|  |
| --- |
| Learner Manual |
| ***Module 1*** |

**NATIONAL Certificate:**

**GENERIC MANAGEMENT**

**59201**

**GENERIC MANAGEMENT**

**(LP60269)**

**Skills Program 1-People**

**Management**

**Index**

|  |  |
| --- | --- |
| **Content** | **Page** |
| [**Notes to the learner**](#NOTL) | **4** |
| [**Learner Guide Introduction**](#LGI) | **7** |
| [**Letter of Commitment**](#LOC) | **23** |
| [**Learner Information**](#LI) | **24** |
| [**Skills Program Structure**](#SPS) | **25** |
| [**Unit Standard 252037**](#US_252037) | **26** |
| [**Unit Standard 252029**](#US_252029) | **72** |
| [**Unit Standard 252027**](#US_252027) | **118** |
| [**Unit Standard 252043**](#US_252043) | **155** |
| [**Unit Standard 252042**](#US_252042) | **196** |

**Notes to the Learner**

Dear Learner,

Welcome to this Learning programme. We trust that this Learning programme will be of great value to you during your studies and in your new learning experience. To succeed in anything in life requires a lot of hard work.

It will be expected of you to work through this study guide with a great deal of attention. It provides you with information on how to work through the material, details exactly what will be expected of you and what objectives you need to achieve during the study of this Learning programme.

* Complete your assignments with dedication and submit them in time.
* Complete the self-study sections for your own benefit. The self-study sections provide you with the opportunity to practice what you have learnt.
* Act as adult learners

The theory you are learning helps you to understand why you are doing things in a specific way. It also gives you a way to compare what you are doing to the way others do things. However, the only way to become competent is by doing the actual work according to the unit standards. This Learning programme provides you with a step-by-step method that you must apply to all unit standards.

As all parties to this learning intervention have duties and responsibilities to fulfil, so do you, in your capacity as the learner. On the final page of this section, you will find a commitment letter which serves to confirm your commitment to this learning intervention. Please read it and sign it, if you agree thereto. Should you not agree, please notify your facilitator so that the matter can be resolved.

**The learning approach**

* **Active**

You have to participate and complete tasks. Actively participate in the teaching and learning process.

* **Constructive**

The learning content will be to your benefit. Be constructive and actively convert your learning by integrating the new knowledge you gain in this learning programme with previous experience.

* **Cumulative**

The learning content builds on your existing experience. The cumulative character of learning implies that we need to build new knowledge into you existing knowledge. Therefore, you have to resort and refer to what you already know to ensure that this learning programme is of value to you

* **Goal Oriented**

Certain goals have to be met to complete the qualification competently. You also have to be goal-directed. Work according to and achieve the learning programme objectives as well as your personal learning objectives. Know what the learning program’s objectives are!

**How to complete this qualification successfully?**

These guidelines have been compiled to assist you to complete the qualification. This programme is a mixture between a self-study programme and a coaching programme to provide you with the tools that you would need to demonstrate to an independent assessor that you have met all the criteria to attain the qualification: National Certificate: Generic Management .

The National Certificate: Generic Management is an Outcomes Based Qualification. This means that you do not necessarily have to sit in a classroom to learn (who can in any case learn how to run a business by only sitting and listening to a lecturer anyway? – you have to get practical experience!). To attain the qualification you would have to show that you know, and can do, all the things required!

Any learning does however require effort; and the effort that the average person has to put in to learn the skills in this qualification is reflected in the credits associated with each of the unit standards (learning objectives). Experience has shown that the average learner requires about 10 (notional) hours for each credit attained. The whole National Certificate: Generic Management qualification consists of at least 167 credits. This programme is going to be an exciting experience for you since it looks at the world of Generic Management in businesses from a practical viewpoint.

The Student Guidelines and the rest of this book are structured as follows; Each chapter represents a Unit Standard and therefore each has a title that corresponds with a specific Unit Standard, a set of objectives (which corresponds with the Specific Outcomes and Assessment Criteria of that Unit Standard) and a list of the Resource Material that would be of assistance to you to achieve competency.

These guidelines and information will therefore not only assist you to start your own business but will be the guiding principles by which you could attain the Further Education and Training Certificate: Generic Management qualification. It makes absolute sense to obtain the qualification since it will also help you should you ever need to find a job again. Businessmen are known to have to find employment during times of hardship but even subsequent to that, most still return to their own enterprises after a while.

This programme has been designed to meet the outcomes of the Qualification: “Further Education and Training Certificate: Generic Management”. The programme is outcomes based which means that we take the onus of learning away from the facilitator and put it in your hands. The facilitator’s role is to assist you to work through the material and guide you in the activities that will lead you to competence.

**Learner Guide Introduction**

**Purpose**

A person acquiring this qualification will be able to manage first line managers in an organisational entity. First line managers may include team leaders, supervisors, junior managers, section heads and foremen.

The focus of this qualification is to enable learners to develop competence in a range of knowledge, skills, attitudes and values including:

* Initiating, developing, implementing and evaluating operational strategies, projects and action plans, and where appropriate, recommending change within teams and/or the unit so as to improve the effectiveness of the unit.
* Monitoring and measuring performance and applying continuous or innovative improvement interventions in the unit in order to attain its desired outcomes, including customer satisfaction, and thereby contributing towards the achievement of the objectives and vision of the entity.
* Leading a team of first line managers, by capitalising on the talents of team members and promoting synergistic interaction between individuals and teams, to enhance individual, team and unit effectiveness in order to achieve the goals of the entity
* Building relationships using communication processes both vertically and horizontally within the unit, with superiors and with stakeholders across the value chain to ensure the achievement of intended outcomes
* Applying the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks in order to ensure the effectiveness and sustainability of the unit
* Enhancing the development of teams and team members through facilitating the acquisition of skills, coaching, providing career direction, and capitalising on diversity in the unit

The skills, knowledge and understanding demonstrated within this qualification are essential for the creation of a talent pool of experienced and effective middle managers that represents the demographics of the South African society. This qualification will create a leadership cadre for the South African society throughout multiple industries and sectors both private and public.

**Rationale:**   
The National Certificate: Generic Management, NQF Level 5 forms part of a learning pathway of management qualifications across various sectors and industries. It is specifically designed to develop management competencies required by learners in any occupation, particularly those who manage first line managers.

The qualification builds on the FETC: Generic Management and further develops the key concepts, principles and practices of management that will enable learners to lead, manage, organise and control first line managers and team leaders.

The learners will typically be managers who have other junior managers or team leaders reporting to them. In smaller organisations or entities, the managers could primarily be responsible for managing the supervisors and staff within their section, division or business unit.   
  
The scope of generic management covers five domains: leadership, managing the environment, managing relations, managing knowledge and the practice of management. This qualification addresses each of these domains with generic competencies, so that it allows learning programmes to be contextualised for specific sectors and industries.

It reflects a similar design to the FETC: Generic Management, in that it provides opportunities for learners to transfer between various specialisations within management. This leads to the strengthening of management competencies and will enable managers at this level to manage successfully systems, processes, resources, managers and teams in their various occupations and contexts.   
  
This qualification is further intended to empower learners to acquire the knowledge, skills, attitudes and values required to operate confidently as individuals in South African communities and to respond to the challenging economic environment and constantly changing world of work.

Ultimately, this qualification is aimed at improving the effectiveness and leadership abilities of middle managers in various occupations in South Africa, in private and public business entities as well as non-governmental organisations. For this reason, the word 'entity' includes a company, business unit, public institution, small business or non-profit organisation.

**It is assumed that learners are competent in:**

* Communication at NQF Level 4
* Mathematical Literacy at NQF Level 4

**Recognition of Prior Learning (RPL):**The qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined Exit Level Outcomes and/or individual unit standards. Evidence can be presented in various ways, including international and/or previous national qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios and/or performance records. All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

**Access to the Qualification:**Access to the qualification is open keeping in mind the Learning Assumed to be in Place.

**Specific Outcomes**

Specific outcomes describe what the learner has to be able to do successfully at the end of this learning experience.

**Assessment Criteria**

The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners’ ability to perform a task. This Learning programme includes assessments in the form of self-assessments, group exercises, quizzes, projects and a practical training programme whereby you are required to perform tasks on the job and collect as portfolio of evidence, proof signed by your supervisor that you have successfully performed these tasks.

**To qualify**

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

**Qualification rules**

**Fundamental Component:**   
The unit standards included in the fundamental component of the qualification total 49 credits. They are compulsory and must be contextualised according to the specialisation or the selected learning programme.   
  
**Core Component:**   
The unit standards in the core component total 78 credits and are compulsory. They must be contextualised according to the specialisation or selected learning programme.   
  
**Elective Component:**   
The elective component of the qualification consists of a number of unit standards, divided into specialisations. The learner must choose a specialisation and complete unit standards totalling a minimum of 35 credits from the unit standards listed under that specialisation.   
  
**General Management (Learning Programme ID 60269):**

* 252030: Analyse compliance to legal requirements and recommend corrective actions, NQF Level 5, 4 credits.
* 252041: Promote a learning culture in an organisation, NQF Level 5, 5 credits.
* 114212: Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit NQF Level 4, 3 credits.
* 12140: Recruit and select candidates to fill defined positions, NQF Level 5, 9 credits.
* 12761: Demonstrate an understanding of macroeconomic principles as they apply to the South African business environment, NQF Level 4, 8 credits.
* 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.
* 252033: Develop ways of dealing with the impact of dreaded diseases and in particular HIV/AIDS, NQF Level 5, 8 credits.
* 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits.
* 10048: Identify brand mix elements, NQF Level 5, 8 credits.
* 114226: Interpret and manage conflicts in the workplace, NQF Level 5, 8 credits.
* 252031: Apply the principles and concepts of emotional intelligence to the management of self and others, NQF Level 5, 4 credits.
* 117853: Conduct negotiations to deal with conflict situations, NQF Level 5, 8 credits.
* 15230: Monitor team members and measure effectiveness of performance, Level 5, 4 credits.
* 264408: Manage and improve communication processes in a function, Level 6, 3 credits.

**Generic Manufacturing (Learning Programme ID 60270):**

* 12999: Contribute to the management of cost and the enhancement of value, NQF Level 5, 10 credits.
* 119159: Maintain Manufacturing Efficiencies, NQF Level 5, 12 credits.
* 119166: Optimise Manufacturing processes, NQF Level 5, 24 credits.
* 9897: Manage Inventory, NQF Level 5, 3 credits.

**Fast Moving Consumer Goods (Learning Programme ID 60271):**

* 119801: Demonstrate an understanding of Microbiological principles and its application to a food handling environment, NQF Level 5, 12 credits
* 119800: Optimise product and process quality in food or sensitive consumer product environment, NQF Level 5, 8 credits
* 119796: Monitor and control quality assurance procedures in a food or sensitive consumer product environment, NQF Level 4, 8 credits.
* 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits.
* 10048: Identify brand mix elements, NQF Level 5, 8 credits.
* 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.

**Cement Manufacturing (Learning Programme ID 60272):**

* 10462: Demonstrate an understanding of cement process technology, NQF Level 4, 22 credits
* 10464: Demonstrate an understanding of lime process technology, NQF Level 4, 16 credits
* 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits
* 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits

**Customer Management (Learning Programme ID 60273):**

* 10045: Identify product features, advantages and benefits to the customer, NQF Level 5, 10 credits
* 10047: Close a deal with a customer, NQF Level 5, 5 credits
* 10070: Develop and implement marketing plan in line with marketing strategy, NQF Level 5, 20 credits
* 10048: Identify brand mix elements, NQF Level 5, 6 credits
* 10052: Monitor handling of customer by frontline customer service, NQF Level 5, 8 credits
* 10053: Manage customer requirements and needs and implement action plans, NQF Level 5, 8 credits
* 10054: Identify and manage areas of customer service impact, NQF Level 5, 6 credits
* 10066: Establish customer needs and relationships, NQF Level 5, 16 credits
* 10067: Develop customer needs and relationships, NQF Level 5, 16 credits

**Disaster Risk Management (Learning Programme ID 60274):**

* 251963: Utilise communication and information management systems, Level 5, 10 credits
* 251965: Create awareness and promote a culture of risk avoidance through advocacy activities, Level 4, 6 credits
* 251964: Develop and implement disaster risk reduction plans, Level5, 10 credits
* 251962: Establish and co-ordinate forums for disaster risk management in a specific environment, Level 5, 6 credits
* 251966: Implement disaster risk management principles in response, recovery, relief and rehabilitation activities, Level 5, 15 credits
* 251967: Conduct disaster risk assessment, Level5, 15 credits
* 251968: Develop and manage funding mechanisms for disaster risk management, Level6, 10 credits
* 251961: Interpret and integrate disaster risk management theory into programmes and activities according to the Disaster Risk Management (DRM) Framework, Level 5, 15 credits

**Financial Management for Sport Federations (Learning Programme ID 60275):**

* 252038: Prepare and manage a budget, Level 5, 5 credits
* 252181: Explain the role of governance structures in sport, Level 5, 5 credits
* 252176: Manage the business components of a sport organisation, Level 5, 6 credits
* 242650: Manage project finances, Level 5, 15 credits
* 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits
* 12761: Demonstrate an understanding of macroeconomic principles as they apply to the South African business environment, NQF Level 4, 8 credits
* 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.

**Sport Event Management (Learning Programme ID 60276):**

* 252175: Apply principles of marketing to sport, Level 5, 4 credits
* 242650: Manage project finances, Level 5, 15 credits
* 252180: Coordinate the logistics of a sports team on tour, Level 5, 8 credits
* 252179: Manage volunteers in sport, Level 5 , 5 credits
* 243948: Monitor and maintain health, safety and security, Level 5, 4 credits
* 15230: Monitor team members and measure effectiveness of performance, Level 5, 4 credits

**Advanced Sport Management Administration (Learning Programme ID 60277):**

* 252182: Establish sustainable sport organisations structures, Level 5, 6 credits
* 252176: Manage the business components of a sport organisation, Level 5 , 6 credits
* 252181: Explain the role of governance structures in sport, Level 5, 5 credits
* 115855: Create, maintain and update record keeping systems, Level 5, 5 credits
* 242650: Manage project finances, Level 5, 15 credits
* 252179: Manage volunteers in sport, Level 5, 5 credits
* 252177: Manage participants with disability in sport, Level 5 , 8 credits
* 252178: Support sport and fitness participation for people living with HIV/AIDS, Level 5, 4 credits

**Adventure Based Learning (ABL) (Learning Programme ID 60278):**

* 252188: Develop a programme for Adventure Based Learning (ADL) experiences, Level 5, 8 credits
* 252184: Facilitate participation in an adventure based activity, Level 5, 6 credits
* 252187: Plan and conduct leading and mentoring of participants in outdoor adventure experiences, Level 5, 4 credits
* 252186: Prepare to lead and conduct physical activities, Level 5, 4 credits
* 252185: Promote sustainable use of the environment, Level 5, 3 credits
* 252183: Maintain safety in the conduct of Adventure Based Learning activities, Level 5, 5 credits
* 252189: Deal with substandard performance in a team, Level 5, 5 credits

**Wholesale and Retail Management (Learning Programme ID 63334):**

* 10980: Induct a new employee, Level 4, 6 credits
* 12140: Recruit and select candidates to fill defined positions, Level 5, 9 credits
* 255494: Schedule staff, Level 5, 10 credits
* 255495: Demonstrate an understanding of the sectoral determination for the wholesale and retail sector, Level 5, 8 credits
* 255496: Manage a training intervention, Level 5, 8 credits
* 255497: Manage stock holding procedures in a wholesale and retail unit, Level 5, 6 credits
* 255498: Manage cold chain processes in a wholesale and retail unit, Level 5, 6 credits
* 255499: Manage shrinkage and losses in a wholesale and retail unit, Level 5, 12 credits
* 255500: Manage procedures that increase the net income of a wholesale and retail unit, Level 5, 8 credits
* 255514: Conduct a disciplinary hearing, Level 5, 15 credits

**Mining Management (Learning Programme ID 64869):**

* ID 7863: Manage staff development; Level 5; 6 credits
* 10043: Develop, implement and manage a project/activity plan; Level 5; 5 credits
* 11286: Institute disciplinary action; Level 5; 8 credits
* 12140: Recruit and select candidates to fill defined positions; Level 5; 9 credits
* 12996: Record, analyse and prepare cost information; Level 5; 10 credits
* 12997: Prepare financial reports and returns; Level 5; 8 credits
* 13015: Draft financial statements; Level 5; 12 credits
* 15214: Recognise areas in need of change, make recommendations and implement change in the team, department or division; Level 5; 3 credits
* 252024: Evaluate current practices against best practice; Level 5; 4 credits
* 15223: Implement training needs for teams and individuals to upgrade skills levels; Level 5; 3 credits
* 15226: Implement systems to meet the flow of information in a team, department or division; Level 5; 3 credits
* 15229: Implement codes of conduct in the team, department or division; Level 5; 3 credits
* 15230: Monitor team members and measure effectiveness of performance; Level 5; 4 credits

**Skills Development Management (Learning Programme ID 66069):**

* 11911: Manage individual careers; Level 5; 5 credits
* 15219: Develop and implement a strategy and action plans for a team, department or division; Level 5; 4 credits
* 15220: Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation; Level 5; 4 credits
* 15232: Coordinate planned skills development interventions in an organisation; Level 5; 6 credits
* 116926: Implement skills development as workplace learning to support organisational transformation; Level 5; 12 credits
* 252041: Promote a learning culture in an organisation, NQF Level 5, 5 credits

**Service Station Management (Learning Programme ID 66310):**

* 244031: Manage dangerous goods logistics, Level 5, 12 credits
* 114274: Demonstrate and apply an understanding of the Basic Conditions of Employment Act, Level 5, 8 credits
* 255514: Conduct a disciplinary hearing, Level 5, 15 credits
* 114592: Produce business plans for a new venture, Level 4, 8 credits
* 242668: Demonstrate knowledge and application of the Occupational Health and Safety Act, 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act, Level 4, 4 credits
* 255500: Manage procedures that increase the net-income of a wholesale and retail unit, Level 5, 8 credits
* 255499: Manage shrinkage and losses in a wholesale and retail unit, Level 5, 12 credits
* 252024: Evaluate current practices against best practice, Level 5, 4 credits
* 252030: Analyse compliance to legal requirements and recommend corrective actions, Level 5, 4 credits.

**Real Estate (Learning Programme ID 71609):**

* 258115: Manage the marketing, selling and leasing of property developments, Level 5, 12 credits
* 258116: Manage community schemes, Level 5, 8 credits
* 258117: Manage a Real Estate franchise business, Level 5, 12 credits
* 258118: Market, sell and lease community schemes, Level 5, 8 credits
* 258119: Manage an auctioneering business or division, Level 5, 12 credits
* 258120: Integrate the principles of Agricultural property ownership into Real Estate sales and marketing functions, Level 5, 12 credits
* 258121: Manage Real Estate business operations, Level 5, 8 credits
* 258122: Manage a business broking business or division, Level 5, 12 credits
* 258123: Demonstrate an understanding of real estate economics in the SA context, Level 5, 8 credits
* 258124: Manage the marketing, selling and leasing of properties, Level 5, 12 credits
* 258125: Integrate the principles of Commercial/Industrial property ownership into Real Estate sales and marketing functions, Level 5, 12 credits
* 258126: Apply facilities management principles, Level 5, 8 credits
* 258135: Develop, implement and control administration of Real Estate systems, policies and procedures, Level 5, 8 credits
* 258136: Perform market assessments, Level 5, 12 credits
* 258137: Collate, interpret and utilise financial information in a Real Estate business, Level 5, 8 credits
* 258138: Implement and maintain legal requirements within a Real Estate business, Level 5, 6 credits

**Security Management (Learning Programme ID 74511):**

* 120480: Demonstrate understanding of crime prevention, Level 5, 6 credits
* 242830: Conduct a security threat assessment in a defined operational area, Level 4, 6 credits
* 13952: Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit, Level 4, 8 credits
* 244315: Assess threat for security installation purposes, Level 5, 7 credits
* 244330: Compile a threat and risk assessment for a close protection operation, Level 5, 5 credits
* 120484: Demonstrate understanding of the principles of common law crimes and statutory law offences, Level 5, 12 credits
* 120303: Apply principles of risk management, Level 5, 8 credits
* 15228: Advise on the establishment and implementation of a quality management system for skills development practices in an organisation, Level 5, 10 credits
* 15221: Provide information and advice regarding skills development and related issues, Level 5, 4 credits
* 15227: Conduct skills development administration in an organisation, Level 4, 4 credits
* 242829: Monitor the level of service to a range of customers, Level 4, 5 credits
* 114925: Manage learner information using an information management system, Level 5, 4 credits

**Strategic Management (Learning Programme ID 74512):**

* 264395: Formulate a strategy and an implementation plan for a function, Level 6, 6 credits
* 264398: Evaluate and plan the role of self as leader in a function, Level 6, 5 credits
* 264400: Apply the principles of corporate governance and ethics in a function, Level 6, 5 credits
* 264403: Apply problem-solving techniques to make decisions on a multi-faceted problem, Level 6, 5 credits
* 264405: Manage relationships with strategic partners to improve the performance of a function, Level 6, 6 credits
* 264406: Manage the information and institutional knowledge within a function, Level 6, 5 credits
* 264407: Analyse the strategy and external environment of the entity in relation to a function, Level 6, 3 credits
* 264408: Manage and improve communication processes in a function, Level 6, 3 credits
* 264409: Use negotiation in multi-faceted situations to achieve the objectives of a function, Level 6, 5 credits
* 264416: Appraise, develop and retain human capital for a function, Level 6, 6 credits

Additional specialisations in Contact Centre Management, Human Resource Management and Public Administration will be added at a later stage.

**Exit level outcomes**

1. Initiate, develop, implement and evaluate operational strategies, projects and action plans so as to improve the effectiveness of the unit.

2. Monitor and measure performance and apply continuous or innovative improvement interventions in the unit.

3. Lead and manage a team of first line managers to enhance individual, team and unit effectiveness.

4. Build relationships with superiors and with stakeholders across the value chain.

5. Apply the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks.

6. Enhance the development of teams and team members.

**Critical Cross-Field Outcomes:**

The learner will be expected to demonstrate the ability to:

* Identify and solve problems and make responsible ethical decisions within own scope of responsibility.
* Work effectively with others as a member of a team, group, organisation or community to achieve unit objectives.
* Organise and manage oneself and one's activities responsibly and effectively to plan, lead, organise and control in order to achieve unit objectives.
* Collect, organise and critically evaluate information in order to manage performance in the unit.
* Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations to lead a team of first line managers.
* The learner will be required to demonstrate an understanding of the world as a set of related systems by managing others in multiple teams within a unit.
* Be culturally and aesthetically sensitive across a range of social contexts in managing and interacting with diverse people in the workplace.
* Use science and technology effectively in researching, recommending and implementing management solutions in the unit, showing responsibility towards the environment and health of others.

**Associated Assessment Criteria**

**Associated Assessment Criteria for Exit Level Outcome 1**:

* Priorities are identified by considering a broad range of factors in solving problems and making decisions on operational strategies.
* The need for and the benefits of change are explained and recommendations are made to achieve intended results.
* The initiatives to be undertaken by the unit are linked to organisational goals and objectives.
* Operational strategies, projects and action plans are initiated and developed.
* Operational strategies, projects and action plans are implemented and evaluated.

**Associated Assessment Criteria for Exit Level Outcome 2:**

* The performance of the teams and the unit is monitored and measured according to entity's systems and procedures.
* Innovative and/or continuous improvement strategies are applied according to generally accepted theory and practice.
* Results are evaluated in relation to intended outcomes.

**Associated Assessment Criteria for Exit Level Outcome 3:**

* The talents of each team member are evaluated according to the needs and operational requirements of the unit.
* The team is provided with direction towards fulfilment of organisational goals.
* Resources are identified and used by the leader to accomplish the objectives of the unit.

**Associated Assessment Criteria for Exit Level Outcome 4:**

* Relationships are built through the provision and solicitation of unit-relevant information.
* Communication processes that contribute towards building relationships are implemented both vertically and horizontally.
* Team effectiveness and desired outcomes are achieved through partnership and information sharing.
* Customer needs are interpreted and distilled through effective communication processes in order to ensure that relationships are sustained.

**Associated Assessment Criteria for Exit Level Outcome 5:**

* Risk in the unit is managed by considering the impact and likelihood of a variety of internal and external factors.
* The intended outcomes of the unit are achieved by applying accepted principles and practices of financial management.
* The intellectual assets of the unit are identified, developed and protected through the application of the principles of knowledge management.
* The desired outcomes of the unit are achieved within an individual ethical framework and according to the value system of the entity.

**Associated Assessment Criteria for Exit Level Outcome 6:**

* The acquisition and enhancement of skills is facilitated through people development processes.
* Direction is given to first line managers on their possible career progression within the entity through coaching and other personal interaction.
* The diversity in the team is recognised and harnessed in order to add value to team effectiveness.

**Integrated Assessment:**

Assessment practices must be fair, transparent, valid and reliable and should ensure that the learner is not disadvantaged in any way. Integrated assessment provides the opportunity for learners to demonstrate that they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts. Integrated assessment must evaluate the quality of competence attained by the learner.

The assessment strategies used must ensure that that all Specific Outcomes, Essential Embedded Knowledge and Critical Cross-Field Outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes.

The learner who has provided the required evidence for all the exit level outcomes of the qualification will be assessed as competent and awarded the qualification. This will ensure that learning and competence are not achieved only in the building blocks of the unit standards but also in the integration and application of the fundamental, core and elective building blocks to a particular context, i.e. the exit level outcomes.

**What is a credit?**

A credit is the formal recognition that you have the necessary knowledge, skills and understanding in a particular field of study. One (1) credit = 10 notional hours of learning. ‘Notional hours’ are time spent on homework, assignments, practicing on the job, classroom time, or any other time spent to become competent in the particular standard or qualification. A total of 167 or more credits are necessary to receive a **National Certificate: Generic Management**at NQF level 5.

**Range of Learning**

This describes the situation and circumstance in which competence must be demonstrated and the parameters in which the learner operates.

**Use of the Learner Guide**

There are five (5) modules in this Learner Guide.

Skills Programme 1: People Management

|  |  |  |  |
| --- | --- | --- | --- |
| **U/S number** | **Unit Standard name** | **Level** | **Cr** |
| 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 |

A specific goal is given for each lecture or theme. You will have to attain a number of objectives to attain the goal of each session. First read the objectives to focus your thoughts on the information that may be relevant to attain the objectives.

Once you have your thoughts focussed, skim or scan the course work prescribed for each theme to orientate you with the material you have to study.

During classes an overview of a theme will be given, after which a number of problems and/or questions will be discussed. You are advised to develop a concept map of each theme that not only represents each theme visually, but also relates the different components.

**Learner Support**

Please remember that as the programme is outcomes based – this implies the following:

* You are responsible for your own learning – make sure you manage your study, research and portfolio time responsibly.
* Learning activities are learner driven – make sure you use the Learner Guide and Workbook in the manner intended, and are familiar with the Portfolio Guide requirements.
* The Facilitator is there to reasonably assist you during contact, practical and workplace time of this programme – make sure that you have his/her contact details.

**Responsibility**

The responsibility of learning rest with you, so . . .

* Be proactive and ask questions
* Seek assistance and help from your coach, if required

**Assessment**

**How will I be prepared for assessment?**

During the programme developmental activities will be conducted to assist you in preparing for final assessment. For your own benefit, make sure that you participate fully in all the developmental and formative assessment activities! What will I finally be required to do for assessment? Final assessment will be conducted on the following submission of evidence, e.g.:

* Completed activities in the Learner manual
* Knowledge Questionnaire
* Practical illustration / simulation

**What will be assessed in the above?**

All assessments are conducted strictly in accordance with the unit standard requirements. Assessment is a way of measuring what you know and are able to do. When you have learnt something, you should be able to apply what you have learnt. You may be assessed when you are sure that you are ready to be assessed. If you do not achieve the standard the first time, you can be coached or trained further and then be assessed again later. You will be assessed in a number of ways and at regular intervals.

**When do I start preparing for assessment?**

Right from the start – make sure you are familiar with the Assessment Guide/Portfolio Guide, and start preparing and collecting evidence from the onset of the programme.

**Formative Assessment**

In order to gain credits for this programme you will need to show an assessor that you are competent in each unit standard. The activities in this programme are designed not only to bring about your competence, but also to prove that you have mastered competence.

**Summative assessment**

Not all the specific outcomes will be formatively assessed during the programme or in the workplace. The objective is to create independent and self-sufficient learners. This means that you will also be required to do independent research and assignments outside the training room.

Your assessor and you will conduct a pre assessment meeting to discuss the assessment process and how you will collect evidence of your competence. When you are ready, you will advise your assessor that you are ready for the assessment.

The summative assessment activities are indicated at the end of the learning guide. If your summative assessment is conducted using observation, role plays or verbal assessment, place a signed copy of the checklists, once completed by the assessor / assessment panel, in your Learner manual.

**Duration of program**

The total proposed duration of this programme is as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Standards** | **Theoretical Learning (30%)** | | **Workplace Learning (70%)** | | **Total Credits** |
| **Component** | **Credits** | **Time / Notional Hours** | **Credits** | **Time / Notional Hours** |
| Fundamental / Core / Elective | Allocate credits against total credit value | Anticipated time | Allocate credits against total credit value | Anticipated time |
| Fundamental | 2 | 20 | 3 | 30 | 5 |
| Core | 9 | 90 | 17 | 170 | 26 |
| Elective | - | - | - | -- | - |

**LETTER OF COMMITMENT FROM THE LEARNER**

You have been identified and nominated to be part of  **Insert Organisation Name Here Skills Program 1 – People Management (252037, 252029, 252027, 252043, 252042)** program by means of your organisations’ training committee as well as a Needs Analysis conducted by. To ensure effective training, your commitment to attend training and submit evidence of workplace application as required by the appointed assessor, is of utmost importance. This letter serves to confirm your commitment to the training program offered to you by your organisation.

**Declaration of commitment:**

I undertake to fulfil all the requirements of the assessment practices as specified by the assessor and service provider.

Company: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Full names of learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nominated by**:

Name and Surname \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position in company \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

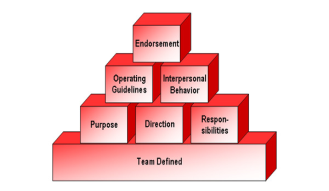
**Learner Information**

|  |  |
| --- | --- |
| **Name & Surname** |  |
|  |
| **ID Number** |  |
| **Age** |  |
| **Address** |  |
|  |
|  |
| **Telephone number (Cell)** |  |
| **Telephone number (Other)** |  |
| **Gender** |  |
| **Race** |  |
| **Property** |  |
|  |
| **Geographical Area** |  |
|  |
| **Course** |  |
|  |
| **Mentor/s** |  |
|  |
| **Facilitator/s** |  |
|  |
| **Next of Kin details** |  |
|  |
|  |
| **Commencement Date** |  |
| **Estimated completion date** |  |

**Skills Program Structure**

Build teams to achieve goals and objectives

252037

****

This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them. The qualifying learner is capable of:

* Demonstrating knowledge of and insight into the theory of teams and the importance of teams in workplace activities
* Applying the theory of teams to team dynamics
* Explaining the process of building teams
* Analysing the role of team leader in promoting team effectiveness
* Evaluating the effectiveness of a team and propose ways to improve team effectiveness

**Index**

|  |  |
| --- | --- |
| **Competence Requirements** | **Page** |
| **Unit Standard 252037 alignment index**  Here you will find the different outcomes explained which you need to be proved competent in, in order to complete the Unit Standard 252037. | **28** |
| **Unit Standard 252037** | **30** |
| **The theory of teams and the importance of teams in workplace activities** | **37** |
| **Apply the theory of teams to team dynamics** | **46** |
| **Explain the process of building teams** | **58** |
| **Analyse the role of team leader in promoting team effectiveness** | **63** |
| **Evaluate the effectiveness of a team and propose ways to improve team effectiveness** | **67** |
| **Self-assessment**  Once you have completed all the questions after being facilitated, you need to check the progress you have made. If you feel that you are competent in the areas mentioned, you may tick the blocks, if however you feel that you require additional knowledge, you need to indicate so in the block below. Show this to your facilitator and make the necessary arrangements to assist you to become competent. | **71** |

**Unit Standard 252037 – Alignment Index**

|  |  |
| --- | --- |
| **SPECIFIC OUTCOMES AND RELATED ASSESSMENT CRITERIA** | |
| **SO 1** | **Demonstrate knowledge of and insight into the theory of teams and the importance of teams in workplace activities** |
| **AC 1** | The characteristics of a team and team interaction are compared with those of a group. |
| **AC 2** | Different types of teams are described in terms of their unique roles and characteristics. |
| **AC 3** | The importance of teams for achieving workplace goals and objectives is motivated with examples of the contributions of teams. |
| **SO 2** | **Apply the theory of teams to team dynamics** |
| **AC 1** | The dynamics of teams are explained in terms of practical examples. |
| **AC 2** | The reasons for disagreements and conflict that could disrupt the functioning of the team are analysed with reference to interpersonal and other factors. |
| **AC 3** | Unique challenges presented by different types of teams are identified with specific reference to cross-functional and virtual teams. |
| **SO 3** | **Explain the process of building teams** |
| **AC 1** | The process of building a team is explained with reference to the steps in the process. |
| **AC 2** | Stages of team development are analysed in terms of the human behaviour that drives the different stages. |
| **SO 4** | **Analyse the role of team leader in promoting team effectiveness** |
| **AC 1** | The role of the team leader is explained in relation to improving team effectiveness |
| **AC 2** | The impact of different leadership styles is considered in relation to the leader's role in promoting team effectiveness. |
| **AC 3** | Techniques for the constructive management of team dynamics and conflict are described with specific reference to promoting trust, cohesion, creativity and productivity. |
| **SO 5** | **Evaluate the effectiveness of a team and propose ways to improve team effectiveness** |
| **AC 1** | The functioning of a team is evaluated against the characteristic of high performance teams. |
| **AC 2** | An action plan is developed for improving the effectiveness of the team. |

|  |
| --- |
| **CRITICAL CROSS FIELD OUTCOMES** |
| ***UNIT STANDARD CCFO IDENTIFYING***  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.  ***UNIT STANDARD CCFO WORKING***  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.  ***UNIT STANDARD CCFO ORGANISING***  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.  ***UNIT STANDARD CCFO COLLECTING***  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.  ***UNIT STANDARD CCFO COMMUNICATING***  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.  ***UNIT STANDARD CCFO DEMONSTRATING***  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. |

|  |  |
| --- | --- |
| SAQA | *All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.* |

|  |
| --- |
| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

|  |
| --- |
| **REGISTERED UNIT STANDARD:** |

|  |
| --- |
| **Build teams to achieve goals and objectives** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 252037 | Build teams to achieve goals and objectives | | | |
| **ORIGINATOR** | | **REGISTERING PROVIDER** | | |
| SGB Generic Management | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 03 - Business, Commerce and Management Studies | | | Generic Management | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **OLD NQF LEVEL** | **NEW NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 5 | New Level Assignment Pend. | 6 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Registered | | 2007-11-28 | 2010-11-28 | SAQA 0474/07 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2011-11-28 | | 2014-11-28 | | |

|  |
| --- |
| In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise. |

|  |
| --- |
| This unit standard replaces: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **US ID** | **Unit Standard Title** | **Old NQF Level** | **New NQF Level** | **Credits** | **Replacement Status** |
| 15237 | Build teams to meet set goals and objectives | Level 5 | New Level Assignment Pend. | 3 | Complete |

|  |
| --- |
| **PURPOSE OF THE UNIT STANDARD** |

|  |
| --- |
| This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.   The qualifying learner is capable of:   Demonstrating knowledge of and insight into the theory of teams and the importance of teams in workplace activities.   Applying the theory of teams to team dynamics.   Explaining the process of building teams.   Analysing the role of team leader in promoting team effectiveness.   Evaluating the effectiveness of a team and propose ways to improve team effectiveness. |

|  |
| --- |
| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

|  |
| --- |
| It is assumed that learners are competent in:   Communication at NQF Level 4.   Mathematical Literacy at NQF Level 4.   Computer Literacy at NQF Level 4. |

|  |
| --- |
| **UNIT STANDARD RANGE** |

|  |
| --- |
|  The learner is required to apply the learning in respect of this/her own area of responsibility.   Unit refers to the division, department or business unit in which the learner is responsible for managing and leading staff.   Entity includes, but is not limited to, a company, business unit, public institution, small business, Non-Profit Organisation or Non-Governmental Organisation. |

|  |
| --- |
| **Specific Outcomes and Assessment Criteria:** |

|  |
| --- |
| **SPECIFIC OUTCOME 1** |

|  |
| --- |
| Demonstrate knowledge of and insight into the theory of teams and the importance of teams in workplace activities. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| The characteristics of a team and team interaction are compared with those of a group. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| Different types of teams are described in terms of their unique roles and characteristics. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| The importance of teams for achieving workplace goals and objectives is motivated with examples of the contributions of teams. |

|  |
| --- |
| **SPECIFIC OUTCOME 2** |

|  |
| --- |
| Apply the theory of teams to team dynamics. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| The dynamics of teams are explained in terms of practical examples. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| The reasons for disagreements and conflict that could disrupt the functioning of the team are analysed with reference to interpersonal and other factors. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| Unique challenges presented by different types of teams are identified with specific reference to cross-functional and virtual teams. |

|  |
| --- |
| **SPECIFIC OUTCOME 3** |

|  |
| --- |
| Explain the process of building teams. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| The process of building a team is explained with reference to the steps in the process. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| Stages of team development are analysed in terms of the human behaviour that drives the different stages. |

|  |
| --- |
| **SPECIFIC OUTCOME 4** |

|  |
| --- |
| Analyse the role of team leader in promoting team effectiveness. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| The role of the team leader is explained in relation to improving team effectiveness. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| The impact of different leadership styles is considered in relation to the leader's role in promoting team effectiveness. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| Techniques for the constructive management of team dynamics and conflict are described with specific reference to promoting trust, cohesion, creativity and productivity. |

|  |
| --- |
| **SPECIFIC OUTCOME 5** |

|  |
| --- |
| Evaluate the effectiveness of a team and propose ways to improve team effectiveness. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

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

|  |
| --- |
| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

|  |
| --- |
|  Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures. |

|  |
| --- |
| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

|  |
| --- |
| The knowledge underpinning the above specific outcomes is:   Theory of teams and team dynamics.   Different types of teams.   Characteristics of high performance teams.   Leadership styles.   Techniques for managing team dynamics. |

|  |
| --- |
| **UNIT STANDARD DEVELOPMENTAL OUTCOME** |

|  |
| --- |
| N/A |

|  |
| --- |
| **UNIT STANDARD LINKAGES** |

|  |
| --- |
| N/A |

|  |
| --- |
| **Critical Cross-field Outcomes (CCFO):** |

|  |
| --- |
| **UNIT STANDARD CCFO IDENTIFYING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO WORKING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO ORGANISING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO COLLECTING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO COMMUNICATING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO DEMONSTRATING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **QUALIFICATIONS UTILISING THIS UNIT STANDARD:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **ID** | **QUALIFICATION TITLE** | **OLD LEVEL** | **NEW LEVEL** | **STATUS** | **END DATE** |
| Core | [59201](http://allqs.saqa.org.za/showQualification.php?id=59201) | National Certificate: Generic Management | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Core | [60070](http://allqs.saqa.org.za/showQualification.php?id=60070) | National Certificate: Inspection and Assessment (Non-Metallics) | Level 5 | New Level Assignment Pend. | Registered | 2011-03-12 |
| Core | [59304](http://allqs.saqa.org.za/showQualification.php?id=59304) | National Diploma: Freight Forwarding and Customs Compliance | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Core | [64330](http://allqs.saqa.org.za/showQualification.php?id=64330) | National Certificate: Mission Corporate Services Management | Level 6 | New Level Assignment Pend. | Registered | 2011-11-26 |
| Fundamental | [62069](http://allqs.saqa.org.za/showQualification.php?id=62069) | National Certificate: Radio Production | Level 5 | New Level Assignment Pend. | Registered | 2012-05-13 |
| Elective | [65229](http://allqs.saqa.org.za/showQualification.php?id=65229) | Further Education and Training Certificate: Animal Protection | Level 4 | NQF Level 04 | Registered | 2012-03-12 |
| Elective | [64049](http://allqs.saqa.org.za/showQualification.php?id=64049) | Further Education Training Certificate: Harbour Watchkeeping | Level 4 | NQF Level 04 | Registered | 2012-02-18 |
| Elective | [71969](http://allqs.saqa.org.za/showQualification.php?id=71969) | National Certificate: Automotive Components: Manufacturing and Assembly | Level 5 | New Level Assignment Pend. | Registered | 2012-09-09 |
| Elective | [59325](http://allqs.saqa.org.za/showQualification.php?id=59325) | National Certificate: Environmental Noise Control | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Elective | [65050](http://allqs.saqa.org.za/showQualification.php?id=65050) | National Certificate: Music | Level 5 | New Level Assignment Pend. | Registered | 2012-03-12 |
| Elective | [61489](http://allqs.saqa.org.za/showQualification.php?id=61489) | National Certificate: Transport Operations | Level 5 | New Level Assignment Pend. | Registered | 2011-09-17 |

|  |  |
| --- | --- |
|  | *All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.* |

***Let’s start by defining a Team***

"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable." ***(Katzenbach and Smith, 1993)***

"People working together in a committed way to achieve a common goal or mission. The work is interdependent and team members share responsibility and hold themselves accountable for attaining the results."

"A group in which members work together intensively to achieve a common group goal."

***(Lewis-McClear & Taylor 1998)***

***What is a Team?***

A team is any group of people organised to work together interdependently and cooperatively to meet the needs of their customers by accomplishing a purpose and goals. So, what are the characteristics of a good team?

Which are the various qualities one should look for in a good team member? Here, we shall take a quick peek into all the specific characteristics that are required for a good team.

A team is a group of people acting together to achieve a set of common goals. From the most traditional perspective, teams usually have a leader and members who work closely together over time on a common set of interests.

In today’s organisations, teams are still groups of people with shared objectives, only now they often do not have a formal leader, may have members who do not work in close proximity to one another and may frequently change both their mission and their membership.

Today “teamwork” is becoming as much a philosophy of working together collectively toward a shared vision or goal, as a method for applying the efforts to a few people to organisational problems and goals. Formal and informal teams are inevitable in any organisation.

The “team” may be the whole workforce in a small organisation. A larger organisation, on the other hand, may have many different types of teams in place to perform its’ many and varied functions.

***Characteristics of a Good Team:***

***Proper distribution of tasks:***

A good team knows about all the distribution of tasks to achieve a streamlined process for the same. A good environment is possible when all the team members are aware of their responsibilities and do the needful in the stipulated time. A well-managed team knows the targets or what is expected from them. They are always a step ahead in their achievements of the same.

***Clear Communication:***

A good team would always have clear communication amongst its team members. For a team to function properly, the tasks have to be explained clearly. The environment should be open and should be free enough for problems to be resolved. Good communication between team members would only facilitate the work process and bring about better results for the company.

***High levels of integrity:***

A team cannot be complete without the team member displaying high levels of integrity for the company. Any company would always prefer to invest their time and money for people who are honest and dependable in the long run.

An excellent team is only possible when all the members of the team can be relied upon for the particular tasks. These team members would always be aware of their responsibilities and would approach the concerned person immediately in case of any problem faced by any individual.

***Proper focus and a clear vision:***

When team members are aware of their tasks and fulfil the same in due course of time, it would only reduce time and effort spent in explaining the same. To ensure a company has an excellent team, all the team members need to have a clear-cut vision that helps to enhance the profile of the company.

***Skills that complement each other:***

When a person reflects about the characteristics that are needed for a good team, the team member’s skill sets should also be taken into consideration. Team members in this case should have specific skill sets that help to compliment with each other’s skills.

A good team manager can therefore work on these skill sets and help to balance out the team. A balanced team would then produce better results.

Effective team members need the following three basic skills:

* ***Communication and Negotiation*** - Team members need the ability to state ideas or questions clearly, listen to others attentively, and to resolve disagreements in a non-confrontational manner. This is a skill that many students may lack.
* ***Analytic and Creative Skills*** - Team members need to evaluate information and propose creative solutions. Many students have these skills, but may not be able to effectively communicate their views or concerns.
* ***Organisation*** - The team needs to be able to track and complete all its tasks on time. Tensions can often arise if deadlines are missed

***Passion for work:***

Teams that have members passionate about their work help the company to progress with ease. A passion for excellence only helps to enhance the performance. A motivated team would only get positive results. An optimistic approach would keep the whole team happy!

***There are also different types of teams:***

* ***Functional or departmental teams:*** Groups of people from the same work area or department, they will meet on a regular basis to analyse customer needs within their reach, work together to solve problems, attempt to provide members with support and to promote continuous improvement, and share information.
* ***Cross-functional teams:*** Groups of people who are pulled together from across departments or job functions to deal with a specific product, issue, customer, problem, or to improve a particular process. There might be a distribution team for each of the organisations’ products.
* ***Self-managing teams:*** Groups of people who gradually assume responsibility for self-direction in all aspects of work.

***How do Teams communicate?***

Let’s look at some basic communication skills for people who are part of teams; they must:

1. Listen actively
2. Ask questions
3. Give constructive feedback - the list below can help students:
   1. Don't express an opinion as a fact
   2. Explain your reasons
   3. Restate the original idea to be sure it's understood
   4. Compliment another's idea
   5. Respond, don't react
   6. Don't interrupt
   7. Critique the idea, not the person
   8. Be courteous
   9. Avoid jargon
4. Awareness of body language and tone
5. Appropriate humour
6. Some chit-chat in meetings
7. Patience

***Listening and critiquing skills***

1. ***Active Listening*** - Communication is a two-way street, so it is important that you listen carefully to your team mates when they are speaking. Don't tune speakers out or get caught in the trap of planning ahead to what you want to say next. You may miss an important detail, and in the worst case, you repeat the detail you missed because you were not listening.
2. ***Ask Questions*** - If you hear something that confuses you, you should ask about it. Maybe you missed a detail or maybe you remembered something others forgot. In any case, it's important that everyone understand exactly what's going on. Chances are that if you're confused, then others are too.
3. Conversely, if a team member asks you a question, you should ***answer it courteously***. The team member may be bringing up a crucial detail that could make or break the team's plans.
4. ***Constructive Feedback*** - Although it is important to evaluate proposed ideas and suggestions, critiques need to be presented with tact. Some tips that may help:
   1. Don't express an opinion as a fact - You may hate orange text on green, but that is an opinion unless you can cite a legitimate reason for your concern (such as that this colour combination may be harder to read).
   2. Explain your reasons - If you do have a strong opinion, explain why you feel that way. This will allow others to evaluate your comments more effectively.
   3. Restate the original idea - To be sure you have correctly understood someone else's idea before you respond to it.
   4. Compliment another's idea - Even if you do not think it would work, some part of it may be valid and could be usable in another form.
   5. Respond, don't react - If you feel like you're ready to explode, give yourself a few seconds before speaking.
   6. Don't interrupt
   7. Critique the idea, not the person
   8. Be courteous
   9. Avoid jargon
5. ***Chat a Little*** - A meeting does not have to be 100% business. It is perfectly fine to ask team members how they are doing or what they are planning next weekend. This can really help ease tension when disagreements occur later.

***Different methods of communications within teams, the “How To”:***

Life at work is often hectic, so hectic in fact that many of us are not strategic when it comes to communicating with other members of our team. We worry about impressing clients and customers and don't always consider that effective communication within an organisation gets translated into better products and more sales.

First and foremost, it is important to be respectful of your fellow team members. Be considerate of their time and be considerate of their wishes when it comes to how you communicate with them. Each of us has our own communication style and preferences, so take the time to get to know how to work best with your colleagues. Then let them know what communication mode works best for you overall and in specific situations.

Effective teams will ensure that when they are courteous and clear when they communicate with each other by:

***E-mail***

Although e-mail is a relatively new communication tool, many of us can't remember what we did without it. We have used e-mail for years and feel quite comfortable with it.

This can make e-mail dangerous as we sometimes become less than careful about what we write. We also tend to use e-mail when we should pick up the phone or set up a meeting.

E-mail is best used to announce, inform, or inquire about something that is fairly straightforward. You should take a moment to review an e-mail you are about to send, not only for style, but also for subject.

Make sure the topic is appropriate and that it is one that the recipient(s) will understand immediately. Your e-mails do not have to be dry, but take care with any humour or exaggeration you include because these sentiments are easy to misinterpret.

* Don't send e-mails with confidential or sensitive information
* Don't use e-mail to clear up a misunderstanding
* Don't hit "Reply All" without reviewing the list of recipients
* Do check your spelling and grammar
* Do write a concise and comprehensible subject line
* Do think carefully before using cc (carbon copy) and bcc (blind carbon copy)

***Telephone and Voicemail***

A telephone call is more personal than an e-mail, but not as interactive as a face-to-face meeting. As is the case with any other method of communication, we can get informal when using the phone to talk to colleagues.

Even when you know your team members well, it is important to remain professional. Always answer your phone as if an important client is calling. And when you call team members, treat them the same way you would a client.

Treat each phone call as if it were a meeting. You should know exactly why you are calling. You can start a phone call with the same kind of pleasantries you would exchange in a face-to-face meeting, but don't forget that you have business to conduct.

* Don't call without a specific topic in mind
* Don't multitask or space-out during a conversation
* Don't forgo a standard greeting
* Do speak clearly and slowly
* Do consider a colleague's schedule before calling
* Do agree to continue a lengthy discussion in person

A communication tool that goes along with the telephone is voicemail. You may not think of it as a communication tool in its own right, but it is. If you've been away from the office for any length of time, you know what it is to return to find that you have a slew of voicemail messages, some of which you cannot decipher.

Many people use voicemail when they hope to avoid speaking with someone by calling when they know that person will not be present. This is not recommended. Voicemail is a communication alternative when the person you are trying to reach is unavailable. If you need to, you can hang up when an outgoing message starts; collect your thoughts and call back to leave your message.

* Don't leave angry voicemail messages
* Don't ramble
* Do include pertinent information in your message
* Do let the recipient know how soon you need a response

***Face-to-face***

The value of this time honoured method of communication is sometimes ignored in our rush to get things done. Or it is avoided when we would rather not take the time to sort out an issue. Nevertheless, there are times when you really need to speak with your team in person-whether you sit down with one person or organize a meeting for several people.

* Don't let anyone monopolize the conversation (not even you)
* Don't start or end late
* Don't let the meeting go off-topic
* Do have an agenda
* Do avoid arguments
* Do end with a summary and steps for follow up

With all of these methods of communication, it is important to remain polite and courteous at all times. That however, doesn't mean that you cannot be pleasant, friendly, and even encouraging. Don't forget that in addition to communicating information, you can also use IM, e-mail, the telephone, or a meeting to congratulate and show gratitude to team members for a job well done.

Communication usually goes awry on projects because people "informate" rather than "communicate". “Informating” is the dissemination of information, irrespective of the meaning that may be attached to it by the recipient. Informating results in you playing 'Chinese whispers' on your project.

There is an old story that, in the First World War, the front line sent a message via runners to the general. The message said: "Send reinforcements, we are going to advance". By the time the message reached the general it said "send three and four pence, we are going to a dance". Any message you "send out" can get distorted and misunderstood.

Communicating is the achievement of a common understanding between two or more people - i.e.: where both attribute the same meaning to the information that is exchanged. As a team member you have to make sure you communicate, and your team members communicate with each other, and not just informate.

***In Groups***

You are required to investigate the inner workings of a team as well as attempt to identify the reasons why a team is either successful or not. By making use of the table below, observe a team in their normal daily activities and then complete the table with your cumulative findings; remember teamwork is of the essence here.

|  |  |
| --- | --- |
| ***Criteria*** | ***Observations*** |
| Team name and their area of responsibility |  |
|  |
|  |
| Type of team |  |
| Team members and their individual roles |  |
|  |
|  |
|  |
| Team member Strengths and Weaknesses |  |
|  |
|  |
|  |
| Cumulative Team role |  |
|  |
| Team Responsibility |  |
|  |
| How does each team member contribute to the teams’ goals? |  |
|  |
|  |
|  |
| How does the teams goals contribute to the organisational goals? |  |
|  |
| What communication methods are used within the team? |  |
|  |
|  |
|  |
| What communication methods does the team use within the organisation? |  |
|  |
|  |

Team Dynamics are the unseen forces that operate in a team between different people or groups. Team Dynamics can strongly influence how a team reacts, behaves or performs, and the effects of team dynamics are often very complex

Suppose in a small team of six people working in one office there are two people who have a particularly strong friendship. This friendship is a "natural force" that may have an influence on the rest of the team, and can be manifest in various ways, either positively or negatively.

Other factors can also play an influence. For example, if a wall of cupboards were to be placed across the middle of the office, this would also form a 'natural force' that influences the communication flow and may separate the group into two further sub-groups.

Sometimes, an "absence" of a natural force can also be a team dynamic. For example, if the leader or manager is permanently removed from the office, the group may be drawn into a change of behaviour.

***How do you recognise team dynamics?***

You can recognise team dynamics by looking for the forces that influence team behaviour. These forces might include:

* Personality styles (e.g.: including or excluding people)
* Team Roles (e.g.: the various roles each team member plays as their contribution to the team)
* Office layout (e.g.: cupboards dividing teams into two)
* Tools and technology (e.g.: email, bulletin board, information pool enabling hidden communication).
* Organisational culture (e.g.: company cars acting as status symbols to separate groups of employees)
* Processes/methodologies/procedures (e.g.: problem-solving methodology)

***Let’s take a look at Team dynamics:***

Successful modern teams are perhaps most accurately pictured as open systems: sets of interacting parts with boundaries that allow selected information and energy to enter and leave. Since open systems permit the exchange of products, resources and information with their environment, they can readily develop and change both themselves and the tasks or ideas presented to them.

Essentially, these systems create new possibilities by opening and closing physical or conceptual boundaries inside and outside the team. For example: information gathering or brainstorming opens a team to new ideas, establishing work policies or procedures close the range of possible team processes in the service of greater efficiency and effectiveness.

The general properties of a well-functioning team have been understood for many years. More challenging market and customer demands, however, and less structured organisational settings have added to both the complexity and possibilities of team environments. By developing a framework for overall team functioning, specifying role definitions and role behaviours and clarifying improvement strategies, teams can take charge of their own growth, development and competence.

As teams grow, each forms its own identify, a kind of “mini-culture” separate from the larger organisation, that is defined by specific roles and relationships evolving over time. The best teams have a full complement of roles and develop members who can perform a range of roles vital for total team functioning. All teams need people who consolidate team identity and trust through accepting, appreciating and validating others and their ideas.

Teams also need people who explore issues and possibilities through encouraging, elaborating, expanding, clarifying and summarising the ideas of others. Teams need people who plan and organise tasks by integrating, activating, initiating and mediating the ideas of others.

To ensure excellent timely work output, teams need people who empower, persuade and delegate within the team environment and who can also effectively sell ideas to key opinion leaders and decision makers outside the team. These various team functions can be crystallised into four roles:

* Harmonising
* Exploring
* Regulating
* Promoting

Team member roles and role interactions can be represented in a quadrant framework, using the two basic qualities of all interpersonal relations, what is being discussed and how members are conducting transactions or interactions, as the axes.



The vertical axis in figure 1 defines what is being discussed. When team members focus on people orientated subjects, such as subjective feelings, perspectives and concerns, they are using skills that are located at one end of the axis. When they focus on task- or concept orientated concerns, such as work problems, goals or activities, the skills they are using are located at the other end.

The horizontal axis defines how team members are conducting transactions or interactions. When a person primarily takes an active stance, one in which he or she acts frequently or assertively, the skills use lie at one end of the axis. More reflective activities lie at the other. The two axes-what (from an orientation toward people and feelings to an orientation toward tasks and concepts) and how (from an active to a reflective stance), combine to generate four quadrants, each defining a major team role or skill cluster.

Harmonisers, who are reflective and people orientated, reconcile and mediate team differences and generate and refer to common interests and values. Explorers search for differences, create and champion new ideas and gather vital information. Regulators set goals, make plans and organise work outputs. Promoters ensure of team goals and “sell” outputs to those external to the team, (see figure 2).

This framework supplies the basic ingredients for assessing team vulnerabilities, developing team skills and confronting vital organisational demands. At the most basic level, every excellent team should have each of the four roles well represented. To promote best results, teams must emphasize or encourage the expression of a role or roles and the suppression of other roles in various contexts to promote best results.

When a team is forming or viewing its values and norms, the harmonising (and to some extent exploring) roles should be predominate; regulating and promoting roles should serve supporting functions. Therefore, a team role “map” should like the diagram on the right.

When a team is trying to generate and test new ideas or focus its efforts on the most important activities, the exploring role should predominate. Regulating plays a secondary role to help translate ideas into appropriate team goals and plans. In contrast, harmonising and promoting play supporting roles.

When a team is setting goals and making commitments for plans, a different role compliment is required. The regulating role should take the lead, with other roles supporting. For example; harmonising might be important for supporting goals or generating agreement or consensus for them.

When a team must sell its ideas, products or services to other parts of the organisation or to external customers, the promoting role predominates. The other roles play supporting parts.

Each of the four basic roles represents a collection of team behaviours best adapted to promote four general team outcomes. Harmonising generates trust; Exploring generates team focus; Regulating generates rules; Promoting generates work output.

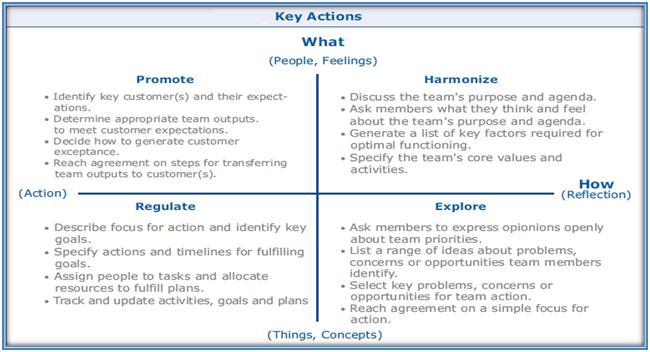
For each role, following a critical path or set f steps called key actions maximises achieving its primary goal. For example: establishing team identity can be simplified with four discrete steps that can be used to focus members’ efforts. (See table).

|  |
| --- |
| **Key Actions for establishing Team Identity** |
| 1. Discuss the team’s purpose and agenda 2. Ask members what they think and feel about the team’s purpose and agenda 3. Generate a list of key factors required for optimal functioning 4. Specify a team’s core values and activities |

But when should a typical team formally institute these key actions and how should it complete them? In practise, teams should constantly use the skills and steps encompassed in the team role model in an informal manner. However, when a team begins specific functions (organising the team activities, for example) or need to respond to specific demands or cues, members should review, refine and implement key actions as a method to ensure meeting the situational challenge.

|  |
| --- |
| **Establishing Team Identity – Reasons for Using Key Action** |
| ***Functions to Perform:***   * Start a new team * Significantly change team membership or goals * Need to reach a team consensus * Confront team failures or external assaults or criticism |
| ***What to Watch for:***   * Flagging team morale and crisis of confidence * Criticism of team actions by “outsiders” such as management * Significant changes in team resource allocation or expectations * Role confusion, unclear goals, poor performance in work procedures * Finger-pointing, arguing among team members or development of factions |

The emphasis on each step, even the nature of each step may vary. In all instance however, a relating process that evolves over time and that includes a series of steps should occur. See below:



Team member behaviour also entails individual refinements. Perhaps most relationship problems stem from a deficit of skill performance, an ability to demonstrate competent behaviours in a refined way. At a practical level, this occurs when team members are not specific, subtle, consistent or persistent in using a team skill behaviour.

As part f any major business process, each team follows four major steps: ***Establishing*** trust, ***Specifying*** a purpose or focus for action, ***Developing*** goals and plans and ***Implementing*** actions. Each excellent team process, whether it focuses on problem-solving, project cycle or on a deepening commitment to developing high-performance work teams, is a reiteration of this basic pattern. In other words, each successful team intervention generally moves through a set of challenges or issues, usually from trust, to a purpose or focus, to goals and plans, to implement strategies.

This pattern requires emphasising each of the four major team roles in sequence:

***Harmonising è Exploring è Regulating è Promoting***

Although people frequently fail to learn team skills, more often they fail to apply skills consistently and persistently. Because relationships are not single events but a series of reciprocal feedback processes that occur over a period of time, each moment theoretically requires a new skill mix to fit changing demands. Achieving this ideal is quite unlikely, but people can significantly improve how they communicate by effecting small changes in behaviour.

***T***

***eam Conflict***

A major advantage a team has over an individual is its diversity of resources, knowledge, and ideas. However, diversity also produces conflict. As more and more organizations restructure to work teams the need for training in conflict resolution will continue to grow.

Conflict arises from differences. When individuals come together in work teams their differences in terms of power, values and attitudes, and social factors all contribute to the creation of conflict. It is often difficult to expose the sources of conflict.

Conflict can arise from numerous sources within a team setting and generally falls into three categories: communication factors, structural factors and personal factors (Varney, 1989).

Barriers to communication are among the most important factors and can be a major source of misunderstanding. Communication barriers include poor listening skills; insufficient sharing of information; differences in interpretation and perception; and nonverbal cues being ignored or missed. Structural disagreements include the size of the organization, turnover rate, levels of participation, reward systems, and levels of interdependence among employees.

Personal factors include things such as an individual's self-esteem, their personal goals, values and needs. In order for conflict to be dealt with successfully, managers and team members must understand its unpredictability and its impact on individuals and the team as a whole.

Conflict in work teams is not necessarily destructive, however. Conflict can lead to new ideas and approaches to organizational processes, and increased interest in dealing with problems. Conflict, in this sense, can be considered positive, as it facilitates the surfacing of important issues and provides opportunities for people to develop their communication and interpersonal skills.

Conflict becomes negative when it is left to escalate to the point where people begin to feel defeated, and a combative climate of distrust and suspicion develops (Bowditch & Buono, 1997). Nelson (1995) cautions that negative conflict can destroy a team quickly, and often arises from poor planning.

***Negative conflict arises from:***

***Administrative Procedures:*** If the team lacks good groundwork for what it's doing, its members will not be able to coordinate their work.

***People Resources:*** If the team does not have enough resources to do the job, it is inevitable that some will carry too heavy a load. Resentment, often unexpressed, may build, so it is crucial that team leaders ensure adequate resources.

***Cost overruns:*** Often inevitable, cost overruns become a problem when proper measures are not taken. The whole team should know early on when cost becomes a problem so additional funding can be sought by the team. This way the problem can be resolved before it grows into a problem for management.

***Schedules:*** The schedule is highly consequential to the team's project and should be highly visible. All members should be willing to work together to help each other meet their deadlines.

***Responsibilities:*** Each team member must know what areas are assigned and who is accountable for them.

***Wish Lists:*** Stick to the project at hand and avoid being sidetracked into trying to fit other things into it. Wait and do the other things you would like to do after successful completion of the original project.

Team members can and should attempt to avoid negative conflict from occurring; by being aware of the potential for negative conflict to occur, and taking the necessary steps to ensure good planning will help.

***Type of Team Conflict***

***Internal conflict*** - An individual or team member is experiencing a personal conflict that may or may not be related to the team, but which is interfering with the person's ability to perform.

***Individual conflict with one other team member -*** One team member is in conflict with another

***Individual conflict with the entire team -*** One team member is experiencing conflict with the entire team

***Conflict between several team members -*** The entire team is experiencing conflict with several other team members

***Conflict between teams -*** The entire team is in conflict with another team

***Team conflict with one person outside of the team*** (such as a member of another team, for information)

***Handling Negative Conflict***

When negative conflict does occur there are five accepted methods for handling it: Direct Approach, Bargaining, Enforcement, Retreat, and De-emphasis (Nelson, 1995). Each can be used effectively in different circumstances.

***1. Direct Approach:*** This may be the best approach of all. It concentrates on the leader confronting the issue head-on. Though conflict is uncomfortable to deal with, it is best to look at issues objectively and to face them as they are. If criticism is used, it must be constructive to the recipients. This approach counts on the techniques of problem-solving and normally leaves everyone with a sense of resolution, because issues are brought to the surface and dealt with.

***2. Bargaining:*** This is an excellent technique when both parties have ideas on a solution yet cannot find common ground. Often a third party, such as a team leader, is needed to help find the compromise. Compromise involves give and take on both sides, however, and usually ends up with both walking away equally dissatisfied.

***3. Enforcement of Team Rules:*** Avoid using this method if possible, it can bring about hard feelings toward the leader and the team. This technique is only used when it is obvious that a member does not want to be a team player and refuses to work with the rest. If enforcement has to be used on an individual, it may be best for that person to find another team.

***4. Retreat:*** Only use this method when the problem isn't real to begin with. By simply avoiding it or working around it, a leader can often delay long enough for the individual to cool off. When this approach is used in the right environment by an experienced leader this technique can help to prevent minor incidents that are the result of someone having a bad day from becoming real problems that should never have occurred.

***5. De-emphasis:*** This is a form of bargaining where the emphasis is on the areas of agreement. When parties realize that there are areas where they are in agreement, they can often begin to move in a new direction.

***How do Team cope with conflict?***

***Communication Skills***

Good communication skills prevent conflict or destructive escalation. Many of us do not communicate well. Sometimes our body language does not fit our verbal messages creating a cognitive dissonance in the listener. We may personalize issues. We may criticize people rather than actions, behaviours, or situations.

Listening effectively is the other half of good communication. The most common deficiency is letting our mind race ahead of the speaker's voice. We may use this speed difference to formulate responses or defences. Or we may allow our mind to wander on other subjects and miss part of what is said.

This is, at best, frustrating for the speaker. It also leads to misunderstandings. Team members must train their minds to focus on words and message until the speaker finishes. Only then should they analyze and formulate a response.

***Problem Solving***

Problem solving skills define a problem, gather information, analyse the information, synthesize solutions, select the best solution, and implement it. These activities occur in distinct steps and in an orderly and structured way.

Without good problem solving skills people jump to conclusions. The conclusions that various people jump to are often wildly different. Without a factual basis, the discussion turns to who is "wrong" and who is "right" with an undertone of who is "OK" or "Not OK". Problem solving avoids conflict with structure and consensus.

Teams can also bring problem solving directly to bear on a conflict. They treat the conflict as a problem, gather information, analyze, search for solutions, and implement.

***Other Skills That Prevent Conflict***

Other team skills have a collateral effect of avoiding or mitigating conflict. Time management prevents arguments about who does what and when. Cross training prevents boredom and prevents conflict over workloads. Facilitation controls meetings and reduces frustration over wasted time.

***Conflict Resolution Skills***

Intervention occurs when parties to a conflict are confronted. In the mildest form, a team member quietly and separately points out the situation to one or more of the individuals involved. In the strongest intervention the entire team confronts the conflicted parties much as friends and relatives might confront an addict.

Feedback is an effective conflict resolution technique. In feedback, one individual confronts another in a structured setting with a carefully crafted statement. A feedback statement goes like this:

"When you... (Describe the Behaviour)"

"I feel... (Describe your Emotion)"

"Because... (Describe the reason for the Emotion)"

"What do you think" (Wait for Response)

An example would be: "Jim, when you are late for meetings it makes me angry because your tardiness wastes everyone's time and prevents our team from conducting its business. What do you think?" The addressee of the feedback statement must then respond in a structured way. A facilitator governs and controls the process. Feedback is powerful. It defuses anger and brings rationality to a discussion. Feedback and Intervention are only two of many conflict resolution techniques.

***Acknowledge that the conflict exists***

1. Gain common ground by putting the conflict in perspective with the goals and purpose of the team.
2. Seek to understand all angles of the disagreement, keeping in mind that understanding is different from agreement.
3. Attack the issue, not each other. Channel anger and hostility into problem solving and action planning.
4. Develop an action plan describing what each person will do to solve the problem.

This method allows both parties to acknowledge the nature of the conflict, and then jointly work toward resolving it. As with Varney's (1989) approach, the key to this process is responding quickly and effectively when conflict presents itself. Teams are cautioned to avoid covering up painful issues. Sooner or later, unresolved issues tend to resurface, often in uglier forms than before. Along the same lines, teams should not automatically defer an issue to management, as this dis-empowers the team.

Instead, they should learn how to handle disputes themselves, requesting help from management only when their own attempts at resolution have failed. Fisher et al. (1995) stress that team members should be encouraged to voice their concerns in team meetings rather than outside the team setting, in an attempt to avoid what they call the Parking Lot Commentary (p. 212).

This happens when team members are afraid to voice feelings to the team so they begin to talk about team issues in conversations with individuals. When this occurs it undermines the trust and integrity of the team.

No matter what kind of team it is, no method of managing conflict will work without mutual respect and a willingness to disagree and resolve disagreements. Each person on the team must be willing to take the following four steps when a team meeting erupts into a storm:

***Listen:*** To hear what someone else is saying is not the same as listening. To listen effectively means clearing your mind of distractions and concentrating not only on the words but also on nonverbal gestures, which often convey ninety percent of what the person is trying to say. When resolving disagreements, you often have to deal with feelings first.

***Acknowledge:*** You can acknowledge people's positions without agreeing with them. Show this with statements like, "I understand that you're angry," "If I understand you, you think we should", or "Let's explore your opinion further." You may still disagree with them, but at least they know you've heard them.

***Respond:*** You've listened and acknowledged what the other person is saying. Now it is your turn to be heard. If you're offering criticism of your teammate's ideas, make sure it's constructive, and if you're disagreeing with them, be ready to offer an alternative. Be willing, also, to be questioned or challenged, while avoiding defensiveness when you answer.

***Resolve remaining differences:*** Define the real problem by looking for what's causing the disagreement. Then analyze it into its manageable parts. Now you can generate alternative solutions to the problem and select the alternative on which everyone can agree.

For individuals to work effectively in teams they must be able to clearly communicate their ideas, to listen, and be willing to disagree. Although it is difficult, learning to appreciate each other's differences reflects a team's ability to manage conflict.

When conflict occurs we must not turn our backs and hope it will go away. Instead, we must learn to tolerate it, even welcome it, for well-managed conflict can be the source of change and innovation.

***Developing Team Member Roles***

Perhaps the simplest way to organise team development is to use the member roles as a focus. Referring to the team role framework previously mentioned (figure 2, p.16), each quadrant can be conceptualised as a prerequisite role for a well-rounded team. Each role not only serves vital team functions, but also interacts with, and counterbalances other roles to promote creative solutions to problems.

Together the four roles provide a vehicle for understanding, coordinating and developing successful team functioning:

***Harmonisers*** help build team identity and consensus.

***Explorers*** gather information and generate, test and focus ideas.

***Regulators*** define boundaries and control information flow by formulating and enforcing practices, policies and procedures.

***Promoters*** influence, implement and export work and ideas outside the team.

While the four role concepts are useful labels for particular activities and interactions, the behaviours that comprise each role are the most important focus for team member development. Focussing on simple behaviours offers the most powerful means of observing, assessing, coaching, counselling and training both individual team members and the team as a whole.

By evaluating behavioural strengths and vulnerabilities, a team can define its role gaps, leverage the role strengths of its individual members and promote overall team competence that grows over time. All roles are needed all the time for the best team performance.

However, excellent teams use a different role emphasis to meet various situational demands. Each of the four roles is vital for some situations, but each can also, at times, undermine others.

For example, Harmonisers, through their open acceptance of others and their ability to find common interests and values, are most adept at establishing report among team members.

These attributes, however, frequently present roadblocks to productivity by forcing the team to expend too much time and too many resources no group affiliation. How can a team therefore what role or roles are most needed for particular tasks? Mostly through on-going dialogue, refining and redefining evolving team priorities and the appropriate role mix to address them, a team can assess and establish the best mix for the job at hand.

Besides offering the team advantages in particular contexts, one team role often acts synergistically when used in conjunction with other roles. For instance, effective explorers and regulators are most often the drivers of planning and organising. Explorers ensure open dialogue, a flow of ideas and clear conceptualisation.

The regulators help translate these concepts into practical goals and plan to fit with team and organisational practices. Effective teams encourage the creative dialogue, at times charged with creative conflict, between representatives of these two roles.

***Stages of Team Development***

While their primary function is to perform work on the job, teams also represent a group process that evolves through a series of life stages. This process seems to be characteristic of all maturing groups of people working together over an extended period of time.

The stages of growth occur in phases through activities such as:

* Defining a common agenda
* Establishing boundaries and roles
* Testing relationships and group limits
* Taking chances with feelings and information
* Sharing and trusting (to form group cohesiveness)
* Clarifying work tasks and procedures
* Implementing productive work

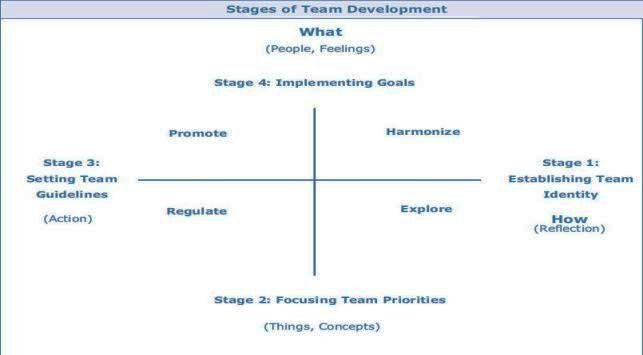
The organisation, a team leader or any individual member can facilitate team development by strengthening the behaviours that underline each team role, by enhancing overall team role differentiation and coordination and by defining the prerequisites of the team growth stages.

In all cases, the most effective teams progress from a small group of individuals with separate traits and interests to a sharing cohesive, well-functioning unit with common purposes.

This process occurs in four stages:

* Establishing Team Identity
  + Focussing Team Priorities
    - Setting Team Guidelines
      * Implementing Team Goals

each the result of resolving tensions between two or more of the four basic team roles. The four stages of team development together form a cycle supported by all the roles working together as a coordinated whole. The ideal group or team would have all the roles in significant proportions, each coming forward with appropriate force at the appropriate stage.



In the ***Establishing Team Identity Stage***, the team does not yet have clear boundaries, functions or focus, or specified roles. The basic tasks at this first stage are to establish mutual trust and clarify a focus for teamwork. These agendas are supported by the harmonising and exploring roles.

These two sets of skills represent a dynamic tension in early team development between smoothing differences in order to find a common purpose or common goals (harmonising) and fostering an open, inquisitive dialogue to develop a clear focus for action.

Tension or conflict in modest amounts creates a healthy dialogue with enough agreement to establish trust and enough divergence and openness to prevent complacency, conformity or inactivity.

In the ***Focussing Team Priorities Stage***, the group agenda shifts from who is in the team and what will this team do to developing a specific agenda and the resources and methods necessary for productive work. These team tasks are supported by two team roles, exploring and regulating.

Exploration in this context promotes new results in the form of defining the talents and functions of team members. New team potentials are opened as a variety of group functions and individual roles are classified or conceived.

This process develops the diverse human resources of members. The companion role, regulation, in contrast, harnesses team efforts into specific goals, plans, milestones and directions. The result of a healthy dynamic tension at this second stage is a functional team with clear operations.

In the ***Setting Team Guidelines Stage***, the team becomes stable and effective in implementing its plans. Stability of group identity and consistency are supported by regulating. At this stage of development, this role promotes clear-cut policies and procedures.

More importantly, it guarantees that the team’s work proceeds through the tracking of milestones and deadlines as well as the execution of contingencies. The companion role, promoting, represents the interactions that change individuals, the team as a whole and team outputs into forms useful to customers.

This collaborative stage is responsible for creating new behaviours, new processes, new products and new services.

In the ***Implementing Team Goals Stage***, the team delivers its results to customers and decides what resources, if any, to retain for future use and how to use them. This stage embodies a final conflict or tension between promoting and harmonising. Production is the ultimate purpose of many, but not all the teams.

Output is critical. However, a team that is not time-limited, such as a problem solving team, must decide what information, members, materials, roles and values to develop and retain in order to survive and thrive. Too often teams, even the large teams called businesses, place short term results and productivity above long term visions and values.

Striking a balance between the promoting and the harmonising roles can be of assistance to teams to chart more effective, future orientated strategies.

***How to Develop Team Skills***

Team development has been an on-going workplace quest for several decades. Unfortunately, many efforts have failed over time because they lacked focus and commitment to team excellence. Systematically applying the team role framework can help teams overcome these potential deficits the model, action statements and behaviours help focus members on activities that increase team competence. In other words, the team framework helps members **fulfil** leadership and membership functions, **respond** effectively to situational demands and **develop** their team spirit, power and skill level.

Team development traditionally has its primary focus **inside the team.** However, in today’s organizations, a wider system perspective and overall system support are basic necessities for team success.

All effective teams are anchored by a vision- often a vision initiated and shared by upper level management-and a mission or set of goals and plans. Possibilities and problems should be central focuses of all visioning or planning sessions. These meetings define the context or situation within which the team must function. In turn, the scale and scope of situational demands drives the priorities and resources required for team development.

This overall process or set of steps is a prerequisite in all team development setting. However, the types of team, the scale of the team-building effort and the nature of the organization determine the best methods of intervention. In most settings, team development is accomplished through a combination of training (to motivate members and initiate attitude and behaviour change) and ongoing facilitation.

Initially, team facilitation is usually done by a disinterested process consultant. Eventually, through most teams need to become self-designed, self-facilitating and self-changing.

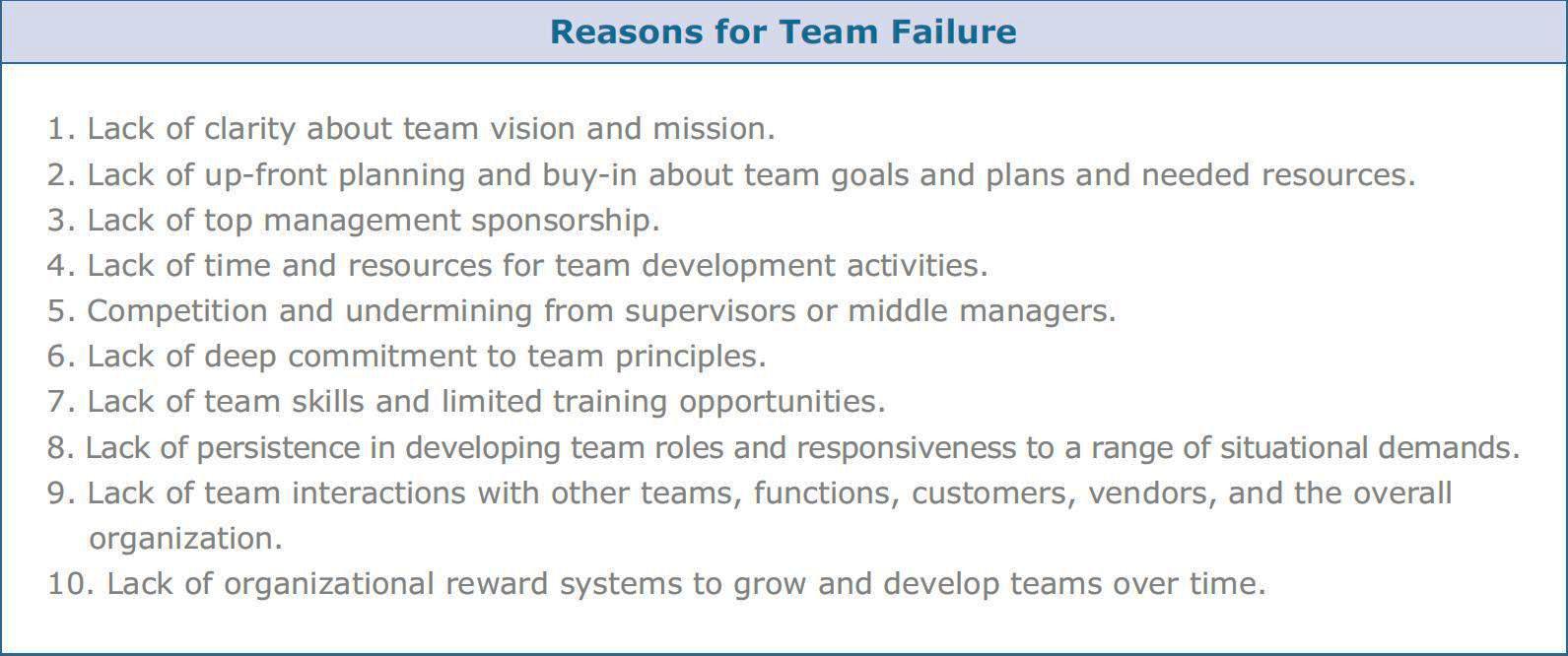
Teams must build-in all instances-their applications skills or tool set (such as meeting management negotiation skills, etc.) and their **team member role competencie**s as they move through development steps. Team development efforts should also include clarifying an approach to leadership functions that generates linkages and promotes and fosters relationships to other teams and organisational systems.

In larger-scale team-building efforts (self-directed work team programs, for example), consultation must occur at all levels of intervention (intra-team, systemic and cultural) with ongoing “external” or facilitative support over time.

A typical team development path might include steps such as:

* Generating a vision of teamwork that fits with larger organizational strategies;
* Specifying a mission for team functioning that includes an initial set of goals and plans;
* Assessing current team functioning to define gaps between current reality and excellence;
* Developing team role competence;
* Enhancing the team tool set and techniques;
* Gaining team skills for responding to complex organizational demands;
* Developing linkages with the larger organization;
* Generating team methods, for member development and continuous team learning and change.

Finally, large-scale efforts such as self-directed work force initiatives or cross-functional design team formation must evolve over time-often over many years. First efforts usually promote significant, but all-too-often superficial change.

Frequently, organisations subsequently undermine the structural or cultural changes that have been initiated but not yet firmly established. Therefore, large-scale interventions requiring significant changes (such as value shifts, reporting relationships changes, appraisal or compensation systems) must have review and renewal processes built into them to ensure that they are continuously evaluated and improved, to ensure maximum achievement.

***What is the role of the Team Leader?***

In short, the following is what the role of a team leader encompasses:

***Provide team leadership and coaching***

* Create an environment oriented to trust, open communication, creative thinking, and cohesive team effort
* Provide the team with a vision of the project objectives
* Motivate and inspire team members
* Lead by setting a good example (role model) - behaviour consistent with words
* Coach and help develop team members; help resolve dysfunctional behaviour
* Facilitate problem solving and collaboration
* Strive for team consensus and win-win agreements
* Ensure discussions and decisions lead toward closure
* Maintain healthy group dynamics
* Intervene when necessary to aid the group in resolving issues
* Assure that the team members have the necessary education and training to effectively participate on the team
* Encourage creativity, risk-taking, and constant improvement
* Recognize and celebrate team and team member accomplishments and exceptional performance

***Focus the team on the tasks at hand or the internal and external customer requirements***

* Coordinate with internal and external customers as necessary
* Familiarize the team with the customer needs, specifications, design targets, the development process, design standards, techniques and tools to support task performance
* Assure that the team addresses all relevant issues within the specifications and various standards
* Provide necessary business information
* Serve as meeting manager or chairman
* Initiate sub-groups or sub-teams as appropriate to resolve issues and perform tasks in parallel
* Ensure deliverables are prepared to satisfy the project requirements, cost and schedule
* Help keep the team focused and on track

***Coordinate team logistics***

* Work with functional managers and the team sponsor to obtain necessary resources to support the team's requirements
* Obtain and coordinate space, furniture, equipment, and communication lines for team members
* Establish meeting times, places and agendas
* Coordinate the review, presentation and release of design layouts, drawings, analysis and other documentation
* Coordinates meetings with the product committee, project manager and functional management to discuss project impediments, needed resources or issues/delays in completing the task

***Communicate team status, task accomplishment, and direction***

* Provide status reporting of team activities against the program plan or schedule
* Keep the project manager and product committee informed of task accomplishment, issues and status
* Serve as a focal point to communicate and resolve interface and integration issues with other teams
* Escalate issues which cannot be resolved by the team
* Provide guidance to the team based on management direction

***In Your Groups***

Discuss the qualities you feel are required from a Team leader to be effective. Differentiate between the qualities required for personal interaction and those required to ensure production requirements are met.

|  |  |
| --- | --- |
| **Personal Interaction Qualities** | **Production Qualities** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Monitoring and evaluation are vital if organisations are to judge whether change efforts have succeeded or failed. Conventionally, it involves measuring performance against pre-set indicators, often with the help of outside experts. Often too, this is done at the end of the project cycle. However, monitoring and evaluating in this way does not help improve ongoing projects, nor can participants learn from 'surprises'. Both are required in the learning-based approaches being adopted by organisations in regard to resource use efficiency initiatives. Moreover, seen in a 'pass or fail' way, monitoring is often feared rather than embraced by project members.

Alternative approaches to monitoring and evaluation have emerged because of a growing recognition of the limitations of this approach. These are usually more participatory and focus also on the process of reaching the final results, rather than just assessing whether the group reached defined objectives. This approach encourages monitoring of intermediate indicators of progress, and therefore can serve to guide and motivate the team as it proceeds.

It also facilitates an understanding of the link between team process and results. Evaluating the process enables determination of issues such as:

* How well the team are able to adapt the approach and goals to their particular context
* Whether others in the company participate and have a role in shaping the process and design of the programme
* Whether there has been a positive move towards desired outcomes

The participatory nature of these evaluations encourages the use of evaluation as a learning tool and allows the perspectives of different team members to be articulated. It also provides information to feed into programme design, enabling the programme managers, in partnership with team members, to rethink, and adapt goals and methods during the programme according to emerging issues.

Often the role of the evaluator in this regard is best undertaken by a third-party intervener whose specialty is helping the different parties frame realistic goals, measure progress towards operational inclusion, recognise when a change of strategy may be required, and extract insights from their hard labours. "The evaluator does not have the answers, but raises the important questions" (Ashton 1998).

***Ways of assessing progress (Task and process)***

* Identifying small, immediate, actionable first steps is an important way of initiating team motivation. Acknowledging and celebrating small successes is also a way of tracking team progress and maintaining interest.
* Effective groups pay attention to both the task (i.e. what the group has to do) and the process (i.e., how the group functions and maintains relationships). Groups often neglect their process issues, commonly in order to concentrate on their task. However, both task and process will suffer if they are split from each other. Because task and process are linked, it is important to measure progress of both. It is also important to notice the changes that have occurred and reinforce them. Groups can become frustrated if they are only comparing their current achievements to an ultimate goal rather than recognising them as important steps along the way.
* Too many groups depend upon the good work, energy, and commitment of one or more individuals. If the individual(s) are transferred or stop contributing, the process may be blocked or simply fail. The process should be institutionalised as much as possible, making it as independent of individuals and outside inputs.

Below there is an example of a basic scorecard which can be used for the evaluation of teams. This is, however, generic and must be adapted specifically to the agreed outcomes of the team’s production/delivery requirements.

***On Your Own***

You are required to monitor the activities of a group in your workplace. Your observations must purely be visual and should be allowed sufficient time to cover all of the activities mentioned in the table on the next page. Make use of this tool to complete the observation. Once completed, you should write a paragraph on your findings as well as what your suggestions for improvement are for the team. Prepare to give the rest of the class feedback on your observation as well as your recommendations for improvement on the team which you observed.

|  |  |  |
| --- | --- | --- |
| **No.** | **Task** | **Rate** |
| **1. Results and productivity** | | |
| 1.1 | Does the team have clearly identified actionable steps to achieve its goals? |  |
| 1.2 | Does the team monitor its progress by concrete milestones? |  |
| 1.3 | Does the team regularly and frequently assess how well they are working together? |  |
| 1.4 | Are the team's successes big and small acknowledged? |  |
| **2. Team structure** | | |
| 2.1 | Is the team the right size, with the right mix of players for your purpose? |  |
| 2.2 | Does the team have the flexibility to bring in people and change membership to suit the project? |  |
| 2.3 | Does the team have the right resources? Money |  |
| 2.4 | Time |  |
| 2.5 | People |  |
| 2.6 | Does the team meet regularly? |  |
| **3. Team operation** | | |
| 3.1 | Does the team have effective leadership? |  |
| 3.2 | Do team members understand their roles and are they able to carry them out effectively? |  |
| 3.3 | Does the team have good networks? Internally |  |
| 3.4 | Externally |  |
| 3.5 | With management |  |
| 3.6 | Does the team have useful meetings with clear identification of tasks? |  |
| 3.7 | Does the team have effective ways of managing conflict? |  |
| 3.8 | Is the team functioning in a way that people freely express ideas and share opinions? |  |
| 3.9 | Does the team stay motivated? |  |
| **4. Team skills: Does your team have these?** | | |
| 4.1 | Managing meetings: setting agendas, managing time, etc.. |  |
| 4.2 | Documenting progress: keeping minutes, records, etc.. |  |
| 4.3 | Data and information gathering |  |
| 4.4 | Facilitation: dealing with conflict, managing constructive debates, etc.. |  |
| 4.5 | Innovation : introducing creative ideas |  |
| 4.6 | Presentation : summarizing findings to relevant audiences |  |
| 4.7 | Networking: bring comment, feedback, etc. to team |  |
| 4.8 | Motivation : reminding team of success |  |
| 4.9 | Task performing: reliably doing relevant tasks |  |

***My recommendations for the team***

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

**You are now ready to go through a check list. Be honest with yourself.**

# Tick the box with either a √ or an X to indicate your response.

* **I am able to explain the theory of teams and the importance of teams in workplace activities**
* **I am able to apply the theory of teams to team dynamics**
* **I am able to explain the process of building teams**
* **I am able to analyse the role of team leader in promoting team effectiveness**
* **I am able to evaluate the effectiveness of a team and propose ways to improve team effectiveness**

# You must think about any point you could not tick. Write this down as a goal.

# Decide on a plan of action to achieve these goals. Regularly review these goals.

Lead people development and talent management

252029

****

This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them. The qualifying learner is capable of:

* Analysing education, training and development needs of members of a unit
* Recording the results of the training needs analysis
* Compiling a people development plan for a work unit
* Managing the implementation of a people development plan for a unit.

**Index**

|  |  |
| --- | --- |
| **Competence Requirements** | **Page** |
| **Unit Standard 252029 alignment index**  Here you will find the different outcomes explained which you need to be proved competent in, in order to complete the Unit Standard 252029. | **74** |
| **Unit Standard 252029** | **77** |
| **Analyse education, training and development needs of members of a unit** | **84** |
| **Record the results of the training needs analysis** |
| **Compile a people development plan for a unit** | **109** |
| **Manage the implementation of the people development plan of a unit** |
| **Self-assessment**  Once you have completed all the questions after being facilitated, you need to check the progress you have made. If you feel that you are competent in the areas mentioned, you may tick the blocks, if however you feel that you require additional knowledge, you need to indicate so in the block below. Show this to your facilitator and make the necessary arrangements to assist you to become competent. | **117** |

**Unit Standard 252029 – Alignment Index**

|  |  |
| --- | --- |
| **SPECIFIC OUTCOMES AND RELATED ASSESSMENT CRITERIA** | |
| **SO 1** | **Analyse education, training and development needs of members of a unit.** |
| **AC 1** | 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.) |
| **AC 2** | The results from the recent performance appraisal are integrated into the training needs analysis. |
| **AC 3** | The entity's talent management strategy was used as a basis for conducting the training needs analysis of staff in the unit. |
| **AC 4** | 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). |
| **SO 2** | **Record the results of the training needs analysis.** |
| **AC 1** | The development needs of staff to be addressed through training and non-training interventions are recorded in the training needs analysis report. |
| **AC 2** | The development needs are related to the career development paths of individual staff members in accordance with the requirements of the entity |
| **AC 3** | The development needs are linked to the talent management strategy of the entity. |
| **AC 4** | The report on the training needs analysis is communicated to interested parties in a usable format |
| **SO 3** | **Compile a people development plan for a unit**. |
| **AC 1** | 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 learner ships, skills programmes, apprenticeships, internships, non-credit-bearing short courses, mentoring, coaching and continuous professional development.) |
| **AC 2** | The objectives and desired outcomes of the planned learning programmes are appropriately linked to the needs identified in the training needs analysis. |
| **AC 3** | 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.) |
| **AC 4** | The role of the unit manager in relation to talent management and people development within a unit are motivated through practical examples. |
| **AC 5** | 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.) |
| **AC 6** | The commitment to promoting lifelong learning within a learning culture is reflected in the development plan. |
| **SO 4** | **Manage the implementation of the people development plan of a unit.**(To demonstrate competence against this Specific Outcome, at least two interventions must be implemented, of which one must be a formal credit-bearing learning programme and one a workplace-based programme ) |
| **AC 1** | The implementation is monitored to track progress against the people development plan and the quality requirements of the national skills development system. |
| **AC 2** | Implementation reports submitted are analysed to evaluate whether the planned objectives and outcomes were achieved |
| **AC 3** | The evaluation of learners and other interested parties is integrated into a final evaluation report with recommendations on improvements. |

|  |
| --- |
| **CRITICAL CROSS FIELD OUTCOMES** |
| **UNIT STANDARD CCFO IDENTIFYING**  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.  **UNIT STANDARD CCFO WORKING**  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.  **UNIT STANDARD CCFO ORGANISING**  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.  **UNIT STANDARD CCFO COLLECTING**  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.  **UNIT STANDARD CCFO COMMUNICATING**  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.  **UNIT STANDARD CCFO DEMONSTRATING**  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. |

|  |  |
| --- | --- |
| SAQA | *All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.* |

|  |
| --- |
| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

|  |
| --- |
| **REGISTERED UNIT STANDARD:** |

|  |
| --- |
| **Lead people development and talent management** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 252029 | Lead people development and talent management | | | |
| **ORIGINATOR** | | **REGISTERING PROVIDER** | | |
| SGB Generic Management | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 03 - Business, Commerce and Management Studies | | | Generic Management | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **OLD NQF LEVEL** | **NEW NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 5 | New Level Assignment Pend. | 8 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Registered | | 2007-11-28 | 2010-11-28 | SAQA 0474/07 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2011-11-28 | | 2014-11-28 | | |

|  |
| --- |
| In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise. |

|  |
| --- |
| This unit standard does not replace any other unit standard and is not replaced by any other unit standard. |

|  |
| --- |
| **PURPOSE OF THE UNIT STANDARD** |

|  |
| --- |
| This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.   The qualifying learner is capable of:   Analysing education, training and development needs of members of a unit.   Recording the results of the training needs analysis.   Compiling a people development plan for a work unit.   Managing the implementation of a people development plan for a unit. |

|  |
| --- |
| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

|  |
| --- |
| It is assumed that learners are competent in:   Communication at NQF Level 4.   Mathematical Literacy at NQF Level 4.   Computer Literacy at NQF Level 4. |

|  |
| --- |
| **UNIT STANDARD RANGE** |

|  |
| --- |
|  The learner is required to apply the learning in respect of his/her own area of responsibility.   Unit refers to the division, department or business unit in which the learner is responsible for managing and leading staff.   Entity includes, but is not limited to, a company, business unit, public institution, small business, Non-Profit Organisation or Non-Governmental Organisation. |

|  |
| --- |
| **Specific Outcomes and Assessment Criteria:** |

|  |
| --- |
| **SPECIFIC OUTCOME 1** |

|  |
| --- |
| Analyse education, training and development needs of members of a unit. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| The skills gaps and training needs of staff in the work unit are determined through the training needs analysis. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| To demonstrate competence against this Specific Outcome, the training needs analysis must be conducted for a unit. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| The results from the recent performance appraisal are integrated into the training needs analysis. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| The entity's talent management strategy was used as a basis for conducting the training needs analysis of staff in the unit. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| Stakeholder input was obtained to reach agreement on the interpretation of the results of the training needs analysis. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| 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). |

|  |
| --- |
| **SPECIFIC OUTCOME 2** |

|  |
| --- |
| Record the results of the training needs analysis. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

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

|  |
| --- |
| **SPECIFIC OUTCOME 3** |

|  |
| --- |
| Compile a people development plan for a unit. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| 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. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| The learning programmes could include learnerships, skills programmes, apprenticeships, internships, non-credit-bearing short courses, mentoring, coaching and continuous professional development. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| The objectives and desired outcomes of the planned learning programmes are appropriately linked to the needs identified in the training needs analysis. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| The responsibilities for the implementation of the plan and time frames are stipulated to enhance effective implementation. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| The role of the unit manager in relation to talent management and people development within a unit are motivated through practical examples. |

|  |
| --- |
| **ASSESSMENT CRITERION 5** |

|  |
| --- |
| The plan is aligned to the legal framework and internal requirements relating to skills development. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 6** |

|  |
| --- |
| The commitment to promoting lifelong learning within a learning culture is reflected in the development plan. |

|  |
| --- |
| **SPECIFIC OUTCOME 4** |

|  |
| --- |
| Manage the implementation of the people development plan of a unit. |

|  |
| --- |
| **OUTCOME RANGE** |

|  |
| --- |
| To demonstrate competence against this Specific Outcome, at least two interventions must be implemented, of which one must be a formal credit-bearing learning programme and one a workplace-based programme. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

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

|  |
| --- |
| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

|  |
| --- |
|  Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures. |

|  |
| --- |
| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

|  |
| --- |
| The knowledge underpinning the above specific outcomes is:   The principles and role of Human Resource Development in building a competent workforce.   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.   Knowledge and understanding of the main features of different types of learning programmes, in particular learnerships, skills programmes and non-credit-bearing programmes.   Knowledge and understanding of the main features of different delivery modes of learning programmes.   Principles and features of a learning organisation, learning culture and lifelong learning.   Techniques for conducting training needs analysis. |

|  |
| --- |
| **Critical Cross-field Outcomes (CCFO):** |
| **UNIT STANDARD CCFO IDENTIFYING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO WORKING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO ORGANISING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO COLLECTING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO COMMUNICATING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO DEMONSTRATING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **QUALIFICATIONS UTILISING THIS UNIT STANDARD:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **ID** | **QUALIFICATION TITLE** | **OLD LEVEL** | **NEW LEVEL** | **STATUS** | **END DATE** |
| Core | [59201](http://allqs.saqa.org.za/showQualification.php?id=59201) | National Certificate: Generic Management | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Elective | [61589](http://allqs.saqa.org.za/showQualification.php?id=61589) | National Certificate: Banking | Level 5 | New Level Assignment Pend. | Reregistered | 2012-09-01 |

|  |  |
| --- | --- |
|  | *All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.* |

T

raining needs analysis process is a series of activities conducted to identify problems or other issues in the workplace, and to determine whether training is an appropriate response. The needs analysis is usually the first step taken to cause a change. This is mainly because a needs analysis specifically defines the gap between the current and the desired individual and organizational performances.

***Who Conducts Needs Analysis & Why?***

An in-house trainer or a consultant performs a needs analysis to collect and document information concerning any of the following three issues:

1. Performance problems

2. Anticipated introduction of new system, task or technology

3. A desire by the organization to benefit from a perceived opportunity

In all three situations, the starting point is a desire to effect a change. Given this, you must know how the people who will experience change perceive it. In the absence of a needs analysis, you may find employees resistant to change and reluctant to training. They may be unable to transfer their newly acquired skills to their jobs because of the organizational constraints.

A needs analysis often reveals the need for well-targeted training areas. However, we must keep in mind that training is not always the best way to try to close a particular gap between an organization’s goals and its actual performance. Those conducting the needs analysis must get a clear idea of the problem, look at all possible remedies and report on their findings to management before deciding on the best solution.

When properly done, a needs analysis is a wise investment for the organization. It saves time, money and effort by working on the right problems. Organizations that fail to support needs analysis make costly mistakes; they use training when another method would have been more effective; they use too much or too little training, or they use training but fail to follow up on it. A well-performed analysis provides the information that can lead to solutions that focus on the areas of greatest need.

Process of conducting a training needs analysis is a systematic one based on specific information-gathering techniques. Needs analysis proceeds in stages, with the findings of one stage affecting and helping to shape the next one. There is no easy or short-cut formula for carrying out this process. Each particular situation requires its own mix of observing, probing, analysing and deducting.

In many ways, the needs analysis is like detective work; you follow up on every lead, check every piece of information and examine every alternative before drawing any solid conclusions. Only then you can e sure of having the evidence on which to base a sound strategy for problem solving.

A needs analysis is not a one-time event. Professional organizations administer needs analysis at regular intervals, usually every year or two.

***Methods of Identifying Training Needs***

Training needs will differ with the backgrounds of the employees to be trained, and their present status in the organisation. Basically, a candidate for training may come from any one of three groups:

1. New hires

2. Veteran employees

3. Trainees currently in the training pipeline (currently in the training program)

Consideration of the varying needs of these groups provides a frame of reference for discussing and suggesting the methods of identifying training needs:

**New Hires**

Addition of new employees creates high and low peaks in placing new persons into the training program. This problem may be solved by a program where progression is made in different sequences. It will eliminate a jam that will occur if all phases of the program must be taken in a definite sequence.

The new employees will normally be of somewhat different backgrounds. Being new, they are not familiar with their new employers. As a result, the earliest phases of the training must concentrate on company orientation. During these phases, the organisation, organization policies and administrative details should be covered.

It is also a suitable time to acquaint the trainees with what will be expected of him, and how he will be evaluated throughout the phase of training.

**Retaining & Upgrading Veteran Employees**

The people in this category offer a real challenge to the training department. There- fore, the number and amount of training required by this category should be carefully considered. Often the retraining and upgrading of former employees can be very rewarding for training instructors.

At least two schools of thought exist as to how these employees should be rekindled. There are advantages in keeping this group intact and tailoring the program to their needs. On the other hand, this category of employees can also make significant contribution to training if they are co-mingled with the new hires.

**Pipeline Employee Requirements**

A good training program will normally have participants in various phases of completion. An awareness of completion dates and how the potential employee will be employed should be the concern of the training staff and also the employee’s supervisor.

A trainee should have a challenge in all phases of his training. All these challenges should not be confined to those phases where the pipeline employee is sitting in a classroom. Therefore, it is recommended that thorough interim test-work be given to pipeline employees in periods between formal classes.

This may take the form of solidifying what he learned in the prior phase and serve as preparation for the coming phases.

***Techniques for Determining Specific Training Needs***

There are a number of practical methods you can use to gather data about employees’ performance. Each works well in given circumstances; therefore, you must determine which be the best for you.

None of these methods can stand alone. Always use at least two, if for no other reason to validate your findings. One of those you choose should always be observation.

**1. Observation**

In this approach, an employee’s performance itself is you source of information. You evaluate a worker’s performance through first-hand observation and analysis. This is best accomplished by watching the worker and playing the role of non-participating observer.

This means that you watch and listen and evaluate what you see and hear, but do not get involved in his work process in any way. To make this activity more productive, use a checklist to remind you of what to look for and take notes. The objective during observations is to identify both the strengths to build on and the deficiencies to overcome. A key advantage of using direct observation in the needs analysis is that you gain first-hand knowledge and understanding of the job being performed and the strengths and weaknesses of the relevant worker.

**2. Interviews**

The use of interviews in conducting the needs analysis is strongly urged. The prime value of interview guides is that they ensure the same types of data from all sources. This allows you to determine whether a piece of information is one person’s opinion, or part of a widespread perception.

Since the interview guide forces you to ask each worker a number of predetermined questions, you must select those questions that are essential to what you are trying to learn.

Interviews allow you to meet employees face to face to discuss their impressions of performance. Because you are in conversation with workers, you can explore their responses in depth. You can ask or clarification of comments and for examples of what they mean. In this way, you obtain a full understanding of their performance deficiencies.

You also gain these benefits through interviewing:

1. You build credibility with your interviewees by asking intelligent questions and listening well to their answers

2. You obtain employees’ personal involvement and commitment to your efforts

3. You establish personal relationships with potential trainees who are important to your success as a needs analyst and trainer

**3. Questionnaires**

A questionnaire is a sort of interview on paper. You create your own questionnaire by writing down all the questions you want employees to answer for you. Then you mail it to them and await their responses.

The key advantage of a questionnaire is that you can include every person from whom you want input. Employees can complete the questionnaire when and where they choose. You need not travel and spend time with all respondents. Every employee is asked the identical questions, and consequently data is very easy to compile and analyse.

Questionnaires can be useful in obtaining a ‘ big picture ’ of what a large number of employees think while allowing everyone to feel that they have had an opportunity to participate in the needs analysis process.

**4. Job Descriptions**

Before establishing a job description, a job analysis must be made. This job analysis involves a thorough study of all responsibilities of the relevant job. It is companywide in scope and should be detailed to such a degree that those conducting the training can use the job analysis as a yardstick for their course content. After the job analysis phase has been completed, the writing of job description and needs analysis is a relatively simple task. When an employee’s job description has been defined, the trainer can easily tailor his training curriculum to a very close proximity of what will be expected of the employees.

**5. The Difficulty Analysis**

The Job Analysis will focus attention on enumerating the numerous duties that a worker must perform. On the other hand, the Difficulty Analysis establishes which of the duties cause the employee the greatest amount of troubles and how this trouble can be reduced through better training. A good difficulty analysis offers many advantages.

For example:

* It enables a needs analyst to weigh certain aspects of the training in relationship to the expected difficulty that the worker will face in coping with those duties.
* A well thought out Difficulty Analysis will provide the training program with an abundance of role-playing material and situations.

**6. Problem Solving Conference**

Another time-tested technique for gathering needs analysis material from employees is to conduct periodic problem solving conferences which may take the form of or be part of a plan for a new product, task or technology, or tied in with a training program. It is always helpful to utilize an outside consultant to moderate such sessions.

This outside sponsorship has a tendency of letting the workers express their feelings about his organization, and the session can then be geared to training needs. The current problems will evolve that represent potential areas for training.

**7. Appraisal Reviews**

During the periodic counselling performance interview, an employee should be questioned regarding the duties and training of a worker. Comments rendered during the appraisal interviews normally are genuine, and can frequently assist in establishing the needs, variations and penetrations that a training program should include.

Feed- back at appraisal interview time is valuable since it is timely information. Training needs differ from worker to worker, and appraisal sessions allow the employee and supervisor / manager to uncover the cause of weaknesses in performance. These deficiencies represent areas for training.

**8. Drive Pattern Identity**

The extent of an employee’s development depends on his motivations. Identifying the forces that cause an employee to behave in a certain way may be useful in determining his individual training needs and how to stimulate his desire to fulfil that need.

An analysis of this kind, for example, may determine that the employee has an urgent need for self-confidence. His individual program should be made to stress the importance of attitude, skills etc., and any other assets that would give him this self- confidence.

**9. Analysis of Organizational Policy**

Organization policy will affect the amount of training offered. An explanation of various policies should be covered in the training program. Of particular concern are those policies that involve change, alteration and major revamping of training programs.

In organizations undergoing merger activity, product diversification and new penetration, a great deal of sensitivity must be placed on policies today and expected changes in the future.

Whatever the method used to identify training needs, at least the following three points must be kept in view:

1. These methods should be used in combination; that is, there should never be reliance on only one method

2. They may be used to identify training needs of each of the various groups of employees

3. They should be applied to individual employees since training needs will vary with the individual employee.

For the purposes of the completion of this unit standard, we will base your skills analysis on the unit standard concerned with the handling of telephones and telephone calls within the organisation.

On the following pages you will find the entire unit standard which you will use for the needs analysis. Read through the unit standard within your groups before you continue with the activity which follows.

|  |  |
| --- | --- |
| SAQA | *All qualifications and part qualifications registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.* |

|  |
| --- |
| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

|  |
| --- |
| **REGISTERED UNIT STANDARD THAT HAS PASSED THE END DATE:** |

|  |
| --- |
| **Process incoming and outgoing telephone calls** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 7790 | Process incoming and outgoing telephone calls | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Hospitality,Tourism,Travel, Leisure and Gaming | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 11 - Services | | | Hospitality, Tourism, Travel, Gaming and Leisure | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **OLD NQF LEVEL** | **NEW NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 3 | NQF Level 03 | 3 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Passed the End Date -  Status was "Reregistered" | | 2009-11-03 | 2011-07-31 | SAQA 0160/05 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2012-07-31 | | 2015-07-31 | | |

|  |
| --- |
| In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise. |

|  |
| --- |
| This unit standard does not replace any other unit standard and is not replaced by any other unit standard. |

|  |
| --- |
| **PURPOSE OF THE UNIT STANDARD** |

|  |
| --- |
| All those operating in a business environment must be able to use the telephone effectively. This includes individual use as well as the relaying of messages for others. |

|  |
| --- |
| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

|  |
| --- |
| None |

|  |
| --- |
| **UNIT STANDARD RANGE** |

|  |
| --- |
| Range statements are included with specific outcomes as necessary. |

|  |
| --- |
| **Specific Outcomes and Assessment Criteria:** |

|  |
| --- |
| **SPECIFIC OUTCOME 1** |

|  |
| --- |
| Demonstrated KNOWLEDGE and UNDERSTANDING. |

|  |
| --- |
| **OUTCOME NOTES** |

|  |
| --- |
| 1. Describe non-disclosable information and the reasons it is classified as non-disclosable.   2. Stress the importance of acknowledging callers and keeping them informed of reasons for delays.   3. Describe various ways of finding telephone numbers.   4. Explain the difference in the way a person answers their own private telephone and the way the switchboard is answered in terms of assisting customers.   5. Describe standard telephone etiquette on answering calls, transferring calls and making calls.   6. Describe the use of body language in communicating with others while on a call and the reason why it is important.   7. Describe methods for dealing with abusive callers.   8. Describe methods for dealing with emergency situations. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| 1. Arrange an environment in which the learner can be fairly assessed against the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION NOTES** |

|  |
| --- |
|  This unit standard can be assessed in isolation from other unit standards.   All aspects dealing with switchboards must be assessed in the workplace or realistic working environment. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| 2. Evaluate the learner's ability to meet the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION NOTES** |

|  |
| --- |
| This unit can be assessed by a combination of observation, questioning, product sampling and testimonies from third parties, but the emphasis is to be on observation. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| 3. Provide specific feedback to the learner on assessments and the learner's ability to meet the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| 4. Complete the declaration of competence and inform the appropriate ETQA once the learner has demonstrated the ability to meet all the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION 5** |

|  |
| --- |
| 5. Counsel the learner on future assessments, necessary learning and further qualifications. |

|  |
| --- |
| **SPECIFIC OUTCOME 2** |

|  |
| --- |
| Demonstrated ability to make DECISIONS about practice and to ACT accordingly. |

|  |
| --- |
| **OUTCOME NOTES** |

|  |
| --- |
| 9. Prepare all necessary documentation and equipment (computers, writing material, notes etc.) prior to making any outgoing calls.   10. Given a telephonic request from a customer, decide whether to help or to transfer the call to another person in the organisation and explain why.   11. Ask probing questions find out the purpose of the call and transfer the caller to another person who may be more able to assist.   12. Take messages for others in the organisation, (including whom the message is for, who called, the date & time, a short description of the call and contact details of the caller).   13. Given the nature of the call, decide whether to take a detailed message or to offer to have the customer called back.   14. Given incoming calls, transfers and outgoing calls, deal with callers politely and in keeping with the organisation's image and standard telephone etiquette   15. Deal with calls quickly and politely, keeping other calls holding as little as possible.   16. Given a specific situation, decide what information is disclosable or non-disclosable and explain why |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| 1. Arrange an environment in which the learner can be fairly assessed against the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION NOTES** |

|  |
| --- |
|  This unit standard can be assessed in isolation from other unit standards.   All aspects dealing with switchboards must be assessed in the workplace or realistic working environment. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| 2. Evaluate the learner's ability to meet the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION NOTES** |

|  |
| --- |
| This unit can be assessed by a combination of observation, questioning, product sampling and testimonies from third parties, but the emphasis is to be on observation. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| 3. Provide specific feedback to the learner on assessments and the learner's ability to meet the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| 4. Complete the declaration of competence and inform the appropriate ETQA once the learner has demonstrated the ability to meet all the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION 5** |

|  |
| --- |
| 5. Counsel the learner on future assessments, necessary learning and further qualifications. |

|  |
| --- |
| **SPECIFIC OUTCOME 3** |

|  |
| --- |
| Demonstrated ability to learn from our actions and to adapt performance. |

|  |
| --- |
| **OUTCOME NOTES** |

|  |
| --- |
| 17. Given that a new switchboard is being introduced into the organisation, suggest ways to learn the new system quickly and becoming competent. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| 1. Arrange an environment in which the learner can be fairly assessed against the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION NOTES** |

|  |
| --- |
|  This unit standard can be assessed in isolation from other unit standards.   All aspects dealing with switchboards must be assessed in the workplace or realistic working environment. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| 2. Evaluate the learner's ability to meet the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION NOTES** |

|  |
| --- |
| This unit can be assessed by a combination of observation, questioning, product sampling and testimonies from third parties, but the emphasis is to be on observation. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| 3. Provide specific feedback to the learner on assessments and the learner's ability to meet the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| 4. Complete the declaration of competence and inform the appropriate ETQA once the learner has demonstrated the ability to meet all the outcomes. |

|  |
| --- |
| **ASSESSMENT CRITERION 5** |

|  |
| --- |
| 5. Counsel the learner on future assessments, necessary learning and further qualifications. |

|  |
| --- |
| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

|  |
| --- |
| 1. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.  2. Any institution offering learning that will enable achievement of this unit standard must be registered with the FE/HE Registrar.  3. Any institution wishing to receive skill development grants must be accredited with the relevant ETQA. Such an institution will also be registered with the relevant SETA.  4. Moderation of assessment will be done by the relevant ETQA at its discretion. |

|  |
| --- |
| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

|  |
| --- |
| Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category.  This has been done as it was deemed necessary to ensure holistic assessment occurred.   The specific outcomes can be applied in a range of contexts.   Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context.   The specific outcomes are comparable to outcomes used internationally.   We therefore structured outcomes using the format noun + verb + condition (modifying phrase)Specific outcomes have been split into three categoriesa) knowledge and understanding (what the learner must know and understand)b) decision-making and acting (what the learner must do)c) adapting performance ( including reflexive competence)In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes.   If competencies are to be clustered in a meaningful way, then these unit standards cannot be split. |

|  |
| --- |
| **Critical Cross-field Outcomes (CCFO):** |

|  |
| --- |
| **UNIT STANDARD CCFO WORKING** |

|  |
| --- |
| Work effectively with others (Specific Outcomes 9,11,15,17) |

|  |
| --- |
| **UNIT STANDARD CCFO COMMUNICATING** |

|  |
| --- |
| Communicate effectively (Specific Outcomes 11,12,13) |

|  |
| --- |
| **QUALIFICATIONS UTILISING THIS UNIT STANDARD:** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ID** | **QUALIFICATION TITLE** | **OLD LEVEL** | **NEW LEVEL** | **STATUS** | **END DATE** | **QUALITY ASSURING BODY** |
| Core | [48875](http://allqs.saqa.org.za/showQualification.php?id=48875) | Further Education and Training Certificate: Public Relations Practice | Level 4 | NQF Level 04 | Passed the End Date -  Status was "Reregistered" | 2009-09-09 | SERVICES until Last Date for Achievement |
| Core | [61597](http://allqs.saqa.org.za/showQualification.php?id=61597) | National Certificate: General Travel | Level 5 | New Level Assignment Pend. | Reregistered | 2012-06-30 | As per Learning Programmes recorded against this Qual |
| Core | [14122](http://allqs.saqa.org.za/showQualification.php?id=14122) | National Diploma: Retail Travel | Level 5 | NQF Level 05 | Reregistered | 2012-06-30 | CATHSSETA |
| Core | [14118](http://allqs.saqa.org.za/showQualification.php?id=14118) | National Diploma: Wholesale Travel | Level 5 | NQF Level 05 | Reregistered | 2012-06-30 | CATHSSETA |
| Fundamental | [14110](http://allqs.saqa.org.za/showQualification.php?id=14110) | National Certificate: Accommodation Services | Level 2 | NQF Level 02 | Reregistered | 2012-06-30 | CATHSSETA |
| Fundamental | [14114](http://allqs.saqa.org.za/showQualification.php?id=14114) | National Certificate: Dealing | Level 3 | NQF Level 03 | Passed the End Date -  Status was "Reregistered" | 2010-01-23 | CATHSSETA until Last Date for Achievement |
| Fundamental | [14115](http://allqs.saqa.org.za/showQualification.php?id=14115) | National Certificate: Fast Food Services | Level 3 | NQF Level 03 | Reregistered | 2012-06-30 | CATHSSETA |
| Fundamental | [14120](http://allqs.saqa.org.za/showQualification.php?id=14120) | National Certificate: Gaming (Slots Operations) | Level 3 | NQF Level 03 | Passed the End Date -  Status was "Reregistered" | 2008-09-17 | CATHSSETA until Last Date for Achievement |
| Fundamental | [14121](http://allqs.saqa.org.za/showQualification.php?id=14121) | National Certificate: Gaming (Surveillance Operations) | Level 3 | NQF Level 03 | Passed the End Date -  Status was "Reregistered" | 2008-09-17 | CATHSSETA until Last Date for Achievement |
| Fundamental | [14117](http://allqs.saqa.org.za/showQualification.php?id=14117) | National Certificate: Gaming Cashiering | Level 3 | NQF Level 03 | Passed the End Date -  Status was "Reregistered" | 2008-09-17 | CATHSSETA until Last Date for Achievement |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Fundamental | [14113](http://allqs.saqa.org.za/showQualification.php?id=14113) | National Certificate: Food and Beverage Services | Level 4 | New Level Assignment Pend. | Reregistered | 2012-06-30 | CATHSSETA |
| Fundamental | [14116](http://allqs.saqa.org.za/showQualification.php?id=14116) | National Certificate: Hospitality Reception | Level 4 | NQF Level 04 | Passed the End Date -  Status was "Reregistered" | 2007-10-30 | Was CATHSSETA until Last Date for Achievement |
| Fundamental | [14111](http://allqs.saqa.org.za/showQualification.php?id=14111) | National Certificate: Professional Cookery | Level 4 | New Level Assignment Pend. | Reregistered | 2012-06-30 | CATHSSETA |
| Fundamental | [14123](http://allqs.saqa.org.za/showQualification.php?id=14123) | National Diploma: Accommodation Services | Level 5 | NQF Level 05 | Reregistered | 2012-06-30 | CATHSSETA |
| Fundamental | [14109](http://allqs.saqa.org.za/showQualification.php?id=14109) | National Diploma: Fast Food Services | Level 5 | NQF Level 05 | Reregistered | 2012-06-30 | CATHSSETA |
| Fundamental | [61596](http://allqs.saqa.org.za/showQualification.php?id=61596) | National Diploma: Food and Beverage Management | Level 5 | NQF Level 05 | Reregistered | 2012-06-30 | As per Learning Programmes recorded against this Qual |
| Fundamental | [14112](http://allqs.saqa.org.za/showQualification.php?id=14112) | National Diploma: Professional Cookery | Level 5 | NQF Level 05 | Reregistered | 2012-06-30 | CATHSSETA |
| Elective | [67465](http://allqs.saqa.org.za/showQualification.php?id=67465) | National Certificate: Business Administration Services | Level 3 | NQF Level 03 | Reregistered | 2012-06-30 | As per Learning Programmes recorded against this Qual |
| Elective | [61595](http://allqs.saqa.org.za/showQualification.php?id=61595) | Further Education and Training Certificate: Business Administration Services | Level 4 | NQF Level 04 | Reregistered | 2012-06-30 | As per Learning Programmes recorded against this Qual |
| Elective | [23433](http://allqs.saqa.org.za/showQualification.php?id=23433) | Further Education and Training Certificate: Micro Finance | Level 4 | New Level Assignment Pend. | Reregistered | 2012-06-30 | BANKSETA |

*All qualifications and part qualifications registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.*

***S***

***urveys***

There is no single “one size fits all” questionnaire that can serve this purpose. Company requirements vary too widely, and any analysis of an employee base must be tailored to that specific group and the unique attributes of their work.

That said, it is possible to share with our readers examples of the kinds of things that assessment instruments ask, with the understanding that these must of course be customized for the particular workplace being analysed.

***Sample Surveys***

The previous article mentioned several components that may be chosen as elements of a TNA. These approaches included observation, interviews, surveys, job description analysis, difficulty-of-task analysis, problem-solving conferences, identification of motivating personality factors, and analysis of organizational policies.

For the sake of providing a useful example in this limited space, we will focus on surveys. The reasons for this are threefold. First, no matter how a TNA is constructed, at some point it must entail direct input from the individuals who are candidates for training.

Surveys accomplish this handily, and are perhaps the most frequently used tool in such analyses. Second, a survey has arguably the broadest reach of any TNA methodology applied throughout an organization, so it is a high-value tool that offers a lot of “bang for the buck.”

Finally, once a survey is created, any interviews which are conducted can use that form as a starting point for more open-ended oral interviews. In this manner the survey does double duty, supporting more than one TNA technique.

***Defining Survey Scope***

Before using any sample surveys – or most critically, when creating surveys from scratch – it is important to be clear on precisely what the survey is intended to analyse. This in turn shapes what questions are invented, or what and how existing questions are customized.

The best way to achieve this is to first create a meta-list of the areas of inquiry the survey should explore. For example, let’s assume we want to assess the training needs of our customer service staff. Even before looking at any pre-written surveys, we consider what we know of customer service operations and the nature of our business, and do a little brainstorming about topic areas to be addressed.

Perhaps we determine the employee survey should probe people’s knowledge of returns policies, their ability to deal with unsatisfied customers, and their judgment about when to escalate a problem to a higher tier of support. Once this scope is defined, we might then expect to come up with a survey in three sections, with detailed questions in each of these subject areas.

We keep this in mind when evaluating existing surveys against our needs, or when creating questions for our own original assessment instrument. This ensures that the survey we use will be truly relevant to our requirements.

Let’s take a look at a simple example:

**Training Needs Analysis**

**Name:** Peter Jones

***Please rate your level of skills from 0 to 3 (0= No skills at all, 3= Very skilled.) and tick the appropriate boxes***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | | **0** | **1** | **2** | **3** |
| **General Windows skills** | | | | | |
|  | I can find, save and print my own documents |  | ***x*** |  |  |
|  | I can recover deleted documents |  |  |  | ***x*** |
|  | I know how to save files in my own directory and in general directories |  |  | ***x*** |  |
|  | I know how to use Windows explorer to manage files |  |  | ***x*** |  |
|  | I can create new directories/folders |  |  | ***x*** |  |
|  | I know how to move and copy files |  |  |  | ***x*** |
|  | I can create a shortcut on the desktop |  |  |  | ***x*** |
|  | I know how to rename files |  | ***x*** |  |  |
|  | I know how to search for a file |  |  |  | ***x*** |
|  | I know how to deal with a “frozen” application |  |  | ***x*** |  |
|  | I can use to disk cleanup tool |  | ***x*** |  |  |
|  | I know how to run scandisk |  |  | ***x*** |  |
|  | I know how to defragment my C: drive |  |  |  | ***x*** |
|  | I can switch between applications |  | ***x*** |  |  |
|  | I can minimise, maximise and resize windows |  |  | ***x*** |  |
|  | I can cut/copy and paste between applications |  |  |  | ***x*** |
|  | I can use Windows Help |  |  | ***x*** |  |
|  | I can set up a screensaver |  |  |  | ***x*** |
|  | I can back up my work to floppy disk |  | ***x*** |  |  |
|  | I can update my anti-virus |  |  |  | ***x*** |
|  | I know how to shut my PC down properly |  |  | ***x*** |  |
| **Printers** | | | | | |
|  | I can deal with a printer paper jam |  |  |  | ***x*** |
|  | I can print on labels |  |  | ***x*** |  |
|  | I can print on non-standard paper |  |  |  | ***x*** |
|  | I can deal with print queues |  | ***x*** |  |  |
| **Scanners** | | | | | |
|  | I can scan an image |  |  | ***x*** |  |
|  | I can manipulate a scanned image with appropriate software such as Paint Shop Pro etc. |  | ***x*** |  |  |
|  | I can scan a text page and use the OCR software |  |  |  | ***x*** |
|  | I can scan a page to the printer |  | ***x*** |  |  |
|  | I can scan a page to fax |  |  |  | ***x*** |
| **CD Writer** | | | | | |
|  | I can “burn” files to a CDR (recordable CD) |  |  | ***x*** |  |
|  | I can erase and reuse a CDRW (rewritable CD) |  | ***x*** |  |  |
| **Digital camera** | | | | | |
|  | I can transfer a file from the camera to the PC |  |  |  | ***x*** |
|  | I am able to email an image file |  |  | ***x*** |  |
|  | I know how to manage image files on the PC |  | ***x*** |  |  |
| **Web Cam** | | | | | |
|  | I can set up and use a web cam |  |  |  | ***x*** |
| ***Total*** | |  | ***10*** | ***12*** | ***14*** |
| ***Remarks*** | | | | | |
|  | | | | | |
|  | | | | | |

***Department training needs analysis***

In this sample we will use a similar matrix to conduct a skills needs analysis. The difference is this time we will use our cumulative scores for the same criteria as we have used for the previous section. This makes it easier for us to look at and assess the department as a whole.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | | Peter Jones | Claire Jackson | Naomi Benjamin | Sarah Cooper | John Peters | Jane Jeppe | Karen Lulli | Deon Grey | Joey Black | Kevin Smith | Department total | Department Average |
|  | I can find, save and print my own documents | 1 | 2 | 3 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 21 | 2.1 |
|  | I can recover deleted documents | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 1 | 3 | 3 | 22 | 2.2 |
|  | I can save files in my own & general directories | 2 | 2 | 1 | 3 | 3 | 1 | 1 | 1 | 2 | 3 | 19 | 1.9 |
|  | I know how to use Windows explorer to manage files | 2 | 1 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 25 | 2.5 |
|  | I can create new directories/folders | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 24 | 2.4 |
|  | I know how to move and copy files | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 28 | 2.8 |
|  | I can create a shortcut on the desktop | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 25 | 2.5 |
|  | I know how to rename files | 1 | 3 | 2 | 1 | 3 | 3 | 2 | 1 | 3 | 3 | 22 | 2.2 |
|  | I know how to search for a file | 3 | 2 | 2 | 1 | 3 | 3 | 2 | 1 | 3 | 3 | 23 | 2.3 |
|  | I know how to deal with a “frozen” application | 2 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 19 | 1.9 |
|  | I can use to disk clean-up tool | 1 | 3 | 2 | 1 | 2 | 3 | 2 | 1 | 2 | 3 | 20 | 2.0 |
|  | I know how to run scandisk | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 26 | 2.6 |
|  | I know how to defragment my C: drive | 3 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 18 | 1.8 |
|  | I can switch between applications | 1 | 1 | 2 | 3 | 1 | 1 | 2 | 3 | 1 | 1 | 16 | 1.6 |
|  | I can minimise, maximise and resize windows | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 13 | 1.3 |
|  | I can cut/copy and paste between applications | 3 | 2 | 3 | 3 | 1 | 1 | 3 | 3 | 1 | 1 | 21 | 2.1 |
|  | I can use Windows Help | 2 | 3 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 19 | 1.9 |
|  | I can set up a screensaver | 3 | 1 | 3 | 1 | 3 | 3 | 3 | 1 | 3 | 3 | 24 | 2.4 |
|  | I can back up my work to floppy disk | 1 | 2 | 2 | 3 | 1 | 1 | 2 | 3 | 1 | 1 | 17 | 1.7 |
|  | I can update my anti-virus | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 1 | 3 | 2 | 24 | 2.4 |
|  | I know how to shut my PC down properly | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 17 | 1.7 |
|  | I can deal with a printer paper jam | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 27 | 2.7 |
|  | I can print on labels | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 23 | 2.3 |
|  | I can print on non-standard paper | 3 | 1 | 2 | 3 | 1 | 1 | 2 | 3 | 1 | 1 | 18 | 1.8 |
|  | I can deal with print queues | 1 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 19 | 1.9 |
|  | I can scan an image | 2 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 20 | 2.0 |
|  | I can manipulate a scanned image with appropriate software such as Paint Shop Pro etc. | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 21 | 2.1 |
|  | I can scan a text page and use the OCR software | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 3 | 26 | 2.6 |
|  | I can scan a page to the printer | 1 | 2 | 3 | 1 | 3 | 3 | 3 | 1 | 3 | 3 | 23 | 2.3 |
|  | I can scan a page to fax | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 26 | 2.6 |
|  | I can “burn” files to a CDR (recordable CD) | 2 | 1 | 2 | 1 | 3 | 3 | 2 | 1 | 3 | 3 | 21 | 2.1 |
|  | I can erase and reuse a CDRW (rewritable CD) | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 13 | 1.3 |
|  | I can transfer a file from the camera to the PC | 3 | 1 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 24 | 2.4 |
|  | I am able to email an image file | 2 | 3 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 21 | 2.1 |
|  | I know how to manage image files on the PC | 1 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 22 | 2.2 |
|  | I can set up and use a web cam | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 20 | 2.0 |
| ***Total*** | | 76 | 75 | 77 | 76 | 77 | 77 | 78 |  |  |  | 21.3 | 76.7 |
| **Employee Averages** | | 2.11 | 2.08 | 2.13 | 2.11 | 2.13 | 2.13 | 2.16 |  |  |  |  | 2.13 |
| **Employee Position** | | X | X | - | X | - | - |  |  |  |  |  |  |

Stemming from the averages, those criteria in the red are the one which require the most immediate attention.

***P***

***rioritising learning needs***

Once you have identified learning needs across the organisation, they need to be analysed and prioritised. Areas to consider when prioritising:

* What impact will developing these skills have on our performance?
* What would be the cost/benefit of investing in developing these skills?
* Which skills needs are the most important to our long-term success?
* Which skills needs are the most urgent?

Cost/benefit analysis means assessing the potential costs of learning and development activity against the potential gains in a quantifiable way. Making the case for the value of learning interventions to decision-makers and funders for investment in training is strengthened by a cost/benefits analysis.

Potential gains might include:

* Reduced turnover and savings on recruitment costs
* Higher skill levels leading to more efficiency and fewer errors
* Reduced risk of accidents or breaches of legislative requirements
* Higher morale and levels of motivation
* Impact on fundraising capacity through a higher skills base
* Improvements to the quality of your service and reputation
* Sustainability and succession planning

Of course, training or learning interventions will not always be the appropriate solution for organisational issues, and the process of undertaking a TNA and a cost/benefit analysis is likely to highlight areas where other solutions are required.

***W***

***hat is Training/Learning Needs Analysis (TNA)?***

A training/learning needs analysis (TNA) is a review of learning and development needs for staff, volunteers and trustees within in your organisation. It considers the skills, knowledge and behaviours that your people need, and how to develop them effectively.

Organisational TNA should ideally be undertaken at 3 levels:

* Organisational level
* Team/departmental level
* Individual level

These three levels are inter-linked, and using this structure will help ensure a balanced analysis that takes into account the big picture as well as the specific needs of individuals. Methods that can be used to identify learning needs include:

* Analysis of existing strategies and plan to identify what skills are needed for delivery
* Questionnaires – paper based or online
* One-to-one interviews
* Focus groups - facilitated small group discussions with a representative sample of people

The outcome of your TNA should be a robust learning and development plan, based on research and linked to organisational, team and individual objectives. Some of the questions that you might like to ask before undertaking an analysis of learning needs are:

* Do we have a strategic and organisational plan?
* Do we have an appraisal system in place?
* Do all staff have an up to date job description?
* Do all staff have written objectives?
* Do we have a competency framework in place?
* Do we have a training strategy and/or a stated commitment to the value of learning and development for our staff/volunteers and trustees?
* Do we have processes (formal and informal) in place for effective consultation across the organisation?

The more questions that you can answer yes to, the easier it will be to undertake training needs analysis.

***O***

***rganisational Level***

Training/learning needs analysis at this level should start with a review of the organisation’s strategic and operational plans.

*“We have a formal performance management process which includes development planning - the development plans inform the training needs analysis. As does any strategy that may bring the charity to a new direction/ skill set etc. that we feel should be trained to all.”* - Alexandra Hartley, Director of Learning and Development

If you do not already have a strategic planning process in place, it is recommended that you carry out one using a tool such as a **SWOT analysis** . This looks at the strengths, weaknesses, opportunities and threats facing your organisation.

The more people that you can involve in identifying this data the better: trustees, managers, staff and volunteers can all bring a different perspective and contribute to a deeper analysis. Once you have a strategic picture of the organisation’s objectives, performance and future direction, you can review this from the perspective of the knowledge, skills and behaviours that can help your organisation to build on its strengths and address weaknesses.

* **Strengths -** How can you capture the good practice and expertise that already exists? How can you build on the strengths, skills and knowledge already in the organisation?
* **Weaknesses -** What skills, knowledge or behaviours could help address the identified weaknesses?
* **Opportunities -** What skills, knowledge or behaviours that could help your organisation make the most of the available opportunities?
* **Threats -** What skills, knowledge or behaviours could help your organisation manage and overcome the identified threats?

***T***

***eam Level***

Analysis of learning needs should also be undertaken at department/team level. If you are in a line management role, this means reviewing the skills needs within your team, against the team’s own objectives. It will involve taking into account both the needs of individuals, but also anything that can help your department or team to work together as effectively as possible.

*“Involve the people who really know about what’s going on the ground. The people who are delivering services are the ones who can decide what outcomes are really needed, and help to determine learning opportunities that are fit for purpose.”*  Diana Farmer, Head of Training and Development

A key tool for identifying learning needs at this level are appraisals or performance reviews. Normally undertaken annually, appraisal provides an opportunity to review work objectives for the previous year, and agree objectives for the year ahead. Think about how you can support your staff (or volunteers if appropriate) in identifying learning needs related to these objectives.

**SMART Objective -** SMART is a way of checking your objectives. It applies to both work and learning objectives.

* **Specific:**

You know exactly what it is you have to do

* **Measurable:**

There is a clear way of knowing when you have done it.

* **Achievable:**

It is achievable within your reasonable control

* **Realistic:**

It is a realistic goal bearing in mind the time and the resources available (doesn’t mean it shouldn’t stretch or challenge you!)

* **Time-bound:**

There is a date or deadline for achieving the objective.

Appraisal form design should include a section dedicated to learning and development. This can be kept separate from other areas of the appraisal form, so that information on training requirements can be included in the training and development plan, without making confidential information from the appraisal available to whoever is working on the plan.

Relying on an annual appraisal to identify learning needs will not allow for the flexibility of addressing challenges as they arise, so think about how you might build in more frequent reviews, for example, as part of regular supervision sessions.

You might also consider using a **Competence-Based TNA Diagnostic tool** to help with identifying job related learning needs. This example is designed for volunteer managers and draws on the relevant national occupational standards, and you can adapt this format using any relevant competency framework.

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.) The results from the recent performance appraisal are integrated into the training needs analysis.

The entity's talent management strategy was used as a basis for conducting the training needs analysis of staff in the unit. 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).

***I***

***ndividual Level***

Appraisal and supervision meetings allow individuals to reflect on their own learning needs in relation to their work objectives. What additional skills and learning do they need to improve what they do? It is important to take into account people’s career ambitions and personal development objectives.

With flatter organisational structures, there may not be endless opportunities to move up the career ladder, but people are unlikely to remain motivated if there is no progression or challenge built into their work.

However, there is also a need to be realistic about what you can offer by way of development opportunities and not to raise expectations too high. “If you are asking for people’s training needs, then as an organisation you need to be able to meet them, or at least partly meet them, relatively quickly.

If people ask for training and don’t receive it they can get disenchanted and it affects their view of training” Claire Kruse, Training and Development Manager

Assessment tools such as 360 degree feedback systems can be helpful in getting a more rounded picture of individual performance, and the impact that people are making at different levels within the organisation. This tool is perhaps particularly appropriate for those in management or leadership roles.

Identifying learning needs at individual level is not just about what needs to be learnt, it is also about how best to do it. Find out how people have enjoyed and benefited from learning in the past. Some questions to ask for your personal development plan:

* What do you want to get from your work?
* What are your strengths?
* What areas would you like to improve?
* Where would you like more responsibility?
* What is preventing you from developing as you would like?
* Which interests or talents would you like to develop?
* How do you like to learn?
* What skills or experience would allow you to feel more confident at work?

The outcome of training/learning needs analysis at an individual level should be a **Personal Development Plan** which outlines personal learning objectives, linking them to the agreed work objectives.

***A***

***ctivity – In your groups (120 minutes)***

You are now required to develop a training needs analysis for your organisation, in line with the unit standard given earlier. You can make use of the template given to you earlier, or you may design your own template, as long as it is in line with the requirements of the unit standard’s requirements.

Once completed, attach your Training Needs Analysis to this manual. You will also be required to conduct your training needs analysis on at least three employees. Once you have completed it, you will need to record the results as well as identify (in report format) what your suggested steps are for the addressing of the identified training needs gaps.

To recap the requirements of this activity:

1. Design and develop the training needs analysis in line with the requirements of the unit standard
2. Conduct the training needs analysis on three employees
3. Record your results on the training needs analysis
4. Write a report on the addressing of the gaps as identified in your training needs analysis

***M***

***ethods of meeting learning needs***

There are many ways to meet people’s learning needs. The methods you choose to meet the needs will depend upon how people prefer to learn, the number of people needing training, and your budget. Think also about any special needs people may have and how to support them, so that your training is equally accessible to all who need it.

*We did a lot of work this year around increasing our commitment to equality and diversity - making sure all our venues (internal and external) are fully accessible, asking clearer questions around dietary requirements, and arranging dates so they don’t fall on religious or school holidays.*

Some of the methods you could consider are:

**In-house courses**

Developing a course to be run on your premises and tailored to the needs of your staff and volunteers. Useful if the training need is widespread across the organisation or is quite specific to your needs, for example training on a new system or process.

You might commission an external trainer to develop and deliver the course, or ask someone with relevant expertise within the organisation to deliver the training. If the latter, you might need to ask whether there is a need for some “train the trainer” training to ensure that they can communicate their knowledge effectively.

**External training courses**

Attending external training courses have the advantage of allowing you to network and learn from people in other organisations. This networking element is one of the reasons classroom based training remains so popular.

External training can be expensive, but there are many courses available that are priced at affordable levels for voluntary organisations, sometimes on a sliding scale. Good starting points for information on local training are local infrastructure organisations.

**Conferences and events**

Conferences are ideal for getting up to date with developments and for networking and learning from others. For information on some of the events being run within the voluntary sector.

**National Qualifications (NQ’s)**

Work-based qualifications are assessed by providing evidence of competence, based on the relevant National Qualification Standards (NQS). As a development tool, they can help you to reflect in detail on every aspect of your job, celebrating what you do well, and identifying improvements. NQ’s are available at different levels, from entry level qualifications through to senior management.

**E-learning/Blended Learning**

E-learning is increasingly being used to supplement traditional courses. With the developments in technology, structured E-learning is becoming more sophisticated and can be tailored to individual and small groups of learners. It can be used to provide large groups of people with the same material whilst still allow individuals to learn in their own time.

**Books and journals**

Sometimes the learning need can be met simply by reading a suitable book or buying an appropriate toolkit. Where the need is to keep up to date with current developments, a journal subscription and allowing time for reading as part of the working week can be a simple and effective way to keep learning current.

􀂄 **Coaching**

Coaching consists of a series of structured one-to-meetings focused on improving an individual’s skills and performance, usually for the current job. Coaches seek to bring an objective perspective to a structured dialogue to help individuals find solutions to issues they are facing.

Sometimes coaches are hired from outside the organisation, but increasingly organisations expect all line managers to operate as coaches, which may indicate a training need at line management level.

**Mentoring**

Typically mentors will be experienced managers (but not individuals' line managers) who regularly meet more junior colleagues to help them perform better and develop them for career advancement. For more senior managers, outside mentors may sometimes be hired.

**Shadowing**

Shadowing involves spending a short period time with someone in a different job – either within your own organisation or externally. This might include sitting in on meetings, observing how day to day tasks are done. Shadowing can be useful as part of an induction when you shadow more experienced staff.

It can also be used as a development opportunity where both parties can learn from each other, as being shadowed can help you review the ways in which you habitually work.

***E***

***valuation of learning***

It is important to consider evaluation of learning and development activities at the planning stage and build this into your TNA. Strong evaluation will help in planning future training and learning activity that has shown itself to be effective. The widely used Kirkpatrick model identifies four levels of evaluation.

* **Level 1**

**Reaction**

This asks learners how they felt about the learning experience. It is usually assessed by means of a course evaluation questionnaire or “happy sheet”. There are alternatives to questionnaire – for example you could end a training session by asking people to jot down answers on post-it notes, for example: what I liked? What could be improved? What I learnt? What else do I need to learn about the subject? These can then be collated on a flipchart.

* **Level 2**

**Learning**

This will assess what has actually been learnt. So if the learning objective was some essential health and safety information, this could be tested with a quiz. If it was the ability to perform a particular task such as producing a spreadsheet or chairing a meeting, this could be tested and observed in the workplace.

* **Level 3**

**Behaviour**

This looks at the effect the learning intervention has on an individual’s behaviour in their job. This could be assessed by reviewing changes in knowledge, skills and competence as part of the supervision and appraisal process.

* **Level 4**

**Results**

This looks at the impact of the learning on organisational performance as a whole. If the learning objectives are clearly linked to organisational objectives, then data linking learning to organisational changes will be easier to obtain and analyse. Directly linking learning and development activity to overall performance is not always easy to do. However, if you carry out something like a SWOT analysis on an annual basis, trends can be assessed over time.

***T***

***he Learning and Development Plan***

Once you have reviewed the data gathered at organisational, team and individual level, bring this together into a **learning and development plan**. The plan should not only identify the learning requirements within the organisation, but should prioritise them and set out the ways in which the requirements can be met, the resources needed, the timescale, and the way in which the learning will be evaluated.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Organisational Objective** | **Knowledge and skills required** | **Who will participate?** | **Learning and Development activities/methods** | **How will this be evaluated?** | **Cost** | **Date** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

***Competence Based Learning Needs Analysis***

One way of identifying individual learning needs is to take a competence framework that covers your role, and use it to identify specific areas where you would like to develop you confidence and skill. Consider each item in the list below and then tick the appropriate columns to indicate:

• The activities that you carry out in the course of your work

• The importance of each activity within your work responsibilities: (is this a significant part of your role?)

• How confident you feel in carrying out the activities: (is this an area in which you would benefit from further developing your knowledge, skills and understanding?)

Follow this by a review of learning methods, selecting those you consider would be most effective for you.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Is this part of your role? | How important is this in your role? | | | How would you rate your confidence in this area? | | |
|  | Very confident | Quite confident | Not confident | Very confident | Quite confident | Not confident |
| ***Managing and developing volunteers*** | | | | | | |
| Managing the induction of volunteers |  |  |  |  |  |  |
| Planning, organising and monitoring the work of volunteers |  |  |  |  |  |  |
| Leading and motivating volunteers |  |  |  |  |  |  |
| Supporting the development of volunteers’ knowledge and skills |  |  |  |  |  |  |
| Enabling learning through demonstration and instruction |  |  |  |  |  |  |
| Enabling group learning |  |  |  |  |  |  |
| Maintaining records of volunteers |  |  |  |  |  |  |
| Managing volunteers’ expenses |  |  |  |  |  |  |
| Helping address problems affecting volunteers |  |  |  |  |  |  |

***T***

***he personal development Plan***

**What is Personal Development Planning?**

Personal Development Planning has been described as “a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development”.

The primary purpose of a PDP (Personal Development Plan) is to help you learn and develop more effectively and to be able to:

* learn in a wider variety of ways and a wider range of contexts;
* recognise and be able to list evidence for your own learning and therefore the progress you are making;
* draw upon and use your expanded personal knowledge to achieve particular goals;
* review, plan and take responsibility for your own learning;
* recognise and define your training/learning needs

This section will help you to produce a PDP and analyse your needs and to:

* define short and long term aims and objectives
* decide what is needed to achieve these aims and objectives
* be able to list, analyse and understand your strengths and weaknesses
* use the analysis of aims and objectives and strengths and weaknesses to define your need for additional study, training, and further development of all kinds to enhance your skills, knowledge and competencies. Such a process is often described as producing a **Training Needs Analysis (TNA)**
* reflect on and take active part in planning and development of your own personal skills
* be more effective in carrying out tasks (e.g. your research)

**What is a Personal Development Record?**

There are many different kinds of PDR (Personal Development Records) built around a variety of frameworks. However, all are intended in different ways to maintain a clear record of learning and personal development.

By reflecting on your skill needs over time and recording the training that is successfully completed a comprehensive set of information can be built up that can help you, *inter alia* to:

* initially be a more effective researcher
* be a more independent, autonomous and effective learner
* plan and manage your career
* decide on future career paths
* create appropriate CVs
* have evidence with which to apply for membership of a Professional Body related to your profession
* apply for promotion

***A***

***ctivity – On your own***

Identifying and listing the skills you require to achieve your identified outcomes will place your required learning (development) path in perspective. By adding timeframes as well as the skills already mastered into the table, your development plan starts making sense.

Using your own individual working environment, identify 5 areas of skills within the telephone operating tasks, which you wish to improve on, and then complete the table below. These can all be fictional for ease of completion.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Period covered** | **Skills I may need** | **Skills I possess** | **Training Needs** | **Resources required** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |

Once completed, you now need to explain each of the 5 items you have listed above, by mentioning them in detail and explaining the development of them, one by one, on the following pages, in the tables.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Time period/s** | **Improvement needed** | **Required logistics/resources** | **Reporting methods** | **How does it line up with unit standard?** |
| **1** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **2** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **3** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **4** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **5** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**You are now ready to go through a check list. Be honest with yourself**

# Tick the box with either a √ or an X to indicate your response

* **I am able to analyse education, training and development needs of members of a unit.**
* **I am able to record the results of the training needs analysis.**
* **I am able to compile a people development plan for a work unit.**
* **I am able to manage the implementation of a people development plan for a unit.**

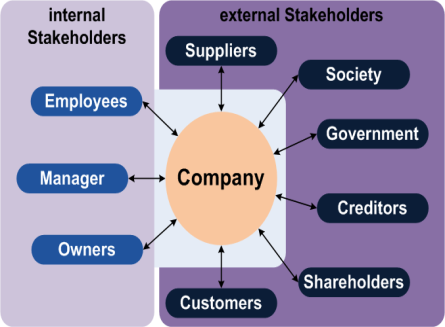


# You must think about any point you could not tick. Write this down as a goal.

# Decide on a plan of action to achieve these goals. Regularly review these goals.

Devise and apply strategies to establish and maintain workplace relationships

252027

****

This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them. The qualifying learner is capable of:

* Liaising and networking with internal and external stakeholders
* Devising and applying a strategy to establish constructive relationships with team members in a unit
* Devising and applying a strategy to establish constructive relationships with managers
* Identifying and minimising personal conflict in the workplace

**Index**

|  |  |
| --- | --- |
| **Competence Requirements** | **Page** |
| **Unit Standard 252027 alignment index**  Here you will find the different outcomes explained which you need to be proved competent in, in order to complete the Unit Standard 252027. | **120** |
| **Unit Standard 252027** | **122** |
| **Liaise and network with internal and external stakeholders** | **129** |
| **Devise and apply a strategy to establish constructive relationships with manager(s)** | **136** |
| **Identify and minimize personal conflict in a unit** | **142** |
| **Devise and apply a strategy to establish constructive relationships with team members in a unit** | **148** |
| **Self-assessment**  Once you have completed all the questions after being facilitated, you need to check the progress you have made. If you feel that you are competent in the areas mentioned, you may tick the blocks, if however you feel that you require additional knowledge, you need to indicate so in the block below. Show this to your facilitator and make the necessary arrangements to assist you to become competent. | **154** |

**Unit Standard 252027 – Alignment Index**

|  |  |
| --- | --- |
| **SPECIFIC OUTCOMES AND RELATED ASSESSMENT CRITERIA** | |
| **SO 1** | **Liaise and network with internal and external stakeholders** |
| **C 1** | Opportunities for networking are identified or created with internal and external stakeholders relevant to a unit. |
| **AC 2** | Networking opportunities are identified, meetings are attended and new contacts established to mutual benefit. |
| **AC 3** | Avenues for communicating with stakeholders are explored and appropriate strategies implemented to mutual benefit of all people involved. |
| **SO 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.) |
| **AC 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. |
| **AC 2** | A process for seeking and exchanging information, and seeking advice is agreed to in consultation with all managers in a unit. |
| **AC 3** | 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. |
| **AC 4** | Concerns over the quality of work are raised directly with relevant managers in accordance with the entity's policies and procedures. |
| **AC 5** | Information presented to the managers is clear, accurate and timely. |
| **SO 3** | **Identify and minimize personal conflict in a unit** |
| **AC 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. |
| **AC 2** | Actions taken to resolve potential and actual conflict are taken to deal promptly in accordance with the entity's policies and procedures. |
| **AC 3** | Conflict situations are referred to appropriate managers where required in terms of the entity's policies and procedures. |
| **SO 4** | **Devise and apply a strategy to establish constructive relationships with team members in a unit** |
| **AC 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. |
| **AC 2** | Opportunities for team members to discuss work-related and personal issues are identified and used when appropriate. |
| **AC 3** | Feedback and advice to team members are offered in a positive manner to contribute towards constructive relationships |
| **AC 4** | Team members are informed about developments and changes that may affect them. |

|  |
| --- |
| **CRITICAL CROSS FIELD OUTCOMES** |
| ***UNIT STANDARD CCFO IDENTIFYING***  Identify and solve problems using critical and creative thinking processes in working towards establishing constructive relationships.  ***UNIT STANDARD CCFO WORKING***  Work effectively with others as a member of a team, group, organisation or community to promote harmonious working relationships.  ***UNIT STANDARD CCFO ORGANISING***  Organise and manage oneself and one`s activities responsibly in interaction with internal and external stakeholders.  ***UNIT STANDARD CCFO COLLECTING***  Collect, analyse, organise and critically evaluate information in order to develop appropriate strategies for improving relationships with internal and external stakeholders.  ***UNIT STANDARD CCFO COMMUNICATING***  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.  ***UNIT STANDARD CCFO SCIENCE***  Use science and technology effectively and critically, showing responsibility to the environment and health of others, in using information technology in a unit.  ***UNIT STANDARD CCFO DEMONSTRATING***  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.  ***UNIT STANDARD CCFO CONTRIBUTING***  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. |

|  |  |
| --- | --- |
| SAQA | *All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.* |

|  |
| --- |
| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

|  |
| --- |
| **REGISTERED UNIT STANDARD:** |

|  |
| --- |
| **Devise and apply strategies to establish and maintain workplace relationships** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 252027 | Devise and apply strategies to establish and maintain workplace relationships | | | |
| **ORIGINATOR** | | **REGISTERING PROVIDER** | | |
| SGB Generic Management | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 03 - Business, Commerce and Management Studies | | | Generic Management | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **OLD NQF LEVEL** | **NEW NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 5 | New Level Assignment Pend. | 6 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Registered | | 2007-11-28 | 2010-11-28 | SAQA 0474/07 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2011-11-28 | | 2014-11-28 | | |

|  |
| --- |
| In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise. |

|  |
| --- |
| This unit standard replaces: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **US ID** | **Unit Standard Title** | **Old NQF Level** | **New NQF Level** | **Credits** | **Replacement Status** |
| 15238 | Devise and apply strategies to establish and maintain relationships | Level 5 | New Level Assignment Pend. | 3 | Complete |

|  |
| --- |
| **PURPOSE OF THE UNIT STANDARD** |

|  |
| --- |
| This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.   The qualifying learner is capable of:   Liaising and networking with internal and external stakeholders.   Devising and applying a strategy to establish constructive relationships with team members in a unit.   Devising and applying a strategy to establish constructive relationships with managers.   Identifying and minimising personal conflict in the workplace. |

|  |
| --- |
| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

|  |
| --- |
| It is assumed that learners are competent in:   Communication at NQF Level 4.   Mathematical Literacy at NQF Level 4.   Computer Literacy at NQF Level 4. |

|  |
| --- |
| **UNIT STANDARD RANGE** |

|  |
| --- |
|  The learner is required to apply the learning in respect of his/her own area of responsibility.   Unit refers to the division, department or business unit in which the learner is responsible for managing and leading staff.   Entity includes, but is not limited to, a company, business unit, public institution, small business, Non-Profit Organisation or Non-Governmental Organisation.   A colleague could be a team member or someone working in another unit of the entity.   Internal and external stakeholders could include colleagues, team members, management, customers, suppliers, associations and professional bodies. |

|  |
| --- |
| **Specific Outcomes and Assessment Criteria:** |

|  |
| --- |
| **SPECIFIC OUTCOME 1** |

|  |
| --- |
| Liaise and network with internal and external stakeholders. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Opportunities for networking are identified or created with internal and external stakeholders relevant to a unit. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

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

|  |
| --- |
| **SPECIFIC OUTCOME 2** |

|  |
| --- |
| Devise and apply a strategy to establish constructive relationships with manager(s). |

|  |
| --- |
| **OUTCOME RANGE** |

|  |
| --- |
| Managers include other managers in the entity as well as managers in the unit, e.g. first line managers, supervisors or team leaders. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 5** |

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

|  |
| --- |
| **SPECIFIC OUTCOME 3** |

|  |
| --- |
| Identify and minimise personal conflict in a unit. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

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

|  |
| --- |
| **SPECIFIC OUTCOME 4** |

|  |
| --- |
| Devise and apply a strategy to establish constructive relationships with team members in a unit. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| Opportunities for team members to discuss work-related and personal issues are identified and used when appropriate. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

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

|  |
| --- |
| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

|  |
| --- |
|  Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures. |

|  |
| --- |
| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

|  |
| --- |
|  Guidelines for networking and expanding a professional network.   Interpersonal techniques.   Effective group techniques.   Techniques for handling conflict. |

|  |
| --- |
| **UNIT STANDARD DEVELOPMENTAL OUTCOME** |

|  |
| --- |
| N/A |

|  |
| --- |
| **UNIT STANDARD LINKAGES** |

|  |
| --- |
| N/A |

|  |
| --- |
| **Critical Cross-field Outcomes (CCFO):** |

|  |
| --- |
| **UNIT STANDARD CCFO IDENTIFYING** |

|  |
| --- |
| Identify and solve problems using critical and creative thinking processes in working towards establishing constructive relationships. |

|  |
| --- |
| **UNIT STANDARD CCFO WORKING** |

|  |
| --- |
| Work effectively with others as a member of a team, group, organisation or community to promote harmonious working relationships. |

|  |
| --- |
| **UNIT STANDARD CCFO ORGANISING** |

|  |
| --- |
| Organise and manage oneself and one`s activities responsibly in interaction with internal and external stakeholders. |

|  |
| --- |
| **UNIT STANDARD CCFO COLLECTING** |

|  |
| --- |
| Collect, analyse, organise and critically evaluate information in order to develop appropriate strategies for improving relationships with internal and external stakeholders. |

|  |
| --- |
| **UNIT STANDARD CCFO COMMUNICATING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO SCIENCE** |

|  |
| --- |
| Use science and technology effectively and critically, showing responsibility to the environment and health of others, in using information technology in a unit. |

|  |
| --- |
| **UNIT STANDARD CCFO DEMONSTRATING** |

|  |
| --- |
| 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. |

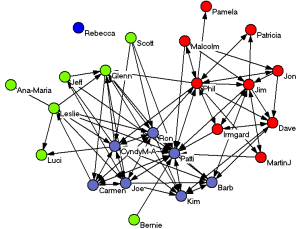
|  |
| --- |
| **UNIT STANDARD CCFO CONTRIBUTING** |

|  |
| --- |
|  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. |

|  |
| --- |
| **QUALIFICATIONS UTILISING THIS UNIT STANDARD:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **ID** | **QUALIFICATION TITLE** | **OLD LEVEL** | **NEW LEVEL** | **STATUS** | **END DATE** |
| Core | [59201](http://allqs.saqa.org.za/showQualification.php?id=59201) | National Certificate: Generic Management | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Fundamental | [60072](http://allqs.saqa.org.za/showQualification.php?id=60072) | National Diploma: Inspection and Assessment (Non-Metallics) | Level 5 | New Level Assignment Pend. | Registered | 2011-03-12 |
| Fundamental | [67373](http://allqs.saqa.org.za/showQualification.php?id=67373) | National Diploma: Orientation and Mobility Practice | Level 5 | New Level Assignment Pend. | Registered | 2012-07-29 |
| Elective | [65229](http://allqs.saqa.org.za/showQualification.php?id=65229) | Further Education and Training Certificate: Animal Protection | Level 4 | NQF Level 04 | Registered | 2012-03-12 |
| Elective | [65669](http://allqs.saqa.org.za/showQualification.php?id=65669) | Further Education and Training Certificate: Thoroughbred Horse Racing | Level 4 | NQF Level 04 | Registered | 2012-03-12 |
| Elective | [59325](http://allqs.saqa.org.za/showQualification.php?id=59325) | National Certificate: Environmental Noise Control | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Elective | [63369](http://allqs.saqa.org.za/showQualification.php?id=63369) | National Diploma: Trade Union Practice | Level 5 | New Level Assignment Pend. | Registered | 2011-11-26 |

|  |  |
| --- | --- |
|  | *All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.* |

***What is networking?***

The effectiveness and efficiency of an organisation, its innovation, productivity, and employee satisfaction all hinge on the strength of the relationships of its people.

When leaders understand the patterns of interaction among the people in their organisations, they can leverage this knowledge to:

* Accelerate the flow of knowledge and information across functional and organisational boundaries
* Identify the thought leaders, key information brokers and bottlenecks
* Target opportunities where increased knowledge flow will have the most impact

Employees in an organization or group respond to a questionnaire containing questions like:

* How often do you receive information from each of the others in this group that you need to do to your work?
* How well do you understand the knowledge, skills, and experience of each of the other people in this group?

Network analysis can be an effective diagnostic and planning tool for the development of communities of practice. The data gathering and analysis processes provide a baseline against which you can plan and prioritise the appropriate changes and interventions to increase the social connections within the organisation - effectively building "social capital."

Assume that most people in an organization share some values and reach out. Every contact you make now will be a contact you can use down the road. Leave no bruised co-workers behind. Make networking easy by making it a habit. People who exercise five days a week never ask themselves if exercising is what they want to do. Networking should be the same. Start slowly by reaching out to someone with whom you have contact but don't work with directly. Join a group of semi-strangers for coffee. Don't always hang out with pals.

***Business Benefits***

| **Benefit** | **Achieved By** |
| --- | --- |
| Retention of people with vital corporate knowledge. | Increasing the social capital in the organization. People who are more connected are more likely to be satisfied with their work and more likely to stay. |
| Increased innovation, productivity, and responsiveness. | Closing gaps in people’s knowledge of one another’s experience and expertise. Decreasing the amount of time it takes for people to locate and access needed knowledge. |
| Smarter decisions about changing the formal organisation structure or introducing new processes into organisations. | Understanding the structure of the existing social networks. SNA gives insights into how work is really accomplished in an organization, how decisions are made, and the effectiveness of the existing organisational structures. |
| Insight into the challenges of integration following restructuring, mergers, or acquisitions. | Identifying specific individuals or groups who are most likely to have the most influence across group borders and boundaries. It may be important to take special steps to retain people who are important to a network. |

***What is internal networking?***

Internal networking is building informal relationships between individuals within an organisation. The purpose of the relationships is for seeking help, advice and support. It is a way to increase the impact of each worker's duties in the organisation, as well as increasing resources for the individual. The more people that the worker is able to communicate with in the organisation; the more information they have access to; the more influence they have.

***How can an individual get ideas heard?***

To develop internal networks with the intention of getting your ideas heard, the people who have power and influence within the organisation need to be identified. Remember to choose the right time and place to express your ideas. In the process of putting across your ideas, you must be aware of not putting anyone down or offending anyone.

For example, if suggesting an idea you have for improving a production procedure, you must be careful that you are not suggesting that the person currently doing the job is not doing it well enough. The following is a list of points to consider:

* choose the right time and place to put across your idea
* give the idea time to mature
* find individuals who you can quietly discuss the idea with
* be accepting about the idea as other information becomes available
* think through all arguments for and against the idea

***In Your Groups***

Developing internal networks - Reflect on your organisation

What are the benefits of developing internal networks for you in your organisation?

|  |
| --- |
|  |
|  |
|  |
|  |

Outline your organisation's policy (either informal or formal) about internal networking? Is it encouraged? Why? Why not?

|  |
| --- |
|  |
|  |
|  |
|  |

List the people in your organisation with whom it would be beneficial for you to network?

|  |
| --- |
|  |
|  |
|  |
|  |

Outline a new idea you have for your organisation.

|  |
| --- |
|  |
|  |
|  |
|  |

Outline the names of colleagues who could be sounding boards for your idea?

|  |
| --- |
|  |
|  |
|  |
|  |

Outline the reasons why you have chosen these colleagues?

|  |
| --- |
|  |
|  |
|  |
|  |

***What is external networking?***

External networking is developing informal relationships outside your organisation to help with work. These networks can be used for support, advice and help. Having the opportunity to talk to people in other related, or "feeder", industries, about issues you may have in common is also networking.

Although in many cases, opportunities to network with other people who work in your industry may be limited, it can pay to take advantage of opportunities that arise, but people must remember to be discreet. Loyalty to your own company is also highly respected. Networking should not be gossip sessions. You are there to discuss common issues and perhaps to work out solutions that may be of benefit to both parties. Examples of opportunities for external networking include:

* Attending trade fairs
* Attending industry award ceremonies
* Attending seminars and conferences
* Being a member of an industry group or association
* Talking to suppliers, clients and drivers / couriers
* Business tours to related industries

When finding yourself in a networking environment, issues can be discussed in general terms. However details related to your company and its products and services should not be discussed as that can be seen as indiscreet and could affect the way your colleagues see your loyalty.

***In Pairs***

Developing external networks. Read the case study and then answer the questions thereafter.

Charley works in the laundry industry. The company he works for specialises in hospital linen cleaning and rental. Every year Charley and some of his colleagues go to a trade fair where the latest in linen and cleaning products, as well as other associated equipment, is displayed.

This year, Charley met a colleague, Jacinta who works for a rural laundry that deals with the tourism and hospitality industry. During the day they were able to discuss the benefits and possible disadvantages of a new deodorising washing machine that was on display from the cleaning machine industry, a supplier to the laundry industry.

Although the industries that Charley and Jacinta’s company’s service were different, they both had an interest in this machine. Being able to discuss the machine from their different perspectives helped both Charley and Jacinta to see the possible strengths and weaknesses of the machine.

Over a drink that evening, however, Jacinta started to criticise the practices of her company and some of her colleagues. Although it considered just gossip at the time, it did have an impact on Charley’s perception of the company that Jacinta worked for.

***Reflect on your industry.***

1. What is your industry?

|  |
| --- |
|  |
|  |
|  |
|  |

1. What are the associated or feeder industries? *For example, the furniture manufacturing industry relies on suppliers of fabrics, timber, foam and other components.*

|  |
| --- |
|  |
|  |
|  |
|  |

1. What might be the benefits of developing external networks for you and your organisation?

|  |
| --- |
|  |
|  |
|  |
|  |

1. Outline your organisation's policy (either informal or formal) about external networking? Is it encouraged? Why? Why not?

|  |
| --- |
|  |
|  |
|  |
|  |

1. List the groups that you could possibly join that would be beneficial?

|  |
| --- |
|  |
|  |
|  |
|  |

1. Outline the benefits of joining these groups?

|  |
| --- |
|  |
|  |
|  |
|  |

1. List the seminars, conferences, trade fairs etc. that you could attend?

|  |
| --- |
|  |
|  |
|  |
|  |

1. Outline the possible benefits of attending these events?

|  |
| --- |
|  |
|  |
|  |
|  |

What other networking opportunities do you have, internally and externally in your organisation?

|  |
| --- |
|  |
|  |
|  |
|  |

What channels of communication is available in these networking opportunities?

|  |
| --- |
|  |
|  |
|  |
|  |

***Developing Relationships***

When working with others you are working with the total person. People bring to the workplace not only their skills but their mind, thoughts, desires and motivation. All people in the workplace deserve to be treated with dignity and respect no matter what their job.

Each worker will usually have a good idea of the effort and time involved in completing their tasks safely and to a satisfactory standard. Everyone has different ways of working to achieve the desired outcome and people work at different speeds. The outcome, meaning the final product or service, is important, as are deadlines. It is up to the managers/supervisors and workers to create an environment in which the workers try to do the best job they can possibly do within the given timeframe.

When working with others it is important to be able to put yourself in their shoes and try to see things from their point of view. Outside influences that we may not be aware of can have an impact on the way one person sees something.

Seeing a situation from other points of view, will help people make decisions that are more effective and encourage better relationships within an organisation. Individuals need to know that even though a decision has been made, it was done fairly and with knowledge of the possible impact on other people or groups within an organisation.

***On Your Own***

***Developing positive relationships***

Read the following case study and then answer the questions which follow.

Sophie is a member of a team. She prides herself on being a perfectionist, is confident in all areas of work and she works quickly. Fred is 56 and works with Sophie, is the manager of the team Sophie works in. He works slowly and is unable to understand new procedures quickly.

He needs to have them explained step by step and they need to be repeated numerous times. Once he has understood, he is fine and is able to perform quickly and correctly. He finds the demands of new procedures / practices in the workplace difficult.

At times he appears nervous and vulnerable. Sophie is very frustrated about Fred, but she knows that she has to work with him for at least one more year.

What can Sophie do about Fred?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

What does Sophie need to change in herself to be able to work with Fred without feeling frustrated all the time?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

How can Sophie approach Fred to help him where he needs it without putting him down at the same time?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

***Organisational Communication***

Communication is the method by which people share their ideas, information, opinions and feelings. People sharing ideas, information, opinions and feelings may contribute to the operations of teams and the work of individuals. Communication is a two-way activity between two or more people. There are various modes of communication, some of which are used more commonly in some workplaces than others.

In an organisation there are various methods of communication. The following is a list of some methods of communication:

* Person to person - face to face, reading a letter, making a phone call
* In a small group - planning, problem solving, decision making, written reports, memos, notice boards
* In a meeting - presenting, bargaining, negotiating agreements
* Using mass media - speaking in public, on radio or television, writing for print media such as newspapers and journals, books, advertising
* Others - training, teaching and entertaining.

You have all heard, and undoubtedly, drawn up a couple of organograms of organisations. One of the most important aspects that one can derive from organograms is the direction of flow for communication within the organisation.

When you have two levels of management, junior and middle management between the workers and executive management, the flow of information will, and must, undoubtedly follow the chain of command. From the workers communication will flow to their immediate management (junior management) who will try and resolve the matter.

Should they be unable to do so, they will consult with their management (Middle managers). Most often a solution will be formulated at this level, but this will be communicated to executive management to ensure that the decisions are in line with the organisations’ policies and procedures. In effect, the situation has gone through all levels of management before it has come full circle, back to the workers at floor level. Yet, it is not part of an organisations’ communication structure to have all issues from floor level be communicated directly to executive management. This is merely because most of the times, the solution can be found at the first level of management where it is reported to.

***Management Communication***During day-to-day operations the staff of organisations are required to provide their immediate management with feedback with regards to the operations of their teams/sections. These reports are done in written format to ensure that there are records, more importantly; the feedback is also done on a face-to-face level to ensure that the feedback given is understood. Feedback sessions are scheduled for constant intervals to ensure that management remains on top of their sections/departments at all times.

Feedback is a two-way process, as it is given from one level of management to another; feedback is also received, more often from the higher level management to the lower level. This occurs in cases where guidance is required for situations in the department, or when decisions are necessary.

Examples of such feedback sessions are:

* Daily/weekly/monthly progress reports
* Productivity reports
* Attendance reports
* Incident/accident reports

These may differ from one organisation to another as well as from one industry to another. Each organisation has their own methods of reports and feedback, which is specifically designed to be in line with their policies and procedures as well as fall in line with their reporting structure.

Let’s take a look at some examples:

***Leave***

Peter and Mary are both front-line sales executives. They have both worked with ABC Sales for just over two years and perform more or less similar. Mary has two small children and has taken leave often, but remains in line with the allotted amount of leave each employee is allowed. Peter requires extended leave for personal reasons; he still has seven days remaining from the current year, and would like to take seven more days of the following year. Technically this is not allowed, as you have to work the year before the leave is allocated. If his request is just granted, it may cause Mary to be upset as she has been using her leave sparingly to ensure she has leave remaining.

In this case, Peter will have to put this request in writing and then submit it to his manager who will then take the matter to the head of his department and even the Human Resource Manager to discuss it. Once they have reached a conclusion, Peters’ direct manager will give him feedback, in writing with regards to his request.

***Sales Target***

John is a travelling sales representative who has just taken over the position from William who was at the company for many years. Every week all the representatives are required to draw up a sales report stipulating their activities; including the clients visited and the sales activities they have achieved for the week.

John submitted his report which indicates that he has visited three times the required amount of clients, but his sales were below minimum targets set for him by the organisation. His argument was that he concentrated his efforts on seeing as many clients as possible to introduce himself and ensure that they are comfortable with the transformation from their old, familiar face, William.

John’s manager Mr Brooks accepted his report but indicated to him that he should start concentrating on the sales aspect to ensure that he achieves his target sales for the remainder of the month. John’s written report will be filed and also used by Mr Brooks to report to his manager, Mr Smith.

***New Equipment***

Abigail and Sipho are both packers for the new line of sports shoes in a very large organisation. With the introduction of the new line, the organisation invested in new packaging machinery to ensure that the required amount of production is achieved and maintained.

Charl, their supervisor has seen that they are trying their best to maintain the pace of the new equipment, but he has observed their reluctance after the accident which caused one of their fellow employees, Mike, to be badly injured.

After talking to them, Charl found out that they have reservations when working with the new equipment because they all look up to Mike; “If Mike can’t do it, then we can’t”. Charl took this feedback to his Production manager and requested input and assistance in dealing with this matter.

They concurred that the staff should undergo immediate and on-going training on the equipment to boost their confidence and in that manner ensure that the production capability of the new equipment is harnessed.

***In Pairs***

Identify your organisations’ communication methods (documents) from one level to another, then role play the three situations mentioned below.

* Equipment in disrepair are causing employee injuries and requires replacing
* A process for seeking and exchanging information and advice in consultation with managers in a unit with regards to the staff under his supervision
* Concerns over the quality of work are raised directly with relevant managers

Indicate the timeframe in which such communication will be rendered in as well as the importance of ensuring that the information is true, correct and communicated in a way which ensures that everyone understands it. Record the events making use of your organisational documents and attach them to this manual.

***What is conflict?***

Conflict resolution is a range of methods for alleviating or eliminating sources of conflict. The term "conflict resolution" is sometimes used interchangeably with the term dispute resolution or alternative dispute resolution.

Processes of conflict resolution generally include negotiation, mediation, and diplomacy. The processes of arbitration, litigation, and formal complaint processes such as ombudsman processes, are usually described with the term dispute resolution, although some refer to them as "conflict resolution." Processes of mediation and arbitration are often referred to as alternative dispute resolution.

Team conflict can be destructive and needs to be managed by the team manager / supervisor and team members. When conflict does develop, the manager has to effectively address the conflict between team members and not let a crisis develop.

Team conflicts may arise due to the following issues:

* Lack of resources (shortage of materials, personnel)
* Emotional issues (brought from home or resulting from conflict in the workplace)
* Disagreement over policies and job tasks
* Disagreement over perceptions (who has authority, who said what)
* Goal differences (clashes of individual aims)
* Role pressures (feelings of overwork).

Conflict which has been successfully resolved results in positive outcomes – goals are reset, roles are defined more clearly, workloads redistributed etc. To achieve the desired outcome, people must at least feel that they have had an opportunity to be heard. It is beneficial for everyone to go away feeling positive.

To prevent conflict the team needs

* Adequate resources
* Members who are focused on the team and the organisation’s goals
* Members who know their tasks and those of others
* Regular meetings to discuss issues of concern etc

To reduce conflict the team needs

* Well defined rules, regulations and procedures
* Avenues to resolve issues between conflicting personnel
* Access to a staff member whose role it is to mediate and look at both sides objectively

***Understanding Conflict and its resolution methods***

In many cases, conflict in the workplace just seems to be a fact of life. We've all seen situations where different people with different goals and needs have come into conflict. And we've all seen the often-intense personal animosity that can result.

The fact that conflict exists, however, is not necessarily a bad thing: As long as it is resolved effectively, it can lead to personal and professional growth. In many cases, effective conflict resolution skills can make the difference between positive and negative outcomes.

The good news is that by resolving conflict successfully, you can solve many of the problems that it has brought to the surface, as well as getting benefits that you might not at first expect:

***Increased understanding:*** The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people;

***Increased group cohesion:*** When conflict is resolved effectively, team members can develop stronger mutual respect, and a renewed faith in their ability to work together; and

***Improved self-knowledge:*** Conflict pushes individuals to examine their goals in close detail, helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness.

However, if conflict is not handled effectively, the results can be damaging. Conflicting goals can quickly turn into personal dislike. Teamwork breaks down. Talent is wasted as people disengage from their work. And it's easy to end up in a vicious downward spiral of negativity and recrimination.

If you're to keep your team or organization working effectively, you need to stop this downward spiral as soon as you can. To do this, it helps to understand two of the theories that lie behind effective conflict resolution techniques:

***Understanding the Theory: Conflict Styles***

In the 1970s Kenneth Thomas and Ralph Kilmann identified five main styles of dealing with conflict that vary in their degrees of cooperativeness and assertiveness. They argued that people typically have a preferred conflict resolution style. However they also noted that different styles were most useful in different situations. The Thomas-Kilmann Conflict Mode Instrument (TKI) helps you to identify which style you tend towards when conflict arises.

***Thomas and Kilmann's styles are:***

***Competitive:*** People who tend towards a competitive style take a firm stand, and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability.

This style can be useful when there is an emergency and a decision needs to be make fast; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly. However it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations.

***Collaborative:*** People tending towards a collaborative style try to meet the needs of all people involved. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important.

This style is useful when you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off.

***Compromising:*** People who prefer a compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something and the compromiser him- or herself also expects to relinquish something. Compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming.

***Accommodating:*** This style indicates a willingness to meet the needs of others at the expense of the person’s own needs. The accommodator often knows when to give in to others, but can be persuaded to surrender a position even when it is not warranted. This person is not assertive but is highly cooperative.

Accommodation is appropriate when the issues matter more to the other party, when peace is more valuable than winning, or when you want to be in a position to collect on this “favour” you gave. However people may not return favours, and overall this approach is unlikely to give the best outcomes.

***Avoiding:*** People tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone’s feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem. However in many situations this is a weak and ineffective approach to take.

Once you understand the different styles, you can use them to think about the most appropriate approach (or mixture of approaches) for the situation you're in. You can also think about your own instinctive approach, and learn how you need to change this if necessary.

Ideally you can adopt an approach that meets the situation, resolves the problem, respects people's legitimate interests, and mends damaged working relationships.

***Understanding the Theory: The "Interest-Based Relational Approach"***

The second theory is commonly referred to as the "Interest-Based Relational (IBR) Approach". This conflict resolution strategy respects individual differences while helping people avoid becoming too entrenched in a fixed position.

In resolving conflict using this approach, you follow these rules:

***Make sure that good relationships are the first priority:*** As far as possible, make sure that you treat the other calmly and that you try to build mutual respect. Do your best to be courteous to one-another and remain constructive under pressure;

***Keep people and problems separate:*** Recognize that in many cases the other person is not just "being difficult" – real and valid differences can lie behind conflictive positions. By separating the problem from the person, real issues can be debated without damaging working relationships;

***Pay attention to the interests that are being presented:*** By listening carefully you'll most-likely understand why the person is adopting his or her position;

***Listen first; talk second:*** To solve a problem effectively you have to understand where the other person is coming from before defending your own position;

***Set out the “Facts”:*** Agree and establish the objective, observable elements that will have an impact on the decision; and

***Explore options together:*** Be open to the idea that a third position may exist, and that you can get to this idea jointly.

By following these rules, you can often keep contentious discussions positive and constructive. This helps to prevent the antagonism and dislike which so-often causes conflict to spin out of control.

***On Your Own***

**Conflict resolution**

*Reflect on situations where conflict may have taken place in your team.*

1. Outline the causes of conflict.

|  |
| --- |
|  |

2. List 2 situations of conflict and outline the strategies used to resolve them.

|  |  |
| --- | --- |
| Description of the conflict | Strategy used to resolve the conflict |
| 1. |  |
| 2. |  |

3. Outline ways to prevent conflict in your team.

|  |
| --- |
|  |

4. Outline ways to reduce conflict in your team.

|  |
| --- |
|  |

5. Explain the ways in which your organisation requires you to report conflict within your workplace.

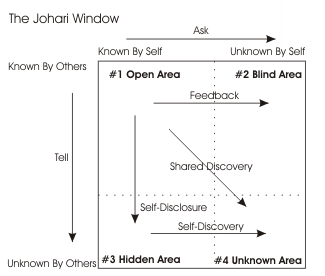
|  |
| --- |
|  |

Teamwork has a dramatic effect on organisational performance. An effective team can help an organisation achieve incredible results. A team that is not working can cause unnecessary disruption, failed delivery and strategic failure. Nowadays it is almost impossible to avoid being a member of team.

If you're not on an official team at work, chances are you function within one in one way or another. So it's important for your personal and career development to know your team working strengths and weaknesses. Let’s take a look at one of the most comprehensive team relationship-management tools:

***The Johari Window***

The Johari Window is a communication model that can be used to improve understanding between individuals within a team or in a group setting.

Based on disclosure, self-disclosure and feedback, the Johari Window can also be used to improve a group's relationship with other groups

Developed by Joseph Luft and Harry Ingham (the word "Johari" comes from Joseph Luft and Harry Ingham), there are two key ideas behind the tool:

* That individuals can build trust between themselves by disclosing information about themselves; and
* That they can learn about themselves and come to terms with personal issues with the help of feedback from others.

By explaining the idea of the Johari Window to your team, you can help team members understand the value of self-disclosure, and gently encourage people to give and accept feedback. Done sensitively, this can help people build more-trusting relationships with one another, solve issues and work more effectively as a team.

***Explaining the Johari Window:***

The Johari Window model consists of a foursquare grid (think of taking a piece of paper and dividing it into four parts by drawing one line down the middle of the paper from top to bottom, and another line through the middle of the paper from side-to-side).

This is shown in the diagram on the previous page. Using the Johari model, each person is represented by their own four-quadrant, or four-pane, window. Each of these contains and represents personal information – feelings, motivation – about the person, and shows whether the information is known or not known by themselves or other people.

***The four quadrants are:***

***Quadrant 1: Open Area***

What is known by the person about him/herself and is also known by others.

***Quadrant 2: Blind Area, or "Blind Spot"***

What is unknown by the person about him/herself but which others know. This can be simple information, or can involve deep issues (for example, feelings of inadequacy, incompetence, unworthiness, rejection) which are difficult for individuals to face directly, and yet can be seen by others.

***Quadrant 3: Hidden or Avoided Area***

What the person knows about him/herself that others do not.

***Quadrant 4: Unknown Area***

What is unknown by the person about him/herself and is also unknown by others.

The process of enlarging the open quadrant vertically is called self-disclosure, a give and take process between the person and the people he/she interacts with. As information is shared, the boundary with the hidden quadrant moves downwards. And as other people reciprocate, trust tends to build between them.

***The Johari Window in a Team Context***

Keep in mind that established team members will have larger open areas than new team members. New team members start with smaller open areas because little knowledge about the new team member has yet been shared.

The size of the Open Area can be expanded horizontally into the blind space, by seeking and actively listening to feedback from other group members. Group members should strive to assist a team member in expanding their Open Area by offering constructive feedback.

The size of the Open Area can also be expanded vertically downwards into the hidden or avoided space by the sender’s disclosure of information, feelings, etc about himself/herself to the group and group members. Also, group members can help a person expand their Open Area into the hidden area by asking the sender about himself/herself.

Managers and team leaders play a key role here, facilitating feedback and disclosure among group members, and by providing constructive feedback to individuals about their own blind areas.

***Using the Tool:***

The process of enlarging the open quadrant horizontally is one of feedback. Here the individual learns things about him- or her-self that others can see, but he or she can’t. If anyone is interested in learning more about this individual, they reciprocate by disclosing information in their hidden quadrant.

For example, the first participant may disclose that he/she is a runner. The other participant may respond by adding that he/she works out regularly at the local gym, and may then disclose that the gym has recently added an indoor jogging track for winter runners.

As your levels of confidence and self-esteem rises, it is easier to invite others to comment on your blind spots. Obviously, active and empathic listening skills are useful in this exercise.

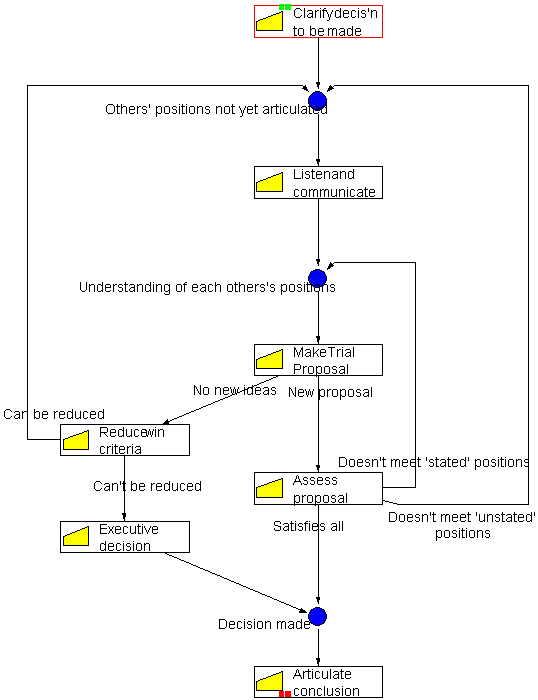
***Remember:***

Don't be rash in your self-disclosure. Disclosing harmless items builds trust. However, disclosing information which could damage people's respect for you can put you in a position of weakness. Be careful in the way you give feedback. Some cultures have a very open and accepting approach to feedback. Others don't. You can cause incredible offence if you offer personal feedback to someone who's not used to it. Be sensitive, and start gradually.

***Resolving Workplace Conflict***

The ability to resolve conflict in the workplace is a valuable skill to have. When workplace conflict is not managed efficiently this can lead to disastrous repercussions.

Habitual clashes and recurring conflict in the workplace is a recipe for disaster. Employer-employee resentments create office politics and unpleasant workplace atmospheres. It is important to find simple ways to conflict resolution in order to promote a healthy employment environment. When faced with conflict, employees are faced with a notion to either fight or flight.

Yes, our innate reaction to any threatening situation is either to stay and defend ourselves or run like the wind. Conflict in the workplace is destructive and isolating. No one likes to get involved in complicated work conflicts.

The best thing to focus on when faced with resolving conflict in the workplace is your main objective and the relationship at stake. How important is your goal and to what lengths are you willing to go in order to achieve this. Similarly, consider the relationship with the person you are conflicting with.

At best in any challenge there is a winner and a loser. How do you feel about possibly damaging an important work relationship? While faced with such a paradox you will eventually have to come to a conclusion.

Here are six rules to follow when attempting to manage conflict within the workplace.

***1. Don't give in too easily.***

Contestants in a work conflict often use terror tactics to intimidate their opponents. While this is beginning to sound more like an ancient form of employment jujitsu, there is no reason to panic just yet. Don't allow moments of workplace conflict to intimidate you into submission. If you believe in the worth of your objective and have convinced of its merit, don't give up. By ignoring your emotional drive will result in resentment fear and hostility. Face conflict in a consistent manner and stay true to yourself.

***2. Avoid a win-lose solution when the stakes are high.***

When your goal is important but so is the relationship you are conflicting with, what are you supposed to do? It is in your best interest to resolve the problem as amicably as possible. While this is not an easy task, try to find the most agreeable solution to the problem at hand. A mutual agreement is the best option for both parties involved.

***3. Maintain vital business relationships.***

What happens when faced with the scenario in which the longevity of the business relationship far outweighs your objective? Consider long-term as well as short-term objectives. Both of these are relevant but it is your task to prioritise these accordingly.

***4. Fold when you are pressed for time.***

When deadlines are looming and time is slipping by, consider accepting defeat with the bigger picture in mind. Ultimately a decision has to be made to solve conflict. Don't waste valuable time squabbling over who is more correct. Sometimes the best conflict resolution is to agree to disagree select a common ground to work on.

***5. Learn to negotiate.***

Negotiation is a vital skill to have in order to solve workplace disputes. Your ability to negotiate will depict your success in leading decision. Negotiation skills promote healthy debate and encourages clearly thought out concepts. Learn to negotiate during work conflict and be flexible in your approach.

***6. Try to keep things Light.***

Making light of awkward situations is always a constructive strategy. Conflict resolution can sometimes be uncomfortable which is why you should keep an open mind and a sense of humour.

Conflict resolution should always be managed with confidentiality and sensitivity. When people's integrity and belief system is being questioned, defence mechanisms are a natural reaction. Try to maintain all business relationships while at the same time achieving your goal.

**You are now ready to go through a check list. Be honest with yourself**

# Tick the box with either a √ or an X to indicate your response.

* **I am able to liaise and network with internal and external stakeholders.**
* **I am able to devise and apply a strategy to establish constructive relationships with team members in a unit.**
* **I am able to devise and apply a strategy to establish constructive relationships with managers.**

# I am able to identify and minimise personal conflict in the workplace



# You must think about any point you could not tick. Write this down as a goal.

# Decide on a plan of action to achieve these goals. Regularly review these goals.

Manage a diverse work force to add value

252043

****

This unit standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them. The qualifying learner is capable of:

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

**Index**

|  |  |
| --- | --- |
| **Competence Requirements** | **Page** |
| **Unit Standard 252043 alignment index**  Here you will find the different outcomes explained which you need to be proved competent in, in order to complete the Unit Standard 252043. | **157** |
| **Unit Standard 252043** | **159** |
| **Demonstrate knowledge and understanding of diversity in the workplace** | **166** |
| **Demonstrate understanding of the reality of diversity and its value in a unit** | **173** |
| **Manage team members taking into account similarities and differences** | **182** |
| **Deal with disagreements and conflicts arising from diversity in a unit** | **189** |
| **Self-assessment**  Once you have completed all the questions after being facilitated, you need to check the progress you have made. If you feel that you are competent in the areas mentioned, you may tick the blocks, if however you feel that you require additional knowledge, you need to indicate so in the block below. Show this to your facilitator and make the necessary arrangements to assist you to become competent. | **195** |

**Unit Standard 252043 – Alignment Index**

|  |  |
| --- | --- |
| **SPECIFIC OUTCOMES AND RELATED ASSESSMENT CRITERIA** | |
| **SO 1** | **Demonstrate knowledge and understanding of diversity in the workplace.** |
| **AC 1** | Diversity is defined in terms of differences within a unit, including difference in backgrounds, culture, beliefs, values, race, age, sex, language and education. |
| **AC 2** | Diversity is explored as a potential source of discrimination. |
| **AC 3** | The implications of diversity for external and internal relationships is examined and explained with examples. |
| **AC 4** | Cultural biases, stereotypes and perceptions are identified together with the influence they can have on dealing with diversity. |
| **SO 2** | **Demonstrate understanding of the reality of diversity and its value in a unit.** |
| **AC 1** | 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.) |
| **AC 2** | Ways of utilizing the diversity among team members are explored with a view to enhancing relationships and improving the productivity of a unit. |
| **AC 3** | 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. |
| **AC 4** | Ways of meeting the needs of diverse clients and communities through a range of products and services is explored to identify new opportunities. |
| **SO 3** | **Manage team members taking into account similarities and differences.** |
| **AC 1** | Diversity in beliefs, values, interests and attitudes are identified through interaction within a unit. |
| **AC 2** | Common beliefs, values, interests and attitudes that will serve a basis for leading the team are recognized through interaction within a unit. |
| **AC 3** | The expression of diverse viewpoints and ways of being is encouraged in a unit through management activities. |
| **AC 4** | Sensitivity towards and understanding of diversity are demonstrated through management activities. |
| **SO 4** | **Deal with disagreements and conflicts arising from diversity in a unit.** |
| **AC 1** | Incidents of conflict and disagreement are acknowledged and managed in a way that enhances relationships in a unit. |
| **AC 2** | Cases of unfair discrimination and discriminatory practices are identified and managed at the appropriate level of authority in the entity. |
| **AC 3** | Disagreements and conflict are used as opportunities for learning to improve the cohesion in a unit. |

|  |
| --- |
| **CRITICAL CROSS FIELD OUTCOMES** |
| ***UNIT STANDARD CCFO IDENTIFYING***  Identify and solve problems relating to conflict, disagreements and discrimination relating to diversity.  ***UNIT STANDARD CCFO WORKING***  Work effectively with others in developing and implementing solutions.  ***UNIT STANDARD CCFO ORGANISING***  Organise and manage oneself and one’s activities when dealing with team members in managing diversity in a unit.  ***UNIT STANDARD CCFO COLLECTING***  Collect, evaluate, organise and critically evaluate information on the nature of diversity in a unit.  ***UNIT STANDARD CCFO COMMUNICATING***  Communicate effectively when dealing with conflict and disagreements arising from diversity in a unit.  ***UNIT STANDARD CCFO DEMONSTRATING***  Demonstrate an understanding of the world as a set of related systems in recognising the complexity of diversity.  ***UNIT STANDARD CCFO CONTRIBUTING***  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. |

|  |  |
| --- | --- |
| SAQA | *All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.* |

|  |
| --- |
| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

|  |
| --- |
| **REGISTERED UNIT STANDARD:** |

|  |
| --- |
| **Manage a diverse work force to add value** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 252043 | Manage a diverse work force to add value | | | |
| **ORIGINATOR** | | **REGISTERING PROVIDER** | | |
| SGB Generic Management | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 03 - Business, Commerce and Management Studies | | | Generic Management | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **OLD NQF LEVEL** | **NEW NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 5 | New Level Assignment Pend. | 6 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Registered | | 2007-11-28 | 2010-11-28 | SAQA 0474/07 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2011-11-28 | | 2014-11-28 | | |

|  |
| --- |
| In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise. |

|  |
| --- |
| This unit standard replaces: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **US ID** | **Unit Standard Title** | **Old NQF Level** | **New NQF Level** | **Credits** | **Replacement Status** |
| 15233 | Harness diversity and build on strengths of a diverse working environment | Level 5 | New Level Assignment Pend. | 3 | Complete |

|  |
| --- |
| **PURPOSE OF THE UNIT STANDARD** |

|  |
| --- |
| This unit standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.   The qualifying learner is capable of:   Demonstrating knowledge and understanding of diversity in the workplace.   Demonstrating understanding of the reality of diversity and its value in a unit.   Managing team members taking into account similarities and differences.   Dealing with disagreements and conflicts arising from diversity in a unit. |

|  |
| --- |
| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

|  |
| --- |
| It is assumed that learners are competent in:   Communication at NQF Level 4.   Mathematical Literacy at NQF Level 4.   Computer Literacy at NQF Level 4. |

|  |
| --- |
| **UNIT STANDARD RANGE** |

|  |
| --- |
|  The learner is required to apply the learning in respect of this/her own area of responsibility.   Unit refers to the division, department or business unit in which the learner is responsible for managing and leading staff.   Entity includes, but is not limited to, a company, business unit, public institution, small business, Non-Profit Organisation or Non-Governmental Organisation.   Diversity includes differences in history, nationality, culture, background, experiences, beliefs, values, attitudes, values, race, age, sex, disability, sexual orientation, language, talents and education. |

|  |
| --- |
| **Specific Outcomes and Assessment Criteria:** |

|  |
| --- |
| **SPECIFIC OUTCOME 1** |

|  |
| --- |
| Demonstrate knowledge and understanding of diversity in the workplace. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Diversity is defined in terms of differences within a unit, including difference in backgrounds, culture, beliefs, values, race, age, sex, language and education. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| Diversity is explored as a potential source of discrimination. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| The implications of diversity for external and internal relationships is examined and explained with examples. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| Cultural biases, stereotypes and perceptions are identified together with the influence they can have on dealing with diversity. |

|  |
| --- |
| **SPECIFIC OUTCOME 2** |

|  |
| --- |
| Demonstrate understanding of the reality of diversity and its value in a unit. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| The benefits of diversity in team members and clients are explained with examples. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| The benefits of diversity include improved products, services, relationships and the ability to attract and retain employees. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| Ways of utilising the diversity among team members are explored with a view to enhancing relationships and improving the productivity of a unit. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| Ways of meeting the needs of diverse clients and communities through a range of products and services is explored to identify new opportunities. |

|  |
| --- |
| **SPECIFIC OUTCOME 3** |

|  |
| --- |
| Manage team members taking into account similarities and differences. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

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

|  |
| --- |
| **SPECIFIC OUTCOME 4** |

|  |
| --- |
| Deal with disagreements and conflicts arising from diversity in a unit. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| Cases of unfair discrimination and discriminatory practices are identified and managed at the appropriate level of authority in the entity. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

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

|  |
| --- |
| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

|  |
| --- |
|  Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures. |

|  |
| --- |
| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

|  |
| --- |
| The nature and characteristics of diversity.   The nature of unfair discrimination, discriminatory practices, cultural biases and stereotypes.   Types of discrimination.   Techniques for the effective management of diversity.   Ways of dealing with disagreements and conflict relating to diversity. |

|  |
| --- |
| **Critical Cross-field Outcomes (CCFO):** |

|  |
| --- |
| **UNIT STANDARD CCFO IDENTIFYING** |

|  |
| --- |
| Identify and solve problems relating to conflict, disagreements and discrimination relating to diversity. |

|  |
| --- |
| **UNIT STANDARD CCFO WORKING** |

|  |
| --- |
| Work effectively with others in developing and implementing solutions. |

|  |
| --- |
| **UNIT STANDARD CCFO ORGANISING** |

|  |
| --- |
| Organise and manage oneself and one`s activities when dealing with team members in managing diversity in a unit. |

|  |
| --- |
| **UNIT STANDARD CCFO COLLECTING** |

|  |
| --- |
| Collect, evaluate, organise and critically evaluate information on the nature of diversity in a unit. |

|  |
| --- |
| **UNIT STANDARD CCFO COMMUNICATING** |

|  |
| --- |
| Communicate effectively when dealing with conflict and disagreements arising from diversity in a unit. |

|  |
| --- |
| **UNIT STANDARD CCFO DEMONSTRATING** |

|  |
| --- |
| Demonstrate an understanding of the world as a set of related systems in recognising the complexity of diversity. |

|  |
| --- |
| **UNIT STANDARD CCFO CONTRIBUTING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **QUALIFICATIONS UTILISING THIS UNIT STANDARD:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **ID** | **QUALIFICATION TITLE** | **OLD LEVEL** | **NEW LEVEL** | **STATUS** | **END DATE** |
| Core | [59201](http://allqs.saqa.org.za/showQualification.php?id=59201) | National Certificate: Generic Management | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Elective | [67467](http://allqs.saqa.org.za/showQualification.php?id=67467) | National Certificate: Municipal Governance | Level 5 | New Level Assignment Pend. | Registered | 2011-04-09 |
| Elective | [65050](http://allqs.saqa.org.za/showQualification.php?id=65050) | National Certificate: Music | Level 5 | New Level Assignment Pend. | Registered | 2012-03-12 |
| Elective | [63529](http://allqs.saqa.org.za/showQualification.php?id=63529) | National Certificate: Railway Signalling Technology | Level 5 | New Level Assignment Pend. | Registered | 2011-10-22 |
| Elective | [59589](http://allqs.saqa.org.za/showQualification.php?id=59589) | National Diploma: Music | Level 5 | New Level Assignment Pend. | Registered | 2011-02-06 |

|  |
| --- |
| **PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:** |

|  |
| --- |
| This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Quality Assuring Bodies have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Quality Assuring Body should be notified if a record appears to be missing from here. |

|  |
| --- |
| **NONE** |

|  |  |
| --- | --- |
|  | *All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.* |

***M***

anaging diversity, multiculturalism, affirmative action and equal employment opportunity are words in common currency in a newly democratic South Africa as they are in most democratic countries of the world. However, although these concepts are now being articulated by government, business and trade unions alike, for many years they were the sole preserve of those organizations subscribing to the various codes of conduct as well as enlightened employers resisting apartheid oppression.

Thus, although the debate about these concepts is just beginning in earnest, academic research and practical experience was gained during the time of the apartheid regime which, in turn, is informing the implementation of affirmative action and managing diversity programmes in a new era.

This experience is made all the more important by the fact that affirmative action and the management of diversity in South Africa do not constitute tools to facilitate the entry of minorities into the mainstream of organizational life.

In South Africa, for many years, the majority of the population has been denied access to education, jobs and opportunities through a process of rigorous discrimination. Some observers argue that black and female advancement and empowerment will now take place naturally and that an inexorable drift towards equality of opportunity is inevitable.

Given both the experience of other African countries, such as Zimbabwe and Namibia, as well as statistics relating to social mobility from other countries of the world this scenario is highly unlikely. It is, nevertheless, crucial to the stability of the country that a committed effort towards non-racialism, non-sexism and increased democracy and participation is made and is seen, by the majority population, to be made.

The expectations the majority of South Africa's population have of the government of national unity are such that the effective management of diversity and the redistribution of power, wealth and opportunity have to take place. South Africa, unlike some other countries of the world, has no choice but to manage workforce diversity and to manage it effectively; the future prosperity and stability of the country, and possibly the region, depend on it.

***What is diversity?***

“Diversity is the sum of all the people who bring a variety of backgrounds, styles, perspectives, values and beliefs as assets to the groups and organisations in which they interact”.

Creating a climate in which the potential advantages of diversity for organisational or group performance are maximised while the potential disadvantages are minimised. (Cox & Beale)

Implementing management initiatives and practices in such a way that the environment works for all employees.

(Carnevale & Kogod)

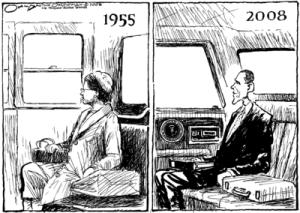
The "business case for diversity", theorizes that in a global marketplace, a company that employs a diverse workforce (both men and women, people of many generations, people from ethnically and racially diverse backgrounds etc.) is better able to understand the demographics of the marketplace it serves and is thus better equipped to thrive in that marketplace than a company that has a more limited range of employee demographics.

An additional corollary suggests that a company that supports the diversity of its workforce can also improve employee satisfaction, productivity and retention. This portion of the business case, often referred to as inclusion, relates to how an organisation utilizes its various relevant diversities.

If a workforce is diverse, but the employer takes little or no advantage of that breadth of that experience, then it cannot monetize whatever benefits background diversity might offer.

Diversity issues related to race, gender, age, disabilities, religion, job title, physical appearance, sexual orientation, nationality, multi-culturism, competency, training, experience, and personal habits are explored in these links. The bias is toward valuing diversity.

Whether you work in health care, education or social services, the importance of developing some degree of cultural competence in your work is essential. Those who have the knowledge and ability to work within an increasingly diverse society will be in the best position to gain employment. Cultural knowledge and awareness, multi-lingual ability and a true skill in working with people from other cultures will be sought after.

For many businesses, it's a disappointing and unfortunate conclusion: diversity efforts have not made the progress that so many had hoped for since South Africa’s transition to a constitutional democracy. Understanding why South African business and organisations in general have not made more diversity progress is complex.

The bottom line: to maximise the impact of diversity efforts, diversity work must be woven directly into the business' people strategies and the way we manage our businesses.

Diversity efforts were driven in the 80’s, and early '90’s primarily by the need to begin to adapt to the realities of a shrinking talent pool, and revised legislation ‘outlawing’ discriminatory HR practices based on colour and gender.

For instance, ‘Equal Employment Opportunity’ practices and subsequent ‘Valuing Diversity’ efforts focused on a subset of the population, requiring employers to increase the presence of under-represented groups in their workforce.

The scope of diversity work expanded dramatically from 1994 onwards with the promulgation of the South Africa Constitution Act, and from 1998 onwards with the passing of the Employment Equity Act. Employers have been forced (by law) to accelerate the hiring of a more diverse workforce and to remove the barriers to employment progress for previously disadvantaged groups.

However, changing the numbers has not been enough; figuring out how to effectively work together is the bigger challenge, and education about differences has been introduced.

While heeding the law is mandatory, this "extra effort," which focuses on diversity training and interpersonal learning, is still perhaps viewed as an optional extra frequently not tied to the business, and often not as effective as newly ‘affirmed’ leadership intends.

While there are a few success stories (like SA Breweries), there were many cases in which participants either do not know why they are there or are not able to apply what they had learned back on the job because their corporate culture does not reinforce components of the education they receive.

Given this urgency, it is surprising how few committed efforts to managing diversity and affirmative action have been made. Many organizations pay lip-service to the need for affirmative action and managing diversity, yet few appear to have incorporated these kinds of objectives into either their strategic planning process or reward systems.

Although the government has committed itself to legislation in its Reconstruction and Development Programme, it would appear that confusion about terminology as well as the scope of such programmes hinders current discussions between government, business and trade unionists and the political parties for broader definitions of affirmative action in particular.

Such discussions are also hindered by the vested interests of non-unionised and, particularly, managerial employees as well as the lack of a consultative culture, particularly with respect to the management/trade union relationship.

Many organizations, to this day, look for quick fix solutions to their management of diversity challenge; such solutions frequently take the form of workshops or interventions which are not incorporated into overall strategic and human resource management processes.

Other organisations are playing the numbers game and are underestimating the extent to which effective affirmative action requires fundamental changes to organisational culture and the way in which people are managed.

Still others, like some authors and practitioners in other countries, confuse concepts such as affirmative action and managing diversity and appear to believe that the latter can be undertaken to the exclusion of the former.

***What are the barriers to making diversity an imperative?***

***Responsibility*** for diversity leadership is often delegated to a staff member, or even worse, to consultants who are often poorly versed in the requirements of the law, view training as a magic bullet for changing behaviour, and often do not grasp the scope of human capital issues and challenges to be dealt with to leverage individual behavioural change, or organisational cultural change. Most often internal and external consultants are also unwilling to deal with the underlying power and value orientation blocking a company’s ability to manage for diversity.

Most companies have not taken the time to ***adequately understand*** how diversity impacts their bottom line, and therefore fail to recognise diversity as a competitive advantage, particularly as an employer. While customer demographics are commonly researched and applied to business practices, workforce differences are rarely examined as closely and often misunderstood.

Consumer buying patterns are already changing quite dramatically with black spending power beginning to overtake that of whites. Hiring a workforce that mirrors the diversity of its customers can have a powerful impact on understanding the needs of those customers.

Many organisations continue to focus on short-term survival in this challenging economy, ***failing to see diversity as a critical priority***. Creating and managing a diverse workforce is perceived as one more thing imposed on business by government. Diversity is treated as programmatic rather than integral to the business’ priorities.

Organisational leaders ***act as if a meritocracy exists***, believing that talent will rise to the top. It's easier to increase racial diversity at lower levels simply by changing hiring practices, for instance. This action can also give the illusion of substantive progress. More complicated, but equally necessary (by law), is an examination of all people practices - from sourcing to development, how projects or accounts are assigned, what competencies are rewarded, and why people stay with or leave the organization.

Diversity is ***not treated with the*** ***same discipline, measurement and accountability*** as other business initiatives. Initiatives focused on quality have the same challenge. You can't simultaneously say diversity is central to the business, while treating it as peripheral, and expect it to have a strong impact. Specialists can play an important role, but ownership must reside with the decision-makers.

Some organisations make the mistake of assigning someone responsibility for workforce diversity issues solely because of their racial or ethnic identity, rather than looking closely at the competencies required for the role and the person best suited to fit it. This does everyone a disservice.

We continue to be ***more comfortable with people like ourselves***. When the going gets tough at work and we need to pull someone in to help with the project, or when it's time to grab lunch with a colleague, we are often inclined to reach out to someone whose life experience is more similar to our own. Less effort is required when we can speak in shorthand and can readily depend on people with whom we have more in common. The flip side of this issue for previously disadvantaged groups is that they might not naturally find sponsors in the majority power structure of the organisation.

Rather than ***work collaboratively, different groups continue to compete*** with one another. Underrepresented groups frequently compete with others for scarce resources. Rather than work collectively to bring about change, we often struggle with one another. This competition more often than not simmers under the surface, and from time to time surfaces in racial and gender conflict.

We do not give one another honest performance feedback. While it is difficult enough to give developmental feedback to anyone, it can be even ***more difficult to give feedback to someone*** of another gender, race or culture - for fear of being misunderstood. Whatever the reason, this lack of information often sidetracks careers, particularly for those who do not receive performance feedback because the deliverer of that feedback fears being seen as racist or sexist and thus chooses not to give feedback at all.

Business is ***too internally focused***. There are diversity battles being fought right now. South African courts have already made some astonishingly bold decisions to uphold the constitutional rights of women, gays and lesbians in the workplace.

Whether you believe diversity progress is more impacted by the carrot (e.g., access to potential business opportunities and increased market share) or the stick (e.g., laws to ensure fair treatment and transformation) there is no doubt that line managers, HR professionals and consultants alike face continued challenges ahead, to realising diversity progress.

***In Your Groups***

***How diverse is your class?***

Compile a short description of all the people in your class; this must include the following topics (you should write a short paragraph about each of them mentioning the various areas of diversity they have):

1. All of their backgrounds, culture, beliefs, values, race, age, sex, language and educations
2. How diversity has influenced them with regards to external and internal relationships by making use of examples.
3. How cultural biases, stereotypes and perceptions together with the influence they can have on dealing with diversity has influenced these people.

This exercise should take a while to complete and should be done two days. Once this has been completed, you will be required to give feedback to your class with regards to your interviews, as well as your possible solutions to diversity management, after the module has been completed.

***Managing Diversity – what’s in it for business?***

Laws prohibit discrimination, harassment and victimisation of employees on the grounds of racial or ethnic origin, disability, age, sexual orientation and religion or belief. All organisations need to look at how they will be non-discriminatory across these different grounds.

But for many organisations complying with legislation is only a first step. By looking at how the diversity of people can be mobilised to create value and advantage, they can take another step to becoming “organisations of choice”. Many people now recognise that valuing and pursuing diversity is vital for organisations and individuals. But having a diverse workforce does not automatically translate into positive benefits. Diversity must be effectively managed to reap the diversity “dividend”.

***What are the benefits of managing diversity effectively?***

Recent research with organisations shows how creating and managing a diverse organisation can provide real benefits, whether they are in the private, public or not-for-profit sectors, whether they are large or small. Diversity management strategies can help to create a link between the internal and external aspects of the work of an organisation. Whilst each organisation needs to work out its own priorities, these benefits can include:

* Attracting, recruiting and retaining people from a wide “talent” base
* Reducing the costs of labour turnover and absenteeism
* Contributing to employee flexibility and responsiveness
* Building employee commitment, morale and “discretionary effort”
* Managing better the impact of globalisation and technological change
* Enhancing creativity and innovation
* Improving knowledge of how to operate in different cultures
* Improving the understanding of the needs of current customers or clients
* Improving knowledge about the needs of new customers and clients
* Assisting in the development of new products, services and marketing strategies
* Enhancing the organisation’s reputation and image with external stakeholders
* Creating opportunities for disadvantaged groups and building social cohesion

***The Benefits of Diversity***

Workplace diversity refers to the variety of differences between people in an organization. That sounds simple, but diversity encompasses race, gender, ethnic group, age, personality, cognitive style, tenure, organizational function, education, background and more.

Diversity not only involves how people perceive themselves, but how they perceive others. Those perceptions affect their interactions. For a wide assortment of employees to function effectively as an organisation, human resource professionals need to deal effectively with issues such as communication, adaptability and change. Diversity will increase significantly in the coming years. Successful organisations recognize the need for immediate action and are ready and willing to spend resources on managing diversity in the workplace now.

***Benefits of Workplace Diversity***

An organization’s success and competitiveness depends upon its ability to embrace diversity and realize the benefits. When organisations actively assess their handling of workplace diversity issues, develop and implement diversity plans, multiple benefits are reported such as:

***Increased adaptability***

Organisations employing a diverse workforce can supply a greater variety of solutions to problems in service, sourcing, and allocation of resources. Employees from diverse backgrounds bring individual talents and experiences in suggesting ideas that are flexible in adapting to fluctuating markets and customer demands.

***Broader service range***

A diverse collection of skills and experiences (e.g. languages, cultural understanding) allows a company to provide service to customers on a global basis.

***Variety of viewpoints***

A diverse workforce that feels comfortable communicating varying points of view provides a larger pool of ideas and experiences. The organization can draw from that pool to meet business strategy needs and the needs of customers more effectively.

***More effective execution***

Companies that encourage diversity in the workplace inspire all of their employees to perform to their highest ability. Company-wide strategies can be executed; resulting in higher productivity, profit, and return on investment.

Although much focus on diversity has been placed on South African industries, diversity is a world-wide occurrence and must be seen as this, to ensure that there are generally acceptable procedures for handling such occurrences, but also to enable companies, large and small, to learn from the lessons that have been used to implement diversity. The benefits of diversity in the workplace are multiple and can differ from one organisation to the next, situated around the corner, or the organisation situated around the world. To look at such an example, you need to read through the following article, but focus your mind on the benefits mentioned here and articulate them to the possibility of them being similar to that of local industries.

Let’s read the following article.

***The Benefits of Diversity***

***By Simma Lieberman***

More and more, organizations are realizing that in order to be successful they must value the diversity of their employees and the clients they serve.

Employees and managers together can develop ideas to make an organization more effective. More and more, organizations are realizing that in order to be successful and recruit and retain the best employees, they must value the diversity of their employees and the clients they serve.

Whether you are a non-profit or a private corporation, learning to recognize and utilize differences can benefit your organization. For most businesses this does not happen automatically, but through a process that involves personal and professional change.

***Organizations need to define what diversity means to them***

For most organizations it involves creating an inclusive organization where the differences of all people are respected, valued and utilized towards achieving a common goal. Differences people bring to the work environment include race, gender, sexual orientation, religion, age, geographic background, education, economic background and thinking and communication styles.

***Organizations must have clarity about the specific benefits of diversity to their success***

It's important that employees are representative of their client base so they can understand their needs and know how to serve them. It does not mean that people of one culture, gender, age, etc, only work with those respective populations. It means that the organization as a whole is better able to relate to a larger population. This creates better working relationships, and helps avoid miscommunication based on cultural differences and ignorance about other groups.

It saves time and money and having to do things over. For Lucy Shelby at RCAC in Portland, having a well rounded understanding about the cultures of her clients can help build stronger relationships and give more loans to communities for building new affordable housing. She says, "I want to understand how people think and feel before we talk about filling housing needs or building leadership capacity.

Organizations need to assess how they are presently doing in terms of recruitment and retention and promotion. Assess the cultural makeup of your clients and your employees. Do you have employees that reflect your client base?

Where are the gaps that need to be filled? It's important to develop an assessment to get this information. A combination of written surveys, focus groups and interviews will provide that. You'll find out what your employees are thinking and what issues you may not be aware of. Employees and managers together can develop ideas to make an organization more effective.

Victoire Chochezi of RCAC in Sacramento, CA talks about the importance of diversity in thinking styles and communication. She states, "It's good to do assessments. Like minds tend to gravitate toward like minds and not work as much with other people who do not think like them. We always need to branch out and work with people who are from different backgrounds and have different working and thinking styles."

After you do an assessment, develop a plan to address issues and create a plan to support diversity. Are you lacking diversity at the employee level, management, or board of directors? Some organizations have been able to recruit diverse employees but their executive leadership is exactly alike in terms of race, age gender, geographic background or education.

If you always recruit from the same sources you will always get the same people. Talk to other companies that have successfully recruited and maintained a diverse workforce. Find out how they get their candidates and what they have done to create a more inclusive environment. According to Chochezi, "when people feel included, they are more likely to give appropriate input. They still feel encouraged even if their ideas are not accepted each time."

***Effective, systematic measurement of the costs and benefits of workforce diversity policies is essential to sustain existing programmes and to build the business case for greater investment, especially by “non-users”.***

Leading companies measure the costs and benefits of investments in workforce diversity policies for a number of reasons: first, there is a tendency for measurement to drive action – “what gets measured gets done”; second, good practice requires the measurement of the costs and benefits of all forms of investment, including investments in intangibles; third, measurement provides a justification for the continuing use of scarce resources; and, finally, measurement enables managers to learn lessons for future, similar investments.

There are already a large number of indicators of cost and benefit in use by companies. Most of these are qualitative and tend to focus on costs and ‘intermediate outcomes’, such as changes in workforce attitudes or demographics. As yet, there is little evidence of quantitative assessment of costs or benefits. There is also little evidence of any systematic measurement of costs, benefits and intermediate outcomes.

Notwithstanding these problems with measurement, it is possible to construct a framework for performance measurement that provides a systematic method of identifying costs, benefits, key processes, and intermediate outcomes.

This model approach is based on existing measurement practices, evidence of costs and benefits, and modern performance measurement methods. It highlights the value of measuring investments in diversity programmes, makes a clear distinction between inputs and different types of outcome, and forces companies to consider carefully different types of benefit and how to measure them.

Companies of all types and sizes can adopt this framework. Within a common structure, the specific indicators and methods of measurement can be tailored to meet the needs of each business.



Strengthening long-term “value-drivers” i.e. the tangible and intangible assets that allow companies to be competitive, to generate stable cash flows, and to satisfy their shareholders. These include building a differentiated reputation with key stakeholders and customers, and improving the quality of human capital within a company.

Investments in diversity policies contribute to a strategy of long-term value creation by creating and strengthening human and organisational capital. Along with knowledge capital, these are the principal intangible assets used by companies in a wide range of sectors to establish competitive advantage and to create value.

Leading companies accept that there are no simple “cause and effect” relationships between strengthening these factors, improving competitiveness, and creating value. However, they believe that, taken together, these factors have a powerful indirect impact on their competitiveness over the long-term

Generating short and medium-term opportunities to improve cash flows e.g. by reducing costs, resolving labour shortages, opening up new markets, and improving performance in existing markets. These are also known as “return-on-investment” (ROI) benefits.

Because of their nature, many of these benefits are more straightforward to measure, and a link to investments in diversity can, in certain circumstances, be identified. However, most of these benefits are “context-specific” i.e. they are particular to the strategy and market position of specific companies.

***In Your Groups***

Identify and discuss at least 5 benefits which diversity has brought to your organisation in which you have realised it.

|  |
| --- |
| ***1*** |
|  |
|  |
|  |
|  |
| ***2*** |
|  |
|  |
|  |
|  |
| ***3*** |
|  |
|  |
|  |
|  |
| ***4*** |
|  |
|  |
|  |
|  |
| ***5*** |
|  |
|  |
|  |
|  |

Identify five products or services in your organisation, and then explain how each of them can be better presented, sold or marketed by staff members from different cultural backgrounds, races and genders.

***Let’s take a look at an example first:***

XYZ Stationers have a website where all their clients are able to order their stationary from. There is no formal representative which visits the companies. XYZ then decided to employ two ladies from different cultural backgrounds; one to market their products and the other to conduct sales enquiries and orders. XYZ found this action to be advantageous as these ladies work together to form a team where they are able to converse with their diverse customer base.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Product/Service*** | ***Cultural Selling*** | ***Race*** | ***Gender preferences*** |
| 1 |  |  |  |
|  |  |  |
|  |  |  |
| 2 |  |  |  |
|  |  |  |
|  |  |  |
| 3 |  |  |  |
|  |  |  |
|  |  |  |
| 4 |  |  |  |
|  |  |  |
|  |  |  |

Once you have completed your suggestions, explain how you think that the service/product will be improved for your organisations’ customers.

|  |
| --- |
| 1 |
|  |
| 2 |
|  |
| 3 |
|  |
| 4 |
|  |

***Challenges of Diversity in the Workplace***

Taking full advantage of the benefits of diversity in the workplace is not without its challenges. Some of those challenges are:

***Communication -*** Perceptual, cultural and language barriers need to be overcome for diversity programs to succeed. Ineffective communication of key objectives results in confusion, lack of teamwork, and low morale.

***Resistance to change -*** There are always employees who will refuse to accept the fact that the social and cultural makeup of their workplace is changing. The “we’ve always done it this way” mentality silences new ideas and inhibits progress.

***Implementation of diversity in the workplace policies -*** This can be the overriding challenge to all diversity advocates. Armed with the results of employee assessments and research data, they must build and implement a customized strategy to maximize the effects of diversity in the workplace for their particular organization.

***Successful Management of Diversity in the Workplace -*** Diversity training alone is not sufficient for your organization’s diversity management plan. A strategy must be created and implemented to create a culture of diversity that permeates every department and function of the organization.

***Recommended steps that have been proven successful in world-class organisations are:***

***Assessment of diversity in the workplace -*** Top companies make assessing and evaluating their diversity process an integral part of their management system. A customizable employee satisfaction survey can accomplish this assessment for your company efficiently and conveniently.

It can help your management team determine which challenges and obstacles to diversity are present in your workplace and which policies need to be added or eliminated. Reassessment can then determine the success of you diversity in the workplace plan implementation.

***Development of diversity in the workplace plan -*** Choosing a survey provider that provides comprehensive reporting is a key decision. That report will be the beginning structure of your diversity in the workplace plan. The plan must be comprehensive, attainable and measurable. An organization must decide what changes need to be made and a timeline for that change to be attained.

***Implementation of diversity in the workplace plan -*** The personal commitment of executive and managerial teams is a must. Leaders and managers within organizations must incorporate diversity policies into every aspect of the organization’s function and purpose. Attitudes toward diversity originate at the top and filter downward. Management cooperation and participation is required to create a culture conducive to the success of your organization’s plan.

***Recommended diversity in the workplace solutions include:***

***Ward off change resistance with inclusion. -*** Involve every employee possible in formulating and executing diversity initiatives in your workplace.

***Foster an attitude of openness in your organization. -*** Encourage employees to express their ideas and opinions and attribute a sense of equal value to all.

***Promote diversity in leadership positions. -*** This practice provides visibility and realizes the benefits of diversity in the workplace.

***Utilise diversity training. -*** Use it as a tool to shape your diversity policy.

***Launch a customizable employee satisfaction survey that provides comprehensive reporting. -*** Use the results to build and implement successful diversity in the workplace policies.

As the economy becomes increasingly global, our workforce becomes increasingly diverse. Organizational success and competitiveness will depend on the ability to manage diversity in the workplace effectively. Evaluate your organization’s diversity policies and plan for the future, starting today.

The following is an extract of the findings from a company which did a survey on four organisations; before during and after their implementation of diversity Companies that implement workforce diversity policies identify important benefits that strengthen long-term competitiveness and, in certain instances, also produce short and medium-term improvements in performance.



As with other forms of investment in new human resource (HR) policies, there are two groups of obstacles to implementation of workforce diversity policies: internal obstacles (specific to individual companies); and, external obstacles – these emerge from institutional structures, cultures/attitudes, and regulatory factors.

***1. Internal Obstacles***

Companies in a survey that have not invested in diversity identify three main types of reason why workforce diversity policies have not been considered. First, there is a lack of awareness about such policies and the benefits they bring.

Second, there is a perception that diversity policies are not needed to meet the current expectations of employees, potential future workers, customers, or the general public. Finally, there is a lack of pressure from governments or investors.

To complement this, we also asked companies that had set up diversity programmes to identify the main problems they had faced during implementation. These were: difficulty in changing the existing culture of the organisation; lack of internal expertise or experience; lack of understanding of the business benefits of a diverse workforce; and, difficulty in quantifying the benefits to sustain investment

***2. External Obstacles***

Research identified three important types of external obstacle:

***Legal restrictions on holding sensitive data*** – restrictions on the holding of “sensitive data” about employees (based in part on restrictive national interpretations of the data) make it impossible to collect data on ethnic origin, religious belief, or sexual preference in most countries.

This restricts the ability of companies to measure changes in workforce demographics: one of the critical measures of “intermediate outcomes”. Such restrictions could, potentially, distort the nature of investments in diversity by companies.

***Historic gaps in anti-discrimination legislation*** - anti-discrimination legislation forms an important part of the national socio-legal framework within which companies operate. It outlaws unacceptable employment practices and ‘signals’ important changes in social values to companies.

Evidence from our survey and case studies also shows that it can, for certain companies, trigger investments in diversity programmes. But only a limited number of countries at the time of writing have legislation designed specifically to prevent discrimination in employment on grounds of sexual preference or age.

***Differences in national social attitudes and cultural values*** – social factors, our evidence suggests, can influence the extent and nature of diversity policies adopted by companies, especially small and medium-sized enterprises (SME’s). A good example is the potential impact of different national responses to ethnicity.

***In your Groups***

Previously, you identified the diversity of people within your classroom. Now you are required to broaden your spectrum and identify the diversity within your organisation. Use the following table to record your evidence and discuss your findings. Firstly, start with the recording of the various elements of diversity of the employees in your organisation. Ensure that you talk to at least all the various culture groups within your organisation, in completing this table.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Diversity Topics** | **Common beliefs** | **Personal Values** | **Interests** | **Attitudes** | **Sympathy towards others** |
| **Employees** | **Note: Some employees may be skeptical about using their real names for this purpose, therefore aliases are allowed.** | | | | |
|  |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

You have now captured the diversity within your organisation. Now you need to look at your organisation and identify areas where this diversity can be improved. This is done by asking yourself the following questions, and then completing the questionnaire, based on your interpretation of information gathered and interviews with the employees of your organisation.

What are the core beliefs, values, interests and attitudes which must be recognised within the organisation, in order to enhance the diversity within?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

When dealing with diverse employees, how must diverse viewpoints be handled to ensure that the diversity issues is not only adhered to, but enhanced for future co-operation between the employees?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

What activities can management implement to enhance the employees’ diversity issues and create a progressive, harmonious working environment?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

***Racism as a hindrance to managing diversity***

***Achmat Noor***

EDITOR’S NOTE: In the light of the recent conference on racism held in Durban this timely article is presented for you to consider; racism is seldom, if ever, dealt with by designers of diversity programmes, as an intervening variable, that can make or break many efforts to implement the spirit of the Employment Equity Act.

The central theme presented here is that "White Superiority" is at the root of racism in South Africa. I hope that this stance will produce some vigorous debate, and unlike the Durban conference will add some light, and less heat around the topic. Please email any comments to the editor about this article for possible inclusion in forthcoming issues of the newsletter.

***Introduction***

Moving away from jargon and rhetoric, what exactly do we mean with the words "Managing Diversity" or "Celebrating Diversity". There are surely hundreds of different textbook definitions that we can quote. A simple working definition for me is:

"Appreciating similarities and differences equally and at all levels of the organisation.’’

***Let’s analyse this simple definition.***

"Appreciating’’ means to value

With regard to ‘’similarities and differences’’, we seem to have no problem with recognising similarities, and valuing them in others. After all it is only human to approve of anything that is in our own image.

With "differences" its not so easy. This is made even more difficult by the fact that in the OLD South Africa, difference was used negatively. It is through difference that a hierarchy of power and privileges was created giving each of us a place determined by that difference. What we need to remember is that there is nothing wrong with difference; it is the meaning and value that we attach to the difference, which is important.

This brings us to the word "equally" in our definition. Contrary to what we were taught in the past we need to give equal value to that difference. We cannot celebrate diversity if we do not believe that differences, in the way others do things, in the way they think, their culture or their colour of their skin is equal to ours. In our rainbow nation all the colours must have equal value.

"At all levels of the organisation" This is quite obvious when 87% of the managers in the country are still white.

***Why do we need to manage diversity in our organisation?***

***Some of the textbook answers are:***

Cost argument - as organisations become more diverse, the cost of doing a poor job in integrating workers will increase. Those who handle this well will thus create cost advantages over those who don’t.

***Resource acquisition argument -*** companies develop reputations on favourability as prospective employers for women and people of colour. Those with the best reputations for managing diversity will win the competition for the best personnel.

***Marketing argument -*** for organisations, the insight and cultural sensitivity that members with roots in other communities bring to the marketing effort should improve these efforts.

***Creativity argument -*** Diversity of perspectives means less emphasis on conformity and will result in an increase in creativity.

***Problem Solving Argument -*** heterogeneity in decisions and problem solving groups potentially produces better decisions through a wide range of perspectives and more through critical analysis issues.

***System flexibility argument -*** the system will become less determinant, less standardised and therefore more fluid. Increased fluidity should create greater flexibility to react to environmental changes.

***Legal requirement -*** The Act on employment and occupational equity requires organisations to conduct an organisational audit which includes information on employment, pay and benefits by race, gender and disability.

***If Managing Diversity can bring us these benefits, how do we go about doing it?***

Legislation requires that companies use 3 strategies to comply with the law.

***A Multi-cultural strategy***

This does not mean Africanisation of our organisations. It means that our Organisational culture must be a blend of European, African, Asian and even Martian if that is beneficial to the organization. We therefore need to hold on to what is functional in the Euro centric culture, discard what is dysfunctional and add from other cultures that which is functional. The days of recreating the British Empire has come and gone. (Example of chair in BP)

Striving towards Employment Equity.

We need to examine our policies and practices. Is everybody treated equally with respect to salaries, perks, opportunities etc? Do we encourage Black people, women, or physically challenged people to join our organisations? Are offices designed to cater for the physically challenged? These are but a few of the issues that we need to address.

Affirmative action

As I have mentioned earlier, 87% of the managers in our organisations are still white - with a small % being female. I prefer the Afrikaans term ‘’ Regstelllende Aksie’’ to ‘’Affirmative Action’’ as it describes exactly what needs to be done. Since 1948 we’ve had a very successful affirmative action policy in South Africa. The only problem with it was that it benefited only a small minority of the population.

What I would like to move on to now is what hinders the process of implementing the above strategies. In fact I want to concentrate on the main reason for its failure, or limited success - RACISM.

In my experience as manager and consultant, this, with sexism a close second, is probably the one factor that has cost organisations millions of Rands though unsuccessful implementation of Diversity Strategies.

***What is this evil - Racism that I am referring to?***

Racism is not just about negative attitudes towards people of a different Race or colour. Racism is also not about just a deep prejudice based on race or colour. What I am saying is that Racism is much worse than those behaviours based on negative attitudes or prejudice.

Racism is rooted in an "Ideology of Superiority" where one group believes they are superior and the other group internalised this to such an extent that both groups start believing in their relative positions to each other.

Experientially, racism is rooted in an Ideology of White Superiority where white is not simply a colour, but rather encompasses a particular Western, European mind-set, modus operandi, norms, culture, everything - in fact a complete way of life.

Racism relegates everything that does not fit into the western value system to an inferior position. That is why all cultures other than white Westernised culture becomes "ethnic". All other dress or food or modus operandi or way of life becomes "ethnic" or "traditional" while western dress or food is "normal".

Racism is normally underpinned by the following:

A power relationship built over a long period of time. The consequence of unbroken power by white people over black people. It helps the oppressor to feel good about themselves. It enters the culture of both groups. To some extent it is internalised by both.

***It is self-reinforcing.***

Racism is therefore a much deeper form of discrimination, and cannot be changed by working only on the level of attitudes and prejudice. The only way we can challenge racism effectively is to constantly contradict the Ideology of White Superiority. Please note I did not say reverse it, but said contradict it. We do not want to replace this ideology with an Ideology of Black Superiority!

Does this then mean that Black people cannot be racist? No, not at all. Remember the hierarchical structure of power and privileges that was firmly put in place in the Old South Africa with the White group on top, Africans at the bottom and the rest in between?

This formed the basis of our existence where everybody strived towards white norms. Coloureds and Asians knew that they were not white but they also believed, through their power and privileges, that they were better than Africans. Nobody ever applied for a ‘’Dom Pas’’ but there were many Coloureds who applied for white ID cards.

Racism has, therefore, affected all of us. I also believe that it not an either or situation. You are not either racist, or not racist.

I believe that the degree of our personal racism can be measured on a continuum with Racism at the one end and non-racism at the other. All of us is somewhere on that continuum depending on our stage of development at any given point in time.

I do not believe however that we can move positively unless we admit to our racism, much like being an alcoholic. The positive side to this comparison however is that racism is not an incurable disease. Racist behaviour has been learnt and therefore can be unlearnt by constantly contradicting the Ideology of White Superiority.

Now what has all this got to do with the organisation? Remember that the Ideology of White Superiority has affected more than 87% of managers as also Coloured, Asian, or even African managers can buy into this ideology.

These are the very people we expect to carry out our fancy affirmative action strategies and implement the Diversity Programmes.

Their thinking and therefore their decision making will in some way be affected depending how much they are still locked into the ideology. The degree will also determine how much one Deficit Model thinking when decisions have to be made about Black people affects.

If you believe you are superior based on your colour, Black people will always be inferior to you and will never be able to do your job. A further implication is that, despite how nice the black people are, they will never be ready for a job on your level.

Bringing them into the organisation will automatically lead to lowering of standards. Ironically the converse of this is true as black people, and women will bring in skills unfamiliar to the organisation and therefore should enhance the standards.

It is because of this very reason that I have doubts about bridging programmes for black people. I believe that unless applied to all, this feeds the ideology rather than contradict it. This is a form of ‘‘benign’’ racism where the intention is good, but the result is racist.

In most cases in organizations, black people are now experiencing this kind of racism. Although the intention is different, the result is still the same as old fashioned racism.

Because of all of the above, I am convinced that managers cannot be effective in managing diversity unless they have been educated on Racism and other forms of oppressions like Sexism and Classism.

Training on these topics with benefit managers in many ways of which the following are but a few:

When managers behave in less racist, sexist or classist ways, they become better in managing diversity. This means they make better decisions about the development and deployment of human resources.

When organisations use human resources more wisely, productivity increases. Managing diversity therefore has a direct impact on increasing productivity.

Managers will become less blind to unconscious racism and become more aware of the implications of such behaviour. It also produces a manager who is able to learn from people with other cultures and thereby enriching his or her own experience.

It frequently energises a manager through an increased sense of integrity and self - esteem.

It also creates a raised interest in learning as it normally involves a reassessment of general values which results in more conscious decisions about such matters as gender roles in the home, community involvement and work-family balance.

It also enhances a manager’s chances of becoming an effective role model for others behaving in anti-racist and anti-sexist ways.

In conclusion I wish to reiterate that managing diversity has tremendous benefits to the manager and the organisation, but without training in understanding racism and other forms of oppression, it will have little chance of succeeding.

**You are now ready to go through a check list. Be honest with yourself**

# Tick the box with either a √ or an X to indicate your response

* **I am able to demonstrate knowledge and understanding of diversity in the workplace.**
* **I am able to demonstrate understanding of the reality of diversity and its value in a unit.**
* **I am able to manage team members taking into account similarities and differences.**

# I am able to deal with disagreements and conflicts arising from diversity in a unit.



# You must think about any point you could not tick. Write this down as a goal.

# Decide on a plan of action to achieve these goals. Regularly review these goals.

Apply the principles of ethics to improve organisational culture

252042

****

This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them. The qualifying learner is capable of:

* Demonstrating understanding of the relationship between values, ethics and organisational culture and its impact on achieving goals and objectives
* Applying the concept of corporate ethics to a unit
* Analysing the unit in relation to the principles of corporate ethics
* Formulating recommendations for promoting organisational values, the code of conduct and ethical practices within a unit and entity

**Index**

|  |  |
| --- | --- |
| **Competence Requirements** | **Page** |
| **Unit Standard 252042 alignment index**  Here you will find the different outcomes explained which you need to be proved competent in, in order to complete the Unit Standard 252042. | **199** |
| **Unit Standard 242042** | **201** |
| **Values, ethics and organisational culture and its impact** | **208** |
| **Analyse and apply the concept of corporate ethics to a unit** | **228** |
| **Formulate recommendations for strengthening shared organisational values, the code of conduct and ethical practices** |
| **Self-assessment**  Once you have completed all the questions after being facilitated, you need to check the progress you have made. If you feel that you are competent in the areas mentioned, you may tick the blocks, if however you feel that you require additional knowledge, you need to indicate so in the block below. Show this to your facilitator and make the necessary arrangements to assist you to become competent. | **256** |

**Unit Standard 252042 – Alignment Index**

|  |  |
| --- | --- |
| **SPECIFIC OUTCOMES AND RELATED ASSESSMENT CRITERIA** | |
| **SO 1** | **Demonstrate understanding of the relationship between values, ethics and organisational culture and its impact on achieving goals and objectives.** |
| **AC 1** | The relationship between personal values, organisational ethics, and the entity's culture is demonstrated through examples from the South African workplace. |
| **AC 2** | 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. |
| **AC 3** | The potential impact of organisational values and culture on the entity's triple bottom line are analysed and described. |
| **SO 2** | **Apply the concept of corporate ethics to a unit.** |
| **AC 1** | 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.) |
| **AC 2** | 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. |
| **AC 3** | 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) |
| **SO 3** | **Analyse a unit in relation to the principles of corporate ethics.** |
| **AC 1** | An instrument is selected for analysing individual and organisational conduct in respect of organisational values, codes of conduct and corporate ethics. |
| **AC 2** | The instrument is applied to gather and record information within a unit in respect of organisational values, codes of conduct and corporate ethics. |
| **AC 3** | 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. |
| **SO 4** | **Formulate recommendations for strengthening shared organisational values, the code of conduct and ethical practices.** |
| **AC 1** | An implementation plan is prepared that described the strengthening of the entity's values, code of conduct and ethical practices in the unit. |
| **AC 2** | 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. |
| **AC 3** | 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. |
| **AC 4** | 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. |

|  |
| --- |
| **CRITICAL CROSS FIELD OUTCOMES** |
| UNIT STANDARD CCFO IDENTIFYING  Identify and solve problems using critical and creative thinking processes in applying ethical principles in the unit.  UNIT STANDARD CCFO WORKING  Work effectively with others as a member of a team, group, organisation or community to improve the culture of the unit.  UNIT STANDARD CCFO ORGANISING  Organise and manage oneself and one`s activities responsibly and effectively in order to demonstrate ethical conduct.  UNIT STANDARD CCFO COLLECTING  Collect, analyse, organise and critically evaluate information in order to identify areas of unethical conduct in the unit.  UNIT STANDARD CCFO COMMUNICATING  Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to promote ethical conduct in the unit.  UNIT STANDARD CCFO SCIENCE  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.  UNIT STANDARD CCFO DEMONSTRATING  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.  UNIT STANDARD CCFO CONTRIBUTING  Participating as responsible citizens in the life of local, national and global communities by promoting ethical practices in the unit and entity. |

|  |  |
| --- | --- |
| SAQA | *All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.* |

|  |
| --- |
| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

|  |
| --- |
| **REGISTERED UNIT STANDARD:** |

|  |
| --- |
| **Apply the principles of ethics to improve organisational culture** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 252042 | Apply the principles of ethics to improve organisational culture | | | |
| **ORIGINATOR** | | **REGISTERING PROVIDER** | | |
| SGB Generic Management | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 03 - Business, Commerce and Management Studies | | | Generic Management | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **OLD NQF LEVEL** | **NEW NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 5 | New Level Assignment Pend. | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Registered | | 2007-11-28 | 2010-11-28 | SAQA 0474/07 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2011-11-28 | | 2014-11-28 | | |

|  |
| --- |
| In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise. |

|  |
| --- |
| This unit standard does not replace any other unit standard and is not replaced by any other unit standard. |

|  |
| --- |
| **PURPOSE OF THE UNIT STANDARD** |

|  |
| --- |
| This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.   The qualifying learner is capable of:   Demonstrating understanding of the relationship between values, ethics and organisational culture and its impact on achieving goals and objectives.   Applying the concept of corporate ethics to a unit.   Analysing the unit in relation to the principles of corporate ethics.   Formulating recommendations for promoting organisational values, the code of conduct and ethical practices within a unit and entity. |

|  |
| --- |
| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

|  |
| --- |
| It is assumed that learners are competent in:   Communication at NQF Level 4.   Mathematical Literacy at NQF Level 4.   Computer Literacy at NQF Level 4. |

|  |
| --- |
| **UNIT STANDARD RANGE** |

|  |
| --- |
|  The learner is required to apply the learning in respect of his/her own area of responsibility.   Unit refers to the division, department or business unit in which the learner is responsible for managing and leading staff.   Entity includes, but is not limited to, a company, business unit, public institution, small business, Non-Profit Organisation or Non-Governmental Organisation.   Corporate ethics includes business ethics and the ethical norms and standards of public sector entities. |

|  |
| --- |
| **Specific Outcomes and Assessment Criteria:** |

|  |
| --- |
| **SPECIFIC OUTCOME 1** |

|  |
| --- |
| Demonstrate understanding of the relationship between values, ethics and organisational culture and its impact on achieving goals and objectives. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| The relationship between personal values, organisational ethics, and the entity's culture is demonstrated through examples from the South African workplace. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| The potential impact of organisational values and culture on the entity's triple bottom line are analysed and described. |

|  |
| --- |
| **SPECIFIC OUTCOME 2** |

|  |
| --- |
| Apply the concept of corporate ethics to a unit. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| The imperatives for ethical conduct in South African organisations are explained with reference to acts, regulations, codes and other documents relevant to the entity. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| The specific ethical practices of a unit in different areas are analysed with examples. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Areas include accounting information, marketing, sales, production, intellectual property, tendering processes, Information Technology and Human Resources. |

|  |
| --- |
| **SPECIFIC OUTCOME 3** |

|  |
| --- |
| Analyse a unit in relation to the principles of corporate ethics. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| 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. |

|  |
| --- |
| **SPECIFIC OUTCOME 4** |

|  |
| --- |
| Formulate recommendations for strengthening shared organisational values, the code of conduct and ethical practices. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

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

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| 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. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

|  |
| --- |
|  Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures. |

|  |
| --- |
| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

|  |
| --- |
|  The South African Constitution.   King Report on Corporate Governance.   National and international best practices in respect of business/corporate ethics.   Personal and organisational values.   Principles of business/corporate ethics. |

|  |
| --- |
| **UNIT STANDARD DEVELOPMENTAL OUTCOME** |

|  |
| --- |
| N/A |

|  |
| --- |
| **UNIT STANDARD LINKAGES** |

|  |
| --- |
| N/A |

|  |
| --- |
| **Critical Cross-field Outcomes (CCFO):** |

|  |
| --- |
| **UNIT STANDARD CCFO IDENTIFYING** |

|  |
| --- |
| Identify and solve problems using critical and creative thinking processes in applying ethical principles in the unit. |

|  |
| --- |
| **UNIT STANDARD CCFO WORKING** |

|  |
| --- |
| Work effectively with others as a member of a team, group, organisation or community to improve the culture of the unit. |

|  |
| --- |
| **UNIT STANDARD CCFO ORGANISING** |

|  |
| --- |
| Organise and manage oneself and one`s activities responsibly and effectively in order to demonstrate ethical conduct. |

|  |
| --- |
| **UNIT STANDARD CCFO COLLECTING** |

|  |
| --- |
| Collect, analyse, organise and critically evaluate information in order to identify areas of unethical conduct in the unit. |

|  |
| --- |
| **UNIT STANDARD CCFO COMMUNICATING** |

|  |
| --- |
| Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to promote ethical conduct in the unit. |

|  |
| --- |
| **UNIT STANDARD CCFO SCIENCE** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO DEMONSTRATING** |

|  |
| --- |
| 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. |

|  |
| --- |
| **UNIT STANDARD CCFO CONTRIBUTING** |

|  |
| --- |
| Participating as responsible citizens in the life of local, national and global communities by promoting ethical practices in the unit and entity. |

|  |
| --- |
| **QUALIFICATIONS UTILISING THIS UNIT STANDARD:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **ID** | **QUALIFICATION TITLE** | **OLD LEVEL** | **NEW LEVEL** | **STATUS** | **END DATE** |
| Core | [66189](http://allqs.saqa.org.za/showQualification.php?id=66189) | National Certificate: Quality Management Systems | Level 5 | New Level Assignment Pend. | Registered | 2012-05-13 |
| Core | [73129](http://allqs.saqa.org.za/showQualification.php?id=73129) | National Diploma: Public Relations Practice | Level 5 | New Level Assignment Pend. | Registered | 2012-09-09 |
| Fundamental | [59201](http://allqs.saqa.org.za/showQualification.php?id=59201) | National Certificate: Generic Management | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Fundamental | [59299](http://allqs.saqa.org.za/showQualification.php?id=59299) | National Certificate: Wholesale and Retail: Buying Planning | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Fundamental | [63369](http://allqs.saqa.org.za/showQualification.php?id=63369) | National Diploma: Trade Union Practice | Level 5 | New Level Assignment Pend. | Registered | 2011-11-26 |
| Elective | [71969](http://allqs.saqa.org.za/showQualification.php?id=71969) | National Certificate: Automotive Components: Manufacturing and Assembly | Level 5 | New Level Assignment Pend. | Registered | 2012-09-09 |

|  |  |
| --- | --- |
|  | *All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.* |

***Reflecting on your own values and belief systems and how they influence your behaviour***

***The concept of Values and Beliefs***

Belief systems in cultures are held by individuals about what is believed to be true. They include ideas about morality (what is right and wrong), spirituality, and rationality

***What are values?***

Values are important ideas that others convinced you were absolutely necessary for you to follow if you were to live a happy, healthy and productive life. These values became the goals for your life. Values are concepts members of a culture feel to be important. Individuals have their own sets of values that are integrated into their world

***What are beliefs?***

Beliefs are other important ideas that others convinced you were absolutely true and accurate. They represent the rules you would use to tell you if and when you reached your goals. Beliefs are what we believe to be true

If you were convinced that you had found the "absolute truth" you would then treat these beliefs as indisputable fact and you would no longer test them for their validity and value in your life today. Behaviours are the first visible signs of these beliefs. Beliefs are the resting place for the programmed that you will follow if at any time others ever challenged your values and beliefs.

***In Your Groups***

In your groups, contrast two or more cultures. Show how cultures differ over values.

|  |  |  |
| --- | --- | --- |
| **Culture 1** | **Culture 2** | **Culture 3** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

***Understanding how values differ between cultures can be extremely difficult***

Cultural contrasts compare essential values between cultures

***Reflecting on your own values and belief system***

***Ten rules for respect – do you...***

* If you have a problem with someone, go to them in private.
* If I have a problem with you, I will come to you in private.
* If someone has a problem with me and comes to you, I will send them to you.
* If someone consistently will not come to me, I will accompany them to you and discuss the matter.
* Be careful how you interpret me.
* I will be careful how I interpret you.
* If it is confidential, don’t tell.
* I do not read unsigned letters and notes.
* I do not manipulate.
* When in doubt, just say it.

***Ways in which an individual may change their beliefs or values***

Let’s look at an example of what different beliefs or values can have on an individual; “a friend at work made me believe that it is right to slip away from work earlier every day”. Usually this individual will not risk leaving work early, but because of a work colleague doing it, there is doubt in their minds whether they should also leave early. At this part, the person’s belief of giving an honest days’ work and their value of being honest to stay until the required closing time, is being tested.

In your own words, explain how the following statements can influence a persons’ behaviour at work:

***Ethics is defined as the code of morals and values that directs the behaviour of an individual or group about what is right or wrong***

|  |
| --- |
|  |
|  |
|  |

***Ethics sets standards about what is good or bad in behaviour and in decision making***

|  |
| --- |
|  |
|  |
|  |

***The values of individuals are expressed in attitudes, beliefs and judgments about right and wrong***

|  |
| --- |
|  |
|  |
|  |

***People learn their values from their parents and family, teachers, and the communities into which they are born***

|  |
| --- |
|  |
|  |
|  |

***On Your Own***

***Complete the following questions:***

***Give three examples of ways that can change an individual’s belief or values system***

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

***Identify the following statements to be true or false, motivating your answer***

|  |  |
| --- | --- |
| **T** | **F** |

The values of individuals are expressed in attitudes, beliefs and judgments about right and wrong.

|  |
| --- |
|  |
|  |
|  |

|  |  |
| --- | --- |
| **T** | **F** |

Ethics set standards about what is good or bad in behaviour and in decision making.

|  |
| --- |
|  |
|  |
|  |

|  |  |
| --- | --- |
| **T** | **F** |

Ethics is defined as the code of morals and values that directs the behaviour of an individual or group in terms of what is right or wrong.

|  |
| --- |
|  |
|  |
|  |

|  |  |
| --- | --- |
| **T** | **F** |

What are the sources of an individual’s beliefs, values and ethics?

|  |
| --- |
|  |
|  |
|  |

***H***

***ow your ethics impact on the people around you***

Just like we have ethics and morals at home, so we have ethics and morals in the workplace, referred to as Business Ethics. It is the company’s point of view and behaviour towards its employees, customers, community and stockholders. Ethics can be better understood if we compare it with the behaviour of an individual or a group controlled by prescribed laws on the one hand and by free choice on the other.

|  |  |
| --- | --- |
| **Areas of Human behaviour** | **Individual ethics impact** |
| **Behaviour directed by prescribed law** | The first area is where values and standards are written into a legal system. The behaviour of South African citizens and business is governed in many ways by the laws of the country. Individuals and business must pay taxes e.g. as we are required to buy car licenses |
| **Behaviour directed by ethics** | Between these extremes lies the grey area of ethics. No specific laws govern ethics, yet there are standards of conduct based on shared principles and values about moral behaviour that guides the individual or business |
| **Behaviour directed by free choice** | At the other end of the scale is the area of free choice where no laws direct behaviour and where there is complete freedom. An individual’s choices to buy a new car or a business’s decision to give a Christmas party for staff members are examples of free choice. |

Read through the following scenarios on your own ***and then explain your answers***:

You and your colleagues have different beliefs, values and ethics. How does this affect your interpersonal relationships in the following instances?

When your friend gets a traffic ticket – do you encourage them to pay it or not?

|  |
| --- |
|  |
|  |
|  |

Your friend took R100-00 out of Petty cash – do you report it or do you spend it together?

|  |
| --- |
|  |
|  |
|  |

Let’s take a look at a comparison between ethical- and un-ethical behaviour:

***Unethical Behaviour - It's Impact on Today's Workplace***

It is a sad truth that the employees of just about every business, in every business, will occasionally encounter team members who are taking part in unethical behaviours. Such unethical behaviours include a wide variety of different activities.

Among the most common unethical business behaviours of employees are making long-distance calls on business lines, duplicating software for use at home, falsifying the number of hours worked, or much more serious and illegal practices, such as embezzling money from the business, or falsifying business records

Though there is sometimes a difference between behaviours that are unethical and activities that are actually illegal, it is up to the business itself to decide how it deals with unethical behaviour - legal or not.

Many employees find that discovering unethical behaviour among co-workers actually tests their own values and ethical behaviours. After all, unethical behaviour that is not illegal frequently falls in a grey area between right and wrong that make it difficult to decide what to do when it is encountered.

Furthermore, different people have different views regarding what is ethical and what is unethical. For example, some people feel that it is alright to tell a little "white lie", or to make one long distance call on the company's nickel, as long as they can justify it in their mind.

When employees discover other employees doing something that they know is wrong by the company's standards, their own sense of what is right and what is wrong instantly comes into question. That employee needs to consider how s/he feels about that particular activity, as well as informing about that activity, or turning a blind eye.

Even by deciding to do something about it, the employee who has discovered the unethical behaviour is presented with a number of difficult choices. Should the employee speak to the individual directly, or should the employee head directly to a company supervisor?

To make this decision a bit easier, many companies have adopted several techniques that allow for the management of unethical activities. The first step is to create a company policy, in writing, that is read and signed by each employee. This erases most feelings of ambiguity when it comes to deciding what to do after witnessing an unethical behaviour.

The second is to give a clear outline of what is expected of the person who has discovered the unethical behaviour. It should include the person who should be contacted, and how to go about doing it. With clear instructions, there will be less hesitation in reporting unethical activities, and then they can be dealt with quickly and relatively easily, before they develop into overwhelming issues.

Furthermore, the repercussions of unethical behaviours should be clearly stated. This way, both the person doing the activity, and the witness to the activity will be well aware of the way that things will be dealt with, and there won't be any risk of someone not reporting unethical behaviour because they're afraid that the culprit will be unfairly treated. Communication is key in the proper management of unethical behaviour in today’s workplace.

***Ethical Behaviour***

***Importance***

Ethical behaviour is what all career people should aim to have. Not just the ethical attributes but exceptional behaviour with this regard. This is because to build a career, you must be governed by rules of ethics to safeguard you and others.

Ethics purely centre on personal conduct. It involves personal choices that can make or break you in your work place or business. The major importance of having good conduct is to maintain a high level of respect not just for people but for the profession in which you hail from.

***Meaning***

Ethical behaviour is a pretty wide topic and it might not always be easy to know the different boundaries. However, in your career there are certain boundaries that have been set and different policies that have been formed to regulate what you do. In other words, as a professional, you need to know the things you should not do.

Different organizations have an ethical code of behaviour. Over and above this, different professions have ethics codes that are not to be violated. The main definition of ethics is that it is a philosophy which seeks to uphold various fundamental issues that mainly address morality and so on. There are many things that you can gain from having good behavioural ethics in the workplace.

***Benefits***

Ethical behaviour in your career will do you so much good. The first thing is that it can grow a business to great heights. This is because doing what you should do will develop a discipline which will propel your work practices to a high level and set a high standard.

It has been seen to promote teamwork among workers. This is because there is great respect placed in fundamental issues in the work place. It also builds confidence which will translate to trust among workers. Trust in your career is one invaluable trait that is able to pave way to progress and great success.

***Practical Application***

It is doing the simple things that will make you an ethical person as you develop your career. For example, being honest and telling the truth at work is an ethical thing to do. Another thing is having respect and the right attitude. The truth is that, these traits are becoming rarer in careers. Apply these virtues today and watch yourself develop not just at work but in your life as well.

In the workplace you will be faced with ethical issues in your day-to-day activities. This has to do with issues involving individual responsibility; such as being totally honest when completing expense accounts, calling in sick when you are needed at home, misusing work time, telephones and computers for personal purposes, etc. Conflict of interest in the working environment may also lead to ethical questions.

***In Pairs -*** Read the following case study and then answer the questions:

In a newspaper report it was stated that several police officers working at a Johannesburg Police Station face court action because they were accused of accepting bribes. It was claimed that it cost R10 000 for a police officer to lose a client’s docket with all the offences and information.

Other favours were possible for a payment of R3 000 or even R5 000. Police officers were tempted by these bribes because they were poorly paid said the report.

1. Discuss whether this is a good enough reason for police officers to behave in this way. Record your ideas.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

1. How can this situation be changed?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

You are four people working together in an office. Three of you can speak English and Xhosa. The fourth one can ONLY speak English. What is the impact of personal ethics on the use of language? E.g. will the three of you speak Xhosa or will you keep you conversations in English to include the fourth person too? Explain.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

Why do you think is it important to respect confidentiality? Explain.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

***H***

***ow you can behave ethically in a business environment***

It is important that business will be free of conflicts of interest and are managed in an ethical and proper manner. Your aim should be to create an ethical culture in your business.

As all businesses are different, it is up to the individual business person to establish a code of ethics for his or her own business. A very important factor that relates to upholding ethical standards is to make sure that you hire the right people. These are people who have the same values as you do.

As we all know, there are many people in the world today who have not had the benefit of a good education or even a sound home life. Many of these individuals through no fault of their own are not truly aware of ethics and good value systems. This is one of the reasons why staff should get training in ethics. This is an area that is often overlooked by business yet it is very important.

If staff is not ethical towards suppliers and customers, how will you ever be able to trust them? A good idea is to involve employees in establishing ethical standards for the company so that they understand them. They can then also never say that they were unaware should the need for disciplinary action ever arise.

**The customer and ethics: What are their rights?**

Explain why you think that people in the community will support someone who is involved in the following matters: There is a general businessman who supports both the local sports team and conservation in the area by donating funds to wild life sanctuaries. This has not only resulted in a positive feeling towards this business, but has attracted new customers who feel strongly that this business should be supported.

|  |
| --- |
|  |
|  |
|  |

A good reputation is the most valuable asset you can have in business. By reputation, we mean what people think of the way you do business and how they assess your character as a business person. Do you compete fairly?

Do you run a professional, clean operation? Do you treat your employees well? Do you go around insulting other companies in the industry, or do you speak about them with respect?

Those are all factors that help to shape your business reputation which, in turn, affects your ability to hire people, attract customers, get financing, make deals, and do everything else that goes into building a successful company. Competitors have a unique perspective on you and your company. They face the same pressures and have to make the same choices that you do, so it’s important to act in a way that’s going to earn their respect. This does not mean that you shouldn’t compete as aggressively as possible, but you need to play by the rules.

***Activity***

***On your own -*** Read through and complete the following case studies

Sue is a sales representative for a construction company. The company wants very much to win a specific contract. The cousin of the official who will award the contract informs you that the official wants R20 000 in addition to the normal fee. If you do not make this payment, your competition certainly will and will get the contract. How would you deal with this?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

A manager fires several long-time employees because the business is undergoing financial difficulties. Is this ethical? Explain fully.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

One of your suppliers sends expensive a Christmas gift to your purchasing agent in an attempt to influence his future purchase decisions. Is this bribery and would you do this?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

***Decide on the correct ethical decision for each situation***

You have been asked to accept a bribe from a government official to ‘keep quiet’ about a violation of your company’s policy. The official has threatened to make trouble for you if you don’t accept the bribe.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Your boss says he cannot give you a raise this year because of poor cash flow but he will look the other way if you help yourself to certain computer equipment belonging to the business.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

You are the person responsible for completing tenders in your company. Some of your competitors contacted you with the suggestion that if you pay each of them a certain amount they will ‘fix’ their prices so that you can secure the next contract. Your company desperately needs the contract.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

***T***

***echniques for dealing with situations where own ethics and values conflict with work practice***

Let’s take a look at some scenarios where there is a conflict of interest. Once you have read through them, you need to discuss possible solutions in the table which follows:

1. A customer or client asked for a product or service from us today. After telling him our price, he said he couldn't afford it. I know he could get it cheaper from a competitor. Should I tell him about the competitor or let him go without getting what he needs? What should I do?"
2. Our company prides itself on its pay system that is based on merit. One of my employees has done a tremendous job all year, so he deserves strong recognition. However, he's already paid at the top of the salary range for his job grade and our company has too many people in the grade above him, so we can't promote him. What should I do?"
3. "Our company prides itself on equal opportunity hiring. One candidate fully fits the job requirements for a vacant but we’re concerned that our customers won't understand his limited command of the English. What should I do?"
4. My top software designer suddenly refused to use the internal company network. He explained to me that, as a Christian, he could not use a product built by another company that provided benefits to the partners of homosexual employees. He'd basically cut himself off from our team, creating a major obstacle to our product development. What should I do?
5. My boss told me that one of my employees is among several others to be laid off soon, and that I'm not to tell my employee yet or he might tell the whole business which would soon be in an uproar. Meanwhile, I heard from my employee that he plans to buy braces for his daughter and a new carpet for his house. What should I do?"
6. "My IT support technician told me he'd noticed several personal letters printed from a computer that was dedicated to business use. Our business policies did not then prevent personal use of company facilities, but I was concerned. I approached the letter writer to discuss the situation. She told me she'd written the letters on her own time to practice using the program. What should I do?"
7. A fellow employee told me that he plans to quit the company in two months and start a new job which has been guaranteed to him. Meanwhile, my boss told me that he wasn't going to give me a new opportunity in our company because he was going to give it to my fellow employee. What should I do?"

|  |  |  |  |
| --- | --- | --- | --- |
| **My personal value system** | | **A specific code of ethics** | **Potential resolution** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Activity***

**In your own words, explain the importance to be ethical in regards with the following situations:**

***Productivity***

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

***Accountability***

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

***Attendance***

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

***Delivery of work on time***

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

***Self-Knowledge as a worker in a specific work position***

Everyone has both strengths and weaknesses – it’s simply a part of being human. Accept that and you’ll be way ahead of the game. Because of that fact, ignoring them, avoiding them or pretending you don’t have them is by far the worst thing you can do. Hiding a problem doesn’t make the problem go away. Learn how to identify and understand your weaknesses and how to properly communicate them to others.

***Using a SWOT analysis in your career enhancement planning***

A key tool in the strategic planning process can also be applied to career planning. This tool is a marketing analysis using the SWOT technique. A SWOT analysis focuses on the internal and external environments, examining strengths and weaknesses in the internal environment and opportunities and threats in the external environment. Imagine your SWOT analysis to be structured like the table below:

**SWOT Analysis**

|  |  |  |
| --- | --- | --- |
| **I**  **N**  **T**  **E**  **R**  **N**  **A**  **L** | **Your Strengths** | **Your Weaknesses** |
| **E**  **X**  **T**  **E**  **R**  **N**  **A**  **L** | **Opportunities in Your Career Field** | **Threats in Your Career Field** |

To construct your own SWOT analysis to set a course for your career enhancement and your performance within the team which you are currently functioning in examine your current situation. What are your strengths and weaknesses? How can you capitalise on your strengths and overcome your weaknesses? What are the external opportunities and threats in your chosen career enhancement?

|  |  |  |
| --- | --- | --- |
| **I**  **N**  **T**  **E**  **R**  **N**  **A**  **L** | **Strengths**  Internal positive aspects that are under control and upon which you may capitalize in planning  ·Work Experience  ·Education, including value-added features  ·Strong technical knowledge within your field (e.g. hardware, software, programming languages)  ·Specific transferable skills (e.g., communication, teamwork, leadership skills  ·Personal characteristics (e.g., strong work ethic, self-discipline, ability to work under pressure, creativity, optimism, or a high level of energy  ·Good contacts/successful networking  ·Interaction with professional organizations | **Weaknesses**  Internal negative aspects that are under your control and that you may plan to improve  ·Lack of Work Experience  ·Lack of goals, lack of self-knowledge, lack of specific job knowledge  ·Weak technical knowledge  ·Weak skills (leadership, interpersonal, communication, teamwork)  ·Weak job-hunting skills  ·Negative personal characteristics (e.g., poor work ethic, lack of discipline, lack of motivation, indecisiveness, shyness, too emotional |
| **E**  **X**  **T**  **E**  **R**  **N**  **A**  **L** | **Opportunities**  Positive external conditions that you do not control but of which you can plan to take advantage  ·Positive trends in your field that will create more jobs (e.g., growth, globalization, technological advances)  ·Opportunities you could have in the field by enhancing your education  ·Field is particularly in need of your set of skills  ·Opportunities you could have through greater self-knowledge, more specific job goals  ·Opportunities for advancement in your field  ·Opportunities for professional development in your field  ·Career path you've chosen provides unique opportunities  ·Geography  ·Strong network | **Threats**  Negative external conditions that you do not control but the effect of which you may be able to lessen  ·Negative trends in your field that diminish jobs (downsizing, obsolescence)  ·Competition from your cohort of college graduates  ·Competitors with superior skills, experience, knowledge  ·Competitors with better job-hunting skills than you  ·Competitors who went to schools with better reputations.  ·Obstacles in your way (e.g., lack of the advanced education/training you need to take advantage of opportunities)  ·Limited advancement in your field, advancement is cut-throat and competitive  ·Limited professional development in your field, so it's hard to stay marketable  ·  Companies are not hiring people with your major/degree |

To further refine your list of Strengths, Weaknesses, Opportunities, and Threats, you may also want to ask yourself some critical questions such as:

***Strengths***

* What are your advantages?
* What do you do well?
* Why did you decide to enter the field you will enter upon graduation?
* What were the motivating factors and influences?
* Do these factors still represent some of your inherent strengths?
* What need do you expect to fill within your organization?
* What have been your most notable achievements?
* To what do you attribute your success?
* How do you measure your success?
* What knowledge or expertise will you bring to the company you join that may not have been available to the organization before?
* What is your greatest asset?

***Weaknesses***

* What could be improved?
* What do you do badly?
* What should you avoid?
* What are your professional weaknesses?
* How do they affect your job performance? (These might include weakness in technical skill areas or in leadership or interpersonal skills.)

***Opportunities***

* Where are the promising prospects facing you?
* What is the "state of the art" in your particular area of expertise?
* Are you doing everything you can to enhance your exposure to this area?
* What formal training and education can you add to your credentials that might position you appropriately for more opportunities?
* How quickly are you likely to advance in your chosen career?
* Useful opportunities can come from such things as:
  + Changes in technology and markets on both a broad and industry-specific scale
  + Changes in government policy related to your field
  + Changes in social patterns, population profiles, lifestyle changes, etc.

***Threats***

* What obstacles do you face?
* Are the requirements for your desired job field changing?
* Does changing technology threaten your prospective position?
* What is the current trend line for your personal area of expertise?
* Could your area of interest be fading in comparison with more emergent fields?
* Is your chosen field subject to internal politics that will lead to conflict?
* Is there any way to change the politics or to perhaps defuse your involvement in potential disputes?
* How might the economy negatively affect your future company and your work group?

***Activity – On your Own***

You are required to draw up your own SWOT analysis based on your current team performance in your organisation. You need to reflect on your own performance by yourself as well as ask the input from your direct supervisor/team leader/manager. By using the input from external factors you will gain valuable input on certain areas which you may be bias to. You can use information derived from direct questioning, team performance evaluations as well as peer evaluations. Use the blocks on the following pages to complete your information, according to the source which you gathered it from. Once you have completed them, you need to consolidate them and then give feedback to the class. Because we are currently working towards a Team-orientated unit standard, try to focus your attention on your skills related to the specific topic, especially when you consult with others.

Own information

|  |  |
| --- | --- |
| Strengths | Weaknesses |
| Opportunities | Threats |

Peer information

|  |  |
| --- | --- |
| Strengths | Weaknesses |
| Opportunities | Threats |

Supervisor/Manager/Team Leader information

|  |  |
| --- | --- |
| Strengths | Weaknesses |
| Opportunities | Threats |

Consolidated Information

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| **Opportunities** | **Threats** |

Performance feedback is the constructive and systematic review of performance improvement and competence development over a specific period of time. It is a review of the evaluation process as well as the individual’s performance.

***Business Work Performance***

A survey can be used to successfully gather business performance information. This will determine the effectiveness or progress of the business as a whole, and will demonstrate an honest perspective of a business. It is important that the questions in the survey are relevant to the business’s objectives. Below is an example of a business work performance survey that can be used to evaluate the business. The questions may be changed to suit the individual business’s area of responsibility about a specific aspect or project.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BUSINESS WORK PERFORMANCE SURVEY** | | | | |
| Business | | | | |
| Name | | Date | | |
| Please answer the following questions honestly | | | | |
| No | Question | | Yes | No |
| 1 | Do the business’s activities demonstrate a clear focus and understanding of the business’s goals for the year? | |  |  |
| 2 | Does the business experiment with new ideas and demonstrate a creative approach? | |  |  |
| 3 | Is the business accomplishing its objectives on schedule and within the allocated budget? | |  |  |
| 4 | Are the roles and responsibilities of each employee clear and does each employee understand what is expected of him or her? | |  |  |
| 5 | Are the business’s policies and procedures defined and supported by all employees? | |  |  |
| 6 | Are employee’s knowledge, skills and talents put to good use? | |  |  |
| 7 | Are employees working together and is there a strong sense of team spirit? | |  |  |
| 8 | Do employees deal with disagreements openly and constructively? | |  |  |
| 9 | Is the day-to-day communication among employees frequent, honest and effective? | |  |  |
| 10 | Does the business identify and solve its own problems and do they make effective decisions in doing so? | |  |  |

***Peer Work Performance***

Colleagues can also evaluate each other’s skills and interactions in the business. These results are kept confidential and discussed privately with each employee. This survey will determine the effectiveness or progress of individuals in the business, as peer feedback demonstrates an honest perspective of the individuals within a business. It is important that the questions in the survey must be relevant to the business’s objectives. Once the results are collated a summary can be made and general feedback can be given. An example of a survey that could be used to evaluate peer feedback in the business is given below. The questions may be changed to suit the individual business’s area of responsibility about a specific aspect or project.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PEER PERFORMANCE SURVEY** | | | | |
| Business | | | | |
| Employee | | Date | | |
| Please answer the following questions honestly | | | | |
| No | Question | | Yes | No |
| 1 | Does he/she stay focused on the objectives of the current project? | |  |  |
| 2 | Does he/she involve everybody in the business? | |  |  |
| 3 | Does he/she try to motivate others in the team? | |  |  |
| 4 | Does he/she delegate; ask for help from others when needed? | |  |  |
| 5 | Does he/she remain open to suggestions? | |  |  |
| 6 | Does he/she keep to target dates and set deadlines? | |  |  |
| 7 | Are you informed of delays? | |  |  |
| 8 | Are you informed of the progress of current projects? | |  |  |
| 9 | Does he/she maintain a positive attitude? | |  |  |
| 10 | Does he/she try to enhance team performance by portraying leadership qualities? | |  |  |

***Performance Review and Feedback***

***Reasons and importance***

It is important for everyone to be involved in feedback for the following reasons:

* Information gathered in the evaluation process can be conveyed in such a way that it leads to the reinforcement of good performance.
* Areas of weakness can be highlighted positively in order to encourage and stimulate improvement.
* Feedback allows an opportunity to discuss performance detractors and possible solutions.
* Feedback will allow for follow up and/or remedial steps to be taken.
* Feedback can be a valuable tool to determine future promotions of staff.

Feedback information can be obtained from various sources such as the following:

* Task rosters - this is a checklist of duties to be carried out in the business.
* Collecting objective incidences of performance from sales records and productivity information
* Taking note of what employees are doing correctly or incorrectly and keeping a record for each employee
* Taking note of written and spoken comments from customers about the employees’ performance and behaviour
* Collecting the customer satisfaction ratings that relate to the employees’ area of responsibility

Consider the following guidelines in giving effective feedback on performance reviews in your area of responsibility:

1. Performance feedback is a two-way discussion between the participant and the manager.
2. Feedback should be open and honest. Discussion of important, negative or sensitive areas should not be avoided.
3. Feedback should focus on behaviour rather than personality. Describe the correct behaviour specifically. The employee will know exactly what is expected and this will reinforce the correct behaviour.
4. Feedback, whether positive or negative, should be constructive.
5. Feedback should lead to an action plan, the results of which will be reviewed and follow up.
6. Feedback should be specific, clear and consist of concrete examples.
7. Feedback should be delivered as soon as possible after the event.
8. Praise employees if they do a requested task well. Let them know that their achievement means something.

***Your Personal Development Plan***

The Personal Development Plan is the document that the manager and employee jointly develop at the beginning of the assessment period which sets out the employee's career aspirations as well as training and learning objectives and targets for the year. The purpose of the PDP is twofold. First, it ensures that the employee maintains the current level of job proficiency through continued training and developmental activities. Secondly, the employee charts a career path by identifying new knowledge, skills and abilities to pursue, as well as learning activities needed to reach the established goals.

Following is a breakdown of the level of competencies which when assessing competence on a persons’ team-working skills. Identify the areas which you have gathered in the SWOT analysis, which are not expert or good (as rated below) and then use them as the matters for your personal development plan.

***Team-working Skills***

**Expert-** able to work well in almost any team and achieve outcome, able to perform many “team roles”

**Good -** able to work well in a team of people and to perform a number of “team roles”

**Competent -** able to work in a team of people I know and to perform a number of “team roles”

**Limited -** able to work well in a team in one or two given roles, but not able to perform others

**Poor -** dislike working in teams and find it stressful, do not find it easy to participate at all

**Untested -** have never worked in a team before to complete a common objective

Once you have set your goals, you should then look at the Development Opportunities part of the site, to decide the best activities to undertake in order to achieve your target. Record this on your Personal Development Plan and don’t forget when you undertake your activity to record it on the appropriate assessment template from the website. The reference number that you give this record should go into the “evidence column” to help you find it in the future.

You must also record your measurement criteria. This should be whatever is appropriate for you and for the activity that you have undertaken. For example the criteria for Written Skills might be as diverse as “to get an article published in the College Magazine” to “getting a B for my next written/project assignment”. Don’t forget to give yourself a realistic deadline for achieving your target in column 6.

Having diagnosed yourself and choosing to change yourself through self-development, consider the following guidelines:

* Write down your goal in a measurable form and give yourself a deadline
* Armed with some goals, set about designing yourself a learning programme and finding the appropriate resources. This depends on what you want to learn
* Learning is a social affair – you need feedback, encouragement and the help of friends to pinpoint your goals, devise your learning programmes and to keep you going. Encourage this support
* Commit to keep on with your learning programme. Be persistent and persevere
* Assess yourself against your goals. How well are you doing? If you set lots of learning sub-goals, these make good points at which to test yourself. This point takes you back to the first. Testing yourself leaves you feeling satisfied – in which case you stop learning – or dissatisfied, in which case you carry on, heading for the next target.

***Steps in Preparing a Development Plan –*** These steps will assist you

1. Your long-term goal.
2. The business stops along the way that you will have to make in order to get the necessary skills and knowledge. It is often best to do this backwards. For example, what positions should you hold so that you learn the necessary business skills and for how long? What position should you hold before that, and for how long? What position should you hold before that, and for how long? And you keep asking that question until you end up at the job you are in now. That will give you your **time line.**
3. You then need to identify what skills and qualifications you would need to achieve for each position. For example, what skills do you need to have to be truly effective in your current job? Then what skills and qualifications will you need in order to be considered for promotion to the next job. What will you need to be able to do in order to be truly competent in that job? Then what skills and knowledge do you need to have in order to be considered for your next promotion? And so on, until you get to what you need to know and do in order to achieve your final business goal.
4. Who needs to know what you want to achieve? Who can help you to get the skills and knowledge you need at each step along the way? Who will make it possible for you to get the training and education you need? Who can help you to achieve your first promotion, and how can you obtain their support? Can you identify a mentor who will take you through your business development on a long-term basis? How will you get this person’s support and long-term commitment?

***Consideration Factors -*** The following factors might impact on your development plan:

* Company restructuring might have either a positive or a negative impact on what you want to achieve. Keep your eye out for opportunities and take advantage of them. Also be aware of threats and take appropriate action. The worst thing you can do is sit around and wait for someone else to take charge of your career. The best person to manage your career is you, because you are the only person who really cares about it!
* New developments in the business may provide you with opportunities to make faster progress than you might have anticipated. Make sure that you stay aware of these developments and apply for jobs that move you along your business path.
* Support from managers in the company: It is important that you make a concerted effort to win the support of key people who can help you achieve what you want to achieve. You do this by finding ways to add value – provide support and information to these people, and never underestimate your ability to add value to someone else’s work.
* New training opportunities might speed up your progress, so join a professional business organisation aligned to your business path so that you can get their publications and newsletters.

***My Personal Development Plan***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Column 1** | **Column 2** | **Column 3** | **Column 4** | **Column 5** | **Column 6** | **Column 7** |
| **Skill** | **Current**  **Proficiency** | **Target**  **Proficiency** | **Development Opportunity** | **Criteria For**  **Judging Success** | **Time Scale** | **Evidence** |
| **Priority No 1** |  |  |  |  |  |  |  |
| **Priority No 2** |  |  |  |  |  |  |  |
| **Priority No 3** |  |  |  |  |  |  |  |

***M***

***y own role within the organisation***

The organisational structure in business is a formal arrangement of jobs. It indicates how different positions relate to one another and who is responsible for certain tasks. This arrangement tends to have the effect that more is done by fewer people with a higher level of satisfaction. The following might also be achieved:

* Ensuring that all the important work that is necessary to achieve objectives is done
* To eliminate or minimise overlapping or duplication
* To match the skills and training of workers with the needs of the business

Let’s take a look at some organisational organograms:

***The Restaurant***

***The Garage***

***The Supermarket***

As seen in the diagrams above, all organisations have some form of staff hierarchy, also known as an organogram. These diagrams not only depict the various positions that are held by the staff in the organisation but also their hierarchy in the entire staff compliment of the organisation. Organograms also assist with the planning of staff duties and roles they play in the organisation, according to the position that they fill.

These are important to ensure that the duties can be allocated in accordance with the requirements of the organisation to ensure that all the duties required to run the organisation can be allocated to a position, and a person who is appointed in that position.

In order to understand the finer workings of an organisation, you need to study the organogram and find the various positions in the company. From there, a breakdown in duties can be done, according to the positions which are held by the staff in the company.

Use the space given below to create an organogram of your company, or your specific department. Below each of the positions you identify, you need to shortly discuss the duties of that person, in the organisation. Make sure that your current position is also portrayed in the organogram.

***On your own (90 minutes)***

***Organogram for***

Explain your position in the organisation, relating directly to your job specification and breakdown:

***Values and Attitudes - The Business’ code of ethics and conduct***

***Living the company’s Values***

Our values guide everything we do in our company, whether it's strategic planning, day-to-day decision making or the way we treat customers and others with a stake in the company.

These values are:

***Professionalism***

We will be recognised as having the highest professional standards. Our employees and representatives will possess superior knowledge and skills for the benefit of our customers, investors and other stakeholders. Our professionalism will show in every aspect of our business conduct, including behaviour, language, appearance and attire.

***Real value to our customers***

We are here to satisfy our customers. By providing the highest quality products, services, advice and sustainable value, we will ensure our customers receive excellent solutions to meet their individual needs.

***Integrity***

All of our dealings are characterised by the highest levels of honesty and fairness. We develop trust by maintaining the highest ethical practices.

***Demonstrated financial strength***

Our customers, investors, and other stakeholders depend on us to be here in the future to meet our financial promises. We earn this faith by maintaining sustained sales, a healthy earnings stream, and superior performance results, consistent with a prudent investment management philosophy.

***Employer of choice***

Our employees will determine our future success. In order to attract and retain the best and brightest employees, we will invest in the development of our human resources and reward superior performance.

***Ethics in the Workplace***

We cannot have a positive and productive workplace unless we treat each other with respect and trust. Each of us has to help create and maintain a healthy, secure environment that values employee contributions and encourages learning.

***Reward performance and ability***

We value diversity and treat all individuals with dignity. We hire and promote employees on the basis of ability and reward them on the basis of performance. We respect individual rights to privacy and comply with employment laws at all times.

***Treat others with respect***

We give co-workers the same respect and service we give customers. We need to be open and honest when we communicate with each other in the business. It's one way to ensure quality in everything we do. Abusive, threatening and violent behaviour are prohibited.

***Keep your workplace safe***

We must provide a safe and healthy work environment for all employees. Protection of employees from injury or occupational illness is a significant ongoing commitment of the business. This commitment to health and safety involves co-operation and support of every manager and employee of the business. You have a responsibility to help ensure the business is complying with health, safety and environmental laws and regulations by reporting accidents, potential hazards and other concerns immediately to the manager.

***Keep your workplace secure***

It is critical that we protect both individual and business property and assets. While the business takes security measures, we must all be part of the process. If you know of any situation or incident that could lead to the loss, misuse or theft of business or individual property, report it immediately to a manager or security personnel.

***Behave professionally at all times***

It is important to behave responsibly when representing the business or attending business events. You must represent the business in a positive manner when dealing with clients and potential clients, and in all business activities. It is expected that those who choose to drink alcohol at business or employee-sponsored events will do so in moderation.

***In Pairs (at least 2 hours)***

You are required to study your organisations’ Code of Ethics and Code of Conduct and then define the values and attitudes that the organisation requires its’ staff to maintain. Once you have identified those, then you are required to match those up by identifying the code of conduct and code of ethics which a team leader has to portray. Make use of the table below to complete your answers. Once completed, prepare to give the rest of the class feedback.

|  |  |  |  |
| --- | --- | --- | --- |
| **Company Codes** | | **Team Leader requirements** | |
| **Priority** | **Code described** | **Priority** | **Qualities required** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |

***T***

***he dynamics within a specific group***

***The Team Leader***

There are several ways in which the team leader can contribute to creating a positive climate in the team. One of the most powerful forces to put forward in co-operation with team members is an exciting vision/purpose of what the team is to achieve. Once the vision is developed, it needs to be referred to often in front of the team members as a reminder of what they wish to accomplish. The team leader, where possible, should help select or influence the composition of the team. Selection should be based on the willingness of people to work in a team as well as the people skills and technical resources they are able to bring to the team.

The team leader can provide the leadership to help the team develop an understood and accepted set of principles that will contribute to its success. Included in this set of principles should be norms for operating in the group, criteria for evaluating success, standards for determining quality of performance, and an identified reward system to recognise the team's successes.

***Role of the Team Leader***

In order for the team to effectively function and maintain good communications, there needs to be a designated leader. The team members may appoint one of the as the team leader. This leadership role can be challenging in that the leader will need to provide structure and support while still being a team member. To accomplish this task, the leadership responsibilities must be viewed differently from those of a traditional manager. Key words for describing this leadership role are guiding, stimulating, coaching, and co-ordinating.

***Guidance***

The team leader directs the discussion and provides structure for planning and action to take place.

***Stimulation***

The team leaser reinforces productive team efforts. He continues to check and receive feedback to determine if all team members are actively involved.

***Coaching***

Coaching may be done one-on-one and in groups with other team members by giving feedback, asking if they are having problems, giving helpful suggestions, and recommending outside resources that can be helpful in alleviating the problem. Coaches do not repress conflict but manage it so that a constructive solution is found.

***Co-ordinating***

Co-ordinating will involve improving communication and feedback among team members through improving the work environment, controlling the operational climate, and in general, indirectly doing things that help to produce a cohesive, finely tuned working team. A successful team leader is skilled at dealing with feelings of people along with practical methods of effective problem solving.

The leader needs to use an approach that encourages team member participation to make decisions that affect the group. The skills most needed by the team leader are: linking together individuals who can contribute, bringing clarity to objectives, building a climate that is both supportive and confronting, ensuring that work methods are satisfying and effective, and setting an environment that encourages and allows for the discussion of all relevant issues

***Roles of Team Members***

The essential roles that a team member must perform may take some time to become part of his or her behaviour, since much of their previous training and work experience has stressed competition and individual accomplishment. In a team situation, each member must be interdependent.

Every member needs the other members' expertise, experience, and energy to achieve mutual goals. Team member roles function in two ways:

1. Building a harmonious group
2. Co-ordinating task accomplishments

***Essential Team Roles***

***Involving role***

One member initiates action. A team member may motivate others by getting them involved in an idea or problem. The involving role consists of asking questions of other members to "bring out" or stimulate each team member.

***Listening role***

A member listens actively (nodding, leaning forward), expressing that he/she is really hearing what is being said. Active listeners encourage group members to express themselves.

***Supporting role***

A team member gives an added dimension to good ideas by their support. The team member strengthens confidence and trust by supporting and encouraging others

***Compromising role***

One member gives up something for problem solving to take place. Compromising can lead to team productivity. It is a role that is necessary for co-operation and collaboration

***Productive Team Characteristics***

When people working together as a team follow these steps, communication, trust, and productivity will greatly increase among them:

* Team members listen and pay attention to one another
* People discuss the subject at hand and are willing to work through conflict as opposed to avoidance of conflict.
* Everyone has a chance to state his or her views
* Members know and use problem-solving steps
* Members are clear about group decisions and are committed to them
* Frequent feedback is given to help members stay focused on team goals

***Effectiveness of the team***

If the team leader and/or team members lack effective communication skills, it will be difficult to establish real trust until team members feel comfortable in expressing their feelings, ideas, and concerns.

The lack of effective open communication among team members can lead to avoidance and/or oppression of conflict. When this happens, the team can lose its effectiveness as a group in drawing upon the knowledge, experiences, and ideas of all team members to come up with the best solutions to accomplish the team objectives.

Team members need to understand that conflict is a part of every group and learning to manage it will lead to more productive and satisfied team members and a greater exchange of ideas

***Efficiency of Team***

* Increased communications
* Leads to greater trust among team members
* Leads to greater exchange of ideas
* Leads to more creative thinking
* Leads to greater productivity
* Leads to better solutions
* Leads to more accomplishment by team members

***CRITERIA FOR MEASURING AN EFFECTIVE TEAM***

* The climate is warm, accepting, non-threatening
* Learning is a co-operative process
* Involvement and interaction
* Shared leadership roles
* Team sessions are enjoyable
* Material is used constructively
* Evaluation is part of team functioning
* Members come prepared and attend regularly
* Members want to grow and develop
* Members focus on goals and targets and how to reach them

***Team or group dynamics***

Team performance can best be evaluated if the team develops a model of excellence against which to measure its performance.

***Team Effectiveness***

* When evaluating how well team members are working together, the following statements can be used as a guide: Team goals are developed through a group process of team interaction and agreement in which each team member is willing to work toward achieving these goals.
* All team members actively show participation and roles are shared to facilitate the accomplishment of tasks and feelings of group togetherness.
* Members freely ask and give feedback as a way of evaluating the team's performance and clarifying both feelings and interests of the team members. When feedback is given it is done with a desire to help the other person.
* Team decision making involves a process that encourages active participation by all members.
* Leadership is distributed and shared among team members and individuals willingly contribute their resources as needed.
* Problem solving, discussing team issues, and critiquing team effectiveness are encouraged by all team members.
* Conflict is not suppressed. Team members are allowed to express negative feelings and confrontation within the team that the team members manage and deal with. Dealing with and managing conflict is seen as a way to improve team performance.
* Team member resources, talents, skills, knowledge, and experiences are fully identified, recognised, and used whenever appropriate.
* Risk taking and creativity are encouraged; when mistakes are treated as a source of learning rather than reasons for punishment.

***Characteristics of a Good Team***

* High level of interdependence among team members
* The team leader has good people skills and is committed to the team approach
* Each team member is willing to contribute
* The team develops a relaxed climate for communication
* Team members develop a mutual trust
* The team and individuals are prepared to take risks
* The team is clear about goals and establishes targets
* Team member roles are defined
* Team members know how to examine team and individual errors without personal attacks
* The team has capacity to create new ideas
* Each team member knows he can influence the others

The team leader should be the liaison between the team and upper management. The team leader needs to know and work with upper management to obtain a full commitment from them in support of the team's program. Team members must realise that they have a major responsibility to make maximum use of the resources and support provided.

The team leader can encourage team member growth and should be willing to take some risk by having members whose resources are relevant to the immediate task provide the leadership. The team leader should be fair, supportive, and recognised by team members as one who can make final judgments, work with top management, and give direction to the team as needed.

As team members build commitment, trust, and support for one another, it will allow them to develop and accomplish desired results. This commitment, trust, and self-determination by each team member are critical in achieving a sustained high level of performance.

Team members will learn to appreciate and enjoy one another for what they are and will help keep one another on track. The team will have developed its working methods so that they become an informal set of guidelines.

***G***

***roup Project***

As a group you are required to conduct a project where you need to identify the ethics within your organisation and then make recommendations for the improvement thereof. Make use of the following guidelines to prepare yourself before conducting the study of the individuals and systems within your organisation. Your project must be presented in written format as a report and include the following areas:

1. Current organisational relationships between personal values, organisational ethics, and the entity's culture
2. The complexity of the conflicts between personal values and the entity's values and ethical codes
3. The imperatives for ethical conduct in South African organisations are identified within the organisation (acts, regulations, codes and other documents relevant to the entity)
4. 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)
5. An implementation plan is prepared that described the strengthening of the entity's values, code of conduct and ethical practices in the unit.
6. 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.
7. 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.
8. 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.

**You are now ready to go through a check list. Be honest with yourself.**

# Tick the box with either a √ or an X to indicate your response.

# I am able to explain the relationship between values, ethics and organisational culture and its impact on achieving goals and objectives

# I am able to apply the concept of corporate ethics to a unit

# I am able to analyse the unit in relation to the principles of corporate ethics

# I am able to formulate recommendations for promoting organisational values, the code of conduct and ethical practices within a unit and entity



# You must think about any point you could not tick. Write this down as a goal.

# Decide on a plan of action to achieve these goals. Regularly review these goals.