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| Master Facilitator Guide |
| ***Module 1***  **NATIONAL Certificate:**  **GENERIC MANAGEMENT**  **59201**  **GENERIC MANAGEMENT**  **(LP60269)**  **Skills Program 4-Unit Management** |

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**Manage a diverse work force to add value – 252043**

In this unit the learner will learn:

* Demonstrating knowledge and understanding of diversity in the workplace.
* Demonstrating understanding of the reality of diversity and its value in a unit.
* Managing team members taking into account similarities and differences.
* Dealing with disagreements and conflicts arising from diversity in a unit

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| **Facilitator Preparation** | | |
| * ***Study the notes in this lesson plan carefully to ensure preparation is done before the start of classes*** * ***Study the Learner materials so that you are familiar with the topics that will be covered in this part of the course.*** | | |
| **Time** | **Activity** | **Resources** |
|  | **Room Set Up** Ensure venue and equipment needed is ready. |  |
| **20 minutes** | **Meet, Greet & Seat** Learners to get out their stationary and settle. Allow learners to sign class register OR check learners against class register.  Explain the parking bay to the learners where they can ask questions and it will be parked until the class have been completed, and then attended to.  **State objectives of lesson:**   * Demonstrating knowledge and understanding of diversity in the workplace. * Demonstrating understanding of the reality of diversity and its value in a unit. * Managing team members taking into account similarities and differences. * Dealing with disagreements and conflicts arising from diversity in a unit. | **C**lass **R**egister |
| **30 minutes** | **Index & Unit Standard Alignment – Facilitator**  Read through the index with the learners, highlighting the areas that will be covered in this manual. Make reference to the unit Standard alignment Index to outline the specific outcomes that will be covered. | LG |
| **120 minutes** | **Demonstrate knowledge and understanding of diversity in the workplace – Facilitator & Class**   * Facilitator to read through pages 5-11 of the learner manual and explain the term diversity to the learners as well as where it is found in their everyday lives. * Allow the learners to identify diversity in their classrooms as well as workplaces shortly. * Identify and explain the barriers to diversity to the learners and allow them to expand on these with actual experiences they have had in the workplace. * Allow the learners to complete the activity on page 11 of the learner manual. | LG |
| **240 minutes** | **Demonstrate understanding of the reality of diversity and its value in a unit – Facilitator & Class**   * Read through pages 12-18 in the learner manual identifying and explaining the reasons why workplace diversity must be acknowledged and managed correctly as well as how it affects the workplaces. * Identify and explain the benefits of diversity managements in the workplace to the learners as well as why these are important for the organisation to adhere to. * Read through the article on page 14 and 15 of the learner manual and then explain the findings which the research organisation has had on their identified organisations. * Allow the learners to complete the activities on pages 17 and 18 of the learner manual and take feedback from three groups. | LG |
| **240 minutes** | **Manage team members taking into account similarities and differences – Facilitator & Class**   * Read through pages 19-24 of the learner manual, explaining to the learners what the various challenges are to diversity in the workplace and why these must be identified and managed accordingly. * Identify and explain the internal and external obstacles to diversity in the workplace and allow the learners to add to theses in their own experiences. * Allow the learners to complete the activities on pages 23 and 24 of the learner manual. | LG |

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| **Time** | **Activity** | **Resources** |
| **60 minutes** | **Deal with disagreements and conflicts arising from diversity in a unit – Facilitator & Class**   * Read through pages 25-30 of the learner manual and identify and explain to the learners what the methods are that one can use to deal with diversity issues in the workplace. Read through the article by Achmat Noor and then allow the learners to discuss the various diversity issues they have had in their workplaces and classrooms, followed by potential solutions which they recommend to these situations. | LG |
| **10 minutes** | **Self-Assessment – Learners Individually**   * Explain to the learners that they have to judge their own knowledge gained in the unit by ticking the blocks they feel competent with * Allow the learners to tick the blocks and take feedback from each learner. * Identify those learners who have shortcomings and assist them with fulfilling the requirements. | LG |
| **10 minutes** | **Parking Bay – Facilitator**   * Take all the questions from the learners and answer them individually * Ensure the entire class understands the questions posed by other learners | **White Board** |
| **10 minutes** | **Closing – Facilitator**   * Thank the learners for their participation * Agree with them when the next facilitation session is scheduled for |  |

## 3 Facilitator Conduct

The provider will have a Facilitator Code of Conduct and standard Service Level Agreement that needs to be discussed and agreement signed before commencement of this learning programme. Make sure that these legal documents are in place before embarking on the facilitation of this programme.

## 

## Learner Support

***Please remember that this programme is Outcomes Based – this implies the following:***

* *The Learner is responsible for his/her own learning* – as Facilitator you are required to make sure he/she has exposure to structured, highly participative contact sessions, and that he/she provides input to contact sessions activities where required.
* *Activities are learner driven* – make sure you assist the learner in using the Learner Guide and Portfolio Guide in the manner intended, and are familiar with the requirements for summative assessment.
* Due to the *vocational nature of the qualification / learning programme*, the Facilitator is required to facilitate all practical activities as closely as possible to actual working conditions, and to cover all formative activities in the Learner Guides.
* *Assessment Support* – Facilitators are required to provide support to learners in identifying coaching and mentoring requirements, and provide support to learners between facilitated sessions. Learners will return to the workplace for a period of time between each facilitated contact session, and must complete their Portfolios of Evidence as well as FSA in that period.

## Standard Administration

The administration requirements are subject to the quality management system of the provider – however, there are certain documents that are critical to the success of the qualification / learning programme.

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| F:\CREATIVE CENTRE\POSSIBLE ICONS\GREEN PUPPETS\k1153241[1].jpg | As facilitator you are required to follow the rules below carefully to assist us in remaining compliant with SETA accreditation requirements.  *Please take a moment to familiarize yourself with the requirements.* |

1. *Attendance Register*: Candidates are required to sign the Attendance Register every day of attendance.
2. *Learner Registration Form*: Each learner must complete a Learner Registration Form during Orientation of the programme.
3. *Learner Evaluation Form*: Learners are required to complete an Evaluation Form at the end of each Learning Unit contact session.
4. *Copy of ID*: Each candidate must submit a copy of his ID Document before the end of the contact session – please inform candidates accordingly!

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| C:\Users\Shawn\Desktop\CREATIVE CENTRE\POSSIBLE ICONS\j0433803.png | Facilitators Note:  Without the Learner Registration and ID Documents the provider will not be able to register the learners with ETDP SETA for certification purposes. |



*Your assistance is highly appreciated!*

**Good Luck!**

# 4. Administration

## 4.1 Learner Administration

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| C:\Users\Shawn\Desktop\CREATIVE CENTRE\POSSIBLE ICONS\j0433796.png | Tip:  Please refer to the last section of the Learner Orientation Guide for the learner administration that needs to be completed – this is essential in registration as a learner for the Qualification with SETA. |

The learner administrations which must be completed and submitted are as follows:

1. Learner Registration Form
2. Submission of certified ID copy
3. Provision and Assessment Contract

## 4.2 Facilitator Administration

Please make sure that you complete the following documents and submit to the provider at the end of the facilitation session:

1. Attendance Registers
2. Facilitator Report

Facilitator Report

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| C:\Users\Shawn\Desktop\CREATIVE CENTRE\POSSIBLE ICONS\j0433796.png | Tip:  The Facilitator is required to complete a Facilitator Report for the facilitated contact session per Learning Unit.  The provider will have a Facilitator Report as part of the standard facilitation administration – alternatively, the Facilitator Report below may be used: |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Programme Name** | 252043 | **Facilitator Name** |  |
| **Module** |  | **Learning Unit Name** |  |
| **Dates of Facilitation** |  | **Date of Report** |  |

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| C:\Users\Shawn\Desktop\CREATIVE CENTRE\POSSIBLE ICONS\j0433797.png | Self-Assessment:  Please complete the Facilitator Report as accurately and honestly as possible. Please take time to add your comment on every subsection, in order for us to continuously improve our training quality!  The purpose of the Facilitation Report is to evaluate the following:   * logistics and support * facilitation * training material * assessment   Your honest and detailed input is therefore of great value to us, and we appreciate your assistance in completing this evaluation form! |



| **No** | **Criteria / Question** | **Poor** | **Below Standard** | **Sufficient** | **Above Standard** | **Excellent** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| 1 | Was communication regarding attendance of the programme efficient and effective? |  |  |  |  |  |
| 2 | Was the Programme Coordinator helpful and efficient? |  |  |  |  |  |
| 3 | Was the training equipment and material used effective and prepared? |  |  |  |  |  |
| 4 | Was the training venue conducive to learning (set-up for convenience of learners, comfortable in terms of temperature, etc.)? |  |  |  |  |  |
|  | **Additional Comments on Logistics and Support** | | | | | |
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| **No** | **Criteria / Question** | **Poor** | **Below Standard** | **Sufficient** | **Above Standard** | **Excellent** |
| **1** | **2** | **3** | **4** | **5** |
| **B** | **Facilitator Evaluation** | | | | | |
| 1 | Learners were prepared and motivated to attend the programme |  |  |  |  |  |
| 2 | Learners participated well and provided constructive input |  |  |  |  |  |
| 3 | The programme allows for the use of a variety of methods, exercises, activities and discussions |  |  |  |  |  |
| 4 | Learners were punctual and kept to the schedule |  |  |  |  |  |

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|  | **Additional Comments on Facilitation** |
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| **No** | **Criteria / Question** | **Poor** | **Below Standard** | **Sufficient** | **Above Standard** | **Excellent** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **C** | **Learning Programme Evaluation** | | | | | |
| 1 | The learning outcomes of the programme are relevant and suitable. |  |  |  |  |  |
| 2 | The content of the programme was relevant and suitable for the target group. |  |  |  |  |  |
| 3 | The length of the facilitation was suitable for the programme. |  |  |  |  |  |
| 4 | The learning material assisted in learning new knowledge and skills to apply in a practical manner. |  |  |  |  |  |
| 5 | The Learning Material was free from spelling and grammar errors |  |  |  |  |  |
| 6 | Hand-outs and Exercises are clear, concise and relevant to the outcomes and content. |  |  |  |  |  |
| 7 | Learning material is generally of a high standard, and user friendly |  |  |  |  |  |

| **Spelling/ Grammatical Errors** | | |
| --- | --- | --- |
| **Trainer/Learner File, etc.** | **Section/Page** | **What?** |
|  |  |  |

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|  | **Additional Comments on Learning Material** |
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| **No** | **Criteria / Question** | **Poor** | **Below Standard** | **Sufficient** | **Above Standard** | **Excellent** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **E** | **Assessment Evaluation** | | | | | |
| 1 | A clear overview provided of the assessment requirements of the programme was provided |  |  |  |  |  |
| 2 | The assessment process and time lines were clearly explained |  |  |  |  |  |
| 3 | All assessment activities and activities were discussed |  |  |  |  |  |
|  | **Additional Comments on Assessment** | | | | | |
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**Further Comments:**

(Please note any relevant information, difficulties incurred, etc. that you regard as important.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Facilitator Sign:** |  | **Date:** |  |



Attendance Register

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| **Programme Name** |  | **Facilitator Name** |  |
| **Dates of Attendance** |  | **Venue** |  |

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| **Name & Surname** | **ID Number** | **Contact Details** | **1** | **2** | **3** | **4** | **5** |
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