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| Assessment Guide |
| ***Module 1*** |

**NATIONAL Certificate:**

**GENERIC MANAGEMENT**

**59201**

**GENERIC MANAGEMENT**

**(LP60269)**

**Skills Program 1-People**

**Management**

**Module Credit Total: 31**

**ASSESSMENT GUIDE**

**Assessor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Welcome to the Assessment Guide!**

This document aims to provide the Assessor and Facilitator with guidance towards the assessment process / evidence / competencies needed for the achievement of the outcomes in this module.

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**Module 1: Unit Standard Cluster Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **SAQA** | **Unit Standard Title** | **Level** | **Credits** |
| 252037 | Build teams to achieve goals and objectives | 5 | 6 |
| 252029 | Lead people development and talent management | 5 | 8 |
| 252027 | Devise and apply strategies to establish and maintain workplace relationships | 5 | 6 |
| 252043 | Manage a diverse work force to add value | 5 | 6 |
| 252042 | Apply the principles of ethics to improve organisational culture | 5 | 5 |

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| **Instructions & Memorandum of Assessment** |

**Section1:**

* 1. **Classroom: Formative Knowledge Questionnaire**

These knowledge based questions will be based on the outcomes and content of the classroom training session. The learner is required answer all the questions provided as this will also form part of their portfolio of evidence.

* 1. **Classroom: Practical Assessment Activities and Assignments**

These activities will be completed during the classroom or facilitation session and can be found in the learning material.

**Section 2:**

* 1. **Observational Assessment and Workplace Assignments**

To be completed in the workplace by the facilitator and / or assessor based on the learner’s performance at the end of the course.

* 1. **Summative Knowledge Assessment**

Learner to complete the knowledge assessment by answering all the questions provided in filled giving examples where asked.

* 1. **Personal Narrative**

The personal narrative requires the learner to reflect on the requirements of the reflexive competence required in the application of the learning.

* 1. **Witness Testimony**

The witness testimony consists of a testimonial based on the learner’s performance as observed / reviewed by your Supervisor / Manager in the workplace.

* 1. **Logbook**

Containing the activity records as required by the programme and completed by the learner.

**LEARNER ASSESSMENT PLAN**

***Please tick next to the unit standards you are being assessed against.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit code** | **UNIT STANDARD TITLES** | **NQF level** | **Credits** |  |
| 252037 | Build teams to achieve goals and objectives | 5 | 6 |  |
| 252029 | Lead people development and talent management | 5 | 8 |  |
| 252027 | Devise and apply strategies to establish and maintain workplace relationships | 5 | 6 |  |
| 252043 | Manage a diverse work force to add value | 5 | 6 |  |
| 252042 | Apply the principles of ethics to improve organisational culture | 5 | 5 |  |

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| **Activity** | **Evidence of activity will be found where** | **Place & planned date of activity** | **Date**  **Completed** |
| Training | Classroom training registers | Training Provider  Date: |  |
| Self assessment | Assessment contract signed & dated | Learner file  Date: |  |
| Assessment contract | Assessment contract signed & dated | Learner file  Date: |  |
| Initial meeting | Assessor briefing checklist | Learner file  Date: |  |
| Unit Standard No | Assessment contract & assessment plan | Learner file  Date: |  |
| Formative Assessment | Assessment instruments | Learner file  Date: |  |
| Summative Assessment | Assessment instruments | Learner file  Date: |  |
| Other Evidence | Research portfolio (if applicable) | Learner file  Date: |  |
| Feedback | Feedback Report | Learner file  Date: |  |
| Moderation | Moderators report | Learner file  Date: |  |
| Judgement | Assessor Summary Report / Moderator report | Learner file  Date: |  |
| 1st Reassessment | Assessors summary report / instruments | Learner file  Date: |  |
| 2nd Reassessment | Assessors summary report / instruments | Learner file  Date: |  |

**Special arrangements for assessment**

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| --- |
| Place |
| Language |
| Resources |
| Barriers |

**People to be involved with assessment**

|  |  |
| --- | --- |
| Learner: | Manager: |
| Trainer: | Mentor / Coach: |
| Assessor: | Moderator: |

**Next steps for learning**

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**Resources required for this assessment**

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**Guidelines to the learner:**

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Learners Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner’s signature: Date:

Assessors Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor’s signature: Date:

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| |  | | --- | | **ASSESSMENT APPEALS PROCEDURE** |   1. A learner has the right to appeal under the following circumstances   * If the laid down assessment procedures were not followed during assessments * If not all evidence available was taken into account during the assessment * The assessor was not a subject matter expert or did not have a subject matter expert during the assessment process * The assessor did not assess according to the performance criteria and range statement stipulated in the unit standard * Not all the range items were available for assessment   2. A learner bringing an appeal against a decision of the assessment will lodge such an appeal with the assessor and the internal moderator within 2 days of the assessment feedback session.  3. A learner bringing an appeal should complete the “Learner’s Notice of Assessment Appeal “form before the Appeal Hearing. The form should be handed to the internal moderator or a representative of the SETA.  4. Should the internal moderator re-affirm the assessor’ decision, the learner may appeal to the external verifier within 2 days after the initial moderator’s feedback session. The external verifier’s decision will be final. Should the external verifier re-affirm the assessors’ decision, the cost for re-evaluation will be upon the learner. Should the verifier’s decision differ from the assessor’s decision, the cost for re-evaluation will be borne by the assessor. |

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| **ASSESSMENT APPEAL APPLICATION FORM** |

**LEARNER’S NOTICE OF ASSESSMENT APPEAL**

**TO: The Internal Moderator**

A meeting with the internal moderator is hereby requested to discuss the outcome of my assessment.

Internal moderator name

Date of submission:

Name of employee assessed:

Name of Assessor:

Date of feedback session:

**Grounds for Appeal**

|  |  |  |
| --- | --- | --- |
| **No** | **Tick the applicable ground(s) for appeal** | **Tick** |
| 1 | The assessment did not follow the laid down procedure |  |
| 2 | Not all evidence available was taken into account during the assessment |  |
| 3 | The assessor was not a subject matter expert nor was a subject matter expert present during the assessment process |  |
| 4 | The assessment was not according to the performance criteria and the range statement stipulated in the unit standard |  |
| 5 | Not all the range items were available for the assessment |  |

**Reasons for Appeal**

|  |  |
| --- | --- |
| **No** | **Please give detailed reasons for the choice(s) above** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

Learner’s signature: Date:

Employee witness: Date:

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| **PRE-ASSESSMENT MEETING CHECKLIST** |

**Points Assessor must cover in the initial meeting with the learner - Please tick**

| **Item** | **Points to be covered** | **Tick** |
| --- | --- | --- |
| 1 | Welcomethe candidate **and put them at ease** |  |
| 2 | **Explain the purpose of the meeting** (why you are there and how long the meeting will take) |  |
| 3 | **Explain the**   * NQF * Credits * Certification process * Learning pathways |  |
| 4 | **Explain**   * Who is involved in the assessment and their role (learners, coach, assessors, managers, moderators) * Principles of assessment (fairness, confidentiality, validity, sufficiency) |  |
| 5 | **Explain the assessment process?**   * Check learner readiness for assessment (logbook / self assessment) * Assessment contract to be completed * Preparation of learner (this meeting) * The assessment (observation and knowledge questionnaire) * Judgement of the evidence * Outcome of assessment (competent, not yet competent, need further evidence) |  |
| 6 | **Give Learner copies of the following documentation and explain each document**   * The Assessment Guide which includes   + The relevant unit standard (s)   + Assessment contract   + Assessment plan   + Observation checklist   + Knowledge checklist |  |
| 7 | **Discuss the assessment plan** (complete the assessment plan document)   * Allow the learner to participate in the decisions made * Agree on dates, time and venue for the assessment and feedback * Agree on evidence the learner can submit * Agree and explain the assessment methods * Identify and discuss special assessment needs of the candidate * Identify and eliminate unfair barriers (language, disability etc) * Discuss and agree on witness requirements |  |
| 8 | **Tell the candidate his/her rights and responsibilities, the assessment procedures and policies**   * How many times they may be assessed * Appeals process / procedure * Reassessment policy |  |
| 9 | **Ensure the assessment environment is appropriate** or make special arrangements |  |
| 10 | Discuss moderation |  |
| 11 | Allow the learner opportunity to clarify any items discussed |  |

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| Learner declaration of acceptance of assessment instruments and relevant documentation: Date: | |
| Learners Name: | Signature |
| Assessors Name: | Signature: |

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| **Assessment Strategy** | | | | | |
| **Learner Profile:** | Learners working towards this standard are working within or towards a first line manager’s position. | | | | |
| **Entry Requirements** | * Communication at NQF Level 4. * Mathematical Literacy at NQF Level 4. | | | | |
| **Check Entry Requirements** | Learners to submit proof of entry requirements, i.e. school certificates / reports. Learners who cannot provide proof of entry level requirements will be undergo testing at accredited assessment centres. Information will be provided as required. | | | | |
| **Purpose of Assessment** | The purpose of this assessment is to determine and recognise learner competence against the unit standard “Apply the principles and concepts of emotional intelligence to the management of self and others”. | | | | |
| **Assessment Approach** | Learners will undergo formative assessment and summative assessment. Evidence gathered during formative assessment will be used towards summative assessment. Formative Assessment will include activities. Summative Assessment will contain and Workplace Assignment, knowledge questionnaire and the completion of a personal narrative. | | | | |
| **Assessment Conditions** | Formative Assessment: Classroom or boardroom. | | | | |
| **Learner Needs** | * Special needs are identified through the learner information form completed during enrolment and verified during the Assessment Preparation Interview which takes place at the end of the learning intervention. * Assessment should be adjusted based on special needs requests, provided that the fairness, validity and reliability of the assessment are not compromised. Special needs include, but are not limited to: Hearing impairment, Physical impairment, Learning disabilities, Visual impairment, Speech impairment and Medical conditions | | | | |
| **Learner Support** | * Learning facilitation * Facilitator / Assessor guidance and support with completion of Summative Assessment | | | * Mentoring & Coaching (provided by supervisor) * Facilitator guidance and support with workshop activities | |
| **Resources & Equipment** | * Training Venue * PowerPoint Slides | | * Data Projector * Flipchart stand | * Flipchart paper * Coloured Pens | * Laptop * Pre-designed assessment instruments |
| **Assessment Tools in relation to VARCS** | **Validity** | The assessment tools cover all of the specific outcomes, assessment criterion, embedded knowledge (where applicable) and critical cross field outcomes of the unit standard. The tools measure the requirements of this unit standard. | | | |
| **Authenticity** | The learners are required to sign a declaration sheet that states that they have submitted their own work. The assessor checks that this sheet is submitted in the learner’s portfolio of evidence. In line with the principles of assessment, the assessor will ensure that they are satisfied that work being assessed belongs to the learner in question. | | | |
| **Reliability** | Consistent results will be obtained with different assessors by making use of these assessment tools. | | | |
| **Current** | The evidence presented will be current – not older than 3 years. | | | |
| **Sufficient** | The assessment tools selected for this assessment provides enough evidence to show that the learners have met the criteria and specific outcomes required to be found competent against this unit standard.  This performance can be repeated consistently with the same results. | | | |

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| **The Assessment Process** | | |
| **1** | **Plan and Prepare for Assessment** | **Documents** |
| 1. Plan & Prepare self for Assessment  * Understand all the requirements of the assessment in terms of evidence required to prove competence. * Identify logistical arrangements that have to be made * Familiarise self with assessment instruments and tools * Identify any resources required for assessment * Ensure that you are familiar with the Assessment, Moderation, RPL and Appeals policy.  1. Plan & Prepare Learner for Assessment  * Discuss all aspects mentioned on the *Assessment Preparation Sheet* ***OR*** * Provide the learner with a *letter* detailing all the specifications covered in the Assessment Preparation Sheet * Complete the Assessment Plan with the learner. | * Assessment Guide * Unit Standard * Assessment Policy * Moderation Policy * RPL Policy * Appeals and Disputes Policy * Assessment Preparation Sheet * Assessment Plan * Assessment Pack (Assessment Instruments and Tools) |
| **2** | **Conduct Assessment** | **Documents** |
| 1. Assist in Evidence Collection  * Assist in the Administration of the Formative Assessments  1. Assessing Evidence  * Review evidence submitted using *model answers / memorandum* * Advise learners of outstanding evidence * Record the findings and feedback using the *Assessment Report* * Inform learner of outstanding evidence via phone, fax or e-mail * Record all communication with learners * Record final judgement using the *Assessment Report* | * Learner’s Portfolio of Evidence * Assessment Report |
| **3** | **Review Assessment** | **Documents** |
| 1. Assessor to complete review questionnaire 2. Learner to complete review questionnaire | * Assessor’s Assessment Review * Learner’s Assessment Review |
| **4** | **Record Keeping and Reporting** | **Documents** |
| 1. Based on the Assessment Report an *Assessment Record* will be completed and sent to the learner. 2. Assessment Results to be recorded on Learner Database by Administrator 3. Submit Portfolio of Evidence and Reports for Moderation | * Assessment Report * Assessment Record |

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| **Evidence Grid** |

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| **Module** | | Module 1 | Unit Standards | 252037 | | 252029 | | 252027 | | 252043 | | | 252042 | |
| **Total Notional Hours** | | Notional Hours | Credits | 6 | | 8 | | 6 | | 6 | | | 5 | |
|  | | | | | | | | | | | | |  | |
| **Unit Standard Name** | | Build teams to achieve goals and objectives | SAQA ID | | 252037 | | NQF Level | | | | 5 | Credits | | 6 |
| **Specific Outcome 1:** | | Demonstrate knowledge of and insight into the theory of teams and the importance of teams in workplace activities. | | | | | | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | | | | **Evidence Guide** | | | | | |
| AC1 | The characteristics of a team and team interaction are compared with those of a group. | | | | | | | | SA – Knowledge Assessment | | | | | |
| AC2 | Different types of teams are described in terms of their unique roles and characteristics. | | | | | | | | SA – Knowledge Assessment | | | | | |
| AC3 | The importance of teams for achieving workplace goals and objectives is motivated with examples of the contributions of teams. | | | | | | | | SA – Knowledge Assessment | | | | | |
| **Specific Outcome 2:** | | Apply the theory of teams to team dynamics. | | | | | | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | | | | **Evidence Guide** | | | | | |
| AC1 | The dynamics of teams are explained in terms of practical examples. | | | | | | | | SA – Knowledge Assessment | | | | | |
| AC2 | The reasons for disagreements and conflict that could disrupt the functioning of the team are analysed with reference to interpersonal and other factors. | | | | | | | | SA – Knowledge Assessment | | | | | |
| AC3 | Unique challenges presented by different types of teams are identified with specific reference to cross-functional and virtual teams. | | | | | | | | SA – Knowledge Assessment | | | | | |
| **Specific Outcome 3:** | | Explain the process of building teams. | | | | | | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | | | | **Evidence Guide** | | | | | |
| AC1 | The process of building a team is explained with reference to the steps in the process. | | | | | | | | SA – Knowledge Assessment | | | | | |
| AC2 | Stages of team development are analysed in terms of the human behaviour that drives the different stages. | | | | | | | | SA – Knowledge Assessment | | | | | |
| **Specific Outcome 4:** | | Analyse the role of team leader in promoting team effectiveness. | | | | | | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | | | | **Evidence Guide** | | | | | |
| AC1 | The role of the team leader is explained in relation to improving team effectiveness. | | | | | | | | SA – Knowledge Assessment | | | | | |
| AC2 | The impact of different leadership styles is considered in relation to the leader's role in promoting team effectiveness. | | | | | | | | SA – Knowledge Assessment | | | | | |
| AC3 | Techniques for the constructive management of team dynamics and conflict are described with specific reference to promoting trust, cohesion, creativity and productivity. | | | | | | | | SA – Knowledge Assessment | | | | | |
| **Specific Outcome 5:** | | Evaluate the effectiveness of a team and propose ways to improve team effectiveness. | | | | | | | | | | | | |
| **SO5** | **Assessment Criteria** | | | | | | | | **Evidence Guide** | | | | | |
| AC1 | The functioning of a team is evaluated against the characteristic of high performance teams. | | | | | | | | SA – Observational Assessment | | | | | |
| AC2 | An action plan is developed for improving the effectiveness of the team. | | | | | | | | SA – Observational Assessment | | | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Theory of teams and team dynamics. | FA – Formative Assessment |
| 2. | Different types of teams. | FA – Formative Assessment |
| 3. | Characteristics of high performance teams. | FA – Formative Assessment |
| 4. | Leadership styles. | FA – Formative Assessment |
| 5. | Techniques for managing team dynamics. | FA – Formative Assessment |

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| **Critical Crossfield Outcomes (CCFO)** | | **Covered** |
| 1. | The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in building teams to achieve goals and objectives. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 2. | The learner is able to work as a member of a team in building a team that contributes to the achievement of the unit's goals and objectives. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 3. | The learner is able to organise and manage him/herself and his/her activities responsibly and effectively in building teams to achieve goals and objectives. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 4. | The learner is able to collect, organise and critically evaluate information and applying this in a way that positively contributes towards building teams to achieve goals and objectives. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 5. | The learner is able to communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations in communicating with the members of the team and others in order to build teams that achieve goals and objectives. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 6. | The learner is able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in applying knowledge of and insight into the complexity of building teams to achieve goals and objectives. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |

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| **Unit Standard Name** | | Lead people development and talent management | SAQA ID | 252029 | NQF Level | | 5 | Credits | 8 |
| **Specific Outcome 1:** | | Analyse education, training and development needs of members of a unit. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The skills gaps and training needs of staff in the work unit are determined through the training needs analysis.  (To demonstrate competence against this Specific Outcome, the training needs analysis must be conducted for a unit.) | | | | | SA – Observational Assessment | | | |
| AC2 | The results from the recent performance appraisal are integrated into the training needs analysis. | | | | | SA – Observational Assessment | | | |
| AC3 | The entity's talent management strategy was used as a basis for conducting the training needs analysis of staff in the unit | | | | | SA – Observational Assessment | | | |
| AC4 | Stakeholder input was obtained to reach agreement on the interpretation of the results of the training needs analysis.  (Stakeholders could include other leaders in the work unit, employee representatives, HRD practitioners in the entity and the Skills Development Facilitator (where one has been appointed). | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 2:** | | Record the results of the training needs analysis. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The development needs of staff to be addressed through training and non-training interventions are recorded in the training needs analysis report. | | | | | SA – Observational Assessment | | | |
| AC2 | The development needs are related to the career development paths of individual staff members in accordance with the requirements of the entity. | | | | | SA – Observational Assessment | | | |
| AC3 | The development needs are linked to the talent management strategy of the entity. | | | | | SA – Observational Assessment | | | |
| AC4 | The report on the training needs analysis is communicated to interested parties in a usable format. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 3:** | | Compile a people development plan for a unit. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The types of the learning programmes described in the plan are motivated in terms of the development needs identified through the training needs analysis conducted.  (The learning programmes could include learnerships, skills programmes, apprenticeships, internships, non-credit-bearing short courses, mentoring, coaching and continuous professional development.) | | | | | SA – Observational Assessment | | | |
| AC2 | The objectives and desired outcomes of the planned learning programmes are appropriately linked to the needs identified in the training needs analysis. | | | | | SA – Observational Assessment | | | |
| AC3 | The responsibilities for the implementation of the plan and time frames are stipulated to enhance effective implementation.  (The responsibilities could include preparation, administration and logistics, programme design and development, facilitation, coaching, mentoring, assessment and moderation, recording and reporting learner achievements, and the quality assurance and evaluation of the implementation.) | | | | | SA – Observational Assessment | | | |
| AC4 | The role of the unit manager in relation to talent management and people development within a unit are motivated through practical examples. | | | | | SA – Knowledge Assessment | | | |
| AC5 | The plan is aligned to the legal framework and internal requirements relating to skills development.  (The alignment to the legal framework should include outcomes-based education and training, applied competence, the National Qualifications Framework, internal and external assessment, moderation, Recognition of Prior Learning and quality assurance processes.) | | | | | SA – Observational Assessment | | | |
| AC6 | The commitment to promoting lifelong learning within a learning culture is reflected in the development plan. | | | | | SA – Observational Assessment | | | |
| |  |  | | --- | --- | | **Specific Outcome 4:** | Record the results of the training needs analysis. | | | | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The implementation is monitored to track progress against the people development plan and the quality requirements of the national skills development system. | | | | | SA – Observational Assessment | | | |
| AC2 | Implementation reports submitted are analysed to evaluate whether the planned objectives and outcomes were achieved. | | | | | SA – Observational Assessment | | | |
| AC3 | The evaluation of learners and other interested parties is integrated into a final evaluation report with recommendations on improvements. | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | The principles and role of Human Resource Development in building a competent workforce. | FA – Formative Assessment |
| 2. | A working knowledge of aspects of the legal framework governing skills development and employment equity relevant to people development processes in the entity, including the National Qualifications Framework, Skills Development Act, Skills Development Levies Act, Employment Equity Act and the BBBEE Scorecard. | FA – Formative Assessment |
| 3. | Knowledge and understanding of the main features of different types of learning programmes, in particular learnerships, skills programmes and non-credit-bearing programmes. | FA – Formative Assessment |
| 4. | Knowledge and understanding of the main features of different delivery modes of learning programmes. | FA – Formative Assessment |
| 5. | Principles and features of a learning organisation, learning culture and lifelong learning. | FA – Formative Assessment |
| 6. | Techniques for conducting training needs analysis. | FA – Formative Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | | | | | **Covered** | | | |
| 1. | The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in relation to people development processes in a unit. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 2. | The learner is able to work as a member of a team in planning, promoting and managing the implementation of people development processes in a unit. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 3. | The learner is able to organise and manage him/herself and his/her activities responsibly and effectively in planning and managing the implementation of people development processes in a unit. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 4. | The learner is able to collect, organise and critically evaluate information and applying this in relation to compiling a people development plan for a unit. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 5. | The learner is able to communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations in communicating with all stakeholders on the people development plan of a unit. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 6. | The learner is able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in applying knowledge of and insight into people development processes and talent management in a unit. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| **Unit Standard Name** | | Devise and apply strategies to establish and maintain workplace relationships | SAQA ID | 252027 | NQF Level | | 5 | Credits | 6 |
| **Specific Outcome 1:** | | Liaise and network with internal and external stakeholders. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Opportunities for networking are identified or created with internal and external stakeholders relevant to a unit. | | | | | SA – Observational Assessment | | | |
| AC2 | Networking opportunities are identified, meetings are attended and new contacts established to mutual benefit. | | | | | SA – Observational Assessment | | | |
| AC3 | Avenues for communicating with stakeholders are explored and appropriate strategies implemented to mutual benefit of all people involved. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 2:** | | Devise and apply a strategy to establish constructive relationships with manager(s).  (Managers include other managers in the entity as well as managers in the unit, e.g. first line managers, supervisors or team leaders.) | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Managers are kept informed of activities, progress and results of the unit through verbal or written feedback in accordance with the entity's policies and procedures. | | | | | SA – Observational Assessment | | | |
| AC2 | A process for seeking and exchanging information, and seeking advice is agreed to in consultation with all managers in a unit. | | | | | SA – Observational Assessment | | | |
| AC3 | Managers in the unit are consulted on issues that are relevant to their area of responsibility to promote constructive relationships and interaction between units in the entity. | | | | | SA – Observational Assessment | | | |
| AC4 | Concerns over the quality of work are raised directly with relevant managers in accordance with the entity's policies and procedures. | | | | | SA – Observational Assessment | | | |
| AC5 | Information presented to the managers is clear, accurate and timely. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 3:** | | Identify and minimise personal conflict in a unit. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Information on the procedures for dealing with conflict in a unit is communicated to team members to promote the orderly resolution of conflict in accordance with the entity's policies and procedures. | | | | | SA – Observational Assessment | | | |
| AC2 | Actions taken to resolve potential and actual conflict are taken to deal promptly in accordance with the entity's policies and procedures. | | | | | SA – Observational Assessment | | | |
| AC3 | Conflict situations are referred to appropriate managers where required in terms of the entity's policies and procedures. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 4:** | | Devise and apply a strategy to establish constructive relationships with team members in a unit. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The strategy is developed through a consultative process that involved all team members in the development of goals and objectives to obtain commitment and support. | | | | | SA – Observational Assessment | | | |
| AC2 | Opportunities for team members to discuss work-related and personal issues are identified and used when appropriate. | | | | | SA – Observational Assessment | | | |
| AC3 | Feedback and advice to team members are offered in a positive manner to contribute towards constructive relationships. | | | | | SA – Observational Assessment | | | |
| AC4 | Team members are informed about developments and changes that may affect them. | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Guidelines for networking and expanding a professional network. | FA - Knowledge Assessment |
| 2. | Interpersonal techniques. | FA - Knowledge Assessment |
| 3. | Effective group techniques. | FA - Knowledge Assessment |
| 4. | Techniques for handling conflict. | FA - Knowledge Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | | | | | **Covered** | | | |
| 1. | Identify and solve problems using critical and creative thinking processes in working towards establishing constructive relationships. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 2. | Work effectively with others as a member of a team, group, organisation or community to promote harmonious working relationships. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 3. | Organise and manage oneself and one`s activities responsibly in interaction with internal and external stakeholders. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 4. | Collect, analyse, organise and critically evaluate information in order to develop appropriate strategies for improving relationships with internal and external stakeholders. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 5. | Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion in communicating with team members, and with managers in the unit and in the entity. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 6. | Use science and technology effectively and critically, showing responsibility to the environment and health of others, in using information technology in a unit. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 7. | Demonstrate an understanding of the world as a set of interrelated systems by recognising that challenges in terms of establishing relationships do not exist in isolation and affect work in a unit and an entity. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 8. |  Participate as responsible citizens in the life of local, national and global communities in the establishment of work relationships.   Be culturally and aesthetically sensitive across a range of contexts during interactions with internal and external stakeholders. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| **Unit Standard Name** | | Manage a diverse work force to add value | SAQA ID | 252043 | NQF Level | | 5 | Credits | 6 |
| **Specific Outcome 1:** | | Demonstrate knowledge and understanding of diversity in the workplace. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Diversity is defined in terms of differences within a unit, including difference in backgrounds, culture, beliefs, values, race, age, sex, language and education. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Diversity is explored as a potential source of discrimination. | | | | | SA – Knowledge Assessment | | | |
| AC3 | The implications of diversity for external and internal relationships is examined and explained with examples. | | | | | SA – Knowledge Assessment | | | |
| AC4 | Cultural biases, stereotypes and perceptions are identified together with the influence they can have on dealing with diversity. | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 2:** | | Demonstrate understanding of the reality of diversity and its value in a unit. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The benefits of diversity in team members and clients are explained with examples.  (The benefits of diversity include improved products, services, relationships and the ability to attract and retain employees.) | | | | | SA – Knowledge Assessment | | | |
| AC2 | Ways of utilising the diversity among team members are explored with a view to enhancing relationships and improving the productivity of a unit. | | | | | SA – Knowledge Assessment | | | |
| AC3 | Ways of meeting the diverse needs and goals of team members in a unit are explored in relation to the goals and objectives of a unit. | | | | | SA – Knowledge Assessment | | | |
| AC4 | Ways of meeting the needs of diverse clients and communities through a range of products and services is explored to identify new opportunities. | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 3:** | | Manage team members taking into account similarities and differences. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Diversity in beliefs, values, interests and attitudes are identified through interaction within a unit. | | | | | SA – Observational Assessment | | | |
| AC2 | Common beliefs, values, interests and attitudes that will serve a basis for leading the team are recognised through interaction within a unit. | | | | | SA – Observational Assessment | | | |
| AC3 | The expression of diverse viewpoints and ways of being is encouraged in a unit through management activities. | | | | | SA – Observational Assessment | | | |
| AC4 | Sensitivity towards and understanding of diversity are demonstrated through management activities. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 4:** | | Deal with disagreements and conflicts arising from diversity in a unit. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Incidents of conflict and disagreement are acknowledged and managed in a way that enhances relationships in a unit. | | | | | SA – Observational Assessment | | | |
| AC2 | Cases of unfair discrimination and discriminatory practices are identified and managed at the appropriate level of authority in the entity. | | | | | SA – Observational Assessment | | | |
| AC3 | Disagreements and conflict are used as opportunities for learning to improve the cohesion in a unit. | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | The nature of unfair discrimination, discriminatory practices, cultural biases and stereotypes. | FA - Knowledge Assessment |
| 2. | Types of discrimination. | FA - Knowledge Assessment |
| 3. | Techniques for the effective management of diversity. | FA - Knowledge Assessment |
| 4. | Ways of dealing with disagreements and conflict relating to diversity. | FA - Knowledge Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | | | | | | **Covered** | | | |
| 1. | | Identify and solve problems relating to conflict, disagreements and discrimination relating to diversity. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 2. | | Work effectively with others in developing and implementing solutions. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 3. | | Organise and manage oneself and one`s activities when dealing with team members in managing diversity in a unit. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 4. | | Collect, evaluate, organise and critically evaluate information on the nature of diversity in a unit | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 5. | | Communicate effectively when dealing with conflict and disagreements arising from diversity in a unit. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 6. | | Demonstrate an understanding of the world as a set of related systems in recognising the complexity of diversity. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| 7. | | In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of:   * Being culturally and aesthetically sensitive across a range of social contexts when dealing with diversity in a unit. | | | | | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative | | | |
| **Unit Standard Name** | | | Apply the principles of ethics to improve organisational culture | SAQA ID | 252042 | NQF Level | | 5 | Credits | 5 |
| **Specific Outcome 1:** | | | Demonstrate understanding of the relationship between values, ethics and organisational culture and its impact on achieving goals and objectives. | | | | | | | |
| **SO1** | | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | | The relationship between personal values, organisational ethics, and the entity's culture is demonstrated through examples from the South African workplace. | | | | | SA – Knowledge Assessment | | | |
| AC2 | | The complexity of the conflicts between personal values and the entity's values and ethical codes is illustrated with examples from the South African workplace. | | | | | SA – Knowledge Assessment | | | |
| AC3 | | The potential impact of organisational values and culture on the entity's triple bottom line are analysed and described. | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 2:** | | | Apply the concept of corporate ethics to a unit. | | | | | | | |
| **SO2** | | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | | The imperatives for ethical conduct in South African organisations are explained with reference to acts, regulations, codes and other documents relevant to the entity.  (Relevant documents include the South Africa's Constitution, the King Report, PFMA, the principles of Batho Pele, as well as acts, regulations and codes governing the sector or specific industry.) | | | | | SA – Knowledge Assessment | | | |
| AC2 | | The role of corporate governance within an entity is analysed to determine the contribution of a unit in promoting internal organisational codes and ethical practices. | | | | | SA – Knowledge Assessment | | | |
| AC3 | | The specific ethical practices of a unit in different areas are analysed with examples.  (Areas include accounting information, marketing, sales, production, intellectual property, tendering processes, Information Technology and Human Resources.) | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 3:** | | | Analyse a unit in relation to the principles of corporate ethics. | | | | | | | |
| **SO3** | | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | | An instrument is selected for analysing individual and organisational conduct in respect of organisational values, codes of conduct and corporate ethics. | | | | | SA – Observational Assessment | | | |
| AC2 | | The instrument is applied to gather and record information within a unit in respect of organisational values, codes of conduct and corporate ethics. | | | | | SA – Observational Assessment | | | |
| AC3 | | The instrument is applied to evaluate the current state in a unit against the desired state in respect of organisational values, codes of conduct and corporate ethics. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 4:** | | | Formulate recommendations for strengthening shared organisational values, the code of conduct and ethical practices. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | | **Evidence Guide** | | | |
| AC1 | An implementation plan is prepared that described the strengthening of the entity's values, code of conduct and ethical practices in the unit. | | | | | | SA – Observational Assessment | | | |
| AC2 | The role and responsibilities of the manager are described in terms of decision making to strengthen the values, code of conduct and ethical practices in a unit and the entity. | | | | | | SA – Knowledge Assessment | | | |
| AC3 | The communication activities for promoting the entity's values, code of conduct and ethical practices are outlined in the plan, with role allocation and time frames. | | | | | | SA – Observational Assessment | | | |
| AC4 | The process for monitoring and evaluating improvements in relation to the entity's organisational values, code of conduct and ethical practices in a unit is described with role allocation and time frames. | | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | The South African Constitution. | FA - Knowledge Assessment |
| 2. | King Report on Corporate Governance. | FA - Knowledge Assessment |
| 3. | National and international best practices in respect of business/corporate ethics. | FA - Knowledge Assessment |
| 4. | Personal and organisational values. | FA - Knowledge Assessment |
| 5. | Principles of business/corporate ethics. | FA - Knowledge Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | Identify and solve problems using critical and creative thinking processes in applying ethical principles in the unit. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 2. | Work effectively with others as a member of a team, group, organisation or community to improve the culture of the unit. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 3. | Organise and manage oneself and one`s activities responsibly and effectively in order to demonstrate ethical conduct. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 4. | Collect, analyse, organise and critically evaluate information in order to identify areas of unethical conduct in the unit. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 5. | Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to promote ethical conduct in the unit | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 6. | Use science and technology effectively and critically, showing responsibility to the environment and health of others in promoting ethical practices in the unit and entity. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 7. | Demonstrate an understanding of the world as a set of interrelated systems by recognising that mathematical problem-solving contexts do not exist in isolation to demonstrate how personal, social, organisational and national values and beliefs impact on the entity's culture. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 8. | Participating as responsible citizens in the life of local, national and global communities by promoting ethical practices in the unit and entity. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |

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| **Instructions & Memorandum** |

You are required to complete the following:

**FORMATIVE ASSESSMENT**

“Formative Assessment refers to assessment that takes place during the process of learning and teaching” (SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26).

Your Formative Assessment consists of:

**Class based activities**

1. **Knowledge Component: Knowledge Questions**

These activities will be completed during the classroom or facilitated session and can be found in the learning material Please answer all the questions provided and submit your answers with your portfolio of evidence.

1. **Observation Assessment**

To be completed by facilitator at the end of the course.

**SUMMATIVE ASSESSMENT**

“Summative Assessment is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning” (SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26).

Your Summative Assessment consists of:

1. **Workplace Assignment**

Please complete the assignment by following the instructions provided.

1. **Personal Narrative**

The personal narrative offers a chance for you to reflect on the financial requirements of a new venture and prove your competency in the application of the learning. The narrative is part of the practical component of your assessment and will review your understanding of the course material.

1. **Logbook**

Please complete the Log Book by following the instructions provided.

**FORMATIVE ASSESSMENT**

1. **Activity Workbook**

**Instructions to the Learner:** The following questions must be answered in filled giving examples where asked. Please read all the questions carefully and take time to consider your answer before recording it.

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| UNIT STANDARD: 252037 Build teams to achieve goals and objectives |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

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| **Essential Embedded Knowledge** |

1. Explain the importance of keeping a team of staff well motivated.

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| This will ensure that the staff performs well and at their optimum performance level. |

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| **Essential Embedded Knowledge** |

1. Explain the impact of group dynamics on the performance of the group.

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| The performance of the department as a whole depends on the performance of the individual members as well as their respective teams. Teamwork will be more efficient with more effective group dynamics amongst the team members, this in turn then affects the performance level achieved within the group. |

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| **US REFERENCE: SO 2 AC 1** |

1. List your own strengths and areas for development, based on self-reflection and feedback that you have received from others in your workplace.

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| **Strengths** | **Weaknesses** |
| As per the learner’s own development needs, strengths and weaknesses. | As per the learner’s own development needs, strengths and weaknesses. |

**Section B: Multiple Choice Questionnaires**

**Instructions:** Complete the following multiple-choice questions by selecting the correct answer from the options provided. Mark your selection with an “X” below to indicate the correct choice/s.

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| **Essential Embedded Knowledge** |

1. Identify two (2) of the following methods which are widely used to motivate the performance of a team.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Threaten with retrenchment | Performance incentives | Become friends with team members on a personal basis | Opportunities for growth / promotion |
|  | X |  | X |

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| **Essential Embedded Knowledge** |

1. Identify the possible impact on the team’s performance should there not be a clear line of communication within the department and amongst team members.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Promotion for team members | Decrease in overall performance of team | Improved customer service | Increase in mistakes and errors made |
|  | X |  | X |

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| UNIT STANDARD: 252029 Lead people development and talent management |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

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| **Essential Embedded Knowledge** |

1. Explain the impact of demonstrating effective leadership skills in the workplace.

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| This will result in an increase in performance levels amongst the staff as well as the department. |

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| **Essential Embedded Knowledge** |

1. List the characteristics of an effective leader.

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| Integrity is the integration of outward actions and inner values. A person of integrity is the same on the outside and on the inside. Such an individual can be trusted because he or she never veers from inner values, even when it might be expeditious to do so. A leader must have the trust of followers and therefore must display integrity.  Honest dealings, predictable reactions, well-controlled emotions, and an absence of tantrums and harsh outbursts are all signs of integrity. A leader who is centered in integrity will be more approachable by followers.  Dedication means spending whatever time or energy is necessary to accomplish the task at hand. A leader inspires dedication by example, doing whatever it takes to complete the next step toward the vision. By setting an excellent example, leaders can show followers that there are no nine-to-five jobs on the team, only opportunities to achieve something great.  Magnanimity means giving credit where it is due. A magnanimous leader ensures that credit for successes is spread as widely as possible throughout the company. Conversely, a good leader takes personal responsibility for failures. This sort of reverse magnanimity helps other people feel good about themselves and draws the team closer together. To spread the fame and take the blame is a hallmark of effective leadership.  Leaders with humility recognize that they are no better or worse than other members of the team. A humble leader is not self-effacing but rather tries to elevate everyone.  Openness means being able to listen to new ideas, even if they do not conform to the usual way of thinking. Good leaders are able to suspend judgment while listening to others’ ideas, as well as accept new ways of doing things that someone else thought of. Openness builds mutual respect and trust between leaders and followers, and it also keeps the team well supplied with new ideas that can further its vision.  Creativity is the ability to think differently, to get outside of the box that constrains solutions. Creativity gives leaders the ability to see things that others have not seen and thus lead followers in new directions. The most important question that a leader can ask is, “What if … ?” Possibly the worst thing a leader can say is, “I know this is a dumb question ... ”  Fairness means dealing with others consistently and justly. A leader must check all the facts and hear everyone out before passing judgment. He or she must avoid leaping to conclusions based on incomplete evidence. When people feel they that are being treated fairly, they reward a leader with loyalty and dedication.  Assertiveness is not the same as aggressiveness. Rather, it is the ability to clearly state what one expects so that there will be no misunderstandings. A leader must be assertive to get the desired results. Along with assertiveness comes the responsibility to clearly understand what followers expect from their leader.  A sense of humor is vital to relieve tension and boredom, as well as to defuse hostility. Effective leaders know how to use humor to energize followers. Humor is a form of power that provides some control over the work environment. And simply put, humor fosters good camaraderie. |

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| **Essential Embedded Knowledge** |

1. Explain the importance for a leader to adhere to the organisational policies and procedures at all times.

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| The leader must set a strong example for the others to follow and lead by example. |

**Section B: Multiple Choice Questionnaire**

**Instructions:** Complete the following multiple choice questions by selecting the correct answer from the options provided. Mark your selection with an “X” below to indicate the correct choice/s.

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| **Essential Embedded Knowledge** |

1. Identify the impact of identifying problems quickly and implementing corrective actions.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| To avoid the problems from becoming worse | To avoid staff from interacting with clients | To resolve the issues and resume workflow | To promote better community involvement |
| X |  |  |  |

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| UNIT STANDARD: 252027 Devise and apply strategies to establish and maintain workplace relationships |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

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| **Essential Embedded Knowledge** |

1. Explain the importance of keeping a team of staff well motivated.

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| This will ensure that the staff performs well and at their optimum performance level. |

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| **Essential Embedded Knowledge** |

1. Explain the impact of group dynamics on the performance of the group.

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| The performance of the department as a whole depends on the performance of the individual members as well as their respective teams. Team work will be more efficient with more effective group dynamics amongst the team members, this in turn then affects the performance level achieved within the group. |

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| **US REFERENCE: SO 2 AC 1** |

1. List your own strengths and areas for development, based on self-reflection and feedback that you have received from others in your workplace.

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| --- | --- |
| **Strengths** | **Weaknesses** |
| As per the learner’s strengths and weaknesses. | As per the learner’s strengths and weaknesses. |

**Section B: Multiple Choice Questionnaire**

**Instructions:** Complete the following multiple choice questions by selecting the correct answer from the options provided. Mark your selection with an “X” below to indicate the correct choice/s.

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| **Essential Embedded Knowledge** |

1. Identify two (2) of the following methods which are widely used to motivate the performance of a team.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Threaten with retrenchment | Performance incentives | Become friends with team members on a personal basis | Opportunities for growth / promotion |
|  | X |  | X |

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| **Essential Embedded Knowledge** |

1. Identify the possible impact on the team’s performance should there not be a clear line of communication within the department and amongst team members.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Promotion for team members | Decrease in overall performance of team | Improved customer service | Increase in mistakes and errors made |
|  | X |  | X |

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| UNIT STANDARD: 252043 Manage a diverse work force to add value |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

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| **Essential Embedded Knowledge** |

1. Explain the importance of having clear and manageable performance goals.

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| To ensure that the progress is measureable and that it can be tracked. |

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| **Essential Embedded Knowledge** |

1. Explain the importance of monitoring performance of staff on a regular and on-going basis.

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| To ensure that any gaps in performances are identified and dealt with to resolve and improve the situation / performance level. |

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| **Essential Embedded Knowledge** |

1. Explain the benefits of measuring the performance of both the staff individually and the department as a whole.

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| To ensure that individual and team performance issues can be dealt with respectively and isolated where necessary. |

**Section B: Multiple Choice Questionnaire**

**Instructions:** Complete the following multiple choice questions by selecting the correct answer from the options provided. Mark your selection with an “X” below to indicate the correct choice/s.

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| **Essential Embedded Knowledge** |

1. Identify the possible impact of not proving feedback to staff on their performance at work.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Staff will be able to improve performance | Staff will work harder to reach objectives | Staff will not know how to improve performance | Staff will have enjoy improved working conditions |
|  |  | X |  |

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| **Essential Embedded Knowledge** |

1. Identify the direct impact of maintaining accurate records on past performance evaluations conducted with staff members.

|  |  |  |
| --- | --- | --- |
| Choice A | Choice B | Choice C |
| Will enable company and staff to review performance levels | Will improve the amount of company benefits to staff | Will cause unnecessary delays and increased work load |
| X |  |  |

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| UNIT STANDARD: 252042 Apply the principles of ethics to improve organizational culture |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

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| **US REFERENCE: SO 1 AC 1** |

1. Explain the concepts of values, belief systems and ethics as they apply to your organisation.

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| As per the learner’s own organisational beliefs, ethics, goals and objectives. |

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| US REFERENCE: SO 1 AC 2 |

1. Identify the source(s) of values and belief systems and explain how your ethics and values can affect your behaviour. Make use of an example to explain your answer.

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| As per the learner’s specific example selected for use within the explanation provided. |

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| US REFERENCE: SO 1 AC 3 |

1. Describe the ways in which an individual can change/adapt his/her belief or value system. Make use of an example to explain your answer.

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| As per the learner’s specific example selected for use within the explanation provided. |

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| US REFERENCE: SO 2 AC 1 |

1. Describe how an individual’s ethics can impact on behaviour and interpersonal relationships.

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| --- |
| When a person does not demonstrate professional ethics in the workplace, they will not have successful / productive working relationships with other in the team. |

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| US REFERENCE: SO 2 AC 2 |

1. Explain the impact of personal ethics on the use of language.

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| --- |
| When a person does demonstrate professional ethics within communications with others in the workplace, they will not communicate effectively with others. |

1. **Knowledge Assessment**

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| UNIT STANDARD: 252037 Build teams to achieve goals and objectives |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

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| **US REFERENCE: SO 1 AC 1** |

1. Describe the characteristics of a team and team interaction when compared to that of a group. Make use of an example to explain your answer.

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| --- |
| Characteristics of a good team -Everyone participates actively and positively in meetings and projects.  -Team goals are understood by everyone.  -Individual members have thought hard about creative solutions to the problem.  -Members are carefully listened to and receive thoughtful feedback.  -Everyone takes initiative to get things done.  -Each teammate trusts the judgement of the others.  -The team is willing to take risks.  -Everyone is supportive of the project and of others.  -There is plenty of communication between team members.  -Team decisions are made using organized, logical methods.  -Full team acceptance is expected as decisions are made.  -Dissenting opinions are recorded, and may be revisited if future situations dictate.  -Team goals are given realistic time frames.  -Everyone is focused on the ultimate goal of the project, while also digging into the underlying details. |

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| **US REFERENCE: SO 1 AC 2** |

1. Describe different teams of staff within your workplace and explain the role of each.

|  |  |
| --- | --- |
| Team | Role and characteristics |
| 1. Learner to identify the different teams as found in their workplace. | Learner to identify the specific roles and characteristics of each team. |

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| **US REFERENCE: SO 1 AC 3** |

1. Explain the importance of teams achieving workplace goals and objectives.

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| Teams of staff within an organisation presents the company’s strongest force available to achieve specific departmental goals and objectives. These departmental goals and objectives are in line with the holistic goals and objectives of the organisation. |

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| **US REFERENCE: SO 2 AC 1** |

1. Make use of practical examples to explain the dynamics of a team.

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| --- |
| As per the learner’s specific example selected for use within the answer provided. |

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| **US REFERENCE: SO 2 AC 2** |

1. Explain the reasons for disagreements and conflict which occur that could disrupt the functioning of the team.

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| Cultural differences. Differences within work ethics. Communication barriers. |

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| **US REFERENCE: SO 2 AC 3** |

1. Give examples of cross-functional and virtual teams. Make use of examples to explain your answer.

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| As per the learner’s specific example selected for use within the answer provided. |

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| **US REFERENCE: SO 2 AC 3** |

1. Identify unique challenges that could be faced by cross-functional and virtual teams. Make use of examples to explain your answer.

|  |  |
| --- | --- |
| Cross-functional teams | Virtual teams |
| As per the learner’s specific example selected for use within the answer provided. | As per the learner’s specific example selected for use within the answer provided. |

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| **US REFERENCE: SO 3 AC 1** |

1. Explain the steps of the process in building a team.

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| Getting the different staff / stakeholders acquainted. Building team relationships. |

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| **US REFERENCE: SO 3 AC 2** |

1. Identify the stages of team development and explain how human behaviour drives each stage.

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| --- | --- |
| Stages of team development | How human behaviour drives this stage |
| Forming | This beginning stage lasts a few days or weeks. People think about their new tasks and new environment. Members plan their work and their new roles. Emotions are positive. The work team should also learn about team processes in preparation for rough times ahead. They need to learn the rudiments of conflict resolution, communication, time management, and group decision-making. |
| Storming | The anticipation and enthusiasm of the forming stage quickly falls away as the team faces a myriad of technical, interpersonal and social problems. They fight and argue. People feel frustration, resentment, and anger as problems fester and work goes undone.  Managers also experience frustration and are tempted to intervene. Members are on an emotional roller coaster from elation to depression and back again. The situation seems bleak. With proper training and support, the Storming period may last 1-2 months. Without training and support, the team may not progress.  Conflict has a bad reputation. But, conflict is normal, natural, and even necessary. Handled well it builds skill and confidence as the team enters the Norming Stage. |
| Norming | Here, the team works through individual and social issues. They establish their own norms of behaviour. Members begin to trust each other.  As the team develops interpersonal skills, it also hones other skills.  Members become increasingly adept at problem solving. They cross-train and learn new job skills. They manage their time and their quality with growing competence, confidence, and independence. The norming stage usually is 4-12 months. |
| Performing | Now things begin to click. Members help each other, conflict is de-personalized, problems are solved and successive goals achieved and exceeded. Satisfaction and pride become the dominant emotions. The team takes pride in their work, pride in their accomplishments, and pride in their team. Individuals take pride in their membership. |

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| **US REFERENCE: SO 4 AC 1** |

1. Explain the role of the team leader in terms of improving the team’s effectiveness.

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| --- |
| The team leader must monitor and evaluate the performance of each individual team member and the team as a whole. Areas of concern within performances must be identified and addressed. |

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| **US REFERENCE: SO 4 AC 2** |

1. Describe the impact of different leadership styles in relation to the leader's role in promoting team effectiveness.

|  |  |
| --- | --- |
| Leadership style | Impact on the leader’s role to promote effectiveness |
| As per the learner’s specific example selected for use within the answer provided. | As per the learner’s specific example selected for use within the answer provided. |

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| **US REFERENCE: SO 4 AC 3** |

1. Identify the techniques which could be used to constructively manage team dynamics and conflict in terms of the following factors: promoting trust, cohesion, creativity and productivity.

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| Technique used to promote trust: |
| Technique used to promote cohesion |
| Technique used to promote creativity: |
| Technique used to promote productivity: |

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| UNIT STANDARD: 252029 Lead people development and talent management |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

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| **US REFERENCE: SO 1** |

1. a) Identify the learning needs of unit/department in relation to the task performance requirements and goals / objectives of the organisation.

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| --- | --- | --- | --- | --- |
| **Stakeholders** | **Objectives / Goals** | **Current Skills** | **Skills Gaps** | **Training required** |
| e.g. Supervisors | e.g. Effective Management | Leadership Skills | Management of staff | Management Techniques |

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| **US REFERENCE: SO 3 AC 3** |

1. Describe the planning required to ensure that the following will be ready and available as required for your internal training activities:

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| --- |
| Resources:  Ensure that all the relevant materials / equipment / aids is available and is sufficient for use prior to the commencement of the training session. |
| Location:  Ensure that the environment is checked against the requirements of the training session and it’s attendees. Ensure that the environment is conducive towards learning. |
| Personnel:  Ensure that all the relevant personnel involved in the training session is informed /prepared and available to conduct the relevant session. |

1. Describe what external training resources could be used to fill the skills gaps identified in the staff.

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| --- |
| Short courses, Learnerships. |

1. Describe how you will check and determine whether the skills gaps has been successfully bridged / closed after training sessions? Make use of an example to explain your answer.

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| As per the learner’s specific example selected for use within the explanation provided. |

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| **US REFERENCE: SO 1 / SO3 AC 2 / AC 5 / AC 6** |

**Instructions:** Make use of the template below to conduct a complete Training Needs Analysis on the staff within your department / unit. Consult with the relevant stakeholders of the department / unit / organisation where required to obtain input / feedback from them prior to the completion of this analysis.

(*You may copy this sheet for additional space to complete the analysis on more staff in your department / unit*)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Staff name & surname | Job role | Skills requirements against job role | Current experience & training | Evaluations conducted | Skills Gaps against current skills | Intervention activity required | Resources required | Time Allocation |
| e.g.  John Smith | e.g.  Manager | e.g.  Leadership Skills  Supervisory Skills  Communication Skills | e.g.  1 year Management training certificate | e.g.  Performance Appraisal | e.g.  Communications Skills | e.g.  Skills programme communication training | e.g.  Funding for training package costs | e.g.  2 Weeks  80 Hours  8hrs p/d |
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| **US REFERENCE: SO 3 AC 1** |

1. Describe the following types of learning programmes which could be used to fill the gaps as identified in the training needs analysis.

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| --- |
| Learnerships: Learnerships as made available by the department of labour allows one to complete both practical and theoretical training based in both the workplace and in the classroom. |
| Skills programmes:  Skills programmes also contain both practical and theoretical training normally based on a few Unit Standards instead of an entire Qualification. |
| Apprenticeships:  Apprenticeships and internships are workplace based in-house training programmes. |
| Internships:  Apprenticeships and internships are workplace based in-house training programmes. |
| Short courses:  Short courses address specific targeted skills in a short course format. These courses has a short duration and are mostly used by organisations to address small skills gaps. |
| Mentoring:  Mentoring allows peers within the organisation (in most instances) to guide the learner throughout their learning process and to assist them with achieving their learning / training objectives. |
| Coaching:  Coaching is workplace based teaching on practical issues. Coaching is normally done by workplace peers and department heads. |

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| **US REFERENCE: SO 3 AC 4** |

1. Explain the role of the unit manager in relation to talent management and people development within a unit. Make use of examples to explain your answer.

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| --- |
| The unit manager is responsible for the identification of available skills and skills gaps within staff against their job role requirements. This will ensure for the development of individual staff and the department / organisation as a whole.  As per the learner’s specific example selected for use within the explanation provided. |

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| UNIT STANDARD: 252027 Devise and apply strategies to establish and maintain workplace relationships |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

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| **US REFERENCE: SO 1 AC 1** |

1. Identify the opportunities for networking with internal and external stakeholders relevant to your department / unit.

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| --- |
| Internal stakeholder networking opportunities could include but is not limited to:   * Staff meetings / gatherings * Team building exercises |
| External stakeholder networking opportunities could include but is not limited to:   * Product / service conventions * Road shows * Client on-site visits |

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| **US REFERENCE: SO 4 AC 2** |

1. Identify when / where it will be most suitable for team members to discuss work-related and personal issues.

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| --- |
| Work related issues – During meetings / gatherings |
| Personal issues – During breaks / lunch times / after or before work commences |

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| **Essential Embedded Knowledge** |

1. Explain which interpersonal and group techniques would prove to be invaluable in a team. Make use of examples to explain your answer.

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| --- |
| As per the learner’s specific example selected for use within the explanation provided. |

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| --- |
| **Essential Embedded Knowledge** |

1. Identify and explain which techniques could be used to effectively deal with conflict in your department.

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| --- |
| As per the learner’s specific organisational structure / policies and procedures. |

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| UNIT STANDARD: 252043 Manage a diverse work force to add value |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

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| **US REFERENCE: SO 1 AC 1** |

1. Describe diversity in terms of the following:

* Difference within departments, backgrounds, culture, beliefs, values, race, age, sex, language and education.

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| Different departments: different departments work to achieve different goals. Although the immediate goal may be different, the overall objectives are the same – to achieve the goals and objectives of the organisation. |
| Different backgrounds of staff:  Different backgrounds of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Different cultures of staff / clients:  Different cultures of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Differences in beliefs of staff / clients:  Different beliefs of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Differences in values of staff / clients:  Different values of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Differences in race of staff / clients:  Different races of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Differences in ages of staff:  Different ages of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Gender differences:  Different genders of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Differences in language and education of staff:  Different language and education levels of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |

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| **US REFERENCE: SO 1 AC 2** |

1. Describe the manner in which diversity can be the source of discrimination. Make use of an example to explain your answer.

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| Due to the largely diverse staff population that exists in most South African workplaces, a lack of understanding of each individual culture may lead to discrimination amongst staff. |

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| **US REFERENCE: SO 1 AC 3** |

1. Describe the implications of diversity for external and internal relationships. Make use of an example to explain your answer.

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| Misunderstandings could occur between both internal (staff) and external (clients) due to diversity in language / education levels and cultural beliefs. |

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| **US REFERENCE: SO 1 AC 4** |

1. Describe the cultural biases, stereotypes and perceptions often found in the workplace along with the impact that this could have on dealing with diversity issues.

|  |  |
| --- | --- |
| Cultural Factors | Impact |
| Biases: |  |
| Stereotypes: |  |
| Perceptions: |  |

|  |
| --- |
| **US REFERENCE: SO 2 AC 1** |

1. Explain the following benefits of diversity to staff and clients:

|  |  |  |
| --- | --- | --- |
| Benefits of diversity | Staff | Clients |
| Improved products: |  |  |
| Improved service: |  |  |
| Improved relationships: |  |  |
| Improved ability to attract and retain employees: |  |  |

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| **US REFERENCE: SO 2 AC 2** |

1. Describe the way in which to utilise the diversity among team members to enhancing relationships and improving the productivity of a unit/department. Make use of an example to explain your answer.

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| --- |
| This allows for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |

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| **US REFERENCE: SO 2 AC 3** |

1. Describe how to meet the diverse needs and goals of team members in a unit/department in relation to the goals and objectives of a unit/department. Make use of an example to explain your answer.

|  |
| --- |
| Ensure for a broad and common understanding of the various cultures, beliefs, values which exists between all staff / clients in the workplace. |

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| **US REFERENCE: SO 2 AC 4** |

1. Discuss how to meet the needs of diverse clients and communities through offering a range of products and services. Make use of an example to explain your answer.

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| Ensure that the various products and services addresses the needs of the diverse population catered for. Conduct thorough research to ensure for accuracy and optimum satisfaction. |

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| UNIT STANDARD: 252042 Apply the principles of ethics to improve organizational culture |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

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| **US REFERENCE: SO 1 AC 1** |

1. Make use of examples from your workplace to explain the relationship between personal values, organisational ethics, and your organisation’s culture.

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| As per the learner’s workplace and specific example selected for use within the explanation provided. |

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| **US REFERENCE: SO 1 AC 2** |

1. Explain the complexity of the conflicts between personal values and the organisation’s values and ethical codes.

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| --- |
| Due to the vast differences in the various cultures / beliefs / values of staff often experienced in the workplace, this commonly creates conflict amongst the staff themselves or even against the workplace. |

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| **US REFERENCE: SO 1 AC 3** |

1. Describe the potential impact of organisational values and culture on the organisation's triple bottom line. Make use of an example to explain your answer.

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| As per the learner’s workplace and specific example selected for use within the explanation provided. |

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| **US REFERENCE: SO 2 AC 1** |

1. Explain the importance for adhering to ethical conduct when dealing with South African organisations with regards to the following:

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| --- |
| South Africa's Constitution: |
| King Report: |
| PFMA: |
| Batho Pele principles: |

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| **US REFERENCE: SO 2 AC 2** |

1. Explain the role which corporate governance plays within your organisation.

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| As per the learner’s workplace and specific example selected for use within the explanation provided. |

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| **US REFERENCE: SO 2 AC 3** |

1. Identify and give examples of specific ethical practices adhered to by your department.

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| As per the learner’s workplace and specific example selected for use within the explanation provided. |

1. **Observation Assessment**

This Observation Assessment will be completed by the facilitator/assessor based on the learner’s performance.

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| UNIT STANDARD: 252037 Build teams to achieve goals and objectives |

The assessor to complete the following:

Remember to cover all range items!!!!!!

Assessor to write observations or make clear references to evidence attached in the spaces provided.

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| **US REFERENCE: SO 5 AC 1** |

1. The functioning of a team is evaluated against the characteristic of high performance teams.

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| Dates: |
| Attach a product sample of the evaluation conducted and completed by the learner on the team. |

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| **US REFERENCE: SO 5 AC 2** |

1. An action plan is developed for improving the effectiveness of the team.

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| Dates: |
| Attach a product sample of the action plan as generated by the learner. |

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| UNIT STANDARD: 252029 Lead people development and talent management |

The assessor to complete the following:

Remember to cover all range items!!!!!!

Assessor to write observations or make clear references to evidence attached in the spaces provided.

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| **US REFERENCE: SO 2 AC 1** |

1. The development needs of staff to be addressed through training and non-training interventions are recorded in the training needs analysis report.

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| Dates: |
| Attach a completed training needs analysis report compiled by the learner. |

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| **US REFERENCE: SO 2 AC 2** |

1. The development needs are related to the career development paths of individual staff members in accordance with the requirements of the entity.

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| --- |
| Dates: |
| Attach a completed training needs analysis report compiled by the learner. |

|  |
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| **US REFERENCE: SO 2 AC 3** |

1. The development needs are linked to the talent management strategy of the entity.

|  |
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| Dates: |
| Attach a completed training needs analysis report compiled by the learner. |

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| **US REFERENCE: SO 2 AC 4** |

1. The report on the training needs analysis is communicated to interested parties in a usable format.

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| Dates: |
| Attach a completed training needs analysis report compiled by the learner. |

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| **US REFERENCE: SO 4 AC 1** |

1. The implementation is monitored to track progress against the people development plan and the quality requirements of the national skills development system.

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| Dates: |
| Observe the learner effectively monitoring the progress made by all the staff against their development plan / training needs analysis which has been conducted |

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| **US REFERENCE: SO 4 AC 2** |

1. Implementation reports submitted are analysed to evaluate whether the planned objectives and outcomes were achieved.

|  |
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| Dates: |
| Attach a product sample of a report compiled by the learner on the progress achieved by the staff. |

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| **US REFERENCE: SO 4 AC 3** |

1. The evaluation of learners and other interested parties is integrated into a final evaluation report with recommendations on improvements.

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| Dates: |
| Attach a product sample of the report as generated / compiled by the learner. |

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| UNIT STANDARD: 252027 Devise and apply strategies to establish and maintain workplace relationships |

The assessor to complete the following:

Remember to cover all range items!!!!!!

Assessor to write observations or make clear references to evidence attached in the spaces provided.

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| **US REFERENCE: SO 1 AC 2** |

1. Networking opportunities are identified, meetings are attended and new contacts established to mutual benefit.

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| Dates: |
| Observe the learner effectively identifying and attending staff meetings to promote the opportunity for networking with other staff to discuss work related issues / problems / opportunities. |

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| **US REFERENCE: SO 1 AC 3** |

1. Avenues for communicating with stakeholders are explored and appropriate strategies implemented to mutual benefit of all people involved.

|  |
| --- |
| Dates: |
| Observe the learner effectively identifying and attending staff meetings to promote the opportunity for networking with other staff to discuss work related issues / problems / opportunities. |

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| **US REFERENCE: SO 2 AC 1** |

1. Managers are kept informed of activities, progress and results of the unit through verbal or written feedback in accordance with the entity's policies and procedures.

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| Dates: |
| Attach a product sample of the written feedback provided to management by the learner. |

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| **US REFERENCE: SO 2 AC 2** |

1. A process for seeking and exchanging information, and seeking advice is agreed to in consultation with all managers in a unit.

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| Dates: |
| Observe the learner liaising with relevant management to determine the correct procedure to obtain and exchange work information between departments within an organisation. |

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| **US REFERENCE: SO 2 AC 3** |

1. Managers in the unit are consulted on issues that are relevant to their area of responsibility to promote constructive relationships and interaction between units in the entity.

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| Dates: |
| Observe the learner liaising with relevant management to determine the correct procedure to obtain and exchange work information between departments within an organisation. |

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| **US REFERENCE: SO 2 AC 4** |

1. Concerns over the quality of work are raised directly with relevant managers in accordance with the entity's policies and procedures.

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| Dates: |
| Observe the learner effectively following organisational policies and procedures as well as protocol to discuss issues pertaining to the specific quality of work achieved by certain staff / departments within the organisation. |

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| **US REFERENCE: SO 2 AC 5** |

1. Information presented to the managers is clear, accurate and timely.

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| Dates: |
| Attach a product sample of the written feedback provided to management by the learner. |

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| **US REFERENCE: SO 3 AC 1** |

1. Information on the procedures for dealing with conflict in a unit is communicated to team members to promote the orderly resolution of conflict in accordance with the entity's policies and procedures.

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| Dates: |
| Attach a product sample of the written information provided to team members by the learner. |

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| **US REFERENCE: SO 3 AC 2** |

1. Actions taken to resolve potential and actual conflict are taken to deal promptly in accordance with the entity's policies and procedures.

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| Dates: |
| Observe the learner effectively referring situations of conflict within departments to the specific department manager responsible for dealing with this department. |
| Observe the learner following organisational policies / procedures and protocol. |

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| **US REFERENCE: SO 3 AC 3** |

1. Conflict situations are referred to appropriate managers where required in terms of the entity's policies and procedures.

|  |
| --- |
| Dates: |
| Observe the learner effectively referring situations of conflict within departments to the specific department manager responsible for dealing with this department. |
| Observe the learner following organisational policies / procedures and protocol. |

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| **US REFERENCE: SO 4 AC 1** |

1. The strategy is developed through a consultative process that involved all team members in the development of goals and objectives to obtain commitment and support.

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| --- |
| Dates: |
| Attach a product sample of the strategy document generated by the learner. |
| Observe the learner effectively consulting / liaising with the relevant stakeholders prior to the compilation of the strategy to obtain relevant feedback from them to be incorporated into the the design of the strategy. |

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| **US REFERENCE: SO 4 AC 3** |

1. Feedback and advice to team members are offered in a positive manner to contribute towards constructive relationships.

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| Dates: |
| Observe the learner providing feedback in a positive and constructive manner as to enhance working relationships within the organisation / department. |

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| **US REFERENCE: SO 4 AC 4** |

1. Team members are informed about developments and changes that may affect them.

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| Dates: |
| Attach a product sample of a MEMO prepared and distributed by the learner to team members on new developments / changes to be implemented. |

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| UNIT STANDARD: 252043 Manage a diverse work force to add value |

The assessor to complete the following:

Remember to cover all range items!!!!!!

Assessor to write observations or make clear references to evidence attached in the spaces provided.

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| **US REFERENCE: SO 3 AC 1** |

1. Diversity in beliefs, values, interests and attitudes are identified through interaction within a unit.

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| --- |
| Dates: |
| Observe the learner liaising with the staff within the department to accurately identify the following:   * Beliefs of staff * Values of staff * Interests and attitudes of staff |

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| **US REFERENCE: SO 3 AC 2** |

1. Common beliefs, values, interests and attitudes that will serve a basis for leading the team are recognised through interaction within a unit.

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| Dates: |
| Observe the learner liaising with the staff within the department to accurately identify the following:   * Beliefs of staff * Values of staff * Interests and attitudes of staff |

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| **US REFERENCE: SO 3 AC 3** |

1. The expression of diverse viewpoints and ways of being is encouraged in a unit through management activities.

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| Dates: |
| Observe the learner arranging and implementing various management activities to use this as a basis to encourage expressions and understanding of diverse viewpoints from all staff. |

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| **US REFERENCE: SO 3 AC 4** |

1. Sensitivity towards and understanding of diversity are demonstrated through management activities.

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| Dates: |
| Observe the learner arranging and implementing various management activities to use this as a basis to encourage expressions and understanding of diverse viewpoints from all staff. |

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| **US REFERENCE: SO 4 AC 1** |

1. Incidents of conflict and disagreement are acknowledged and managed in a way that enhances relationships in a unit.

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| Dates: |
| Observe the learner accurately identifying and resolving incidents of conflict and disagreement between staff in the workplace. Observe the learner resolving such issues in a positive manner to promote understanding and acceptance of diversity amongst staff. |

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| **US REFERENCE: SO 4 AC 2** |

1. Cases of unfair discrimination and discriminatory practices are identified and managed at the appropriate level of authority in the entity. *(This outcome may be role-played and the result / actions of the learner recorded below).*

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| Dates: |
| Observe the learner accurately identifying and addressing instances of unfair discrimination and discriminatory practices within an organisation / department. |

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| **US REFERENCE: SO 4 AC 3** |

1. Disagreements and conflict are used as opportunities for learning to improve the cohesion in a unit.

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| Dates: |
| Observe the learner accurately identifying and resolving incidents of conflict and disagreement between staff in the workplace. Observe the learner resolving such issues in a positive manner to promote understanding and acceptance of diversity amongst staff. |

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| UNIT STANDARD: 252042 Apply the principles of ethics to improve organizational culture |

The assessor to complete the following:

Remember to cover all range items!!!!!!

Assessor to write observations or make clear references to evidence attached in the spaces provided.

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| **US REFERENCE: SO 3 AC 1** |

1. An instrument is selected for analysing individual and organisational conduct in respect of organisational values, codes of conduct and corporate ethics.

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| Dates: |
| Attach a product sample of the instrument as selected for use by the learner. |

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| **US REFERENCE: SO 3 AC 2** |

1. The instrument is applied to gather and record information within a unit in respect of organisational values, codes of conduct and corporate ethics.

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| Dates: |
| Attach a product sample of the instrument as used by the learner. |

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| **US REFERENCE: SO 3 AC 3** |

1. The instrument is applied to evaluate the current state in a unit against the desired state in respect of organisational values, codes of conduct and corporate ethics.

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| Dates: |
| Attach a product sample of the instrument as used by the learner. |

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| **US REFERENCE: SO 4 AC 1** |

1. An implementation plan is prepared that described the strengthening of the entity's values, code of conduct and ethical practices in the unit.

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| Dates: |
| Attach a product sample of the implementation plan generated / used by the learner. |

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| **US REFERENCE: SO 4 AC 3** |

1. The communication activities for promoting the entity's values, code of conduct and ethical practices are outlined in the plan, with role allocation and time frames.

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| Dates: |
| Attach a product sample of the implementation plan generated / used by the learner. |

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| **US REFERENCE: SO 4 AC 4** |

1. The process for monitoring and evaluating improvements in relation to the entity's organisational values, code of conduct and ethical practices in a unit is described with role allocation and time frames.

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| Dates: |
| Attach a product sample of the implementation plan generated / used by the learner. |

1. **Personal Narrative**

Answer the following questions based on your experience during the completion of this module. Discuss what you did well and what you would like to do differently.

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| --- | --- | --- | --- | --- | --- |
|  | **What went well?** | | | **What would I do differently?** | |
| ***1*** | ***I was able to identify and solve problems effectively throughout the various activities completed in this module.*** | | | | |
|  |  | | |  | |
| ***2*** | ***I was able to understand how different workplace activities have an impact on each other.*** | | | | |
|  |  | | |  | |
| ***3*** | ***I was able to use new technology effectively in my daily tasks that I carried out.*** | | | | |
|  |  | | |  | |
| ***4*** | ***I was able to communicate effectively with my team members and supervisors.*** | | | | |
|  |  | | |  | |
| ***5*** | ***I was able to complete all my work in an organized and efficient manner.*** | | | | |
|  |  | | |  | |
| **8** | **Additional Comments** | | | | |
|  |  | | | | |
|  | **Learner Name:** |  | **Signature** | |  |
|  | **Assessor Name** |  | **Signature** | |  |
|  | **Date** |  | **Date** | |  |

1. **Witness Testimony**

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| **Workplace Testimonial Evidence** |

**Instructions:**

The following section must be completed by the learner’s supervisor / manager in the workplace based on the learner’s workplace performance relevant to the Unit Standard completed.

*Constructive comments and testimonial evidence may also be attached in a separate document and referenced in the section below.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Testimonial Comments and Evidence of Workplace Performance** | | | | |
| Unit Standard Title | | | | SAQA ID: |
|  | | | |  |
| Supervisor / Manager Testimonial | | | | |
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| Unit Standard Title | | | | SAQA ID: |
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| Supervisor / Manager Testimonial | | | | |
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| Unit Standard Title | | | | SAQA ID: |
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| Supervisor / Manager Testimonial | | | | |
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| **Supervisor Acknowledgement** | | | | |
| Date: |  | Supervisor Signature |  | |
| **Assessor Acknowledgement** | | | | |
| Date: |  | Assessor Signature |  | |
| Comments and Feedback | | | | |
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| **Learner Acknowledgement** | | | | |
| Date: |  | Learner Signature |  | |
| Comments and Feedback | | | | |
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| **Moderator Acknowledgement** | | | | |
| Date: |  | Moderator Signature |  | |

1. **Logbook**

*This log book has been included to record all time spent on the report and assignment as well as other activities related to developing, implementing and monitoring a quality policy for a new venture. These activities should add to a total of 28 hours.*

*Time spent completing an activity should be signed off by a supervisor, mentor or witness where possible.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learner Name:** |  | | | | |
| **Course Name** |  | | | | |
| **Unit Standard Name** |  | | | | |
| ID Number |  |  |  |  |  |
| **Unit Standard Name** |  | | | | |
| ID Number |  |  |  |  |  |
| **Unit Standard Name** |  | | | | |
| ID Number |  |  |  |  |  |
| **Unit Standard Name** |  | | | | |
| ID Number |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Start Date** | **End Date** | **Total No of Hours** | **Sign Off by Supervisor / Manager / Mentor / Witness** | | |
| **Name & Surname** | **Relationship to Learner** | **Signature** |
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| **FEEDBACK SECTION** |
| Comments from Learner: |

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| --- | --- |
| **JUDGEMENT** | |
| Meet the requirements:  Requires additional evidence:  Can continue to the next assessment: | Do not meet the requirements:  Requires another assessment:  Requires another assessment by another assessment: |
| Action required: By when: | |
| Assessor’s feedback remarks | |
|  | |

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| **Declaration by Learner** | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment instrument. | | |
|  |  |  |
| Learner Name & Signature Date | Assessor Name & Signature Date | Moderator Name & Signature Date |

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| --- |
| **ASSESSMENT DECISION** |

**Indicate with a tick in the relevant sections:**

|  |  |
| --- | --- |
| The learner has not submitted sufficient evidence and is therefore not yet competent |  |
| The learner is required to submit additional evidence against the following: |  |
| The learner is required to improve in the following: |  |
| The learner is required to be reassessed: |  |
| The learner is required to be assessed by another assessor: |  |
| The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes an covered all range statements and critical cross field outcomes |  |
| The learner is competent against the listed unit standards |  |
| The learner can be issued with a unit certificate |  |
| The learner has completed a full qualification |  |

|  |  |
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|  |  |
| Assessors full name & signature | Date |

|  |  |  |
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| **Declaration by Learner** | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process. | | |
|  |  |  |
| Learner name & sign Date | Assessor name & sign Date | Moderator name & sign Date |

|  |  |
| --- | --- |
| **Reassessment Decision** | |
| The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes an covered all range statements and critical cross field outcomes |  |
| The learner is competent against the listed unit standards |  |
| The learner can be issued with a unit certificate |  |
| The learner has completed a full qualification |  |

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|  |  |
| Assessors full name & signature | Date |

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| **Declaration by Learner** | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process. | | |
|  |  |  |
| Learner name & sign Date | Assessor name & sign Date | Moderator name & sign Date |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| EVALUATION OF ASSESSMENT | | | | | | | | |
| Learner Name |  | | | Assessor name | | | |  |
| Unit Stds |  | | | Date | | | |  |
| **Review dimension** | | **Learner**  **Yes No** | | | **Assessor**  **Yes No** | | **Action** | |
| Were the principles / criteria for good assessment achieved? | |  |  | |  |  |  | |
| Did the assessment relate to the registered standard? | |  |  | |  |  |  | |
| Was the assessment practical? | |  |  | |  |  |  | |
| Was it time efficient and cost-effective? | |  |  | |  |  |  | |
| The assessment did not interfere with my normal responsibilities? | |  |  | |  |  |  | |
| Was the assessment instrument fair, clear, and understandable? | |  |  | |  |  |  | |
| The assessment judgment was made against set requirements? | |  |  | |  |  |  | |
| Was the venue and equipment functional? | |  |  | |  |  |  | |
| Were special needs identified and the assessment plan adjusted? | |  |  | |  |  |  | |
| Was feedback and communication constructive? | |  |  | |  |  |  | |
| Was an opportunity to appeal given? | |  |  | |  |  |  | |
| Was all evidence recorded? | |  |  | |  |  |  | |
| Were the review / evaluation process apparent and user friendly? | |  |  | |  |  |  | |

|  |  |  |
| --- | --- | --- |
| **Learner Declaration of Understanding** | | |
| I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid | | |
|  |  |  |
| Learner Name & Sign Date | Assessor Name & Sign Date | Moderator Name & Sign Date |