The rights of employees and employees in terms of the LRA
BCEA	Provisions of the BCEA
BBBEE	Distinguish / Differentiate between Black Empowerment & BBBEE Act
	Discuss/Analyse the implications (positives and negatives) of the REVISED FIVE pillars on businesses
	Recommend / Suggest ways in which businesses could apply the revised FIVE pillars of BBBEE in the work place
NCA	The rights of the consumers in terms of the NCA
CPA	The rights of the consumers in terms of the CPA

CONCEPTS

C	O	L	L	E	C	T	I	V	E	A	G	R	E	E	M	E	N	T	E	M	R	H	A
U	R	Q	C	C	O	L	L	E	C	T	I	V	E	B	A	R	G	A	I	N	I	N	G
Y	T	B	D	M	K	M	V	L	R	D	Y	R	X	C	V	L	E	A	V	E	O	J	I
L	L	J	O	V	E	R	T	I	M	E	P	V	H	B	H	U	D	K	N	B	F	Y	K
R	O	T	A	L	U	G	E	R	T	I	D	E	R	C	L	A	N	O	I	T	A	N	B
X	J	C	B	S	T	C	A	Y	R	O	T	A	N	I	M	I	R	C	S	I	D	W	Y
Y	P	C	P	E	N	A	L	T	I	E	S	R	Q	O	P	W	L	O	D	V	L	A	I
Q	Y	M	T	C	A	N	O	I	T	C	E	T	O	R	P	R	E	M	U	S	N	O	C
W	J	A	K	R	O	W	F	O	S	R	U	O	H	E	N	Y	N	Z	P	U	L	P	C
N	V	J	P	A	P	C	I	U	Y	M	E	C	N	A	I	L	P	M	O	C	N	O	N
B	F	C	R	M	A	N	A	G	E	M	E	N	T	C	O	N	T	R	O	L	J	S	R
F	C	S	A	B	A	R	G	A	I	N	I	N	G	C	O	U	N	C	I	L	S	E	H
L	A	N	U	B	I	R	T	R	E	M	U	S	N	O	C	L	A	N	O	I	T	A	N
D	V	Z	T	C	A	T	N	E	M	P	O	L	E	V	E	D	S	L	L	I	K	S	B
G	S	F	X	F	B	C	E	A	A	I	R	B	Z	R	Z	S	B	E	Q	L	M	G	W
A	C	I	D	E	E	S	U	Q	C	H	J	L	B	R	D	J	S	C	S	W	K	W	E
D	G	V	A	G	V	G	Y	X	E	S	V	O	T	V	D	A	L	N	B	Q	M	G	B
I	N	V	P	I	L	L	A	R	S	R	G	X	F	G	T	M	O	A	F	Z	A	S	F
O	F	G	K	B	V	V	O	Q	L	E	V	C	M	E	H	G	D	I	E	K	F	Y	I
C	K	C	F	J	F	A	Z	G	F	N	Y	U	S	N	P	G	O	L	B	Y	G	T	A
H	J	M	J	I	H	D	O	B	L	W	T	Q	D	M	Y	J	T	P	W	B	N	V	C
B	D	S	I	D	P	F	S	X	P	O	Z	E	Q	Y	R	J	G	M	L	L	B	S	M
L	E	V	Y	T	C	A	S	N	O	I	T	A	L	E	R	R	U	O	B	A	L	E	P
N	A	T	I	O	N	A	L	C	R	E	D	I	T	A	C	T	Z	C	Z	M	M	M	E

Ownership	Management Control	CCMA
Bargaining Councils	Collective Agreement	Collective Bargaining
PDIs	levy	Pillars
SETAs	Non-compliance	Penalties
Discriminatory Acts	Compliance	Overtime
Leave	Hours of work	National Consumer Tribunal
National Credit Regulator	Consumer Protection Act	National Credit Act
BBBEE	COIDA	BCEA
Labour Relations Act	Skills Development Act	

TUTORING CONTENT

1	<p><u>2019 NSC Diagnostic Report:</u> It should be clearly explained that SETAs are not implementers of the SDA, as they devise systems for operation. Learners must be made aware that SETAs does not provide training. Alert learners to the fact that the action word “Outline” requires learners to write the answer in a full sentence</p>
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2020 Examination Guidelines: Outline / Explain Discuss the Role/Functions of SETAs

1	
2	
3	
4	
5	

2	<p><u>2019 NSC Diagnostic Report:</u> Learners must be taught to write out the full and correct name of each provision of the BCEA. Use Direct and indirect methods that will allow learners to develop the necessary skills to identify these provisions from given statements or in scenarios</p>
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2020 Examination Guidelines: Explain the provisions of the BCEA

	Provisions of BCEA	Explanations of the provisions
1		
2		
3		
4		
5		
6		

	Provisions of BCEA	Explanations of the provisions
7		
8		
9		
10		

3	2019 NSC Diagnostic Report: Address the LRA within the framework of the relationship between the employer organisation and trade unions, and not through the functions of the latter. It must be stressed that the main aim of the Act is to promote labour peace in the work place, rather than to focus on strikes and lock outs
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2020 Examination Guidelines: Explain / Outline the purpose of the LRA.

1	
2	
3	
4	
5	

4	2019 NSC Diagnostic Report: Differences between the CPA and the NCA must clearly be outlined and explained. This should afford learners a better understanding of consumer rights as they apply to the CPA and NCA. Alert learners to the fact that there is a difference between consumer rights and human rights.
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2020 Examination Guidelines: The rights of the consumers in terms of the CPA

Consumer rights of the Consumer Protection Act	
Right to choose	Consumers have the right to: <ul style="list-style-type: none"> • choose suppliers and/or goods. • shop around for the best prices. • reject goods that are unsafe/defective for a full refund.

	Right to privacy and confidentiality	<ul style="list-style-type: none"> • Consumers have the right to stop/restrict unwanted direct marketing. • They can object to unwanted promotional e-mails/tele sales. • They have the right to stop/lodge complaints about the sharing of their personal details.
	Right to fair and honest dealings	<ul style="list-style-type: none"> • Suppliers may not use physical force or harass customers. • Suppliers may not give misleading/false information.
	Right to information about products and agreements/Right to disclosure and information	<ul style="list-style-type: none"> • Contracts and agreements should be in plain language and easy to understand. • Businesses should display prices which are fully inclusive disclosing all costs. • for the same product are displayed, consumers should pay the lower price.
	Right to fair/responsible marketing/promotion	<ul style="list-style-type: none"> • Businesses should not mislead consumers on pricing, benefits/uses of goods. • Consumers may cancel purchases made through direct marketing within five working days/cooling off-period.
	Right to accountability from suppliers	<ul style="list-style-type: none"> • Consumers have the right to be protected in lay-bye agreements. • Businesses should honour credit vouchers and prepaid services.
	Right to fair/just/reasonable terms and conditions	<ul style="list-style-type: none"> • Businesses should provide consumers with written notices of clauses that may limit consumer rights. • Businesses may not market/sell goods at unfair prices.
	Right to equality in the consumer market place	<ul style="list-style-type: none"> • Businesses should not limit access to goods and services. • Quality of goods may not vary when supplied to different consumers.
	Right to return goods/have goods replaced/claim a refund	<ul style="list-style-type: none"> • Goods that are unsafe/ defective may be replaced by the supplier. • Faulty items may be returned for a full refund.
	Right to complain	<ul style="list-style-type: none"> • Consumers may use various methods/channels to complain about poor quality goods/services. • They can complain via customer care desks/consumer hotlines/ombudsman etc.
	Right to fair value/good quality/safety	<ul style="list-style-type: none"> • Consumers may demand quality services/goods. • They may receive an implied/written warranty. • Cancel /renew fixed term agreements.

- 5 **2019 NSC Diagnostic Report:** The rationale behind the pillars must be explained fully to learners, that is to ensure full participation of the previously disadvantaged people in the economy of the country. Source based and indirect questions must be used to address this topic

2020 Examination Guidelines: Recommend / Suggest ways in which businesses could apply the revised FIVE pillars of BBEEE in the work place

Read the scenario below and answer the questions that follow.

MEAT MARKET LTD

Meat Market Ltd specialises in supplying fresh meat to customers. The company gave some of its shares to their previously disadvantaged employees. They were also offered learnership programmes.

2.6.1 Name the Act that Meat Market Ltd is complying with in the scenario above. (2)

2.6.2 Identify TWO pillars of the Act identified in QUESTION 2.6.1 that Meat Market Ltd implemented. Motivate your answer by quoting from the scenario above.

Use the table below as a GUIDE to answer QUESTION 2.6.2.

PILLARS	MOTIVATION

- 6 **2019 NSC Diagnostic Report:** The purpose of the EEA must be understood by learners before dealing with the ways in which business can comply with the Act.

2020 Examination Guidelines: Suggest / Recommend ways in which business can **comply with the EEA**

Purpose of the EEA

- This Act states that employees who do the same work (work of equal value) must be paid equally (equal pay).
- No discrimination on grounds of gender in the workplace.
- Promotes equal opportunity and fair treatment in the workplace.
- Provides for employees to refer unresolved disputes to the CCMA.
- Protects employees from victimization if they exercise the rights given to them by the EEA

Ways in which businesses can comply with the EEA

- Businesses must guard against discriminatory appointments.
- Promote equal opportunities and fair treatment
- Reasonable appointment of people from designated groups
- Ensure that there is equal representation of all racial groups in every level of employment.
- Submit the employment equity plan to the Department of Labour
- Retain designated groups, including skills development of such groups.

7 **2019 NSC Diagnostic Report:** A clear distinction must be made between COIDA, which deals with workplace injuries and diseases, and OHS, which deals with safety in the workplace.

2020 Examination Guidelines: Outline / Explain the action regarded as **discriminatory regarding COIDA**

2020 Examination Guidelines: Discuss the consequences / **penalties for non-compliance of COIDA**

Read the scenario below and answer the questions that follow.

LEGEND PROJECTS (LP)

The management provided the Commissioner with false information regarding serious accidents that took place at Legend Projects. They also bribed one of their employees not to report injuries sustained while performing his/her duties.

- 6.2.1 Identify the Act that is applicable in the scenario above. (2)
- 6.2.2 Quote TWO actions that can be regarded as discriminatory according to the Act identified in QUESTION 6.2.1. (2)
- 6.2.3 Advise the management of LP on penalties they could face for non-compliance with the Act identified in QUESTION 6.2.1. (4)

6.2.1	
6.2.2	•
	•
6.2.3	•
	•

DEVELOPING STRATEGIES

STRATEGIES	INDUSTRIAL ANALYSIS TOOLS
Outline/Explain/Discuss steps in developing a strategy.	Compile a SWOT analysis of a particular business from a given scenario.
Outline/Describe/Explain/Discuss the strategic management process.	Name and identify Porter's Five forces model from given statements/scenarios.
Apply the strategic management process to solve business-related problems.	Explain/Advise businesses on how they could apply Porter's Five Forces model to analyse their position in the market.
Describe/explain/discuss the different types of business strategies.	Name and apply PESTLE analysis factors from given scenarios/statements.
Recommend/Suggest business strategies to deal with challenges identified from given case studies/scenarios.	Explain how PESTLE factors pose challenges to businesses.
Discuss/Elaborate on the effectiveness (positives/advantages) of EACH type of business strategy).	Recommend ways in which businesses can deal with the challenges that are posed by PESTLE factors.
Outline/Explain/Recommend/Advise businesses on the steps in strategy evaluation.	
Describe/explain/discuss the different types of business strategies.	
Recommend/Suggest business strategies to deal with challenges identified from given case studies/scenarios.	
Discuss/Elaborate on the effectiveness (positives/advantages) of EACH type of business strategy).	

CONCEPTS

U	D	Y	R	A	C	B	P	L	A	N	O	F	A	C	T	I	O	N	O	F	L	S	S
T	Q	G	Q	M	I	S	S	I	O	N	S	T	A	T	E	M	E	N	T	O	P	R	X
N	N	E	S	S	R	F	N	V	Z	E	E	O	I	S	Q	A	T	P	R	R	E	X	M
E	O	T	T	T	T	B	O	K	W	G	L	V	K	T	R	H	F	J	T	W	S	V	A
M	I	A	C	N	N	Z	I	E	Z	C	F	B	I	A	I	E	S	T	W	A	T	R	R
P	T	R	U	A	E	D	T	O	S	W	G	D	F	S	E	F	Y	L	G	R	L	Z	K
O	A	T	D	R	C	K	C	F	A	X	L	T	C	Z	N	G	O	U	B	D	E	W	E
L	R	S	O	T	N	V	A	N	W	I	J	T	O	U	I	E	D	R	B	V	O	Y	T
E	G	E	R	N	O	R	E	L	Q	M	D	B	F	W	L	A	F	T	V	E	K	J	P
V	E	T	P	E	C	B	V	U	I	M	P	Q	P	K	S	Q	K	E	O	R	G	U	E
E	T	A	E	W	M	S	I	L	M	S	S	T	R	A	T	E	G	Y	D	T	A	U	N
D	N	L	T	E	M	D	T	N	E	M	E	T	A	T	S	N	O	I	S	I	V	Q	E
T	I	U	U	N	A	L	C	R	E	H	O	R	I	Z	O	N	T	A	L	C	O	N	T
C	L	M	T	T	G	B	E	M	I	N	T	E	G	R	A	T	I	O	N	A	I	S	R
U	A	R	I	E	F	X	R	P	S	R	E	I	L	P	P	U	S	L	J	L	P	R	A
D	T	O	T	V	H	M	R	O	V	C	H	A	L	L	E	N	G	E	S	A	R	O	T
O	N	F	S	I	L	V	O	I	R	E	T	R	E	N	C	H	M	E	N	T	F	T	I
R	O	F	B	S	L	A	C	I	T	R	E	V	D	R	A	W	K	C	A	B	A	I	O
P	Z	Z	U	N	S	E	C	R	O	F	E	V	I	F	S	R	E	T	R	O	P	T	N
I	I	M	S	E	W	U	E	C	O	N	G	L	O	M	E	R	A	T	E	Q	B	E	F
O	R	A	R	T	M	A	R	K	E	T	D	E	V	E	L	O	P	M	E	N	T	P	K
Y	O	Z	A	N	S	F	Y	G	E	T	A	R	T	S	T	N	E	M	E	L	P	M	I
Q	H	O	S	I	M	N	O	I	T	A	C	I	F	I	S	R	E	V	I	D	Y	O	P
B	S	T	R	A	T	E	G	Y	E	V	A	L	U	A	T	I	O	N	U	N	F	C	B

Strategy Evaluation	Liquidation	Retrenchment
Defensive	Horizontal integration	Backward Vertical
Forward Vertical	Integration	Conglomerate
Horizontal	Concentric	Diversification
Product development	Market development	Market penetration
Intensive	Porter's Five Forces	PESTLE
SWOT	New entrants	Substitute products
Competitors	Buyers	Suppliers
Corrective action	Implement strategy	Formulate strategy
Mission statement	Vision statement	Challenge
Plan of Action	Strategy	

TUTORING CONTENT

1	2019 NSC Diagnostic Report: Learners must be encouraged to use practical examples when explaining the meaning of diversification and integration strategies . Teachers should explain the rationale for the implementation of these strategies to enhance their understanding
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2	2019 NSC Diagnostic Report: Learners confused the meaning of divestiture with liquidation, Learners must understand the meaning defensive in this context. Essentially, this implies that businesses are not doing well and they must develop strategies in order to survive. Emphasise the point that liquidation is not the same as liquidity.
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2020 Examination Guidelines: Describe/explain/discuss the different types of business strategies .	
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1	Diversification	•	Practical Example
		•	
		•	
2	Integration	•	Practical Example
		•	
		•	
3	Defensive	•	Practical Example
		•	
		•	
4	Intensive	•	Practical Example
		•	
		•	

3	<u>2019 NSC Diagnostic Report:</u> Teachers must devise strategies to illustrate how PESTLE factors can pose challenges to businesses. It must be pointed out that quoting examples of PESTLE factors is covered in Grade 10 and that it will not meet the level
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2020 Examination Guidelines: Explain how **PESTLE factors** pose challenges to businesses.

FACTOR	CHALLENGE
Political	<ul style="list-style-type: none"> • Some government policies may affect businesses • Consumer rights organisations may prevent businesses from selling products if they do not meet certain requirements.
Economic	<ul style="list-style-type: none"> • Inflation/Interest rates may negatively impact on business. • Loans may be expensive due to high interest rates. • Fluctuations in foreign currency may restrict import.
Social	<ul style="list-style-type: none"> • Customers may not be able to afford products due to low income levels. • Businesses may not be conversant with the local language of their customers.
Technological	<ul style="list-style-type: none"> • May not keep up with/be aware of the latest technology. • Employees may not be skilled to operate/maintain new technology/ equipment.
Legal	<ul style="list-style-type: none"> • Consider certain Acts that may have a direct impact on a business, e.g. the CPA/BCEA. • Legal requirements for operating certain types of businesses time-consuming.
Environmental	<ul style="list-style-type: none"> • Chemicals/Ingredients in business' products may be harmful to customers. • Measures to dispose of business waste may be expensive.

4	<u>2019 NSC Diagnostic Report:</u> Learners confused the strategic management process with problem solving steps and strategy evaluation steps. Learners must be taught that the strategic management process includes all subtopics under the business strategies. It is important that learners understand these processes so that they are able to understand the rationale behind the formulation and evaluation of business strategies
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2020 Examination Guidelines: Outline/Describe/Explain/Discuss the **strategic management process**.

The strategic management processes

- Have a clear vision, a mission statement and measurable/realistic objectives in place.
- Identify opportunities/weaknesses/strengths/threats by conducting environmental scanning/situational analysis.
- Tools available for environmental scanning may include a SWOT analysis/Porter's Five Forces model/PESTLE analysis/industrial analysis tools.
- Formulate alternative strategies to respond to the challenges. **(This involves different types of business strategies)**
- Develop (an) action plan(s), including the tasks to be done/deadlines to be met/resources to be procured, etc.
- Implement selected strategies by communicating it to all stakeholders/Organising the business's resources/motivating staff.
- Continuously evaluate/monitor/measure strategies in order to take corrective action. **(This involves steps in evaluating a strategy)**

5. **2019 NSC Diagnostic Report:** Businesses apply the Porter's Five Forces model in order to analyse their position in the market. It must be made clear that this model is used as a research instrument, rather than strategies to increase sales and market shares. This model assist business to answer questions such as how and what makes buyers, competitors and suppliers to have power over the business. Learners should be advised that a definition of each forces is not sufficient to answer this question. They must also provide valid explanations on how the businesses should apply this model

2020 Examination Guidelines: Explain/Advise businesses on how they could apply Porter's Five Forces model to analyse their position in the market.

	Five Forces	Explanation
1	Power of suppliers	<ul style="list-style-type: none"> • A business must assess the power of suppliers to influence prices. • The more powerful the suppliers, the less control the business has over them. • The smaller the number of suppliers, the more powerful they may be as the choice of suppliers may be limited.
2	Power of buyers	<ul style="list-style-type: none"> • Buyers buying in bulk can bargain for prices in their favour. • If a business is dealing with a few powerful buyers, they are often able to dictate their terms to the business. • If buyers can do without the business's products, then they have more power to determine the prices and terms of sale
3	Power of	<ul style="list-style-type: none"> • Competitive rivalry refers to the number of competitors and their ability to influence/control the market.

	competitors/ Competitive rivalry	<ul style="list-style-type: none"> • If competitors have a unique product/service, then they will have greater power. • A business with many competitors in the same market has very little power in their market.
4	Threat of substitution/ substitutes	<ul style="list-style-type: none"> • Substitute products or services are different products/services that satisfy the same needs of consumers and can be used to replace one another. • If the business's product can be easily substituted, it weakens the power of the business in the market. • Substitute products may cause the business to completely lose its market share.
5	Threat/ Barriers of new entrants to the market	<ul style="list-style-type: none"> • New entrants are other businesses that are selling the same/similar products in the existing market for the first time. • The power will depend on how easy it is for new businesses to enter the market. • New competitors can quickly/easily enter the market, if it takes little time/ money to enter the market.

6.	2019 NSC Diagnostic Report: Teachers are advised to use practical examples when explaining the steps in strategy evaluation . This will enhance the learners understanding in this regard. It must be noted that responses such as "formulate and implement the strategy" no longer form part of strategy evaluation
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2020 Examination Guidelines: Outline/Explain/Recommend/Advise businesses on the **steps in strategy evaluation**:

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HUMAN RESOURCES FUNCTION

RECRUITMENT	SELECTION
Explain/Elaborate on the meaning of recruitment.	Outline/Discuss/Explain the selection procedure.
Outline/Discuss/Explain the recruitment procedure.	Explain the meaning of screening as part of the selection procedure.
Explain the meaning of job analysis.	Discuss/Explain the purpose of an interview.
Differentiate/Distinguish between job description and job specification as components of a job analysis.	Outline/Explain/Discuss the role of the interviewer before and during the interview.
Identify job description and job specification from given statements/scenarios.	Outline/Explain/Discuss the role of the interviewee during the interview.
Identify methods of recruitment (internal/external recruitment) from given scenarios/statements.	Define/Elaborate on the meaning of an employment contract.
Explain/Discuss/Analyse the impact (positives/advantages and/or negatives/disadvantages) of the above stated methods of recruitment.	Name/Outline/State the details/aspects/ contents of an employment contract.
Identify/Give examples of sources of internal/external recruitment from given scenarios/statements.	Outline/Explain/Discuss the legal requirements/ legalities of the employment contract.
INDUCTION	Analyse an employment contract from given scenarios and make recommendations for improvement.
Define/Elaborate on the meaning of induction.	Outline/Explain/Discuss the reasons for the termination of an employment contract.
Outline/Explain/Discuss the purpose of induction.	
State/Outline aspects that must be included in the induction programme.	PLACEMENT
Evaluate an induction programme from given scenarios and make recommendations for improvement.	Elaborate on the meaning of placement.
Discuss/Explain the advantages/benefits of induction for businesses.	Outline/Explain/Discuss the placement procedure.
Identify the benefit of induction from given scenarios.	Explain/Discuss/the importance of training/skills development in HR.
FRINGE BENEFITS/PERKS	SALARY DETERMINATION
Name/State/Give examples of employee benefits, e.g.: Pension; Medical aid; Provident Fund; Allowances	Explain/Differentiate/Distinguish between piece meal and time-related salary determination methods.
Discuss/Evaluate the impact (positives/ advantages and/or negatives/disadvantages) of fringe benefits on businesses.	Explain the link between salary determination and the Basic Conditions of Employment Act.
COMPULSORY BENEFITS	LEGISLATION
Explain UIF as a benefit required by law.	Discuss the implications of the LRA/BCEA/EEA/SDA on the human resources function.

CONCEPTS

P	L	P	E	X	T	E	R	N	A	L	R	E	C	R	U	I	T	M	E	N	T	J	H
P	H	L	R	V	X	E	Y	F	J	F	O	X	U	S	T	U	E	T	S	E	E	O	U
X	U	A	W	X	N	M	Y	R	I	L	P	N	T	M	Y	G	E	M	J	Y	M	B	M
E	T	C	N	P	O	P	M	P	N	P	S	O	F	E	G	B	L	V	X	B	V	S	A
R	C	E	E	M	I	L	N	R	T	L	R	I	X	V	X	E	N	L	A	B	C	P	N
U	A	M	M	V	T	O	H	R	E	V	J	T	N	G	G	P	O	C	D	G	D	E	R
D	R	E	P	E	P	Y	P	O	R	G	A	A	X	A	A	V	L	J	B	T	H	C	E
E	T	N	L	I	I	E	S	F	N	T	E	N	L	W	S	H	C	W	F	H	G	I	S
C	N	T	O	M	R	E	I	V	A	R	I	I	X	H	U	V	T	T	N	L	N	F	O
O	O	P	Y	R	C	B	T	R	L	J	T	M	P	X	P	L	E	R	C	N	I	I	U
R	C	R	M	R	S	E	N	C	R	I	T	R	E	E	N	V	W	R	J	F	N	C	R
P	F	O	E	F	E	N	X	U	E	U	F	E	I	R	N	O	L	A	F	O	I	A	C
N	O	C	N	I	D	E	J	S	C	W	F	T	D	T	E	S	I	C	J	B	A	T	E
O	N	E	T	N	B	F	X	C	R	N	L	E	O	J	F	L	I	T	E	C	R	I	A
I	O	D	C	T	O	I	D	C	U	V	O	D	N	N	Y	P	A	O	C	S	T	O	C
T	I	U	O	E	J	T	R	T	I	O	I	Y	J	F	B	X	M	T	N	U	U	N	T
C	T	R	N	R	C	S	D	S	T	J	C	R	S	C	X	W	G	N	E	I	D	J	I
E	A	E	T	V	N	M	A	H	M	L	T	A	D	J	T	S	S	B	Y	D	D	N	V
L	N	X	R	I	G	T	T	W	E	W	F	L	A	P	S	H	X	W	A	H	X	G	I
E	I	A	A	E	J	J	S	W	N	J	N	A	J	W	E	E	C	N	L	D	U	P	T
S	M	W	C	W	U	D	O	X	T	H	H	S	X	F	Y	N	S	R	H	T	V	X	I
S	R	C	T	X	A	A	X	D	X	I	N	T	E	R	V	I	E	W	E	R	M	T	E
L	E	C	S	X	A	L	G	P	W	Y	H	X	U	O	C	E	H	P	V	I	S	W	S
R	T	C	X	R	U	Y	I	D	V	J	O	B	A	N	A	L	Y	S	I	S	X	P	X

SDA	Pension	Employee benefits
Time related	Salary determination	Termination of contract
Legalities	Employment contracts	Training
Placement procedure	Induction	Interviewer
Interview	Selection procedure	External recruitment
Internal recruitment	Job analysis	Job specification
Job description	Human resource activities	

TUTORING CONTENT

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| 1 | <p>2019 NSC Diagnostic Report: Learners must be made aware that certain examples of external recruitment fall under the same category and marks will be lost if these are repeated. A clear distinction must be made between the sources of internal and external recruitment, as well as between the sources and methods of recruitment. Teachers are advised to make use of columns and tabulations when teaching these topics</p> |
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<p>2020 Examination Guidelines: Identify/Give examples of sources of internal/external recruitment from given scenarios/statements.</p>

INTERNAL RECRUITMENT

- Refers to the use of internal sources to advertise vacancies inside the business. The following **SOURCES of internal recruitment** can be used:

Sources of Internal recruitment

- Internal e-mails/Intranet/web sites to staff
- Word of mouth
- Business newsletter/circulars
- Internal/management referrals
- Notice board of the business
- Internal bulletins
- Recommendation of current employees
- Head hunting within the business/organisational database.

EXTERNAL RECRUITMENT

- Refers to the use of external sources to advertise vacancies outside the business. The following **SOURCES of external recruitment** can be used:

Sources of external recruitment

- Recruitment agencies
- Bill boards
- Printed media, e.g. newspapers/flyers
- Electronic media, e.g. radio/TV
- Social media/Social networks/Internet/Business websites
- Recruitment agencies
- Walk-ins
- Head hunting

2 **2019 NSC Diagnostic Report:** Scenarios, statements and employment advertisements are useful tools that teachers should use to explain the differences between **job description and job specification**. They should also provide a detailed description of these concepts

2020 Examination Guidelines: Differentiate/Distinguish between job description and job specification as components of a job analysis

JOB DESCRIPTION	JOB SPECIFICATION
1.	1.
2.	2.
3.	3.

3 **2019 NSC Diagnostic Report:** Learners must recognize the differences between the concepts “**interviewer and interviewee in relation to the roles** of each party during an interview. Practical demonstrations and role-playing activities can be used to enhance understanding.

2020 Examination Guidelines: Outline/Explain/Discuss the role of the interviewer before and during the interview.

2020 Examination Guidelines: Outline/Explain/Discuss the role of the interviewee during the interview.

Role of the interviewer BEFORE the interview

- The interviewer should develop a core set of questions based on the skills/knowledge/ ability required.
- Check/read the application/verify the CV of every candidate for anything that may need to be explained.
- Book and prepare the venue for the interview.
- Set the interview date and ensure that all interviews take place on the same date, if possible.
- Inform all shortlisted candidates about the date and place of the interview.
- Plan the programme for the interview and determine the time that should be allocated to each candidate.
- Notify all panel members conducting the interview about the date and place of the interview.

Role of the INTERVIEWER during the interview	Role of the INTERVIEWEE during the interview
<ul style="list-style-type: none"> • Allocate the same amount of time to each candidate. • Introduce members of the interviewing panel to each candidate/interviewee. • Make the interviewee feel at ease. • Explain the purpose of the interview to the panel and the interviewee. • Record interviewees' responses for future reference. • Do not misinform/mislead the interviewee. • Provide an opportunity for the interviewee to ask questions. • Close the interview by thanking the interviewee for attending the interview 	<ul style="list-style-type: none"> • Greet the interviewer by name with a solid handshake and a friendly smile. • Listen carefully to the questions before responding. • Make eye contact and have good posture/body language. • Show confidence and have a positive attitude/be assertive. • Ask clarity seeking questions. • Show respect and treat the interview with its due importance. • Be honest about mistakes and explain how you dealt with it.

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| 4 | <p>2019 NSC Diagnostic Report: Teachers must revise the different ways in businesses should comply with SDA, LRA, BCEA and EEA before teaching the implications of these ACTs. It should be emphasised that the HR function does not train employees, but assists managers in identifying employee training and development needs. The term” implications” in this context would refer to compliance, as the focus is on how the human resource function should comply with each of the above-mentioned Acts.</p> |
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2020 Examination Guidelines: Discuss the **implications** of the LRA/BCEA/EEA/SDA on the human resources function.

LRA	BCEA
EEA	SDA

5 **2019 NSC Diagnostic Report:** Learners must be alerted to the fact that businesses would offer **lucrative fringe benefits** to attract and retain skilled and competent employees.

2020 Examination Guidelines: Discuss/Evaluate the impact (positives/ advantages and/or negatives/disadvantages) of **fringe benefits** on businesses.

IMPACT OF FRINGE BENEFITS ON BUSINESSES

Positives/Advantages

- Improves productivity\ resulting in higher profitability.
- It increases employee satisfaction/loyalty as they may be willing to go the extra mile.
- Businesses save money as benefits are tax deductible.
- Fringe benefits can be used as leverage for salary negotiations.

Negatives/Disadvantages

- Businesses who cannot offer fringe benefits fail to attract skilled workers.
- It can create conflict/lead to corruption if allocated unfairly.
- Fringe benefits are additional costs that may result in cash flow problems.
- Decreases business profits, as incentive/package/remuneration costs are higher.

6 **2019 NSC Diagnostic Report:** Learners must be taught to name and explain each **reason for the termination of an employment contract**. Alert learners to the fact that they will lose Marks for using the word “pension” instead of retirement.

2020 Examination Guidelines: Outline/Explain/Discuss the **reasons for the termination of an employment contract**.

Resignation	
Retirement	
Retrenchment	
Dismissal	
Death in service	

Reasons for terminating an employment contract

- The employer may dismiss an employee for valid reason(s), e.g. unsatisfactory job performance, misconduct, etc.
- Employer) may no longer have work for redundant employees/cannot fulfil the contract/is restructuring.
- The employer may retrench some employees due to insolvency/may not be able to pay the employees.
- Employees decided to leave and resign voluntarily.
- An employee may have reached the pre-determined age for retirement.

7	<p><u>2019 NSC Diagnostic Report:</u> A clear distinction must be made between the purpose, aspects and benefits of induction. It is important to understand the purpose of induction before unpacking the aspects that must be included in an induction programme. Learners must be reminded to provide complete sentences when responding to questions on the purpose of induction</p>
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2020 Examination Guidelines: Outline/Explain/Discuss the **purpose of induction**.

2020 Examination Guidelines: State/Outline **aspects that must be included in the induction programme**.

Purpose of induction	Aspects that must be included in the induction programme

PROFESSIONALISM & ETHICS

PROFESSIONALISM	ETHICS
Outline the differences/Differentiate/Distinguish between ethical and professional behaviour.	
Define/Elaborate on the meaning of professional behaviour.	Define/Elaborate on the meaning of ethical behaviour.
Give practical examples of professional and unprofessional behaviour, e.g. good use of work time and abuse of work time.	Give practical examples of ethical and unethical behaviour, e.g. using fair vs. unfair advertising techniques.
Identify the following types of unprofessional business practices from given scenarios/statements: <ul style="list-style-type: none"> • Sexual harassment • Unauthorised use of workplace funds and resources • Abuse of work time 	Explain how businesses can apply the King Code principles of transparency, accountability and responsibility for good corporate governance to improve ethical business conduct.
Explain how the above stated types of unprofessional business practices pose challenges to businesses	Identify the following types of unethical business practices from given scenarios/statements: <ul style="list-style-type: none"> o Unfair advertising and examples o Pricing of goods in rural areas o Taxation/Tax evasion
Suggest/Recommend ways in which professional, responsible, ethical and effective business practice should be conducted	Explain how the above-stated types of unethical business practices pose challenges to businesses.
	Recommend/Suggest ways in which businesses could deal with above stated types of unethical business practices.

CONCEPTS

S	D	E	C	I	S	I	O	N	M	A	K	I	N	G	R	P	H	Y	C	P	G	J	U
W	G	R	R	S	Q	K	Q	A	U	D	I	T	C	O	M	M	I	T	T	E	E	S	N
S	C	E	H	W	Y	N	K	J	S	T	A	K	E	H	O	L	D	E	R	S	Z	E	E
C	O	S	K	X	L	J	U	E	G	E	M	R	E	P	U	T	A	T	I	O	N	X	T
B	R	P	C	K	E	L	B	A	T	P	E	C	C	A	Y	L	L	A	R	O	M	P	H
S	P	O	G	N	I	S	I	T	R	E	V	D	A	R	I	A	F	N	U	Z	U	E	I
G	O	N	K	S	E	C	I	T	C	A	R	P	S	S	E	N	I	S	U	B	U	C	C
N	R	S	B	O	N	O	I	S	A	V	E	X	A	T	T	U	M	G	D	C	R	T	A
I	A	I	E	T	I	J	E	G	V	D	Y	Y	N	C	E	N	S	N	D	T	J	E	L
M	T	B	C	X	G	S	S	K	M	J	G	S	S	S	I	P	I	I	W	C	T	D	B
O	E	I	O	M	U	S	E	L	P	I	C	N	I	R	P	R	L	D	E	U	R	B	E
C	G	L	M	A	Q	A	L	J	O	W	F	L	P	V	V	O	A	N	E	D	A	E	H
T	O	I	M	O	V	X	L	S	F	S	W	O	Y	I	P	F	N	I	X	N	N	H	A
R	V	T	U	V	O	Z	S	H	U	S	J	Q	U	Z	S	E	O	F	S	O	S	A	V
O	E	Y	N	E	W	Y	X	O	A	K	V	A	N	G	A	S	I	M	E	C	P	V	I
H	R	J	I	Y	Y	V	R	Y	U	R	W	G	U	T	I	S	S	F	N	F	A	I	O
S	N	V	T	Q	A	N	S	W	E	R	A	B	L	E	Y	I	S	J	I	O	R	O	U
T	A	J	I	K	I	N	G	C	O	D	E	S	C	Z	M	O	E	H	L	E	E	U	R
B	N	O	E	M	J	E	T	H	I	C	S	N	S	J	C	N	F	G	E	D	N	R	Y
M	C	H	S	H	D	I	K	O	L	S	X	A	M	M	A	A	O	N	D	O	C	L	U
T	E	N	K	J	T	K	F	L	A	C	I	H	T	E	E	L	R	J	I	C	Y	O	R
T	A	C	C	O	U	N	T	A	B	I	L	I	T	Y	W	N	P	B	U	D	N	W	W
L	Z	E	R	U	S	O	L	C	S	I	D	R	O	V	V	M	T	B	G	E	W	Z	X
U	F	P	R	O	T	E	C	T	I	N	G	T	Z	N	P	C	K	O	O	O	W	B	Y

Unfair advertising	Sexual harassment	Shortcomings
Findings'	Disclosure	Audit committees
Stakeholders	Answerable	Communities
Protecting	Guidelines	Decision making
Reputation	Code of Conduct	Morally acceptable
Expected behaviour	Unprofessional	Unethical behaviour
Responsibility	Transparency	Accountability
Tax evasion	Business practices	Corporate governance
King Code	Principles	Ethical
Ethics	Professionalism	

1	<p><u>2019 NSC Diagnostic Report:</u> Many candidates showed little or no understanding of how transparency and accountability can be applied in the workplace. Responses on accountability made reference on how to attract investors. The meaning of transparency and accountability must be explained within the King Code principles of good governance. Teaching must focus on how businesses should apply the three principles. Transparency focusses on reports, processes and policies. Accountability focus on management, shareholders and auditors</p>
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2020 Examination Guidelines: Explain how businesses can apply the **King Code principles** of transparency, accountability and responsibility for good corporate governance to improve ethical business conduct.

PRINCIPLES	EXPLANATION
ACCOUNTABILITY	
TRANSPARENCY	
RESPONSIBILITY	

2.	2019 NSC Diagnostic Report: Learners must refrain from writing negative strategies on how businesses can deal with each type of unethical and unprofessional business practice. They need to understand the reasons why these issues are regarded as unethical or unprofessional. This will enable them to suggest ways in which business can deal with each issue
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2020 Examination Guidelines: Recommend/Suggest ways in which businesses could deal with stated types of unprofessional business practices.

UNPROFESSIONAL BUSINESS PRACTICES	RECOMMENDATION
1. Abuse of work time	
2. Sexual harassment	
3. Unauthorised use of funds and resources	

2020 Examination Guidelines: Recommend/Suggest ways in which businesses could deal with unethical business practices.

UNETHICAL BUSINESS PRACTICES	RECOMMENDATIONS
1. Pricing of goods in rural areas	
2. Taxation / Tax evasion	
3. Unfair advertising	

CREATIVE THINKING

PROBLEM-SOLVING	CREATIVE THINKING
Define/Elaborate on the meaning of problem-solving and decision making.	Define/Elaborate on the meaning of creative thinking.
Explain/Differentiate/Distinguish between problem-solving and decision making.	Explain the benefits/advantages of creative thinking in the workplace.
Identify/Name/Outline/Explain/Discuss the problem solving steps.	Explain/Recommend ways businesses can create an environment that promotes creative thinking in the workplace.
Apply the problem-solving steps from given scenarios/case studies.	
Identify/Name the following problem solving techniques from given scenarios/statements <ul style="list-style-type: none"> • Delphi technique • Force field analysis • Brainstorming • Nominal group technique 	
Explain/Advise businesses on how they can apply the above-stated problem-solving techniques to solve complex business problems.	
Discuss/Evaluate/Analyse the impact (positives/advantages and/or negatives/disadvantages) of the above-stated problem-solving techniques.	

CONCEPTS

R	B	Y	S	E	D	U	T	I	T	T	A	E	V	I	T	I	S	O	P	S	E	W	G
M	E	E	Y	R	Y	F	I	T	N	E	D	I	A	F	Z	T	U	M	G	U	W	P	Y
F	N	U	V	R	U	U	A	D	V	A	N	T	A	G	E	S	O	S	Q	C	Y	R	I
P	N	E	Q	A	T	T	N	E	M	E	L	P	M	I	Q	K	C	I	G	O	T	X	F
G	R	O	W	I	L	E	E	C	Y	W	S	A	D	Y	G	V	N	N	N	M	I	Y	O
A	N	O	M	I	N	U	C	E	T	A	R	E	N	E	G	H	U	N	I	P	V	U	R
L	T	I	B	I	D	H	A	H	R	Z	W	L	N	M	C	C	N	O	V	E	I	N	C
T	F	G	M	L	N	E	C	T	N	A	C	L	J	E	K	E	O	V	L	T	T	C	E
E	N	O	S	R	E	A	A	E	E	I	D	L	T	Z	F	V	I	A	O	I	C	O	F
R	U	W	R	T	O	M	L	S	T	L	Q	I	M	J	M	I	T	T	S	T	U	N	I
N	N	M	D	C	N	T	S	G	A	R	H	U	Q	G	M	T	A	I	M	I	D	V	E
A	A	Y	I	Q	E	L	S	O	R	P	I	A	E	E	U	A	V	V	E	V	O	E	L
T	I	C	S	E	Q	D	U	N	L	O	J	A	T	S	Z	E	I	E	L	E	R	N	D
I	R	A	A	P	W	T	C	E	I	V	U	I	H	F	O	R	T	I	B	A	P	T	A
V	A	T	D	N	X	G	D	O	P	A	I	P	S	C	R	C	O	D	O	D	C	I	N
E	T	Y	V	T	V	U	E	W	M	G	R	N	T	R	Y	Y	M	E	R	V	H	O	A
S	I	R	A	I	W	M	K	F	L	B	Y	B	G	E	T	T	X	A	P	A	O	N	L
O	R	Q	N	Z	N	I	G	X	L	O	I	P	Q	S	C	E	P	S	C	N	O	A	Y
L	O	D	T	H	K	N	P	C	A	V	F	N	W	L	T	H	S	M	H	T	S	L	S
U	H	E	A	J	Q	D	G	Y	T	H	J	Q	A	V	P	E	N	P	E	A	E	I	I
T	T	F	G	R	U	M	W	W	C	D	N	C	N	T	C	Y	P	I	T	G	X	D	S
I	U	I	E	Y	R	A	M	O	N	I	T	O	R	V	I	C	P	S	Q	E	Y	E	I
O	A	N	S	N	Y	P	L	Q	Y	U	F	I	B	Y	B	O	D	G	D	U	Q	A	I
N	E	E	C	R	E	A	T	I	V	E	T	H	I	N	K	I	N	G	R	B	E	S	N

Forced Combination	Nominal Group technique	Empty Chair technique
Force Field Analysis	Delphi Technique	Mind-map
Brainstorming	Motivation	Positive attitudes
Productivity	Competitive Advantage	Unconventional ideas
Authoritarian	Evaluate	Monitor
Implement	Choose	Alternative Solution
Define	Identify	Problem Solving Steps
Disadvantages	Advantages	Techniques
Problem Solving	Generate	Creative
New Ideas	Innovative Ideas	Creative Thinking

1	2019 NSC Diagnostic Report: Emphasise that there are similarities between problem solving steps and the strategic management process. However, the problem solving steps focus on how businesses can solve problems.
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2020 Examination Guidelines: Identify/Name/Outline/Explain/Discuss the **problem solving steps**.

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2	2019 NSC Diagnostic Report: Learners should be encouraged to write full sentences when responding to how the Delphi techniques should be applied in the workplace. Some responses were inappropriately based on either the advantages of the Delphi technique or creative thinking in the workplace.
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2020 Examination Guidelines: Explain/Advise businesses on how they can **apply the Delphi problem-solving techniques** to solve complex business problems

- Businesses must invite a panel of experts to research the complaints from customers.
- Experts do not have to be in one place and will be contacted individually.
- Design a questionnaire consisting of questions on how to improve the quality of their products and distribute it to the panel members/experts.
- Request the panel to individually respond to the questionnaire/suggest improvements to the products and return it to the business
- Summarise the responses from the experts in a feedback report.
- Send the feedback report and a second set of questions/questionnaire based on the feedback report to the panel members.

3.	<p>2019 NSC Diagnostic Report: Learners should be advised to identify key words that could assist learners to elaborate on the advantages of creative thinking in the workplace. Creative thinking benefits both the business and employees. This topic should not be confused with the benefits of diversity in the workplace as the focus is on the advantages of new and innovative ideas rather than diversity</p>
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2020 Examination Guidelines: Explain the benefits/advantages of **creative thinking** in the workplace.

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4.	<p>2019 NSC Diagnostic Report: Teaching should focus on how businesses should stimulate creative thinking in the workplace before learners are taught the advantages of creative thinking. Teachers are advised to use key word such as “suggestion box, training, job swapping, experiments and reward schemes when teaching this topic</p>
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2020 Examination Guidelines: Explain/Recommend ways businesses can create an environment that **promotes creative thinking** in the workplace.

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