FEEDBACK TUTORIAL LETTER

1st SEMESTER 2019

ASSIGNMENT 1

Transport Operations Management Techniques
TOT711S
Introduction

- Dear TOT711S student. Welcome to this course in the class of 2019!
- I hope you are enjoying the course and thank you for submitting your assignment in time!
- If you did not submit your assignment in time, you are encouraged to always adhere to set deadlines, as they are part of the learning and grooming that we intend to impart to you, as a university.
- This tutorial letter is written in order to provide you with feedback relating to the assignment that you recently submitted and was consequently assessed.
- It is designed as a tool for students – for both those who have written the assignment and those who wish to use it as part of their revision for future assignments, and also in preparation for the looming final examinations.
- This feedback tutorial letter aims to provide the following vital information:
  - An indication of how to approach the assignment question i.e. what you were expected to include in the answering the question.
  - An indication of the points the answer should have included (and how marks are / were allocated).
  - Where relevant, an indication of overall student performance for the specific assignment questions
  - General comments or points to be taken note of in preparation of future similar assessments.

Recap of Assignment questions:

1.1. Explain the human resources functions in the context of transport management.

[25 marks]

1.2. Using practical examples, evaluate the different types of power that a Transport Manager can use in his day-to-day activities.

[25 marks]
**Question 1.1**

- Students were expected to simply explain any human resources functions that managers may implement in the context of transport management.

- This was a straightforward question requiring an explanation of basic HR functions such as:
  - Staffing – recruitment and selection
  - Disciplinary
  - Performance assessment
  - Succession planning
  - Career development
  - Managing relationships
  - HR policies – availing and acting upon such
  - Job analysis
  - Job enrichment
  - Training & Development
  - Exit interviews
  - Controlling turnover – motivation, retention
  - Staff development
  - Etc.

- Candidates were expected to structure their question so that it becomes meaningful and presentable, given that the question had multiple requirements.

- The use of headings and subheadings could help. E.g. the following were required of the question:

  - **Recruitment and selection** – what it is, key success factors leading to the company meeting its objectives through recruitment & selection

  - **Recruitment** is the process of identifying that the organisation needs to employ someone up to the point at which application forms for the post have arrived at the organisation.
- **Selection** then consists of the processes involved in choosing from applicants a suitable candidate to fill a post.

- **Job analysis** - a process to identify and determine in detail the particular job duties and requirements and the relative importance of these duties for a given job. Job Analysis is a process where judgements are made about data collected on a job.

- Job analysis aims to answer questions such as:
  
  - Why does the job exist?
  - What physical and mental activities does the worker undertake?
  - When is the job to be performed?
  - Where is the job to be performed?
  - How does the worker do the job?
  - What qualifications are needed to perform the job?

**credit was awarded to candidates who applied their answers to transport environment,** which the majority of the candidates didn't do.

**Question 1.2**

This was a simple and straightforward question. Candidates were expected to **evaluate,** using practical examples, the different types of power that a Transport Manager can use in his day-to-day activities.

**Referent power**

- is power of an individual over the Team or Followers, based on a high level of identification with, admiration of, or respect for the powerholder/leader.

- Nationalism, patriotism, celebrities, mass leaders and widely-respected people are examples of referent power in effect.

- Referent power is one of the Five Bases of Social Power, as defined by Bertram Raven and his colleagues in 1959.
Definition: Referent power refers to the ability of a leader to influence a follower because of the follower's loyalty, respect, friendship, admiration, affection, or a desire to gain approval.

- Referent power is gained by a leader who has strong interpersonal relationship skills.
- Referent power, as an aspect of personal power, becomes particularly important as organizational leadership is increasingly about collaboration and influence rather than command and control.

**Coercive power**

- is based on the subordinates fear of the leader; maintained by the use of threats and punishment.
- It's often considered the most extreme form of autocratic leaders.
- frequent use of reprimands and a hostile attitude, threatening subordinates with the loss of status, loss of employment or in extreme cases physical force.
- Staff are often scared of being shouted at or being sacked. This fear empowers the manager.
- A manager whose position is based on coercive power can often be effective on labour intensive environments, such as in factories or call centers, where the unexciting, routine nature of the job requires extreme motivation!

**Legitimate power**

- is power you derive from your formal position or office held in your organisation’s hierarchy of authority.
- For example, the leader of an organisation had certain powers because of the position they holds within the organisation
- enables for a clear hierarchy/organisational structure so subordinates know exactly
- can often increase leaders effectiveness, in the way of being a strong role model, a sense of trust and vision, strong moral code and high expectations which can create a very productive workforce
many people are used to accepting and using legitimate power

However:
leaders can sometime abuse their powers, for example miss deadlines or tries to exercise their power over those whom they do not have legitimate power over
It does not always result in effective and flexible organisations, it gives employees power because of their role, rather than because they have particular skills and talents.
when the CEO determines the overall direction of the business and the resources needed
when a senior pastor uses their legitimate power to cast vision, set the agenda and organise staff effectively
when an executive pastor sets deadlines for subordinates to submit annual goals
when a receptionist insists visitors check in before proceeding to the manager's office

Reward power

is the power to give someone a reward. This could be because they have done a good job or all employees get a basic level of rewards.
Rewards can be given in bonus or money off products that the business, that they work for make.
Promotes good behaviour
Increases sales
Promotes loyalty to the business they work for

However:
Rewards can loses value if the same reward is keep given out
Some things which people may consider a reward others may not
It also costs the business money as it pays for the rewards

- E.g. 20% bonus on accident/ticket free trip
- Work place pension
Expert power

- Possession of particular expertise, skills and knowledge can give power.
- personal expertise and knowledge
- prevent other employees acquiring their particular knowledge and skills
- Offer subordinates some elements of their particular knowledge and skills to gain their support and respect
- Staff are more willing to accept instruction

However:
- Too bossy
- overconfidence
  - if the expert does not share his knowledge, then the organization will not be as effective.
  - if the expert's knowledge is shared, his power will probably diminish over time...see example below
Overall comments

- Generally some candidates did well in one of the assignment questions.
- Those who didn’t do well are encouraged to make use of both this feedback tutorial letter and their study guides to take note of the areas that they didn’t do well.
- Candidates are reminded that they should contextualize their answers to transport management.

Concluding remarks and recommendations

- Students are reminded of the need to answer questions as asked, taking into account the number of marks to be awarded, and not to set and answer their own questions.
- The way you present your work also remains one of the key factors we need to consider particularly at this level. You are being encouraged to make use of headings and sub-headings especially for long essay questions.
- No matter how general a case study question might appear all solutions to case study questions should always be answered in the context of the case study. Fine, you can explain the basic principles as explained in the theoretical knowledge that you may have gained from your classes and/or self-study; it is however important that you always related to the circumstances / situations that are presented in the case.
- Best wishes in your studies.

Compiled by

Dr. Fanny SARUCHERA