BAFS Elective Part – Business Management Module – Human Resources Management

Topic M05: Development of a Quality Workforce

**Activity 1: Group discussion**

**“What does a S.6 graduate need?”**



Form a group of four to five.

Step 1

You are going to be a S.6 graduate this summer. Brainstorm with your group and list all the needs below that you feel a S.6 graduate might have.

Step 2

Categorise the above needs into 5 different levels according to Maslow’s hierarchy needs theory and write your answers in the spaces provided.

1. Physiological needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Safety needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Social needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Esteem needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Self-actualisation needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 2: Case Study**



**Challenges to the Manager of Hair Cut Salon**

You are a newly employed Manager with a Hair Cut Salon which has been operating over ten years with branches in different districts.

Recently, frequent customer complaints have been received concerning poor service. After a week’s observation and interviews with staff, you found that the morale was low among staff for the following reasons:

1. They were dissatisfied with the low basic salary which has not been adjusted for years, though the company has made good profit.
2. The ‘apprentices’, have been working with the company for more than 5 years, and are still working as assistants, doing only shampooing or dyeing hair.
3. New ideas from staff are often ignored or turned down by the management.
4. Relationship among staff was just fair. They seldom had after work personal contact.
5. Last month, a staff member tripped on a hair dryer electrical wire and spent a week in the hospital on sick leave.

Work in groups of 4-5 and answer the following questions.

**Question 1**

From the above case, name the employees’ 5 levels of work needs according to Maslow’s hierarchy of needs theory.

1. Physiological needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Safety needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Social needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Esteem needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Self-actualisation needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question 2**

As the Manager of Hair Cut Salon, what strategies would you suggest to your boss to motivate staff and improve morale and performance?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 3: Joseph’s Unhappy Experience**

Joseph is your best friend who graduated from the University last year. Since then, he joined the large ABC Company. Last night, Joseph joined you for dinner and shared his poor working experience with you…

“… They think I’m inexperienced and often ignore me when chatting”.

“… All my colleagues have been working with the company for over 10 years… …”.



“Even worst, my work area has poor air-conditioning and lighting. The working environment truly makes me sick! If the computer system breaks down, I have to wait for at least a day for technical support to fix it, it has wasted a lot of my time… …”.

“I got a 5% salary increment after probation. But I have not received any new increment since then. Now, my salary is far below the market rate”.

**Task 1**

From the above case, can you identify the factors which are absent or inadequate, making Joseph feel dissatisfied with his work?

Students are invited to brainstorm in groups of 4-5, then list all the factors below.

1.

2.

3.

4.

5.

6.

7.

8.

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**Task 2**

If you were the manager of the ABC Company, what would you do to (a) eliminate Joseph’s job dissatisfaction, and (b) motivate Joseph to put more effort in his work?

Discuss with your group members and write down suggested solutions below.

(a) Suggested solutions to eliminate Joseph’s job dissatisfaction:

1.

2.

3.

4.

5.

6.

(b) To create job satisfaction in Joseph by:

1.

2.

3.

4.

5.

6.

**Activity 4: Role Play**

Pay attention to the performance of Role Play and then complete the tasks in Part II.

**Part I**

Your school is going to participate in an activity to raise education funds for African orphans. Students divide into groups, each group will operate a booth to sell goods and handmade souvenirs.

Each booth has a group leader who will manage the operations and supervise two members.

**Nine** students are invited to act out 3 different scenarios. Teacher gives each group one role play card and they have 5 minutes to prepare for the play. The rest are observers.

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Role Play Card (1)

**Scenario 1:**

Group 1 – Three students are setting up the booth. Student **A** acts as the **Booth Leader**. Student **B** and Student **C** act as **Booth Members**.

Student B always makes himself look busy with a lot of incomplete tasks. When there is no one nearby, he/she plays cards and talks on phone. When the supervisor returns, he/she pretends to work hard.

Student A (Booth Leader) then comes with a pack of materials on hands and says “Ah B, would you please go to the store room to find a notice board, then post this material on it.”

Student B replies “Oh, Leader, I’m sorry that I cannot help you. Look, I have many tasks to do and very busy right now.”

So, Student A goes to Student C and says “Student C, would you please go to the store room to get a notice board, and then post these materials on it.”

Student C replies, “No problem. I’d like to use 2 notice boards instead, so the materials can be displayed by themes. When do you want me to complete the task?”

Student A replies, “You may complete it by tomorrow.”

Student C replies, “Ok.”

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Role Play Card (2)

**Scenario 2:**

Group 2 – Three students are preparing to design a promotional flyer. Student **A** acts as the **Booth Leader**. Student **B** and Student **C** act as **Booth Members**.

Student A, the Booth Leader says to Student C, “Hi Ah C, our teachers always praise you for having a creative mind, would you please design a flyer for to promote our booth for the fund raising activity?”

Student C replies, “I don’t know how to make a flyer. Maybe you can ask Ah B to help you as he/she is smarter than me. I’ve seen his poster designs before, they were great! Our teachers also appreciate his work very much.”

Next day, Student A goes to Student B and says, “We need a booth promotional flyer for the fund raising activity. Would you help to design the flyer?”

Student B replies, “I have experience in poster design, but no experience with flyers. I’m not sure if I am capable of doing it, but I’d like to give you it a try.”

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Role Play Card (3)

**Scenario 3:**

Group 3 – Three students are planning for the operation of the booth. Student **A** acts as the **Booth Leader**. Student **B** and Student **C** act as **Booth Members**.

The booth leader having booth operation experience reminds Student B and Student C, “There’ll be many visitors coming to the Opening Ceremony, so, in order to provide good, we’d better invite six more student volunteers to help operate the booth on that day.”

When the Booth Leader is gone, Student B says to Student C, “Ah C, our Leader’s suggestion sounds good. Let’s co-ordinate our work with his suggestion. I’d like to suggest the each of us supervise 3 students.” Student C replies, “No! Please don’t change the Leader’s suggestion. The Leader recommended inviting six volunteers, but didn’t ask me to supervise them. Most importantly, I don’t like supervisory duty and I don’t know how to guide others. Maybe you can supervise all 6 students.

Student B replies, “Ah C, if you really do not want to supervise others, I can do it for you. I will supervise them all.”

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The observers should complete Part II (Task 1-2) after the role-play.

**Part II**

Students/Observers are invited to:

**Task 1**

In each scenario, identify the performers (Student A, B or C) who have the assumed characters of Theory X/Y managers.

**Task 2**

According to McGregor, what management approaches/strategies would a Theory X and a Theory Y leader adopt to control / motivate his/her group members?

**Task 1**

**Scenario 1**

Theory X \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Characters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theory Y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Characters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scenario 2**

Theory X \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Characters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theory Y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Characters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scenario 3**

Theory X \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Characters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theory Y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Characters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 2**

Management approaches/strategies adopted by Theory X leader:

1.

2.

3.

4.

5.

Management approaches/strategies adopted by Theory Y leader:

1.

2.

3.

4.

5.



**Activity 5: Case Study**

Ming Kee is a Hong Kong style café established by Mr. Lee ten years ago. By providing delicious food at low prices, Ming Kee has become quite a successful venture and has developed into a chain consisting of 10 café s in Hong Kong and the Mainland. Meanwhile, Mr. Lee wants to further expand his chain. In a meeting, Jane, the human resources manager, reported, “Even though we pay wages above the market average, the turnover rate of our frontline workers is still high. Apart from offering competitive wage to attract young people to join our cafes and work for us, we have to consider satisfying their sense of achievement and personal growth.”

His wife, Mrs. Lee, also set up a Western style cake shop ten years ago. The sales and profits remained stable over the years as Mrs. Lee could sell cakes made from her own secret recipes at higher prices. However, she noticed that her salesperson seldom took the initiative to promote her cakes or interact with customers to build customer loyalty.

With reference to the theories of motivation, complete the following tasks.

Task One: Apart from fulfilling physiological needs, apply three types of needs in Maslow’s Hierarchy of Needs Theory to illustrate how Ming Kee can attract young people to join the chain.

Three types of needs in Maslow’s Hierarchy of Needs Theory:

|  |
| --- |
| 1. |
| 2. |
| 3. |

Task Two: Mrs. Lee pays her employees well and provides them with good working conditions. According to the motivators in the Dual-factor Theory, suggest three ways of encouraging the salespersons to take the initiative to interact with customers and build customer loyalty.

|  |
| --- |
| 1. |
| 2. |
| 3. |

**Activity 6: Case Study - Easywear**

Easywear is a local casual wear store targeting children and young people. Last year, the store manager retired. A new manager, Sam was hired. Since Sam’s replacement, the sales amount of Easywear has been dropping. Sam reported on the situation in a regular meeting with the management board. He complained that the salespersons were difficult to manage and their poor performance was the key factor leading to the drop of sales.

The general manager added, “We have received many complaints from customers about the bad services of the salespersons, such as paying no attention to customers, showing annoyed when customers asking questions, avoiding customers’ enquiries, etc. To be fair, there could be many reasons leading to complaints of poor performance of the salespersons. To deal with this problem, the most direct solution is to communicate with them in order to identify the causes for the poor customer services”.

Task 1

With reference to McGregor’s motivation theory,

1. identify the type of salespersons as described in the case;
2. list three major characteristics of (i).

|  |
| --- |
| 1. |
| 2. |
| 3. |

Task 2

Explain three ways to effectively manage Theory X salespersons:

|  |
| --- |
| 1. |
| 2. |
| 3. |

Task 3

Suggest three possible internal communication programmes to help building positive relationships and interactions among Sam and the salespersons.

|  |
| --- |
| 1. |
| 2. |
| 3. |

