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| **FURTHER EDUCATION AND TRAINING CERTIFICATE: INFORMATION TECHNOLOGY: SYSTEMS DEVELOPMENT**  **ID 78965 LEVEL 4 – 165 CREDITS** |
| **LEARNER WORKBOOK**  **SAQA: 14920**  **PARTICIPATE IN GROUPS AND/OR TEAMS TO RECOMMEND SOLUTIONS TO PROBLEMS** |

**Learner Information:**

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| **Details** | **Please Complete this Section** |
| Name & Surname: | Mila Ngewu |
| Organisation: | NMB iHUB |
| Unit/Dept: | ICT |
| Facilitator Name: | Anneline Nombeko |
| Date Started: | 19 October 2023 |
| Date of Completion: | 20 October 2023 |

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**OVERVIEW**

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| **About the Learner Workbook** | This Learner Exercise Workbook has been designed and developed to evaluate learners’ level of understanding of the  **PARTICIPATE IN GROUPS AND/OR TEAMS TO RECOMMEND SOLUTIONS TO PROBLEMS.** It forms part of a series of Learner Workbooks that have been developed for **FURTHER EDUCATION AND TRAINING CERTIFICATE: INFORMATION TECHNOLOGY: SYSTEMS DEVELOPMENT ID 78965 LEVEL 4 – 165 CREDITS** | | |
| **Purpose** | The purpose of this Learner Exercise Workbook is to evaluate learners understanding on the specific outcomes and/or assessment criteria of the following SAQA Registered Unit Standards: | | |
| **US NO** | **US TITLE** | **LEVEL** | **CREDITS** |
| **14920** | **PARTICIPATE IN GROUPS AND/OR TEAMS TO RECOMMEND SOLUTIONS TO PROBLEMS** | **4** | **3** |
| **Context** | This assessment represents the Formative Assessment component of the **FURTHER EDUCATION AND TRAINING CERTIFICATE: INFORMATION TECHNOLOGY: SYSTEMS DEVELOPMENT ID 78965 LEVEL 4 – 165 CREDITS** and should be completed in the classroom/training room. | | |
| **Resources** | The following are resources needed for this assessment:   1. Learner Guide; and 2. Assessment Preparation. | | |
| **Instructions to Facilitators** | Facilitators will be required to:   * Explain the completion of the workbook to each learner; and * Interview the learner on similar questions, should he/she not be able to write. | | |
| **Instructions to Learners** | Learners will be required to:   * Complete the workbook as per the instructions; * Ensure that all questions are completed; * Ensure that the completion of the workbook is their own work; * Ensure that all annexure are attached to the workbook and clearly referred to; | | |
| **Assessment Time** | Learners are required to complete this assessment within the allocated time frame of.... hours. | | |
| **Total Mark** | This formative assessment carries a total mark of **\_ points**. In order to meet the pass mark, learners are required to achieve a minimum of **80%** of the total marks. | | |
| **Equipment** | Learners are required to have the following equipment in order to complete this workbook:   * Pen and Pencil; * Ruler; and * Exam Pad – for additional paper. | | |

# **GENERAL INFORMATION**

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| **LEARNER DETAILS** | | |
| **Learner Full Names** | **Mila Mihlali Ngewu** | |
| **Learner ID No.:** | **9909106615804** | |
| **Organisation:** | **NMB iHUB** | |
| **Unit/Dept:** | **ICT** | |
| **Contact Details:** | **Telephone /Cell Numbers:** | **Email Address:** |
| **0823655804** | **ngewumila007”gmail.com** |
| **WORKSHOP DETAILS** | | |
| **Workshop Venue:** | **Nelson Mandela Bay iHUB** | |
| **Facilitator Name:** | **Anneline Nombeko** | |
| **Date Started:** | **19 October 2023** | |
| **Date Completed:** | **20 October 2023** | |

# **ASSESSMENT PREPARATION CHECKLIST**

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| **DESCRIPTION** | **YES** | **NO** | **COMMENTS/CONTINGENCY** |
| This assessment is a formative assessment and it is based on the outlined unit standard/s for the **Participate in groups and/or teams to recommend solutions to problems** module. | ✔ |  |  |
| Your assessment evidence for **Participate in groups and/or teams to recommend solutions to problems** module needs to be submitted on....... (day) of...............(month)...........(year) at the following address/place................................................................ | ✔ |  |  |
| You will be assessed based on the outlined Unit Standards. The assessment activities are linked to specific outcomes/assessment criteria of the outlined Unit Standards. | ✔ |  |  |
| To determine your competence level, the following are the methods to be used for this assessment:   1. ..................................................... 2. ..................................................... | ✔ |  |  |
| To be declared competent on **Participate in groups and/or teams to recommend solutions to problems** module (formative assessment), you should have obtained at least 80% of the total mark of this assessment. | ✔ |  |  |
| You will be provided with detailed feedback on your performance of this assessment as follows:   1. Written Feedback 2. Verbal Feedback | ✔ |  |  |
| Should you be declared “not yet competent” on this assessment, you will be entitled for re-assessment opportunity/ies. | ✔ |  |  |
| You will be required to re-submit evidence (only for areas) you were declared not yet competent. A date for re-submission will be agreed with the assessor. | ✔ |  |  |
| You will be entitled to lodge an appeal should you not be satisfied with the assessment decision of your assessment. | ✔ |  |  |
| You will be required to provide the assessor feedback on assessment procedure – this is to assist in improving the assessment practices. | ✔ |  |  |
| Your results of assessment and portfolio of evidence information will not be provided to any person without your written consent. | ✔ |  |  |

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| **Learner’s Declaration** | | | |
| I Mila Ngewu herewith declare that I am ready for the assessment, that we have reviewed the assessment preparation and plan, I understand the assessment process and I am happy that the assessment will be conducted in a fair manner. | | | |
| **Learner Signature:** | **Date:** | **Facilitator Signature:** | **Date:** |
|  | **19 October 2023** |  | **19 October 2023** |

**Learning Unit1**

**UNIT STANDARD NUMBER :** 14920

**Participate in groups and/or teams to recommend solutions to problems**

**LEVEL ON THE NQF :** 4

**CREDITS :** 3

**FIELD :** Physical, Mathematical, Computer and Life Sciences

**SUB FIELD :** Construction Information Technology and Computer Sciences

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| **PURPOSE:** | This unit standard is intended:  to provide fundamental knowledge of the areas covered?  for those working in, or entering the workplace in the area of Business and Organisational Communication ?  as additional knowledge for those wanting to understand the areas covered  People credited with this unit standard are able to:?  Contribute to team problem solving?  Contribute to group and/ or team function  The performance of all elements is to a standard that allows for further learning in this area. |
| **LEARNING ASSUMED TO BE IN PLACE:** | |
| The learner should have the competence to communicate in English (or the applicable language) at least at NQF level 3. | |

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| **SESSION 1.**  **Contribute to team problem solving** |
| **Learning Outcomes** |
| * 1. Contributions made are relevant to, and focussed on, subject matter and group/ team objectives. * 2. Contributions to problem solving are made in a range of decision making processes and contexts. * 3. Contributions to decision making are made on the basis of available data and are made objectively. * 4. Contribution utilises verbal and non-verbal feedback to show interest and opinion, and to encourage contributions from others. |

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| http://3.bp.blogspot.com/_0EodaYtqevU/TMun5XOj03I/AAAAAAAAAIU/lzrnWelQjgc/s1600/group-discussion.jpg | **Answer the following questions according to the instructions provided** |

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| **Activity** | **Questions Description** | **Mark** |
| **1** | **Identify major issues that teams face** | **5** |

1. Goals, purpose, and mission
2. Roles and responsibilities
3. Relationships
4. Leadership
5. Power and influence

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| **Activity** | **Questions Description** | **Mark** |
| **2** | **Describe and explain how one can contribute to team problem solving** | **10** |

Contributing to team problem solving involves actively participating in the collaborative process of identifying, analyzing, and resolving issues or challenges. Here are several key steps and strategies to effectively contribute to team problem solving:

**Active Listening:**

Listen attentively to team members and ensure a thorough understanding of the problem at hand.

Demonstrate empathy and respect for others' perspectives, fostering a positive and collaborative atmosphere.

**Ask Clarifying Questions:**

Seek clarification on any uncertainties or ambiguities surrounding the problem.

Encourage open communication by asking questions that prompt deeper exploration of the issue.

**Share Relevant Information:**

Contribute information that may be crucial to understanding the problem or finding a solution.

Be transparent about your knowledge, experiences, and any relevant data that might aid the team.

**Express Your Ideas Clearly:**

Articulate your thoughts and ideas in a clear and concise manner.

Use effective communication skills to convey your suggestions or insights to the team.

**Collaborate and Build on Others' Ideas:**

Encourage a culture of collaboration by building upon the ideas of your team members.

Avoid dismissing ideas outright; instead, offer constructive feedback and suggestions for improvement.

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| **Activity** | **Questions Description** | **Mark** |
| **3** | **Describe the suitability of the Nominal Group Technique (NGT) in problem solving.** | **5** |

The Nominal Group Technique (NGT) is highly suitable for problem-solving situations where structured collaboration and prioritization of ideas are essential. NGT combines the advantages of group interaction with individual reflection, allowing participants to generate and evaluate ideas independently before sharing them. This method is particularly effective in preventing the domination of discussions by a few individuals, ensuring that all team members have an equal opportunity to contribute. By providing a structured process for idea generation, clarification, and ranking, NGT helps streamline decision-making and facilitates consensus-building. Its emphasis on anonymity during certain stages encourages even the more reserved team members to voice their opinions without fear of judgment. Overall, NGT is a valuable tool for teams seeking a systematic and inclusive approach to problem solving, fostering creativity while maintaining a structured framework for efficient decision-making.

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| **SESSION 2.**  **Contribute to group and/ or team functions.** |
| **Learning Outcomes** |
| * 1. Contribution supports the group in terms of complying with group/ team decisions, sharing responsibility for group/ team problems, and sharing credit for group/ team successes. * 2. Contribution overcomes obstacles and ensures that the team function is consistent with team objectives and agreed rules for team member behavior. * 3. Contributions made to the team's selection and use of techniques match the task requirements. * 4. Contribution monitors own behavior in order to accommodate team dynamics. * 5. Contribution ensures that delegated duties are carried out to team requirements. * 6. Contribution ensures that allocated tasks are carried out in a manner that reinforces the work of the team and contributes to the achievement of team objectives. * 7. Contribution presents outcomes and findings from allocated tasks in a manner that maximises their value to the team. |

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| **Activity** | **Questions Description** | **Mark** |
| **4** | **Outline the benefits of working as a team** | **5** |

**Diverse Perspectives:**

Teams bring together individuals with diverse backgrounds, skills, and experiences, providing a rich pool of perspectives and ideas.

**Increased Creativity and Innovation:**

Collaboration stimulates creativity as team members brainstorm, share ideas, and build upon each other's insights, leading to innovative solutions.

**Enhanced Problem Solving:**

Teams can tackle complex problems more effectively by combining the strengths and knowledge of multiple individuals, offering a wider range of potential solutions.

**Improved Decision Making:**

Group decision-making often results in more well-rounded and informed choices, as team members can provide different viewpoints and considerations.

**Mutual Support and Motivation:**

Working together fosters a sense of camaraderie, mutual support, and motivation. Team members can encourage each other, share the workload, and celebrate successes together.

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| **Activity** | **Questions Description** | **Mark** |
| **5** | **Briefly outline the qualities that can make one contribute effectively to a group and/ or team functions.** | **10** |

**Demonstrates reliability**

You can count on a reliable team member who gets work done and does his fair share to work hard and meet commitments. He or she follows through on assignments.

**Communicates constructively**

Teams need people who speak up and express their thoughts and ideas clearly, directly, honestly, and with respect for others and for the work of the team.

**Listens actively**

Good listeners are essential for teams to function effectively. Teams need team players who can absorb, understand, and consider ideas and points of view from other people without debating and arguing every point.

**Functions as an active participant**

Good team players are active participants. They come prepared for team meetings and listen and speak up in discussions.

**Shares openly and willingly**

Good team players share. They're willing to share information, knowledge, and experience. They take the initiative to keep other team members informed.

**Cooperates and pitches in to help**

Cooperation is the act of working *with*others and acting together to accomplish a job. Effective team players work this way by second nature.

**Exhibits flexibility**

Teams often deal with changing conditions — and often create changes themselves. Good team players roll with the punches; they adapt to ever-changing situations.

**Shows commitment to the team**

Strong team players care about their work, the team, and the team's work. They show up every day with this care and commitment up front.

**Works as a problem-solver**

Teams, of course, deal with problems. Sometimes, it appears, that's the whole reason why a team is created — to address problems. Good team players are willing to deal with all kinds of problems in a solutions-oriented manner

**Treats others in a respectful and supportive manner**

Team players treat fellow team members with courtesy and consideration — not just some of the time but consistently.

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| **Activity** | **Questions Description** | **Mark** |
| **6** | **Identify ways of building a collaborative team environment** | **10** |

**Have a Common Purpose and Goal**

A team is defined as a group of people working together toward a common goal.

**Trust Each Other**

Team members must trust each other if they are to work together successfully.

**Clarify Roles**

Knowing everyone's role and being familiar with the responsibility of those roles create efficiency and flexibility.

**Communicate Openly and Effectively**

Miscommunication can create hard feelings and undermine the success of the team.

**Appreciate Diversity**

Team members come from all walks of life, with different backgrounds and perspectives.

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| **Activity** | **Questions Description** | **Mark** |
| **7** | **Outline important roles that contribute to the working of a group or team** | **8** |

**Supporting** - remembering others' remarks, being encouraging and responsive to others.

**Observing** - noticing the dynamics of the group and commenting. Asking if others agree or if they see things differently can be an effective way to identify problems as they arise.

**Reconciling** - reconciling disagreements. Emphasizing shared views among members can reduce tension.

**Making a personal comment** - occasional personal comments, especially as they relate to the work

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| **SELF-ASSESSMENT** |

The learner must make use of the following self-evaluation checklist to rate himself against the learning outcomes of this particular training module in establishing the level of mastery of the information.

1. Not able to comply

2. Reasonable compliance (Not acceptable for final evaluation)

3. Able to comply fully

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| **LEARNING OUTCOMES** | | **1** | **2** | **3** |
| **1** | Transport animals in cargo space, according to regulations. |  |  |  |
| **2** | Group animals according to regulations. |  |  |  |
| **3** | Inspect animals during transportation, according to regulations. |  |  |  |
| **4** | Load and unload animals, according to regulation. |  |  |  |
| **5** | Feed animals according to regulations. |  |  |  |
| **6** | Take care of animals' effects, whilst driving. |  |  |  |
| **7** | Deal with the emergency situations, according to regulations. |  |  |  |
| **8** | Complete and carry documentation, as per regulations. |  |  |  |

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**Learner Signature Date**

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**Facilitators’ Signature Date**

**ASSESSMENT FEEDBACK REPORT**

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| **FACILITATOR FEEDBACK & REMARKS** |
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| **ASSESSMENT JUDGEMENT** |
| **Learner’s Total Mark: Requirements met  Requirements not met** |
| **Action/s required:**  **By when:** |

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| **LEARNER FEEDBACK & COMMENTS** |
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| **DECLARATION BY THE FACILITATOR** |
| I ……………………………………………............. (Facilitator) hereby certify that I have examined the learner workbook and I am satisfied with the evidence provided by the learner. |

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| **DECLARATION BY LEARNER** | |
| I, Mila Ngewu declare that I am satisfied that the feedback given to me by the Facilitator was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment event. | |
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| **Learner Date** | **Facilitator Date** |

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| **DECLARATION BY THE ASSESSOR** | |
| I ……………………………………………............. (Assessor) hereby certify that I have examined the learner workbook and I am satisfied with the Facilitator Judgment of this assessment. | |
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| **Assessor Date** | **Moderator Date** |