

# **SAQA ID 59201**

## **NATIONAL CERTIFICATE: GENERIC MANAGEMENT**

### **CLUSTER 1**

**Accredited  
course  
information:**

**Unit Standard ID**

**NQF Level**

**Credits**

**120300**

**5**

**8**

Analyse leadership and related theories in a work context

**Accredited  
course  
information:**

**Unit Standard ID**

**NQF Level**

**Credits**

**252037**

**5**

**6**

Build teams to achieve goals and objectives

**LOGBOOK**



**TRAINING FORCE**  
Linking Training to Industry

**Investing in your talent!**

**Accredited  
course  
information:**

**Unit Standard ID**

**NQF Level**

**Credits**

**15224**

**5**

**4**

Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks

## LEARNER INSTRUCTIONS

### Important Information

Please ensure that this logbook is kept in a safe place. It is one of the legal records of your program participation, and without this, you cannot receive credit for what you achieve

<b>This logbook belongs to:</b>	Philasande Bhani
<b>Contact telephone number:</b>	Philasande Bhani
<b>My employer:</b>	Dashpay
<b>My training provider:</b>	Olayiwola
<b>Date received:</b>	11/09/2023
<b>Date returned:</b>	12/08/2023

### Instructions to Learner

The completion and submission of this Logbook is essential for the Learners achievement of the qualification.

The following need to be noted before using this logbook:

1. The responsibility for the completion of the logbook lies with the Learner
2. Entries in the logbook must be clear, concise and in reasonable detail and where additional evidence is required please ensure that it is attached.
3. Learners are reminded that this logbook constitutes valuable record of work experience
4. If workplace experience cannot be attained for particular Exit Level Outcome, then a simulated working environment can be arranged in order to assess the abilities of the Learner
5. When in doubt, contact your assessor/mentor

### Instruction to Mentor/Supervisor

Interpretation of the method used to assess learner's understanding

Key to Methods	Obs	Observation	Q	Questioning	PE	Product Evaluation
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This logbook must be completed by the **Appointed Mentor** to you as the Learner. Ensure to make an appointment with your Mentor before submitting your POE for assessment.

## INSTRUCTION TO MENTOR:

As an appointed Mentor to the learner, you play an important role in the development of a learner and should ensure that you check understanding of the relevant demonstratable outcomes. Carefully read what the learner needs to demonstrate, asks questions around the topic and guide the learner on what evidence would be relevant to include in the portfolio, this evidence can include actual workplace tasks that are being performed and or where performed. Furthermore, ensure to give the learner positive, constructive feedback on workplace tasks related to the outcomes as set out below.

i.e. if a learner was part of and or experienced a conflict situation, make comments on the how the learner handled the situation, what they could've done better etc. in the evidence cell and if necessary, at the comment section below.

If the outcome requires the learner to be part of a meeting, give the learner opportunity to do so, and give the feedback on what they did correctly and what they could do to improve.

The table also indicates activities that the learner needed to complete during the process in the Portfolio of evidence and after the process, check the activity and provide guidance and or praise where applicable.

## WORKPLACE LOGBOOK

### ID 120300 - Analyse leadership and related theories in a work context

U. std	SO / AC (Reference)	Specific Outcomes and Assessment Criteria	Learner should be able to demonstrate/show understanding of the following	POE Activity COMPLETED	Method Used to assess understanding	Supporting Evidence to show learner 's understanding	Date Completed
SO1: Explain the concept of leadership.							
120300	1.1	Various definitions of leadership are identified and explained with examples in the workplace	Learner should be able to identify and explain various definitions of leadership in the workplace	Formative 1, 2, 3, 4, 5 Summative 1	Questioning in POE  Oral interview with Mentor Mentor to question learner on examples of Leadership in the workplace in relation to the various definitions and give examples of leader's roles, qualities of a leader.	Good understanding of Transactional, servant and Situational leadership. Leaders within the workplace identified correctly by the definitions	06/12/2023
120300	1.2	The roles and qualities of a leader are explained using examples					06/12/2023
SO2: Differentiate between leadership and management							
120300	2.1	Leadership and management are defined and differentiated using examples.	Learner should be able to understand through definition and differentiate the difference between	Formative 1, 2, 3, 4, 5 Summative 1	Oral Interview with Mentor Mentor question learner on the difference between leadership and	Have understanding of differences between management and leadership and correctly identifying manager vs leader in workplace	06/12/2023
120300	2.2	The roles and qualities of a leader are differentiated and					06/12/2023



U. std	SO / AC (Reference)	Specific Outcomes and Assessment Criteria	Learner should be able to demonstrate/show understanding of the following	POE Activity COMPLETED	Method Used to assess understanding	Supporting Evidence to show learner 's understanding	Date Completed
		compared with those of a manager in a work context.	learnership and management.		management. Ensure the learner understands roles and qualities of a good leader, concepts of accountability, and the role of leader's vs managers. Observe workplace behavior in terms of understanding, observe learners daily conduct and ensure it is conducive to the outcomes.	Leader motivate/encouragement and influence to staff to execute while Manager with good controlling view to get the vision/strategy executed	06/12/2023
120300	2.3	The concepts of accountability and responsibility pertaining to a leader and manager are discussed and explained in terms of advantages and disadvantages in the workplace.					06/12/2023
120300	2.4	The role of a leader and a manager is compared in terms of their complementary roles in the workplace.					06/12/2023
SO3: Analyse leadership theories							
120300	3.1	The various theories of leadership are identified and discussed in a work context.	Demonstrate understanding through answers to questions in the POE	Summative 1	Oral interview with Mentor.	Trait, Behavioral, Situational, Transformational	06/12/2023
120300	3.2	Trends and developments relating to the different leadership theories are examined with examples.		Summative 3	Mentor check POE questions, and ensure they relate to understand of theories and question learner on how they relate to the workplace.	Born vs learned behaviours vs adaptive his/her scenario at the work. Inspire staff to achieve goals.	06/12/2023
120300	3.3	The various leadership theories are justified in terms of advantages and disadvantages		Summative 1		Learned/Situational behaviour in our workplace - treat people like adult and assist them gets work done better and quicker	06/12/2023

<i>U. std</i>	<i>SO / AC (Reference)</i>	<i>Specific Outcomes and Assessment Criteria</i>	<i>Learner should be able to demonstrate/show understanding of the following</i>	<i>POE Activity COMPLETED</i>	<i>Method Used to assess understanding</i>	<i>Supporting Evidence to show learner 's understanding</i>	<i>Date Completed</i>
<b>SO4: Apply the different roles and qualities of leadership in a work context</b>							
120300	4.1	The roles and qualities within leadership contexts are analysed with examples	Learner must be able to analysed to determine the effect thereof and select a style conducive to situation with team members. Each leadership style should be analysed in order to establish the effect of that style in a work context.	Summative 3	Oral Interview with Mentor  Mentor learner must be able to give a product evaluation of the effects of leadership styles in the workplace. Check for understanding and ensure styles are suited to the context.		
120300	4.2	The leadership style of selected leaders is analysed in order to determine its effect in a context				Benjamin - Democratic - inspires work execution Jamie - trait - planning ad execution primary	06/12/2023
120300	4.3	The terms role-model is analysed in order to establish its effect on the work context				Caron/Jamie - encouragement, feedback e.g, planned work	06/12/2023
120300	4.4	Leadership theory is selected and applied in own work context				as above	06/12/2023
120300	4.5	Leadership roles, qualities and abilities are analysed in order to formulate own leadership development strategy				Wants to be Democratic - encourages people to do their best and achieve their goals freely, they must all participate in every decision making.	06/12/2023



<b><i>Coach / Mentor Comment</i></b> This section is compulsory, and must include positive, constructive feedback to the learner in the subject matter area being addressed.	<b>Coach /Mentor Signature</b>	<b>Learner Signature</b>	<b>Assessor Signature</b>	<b>Moderator Signature</b>





**ID 252037- Build teams to achieve goals and objectives**

U. std	SO / AC (Reference)	Specific Outcomes and Assessment Criteria	Learner should be able to demonstrate/show understanding of the following	POE Activity COMPLETED	Method Used to assess understanding	Supporting Evidence to show learner 's understanding	Date Completed
SO1: Demonstrate knowledge of and insight into the theory of teams and the importance of teams in the workplace.							
252037	1.1	The characteristics of a team and team interaction are compared with those of a group.	Learner should be able to demonstrate team behavior through understanding of the characteristics and motivate the importance of teams in achieving workplace objectives	Formative Topic 4, 7 Summative 2	Oral interview with Mentor  Observe learner during daily duties, observe behavior, interaction with teams and contributions made in order to meet goals.	Team as a collection of people working together towards reaching the same goal.	06/12/2023
252037	1.2	Different types of teams are described in terms of their unique roles and characteristics.		Formative Topic 6, 7 Summative 2		Group is also a collection of people grouped together but not working together.	06/12/2023
252037	1.3	The importance of teams for achieving workplace goals and objectives is motivated with examples of the contributions of teams		Formative Topic 6, 7 Summative 2		Team of specialists to achieve a certain goal within the workplace faster and better. Knowledge and specific goal to complete the execution of unconscious	06/12/2023
SO2: Apply the theory of teams to team dynamics							
252037	2.1	The dynamics of teams are explained in terms of practical examples.	Learner should be able to understand team dynamics, identify challenges and understand the reasons for disagreements and how they disrupt the functioning of the team.	Formative Topic 6 Summative 2	Oral Interview with Mentor  Mentors observe behavior and how learner interacts during disagreements and assess whether there is understanding of how these challenges affect	selection of team spokesperson, dislike of team member, cultural differences.	06/12/2023
252037	2.2	The reasons for disagreements and conflict that could disrupt the functioning of the team are analysed with reference to interpersonal and other factors.		Summative 3		Unclear direction, poor communication, cultural or personal differences, personal bias amy lead to bad outcomes from the team.	06/12/2023



U. std	SO / AC (Reference)	Specific Outcomes and Assessment Criteria	Learner should be able to demonstrate/show understanding of the following	POE Activity COMPLETED	Method Used to assess understanding	Supporting Evidence to show learner 's understanding	Date Completed
252037	2.3	Unique challenges presented by different types of teams are identified with specific reference to cross-functional and virtual teams.		Summative 2	the functioning of the team.	Virtual - geographic location. strong communication required. Cross functional - not having technical skills or understanding.	06/12/2023
SO3: Explain the process of building teams							
252037	3.1	The process of building a team is explained with reference to the steps in the process.	Learner you need to be able to explain the process of building teams and the stages of development	Formative Topic 6,9 Summative 2	Oral interview with Mentor.	Forming: Getting acquainted, establishing roles. Storming: Navigating conflicts, establishing norms. Norming: Finding cohesion, collaboration strengthens. Performing: Optimal productivity, synergy achieved.	06/12/2023
252037	3.2	Stages of team development are analysed in terms of the human behavior that drives the different stages.		Summative 2	Mentor check for understanding through questioning of the process of building teams and the stages of development in terms of human behavior.		06/12/2023
SO4: Analyse the role of team leader in promoting team effectiveness							
252037	4.1	The role of the team leader is explained in relation to improving team effectiveness	Learner you need understanding and apply the principles of effective teamwork and how the use of techniques can influence team dynamics, as well as the impact that differing leadership styles have on the team.	Formative Topic 7 Summative 2	Oral Interview with Mentor.	Guiding, supporting, facilitating growth, Ensure team effectiveness, faciitate comms, positive team culture, resolve	06/12/2023
252037	4.2	The impact of different leadership styles is considered in relation to the leader's role in promoting team effectiveness		Summative 2	Mentor monitor and check for understanding from the learner in context of their role as team member, how they think it is improving the		06/12/2023



<b>U. std</b>	<b>SO / AC (Reference)</b>	<b>Specific Outcomes and Assessment Criteria</b>	<b>Learner should be able to demonstrate/show understanding of the following</b>	<b>POE Activity COMPLETED</b>	<b>Method Used to assess understanding</b>	<b>Supporting Evidence to show learner 's understanding</b>	<b>Date Completed</b>
252037	4.3	Techniques for the constructive management of team dynamics and conflict are described with specific reference to promoting trust, cohesion creativity and productivity.		Formative Topic 8, 10 Summative 2	effectiveness of the team and how diverse leadership styles impact the team using techniques for constructive management of the team.	Team-Building Activities: Enhance cohesion, boost creativity. Encouraging Diverse Perspectives: Fuel creativity, improve productivity. Setting Clear Goals: Aligns focus, boosts productivity.	06/12/2023
<b>SO5: Evaluate the effectiveness of team and propose ways to improve team effectiveness</b>							
252037	5.1	The functioning of a team is evaluated against the characteristic of high-performance teams	You will need to evaluate the functioning of a team and draft an action plan to improve effectiveness.	Summative 3  Logbook	Mentor, task the learner to evaluate their current team and draft an action plan to improve. Ensure learner evaluates what is going well, what can be changed and how it will be improved, in terms of high performing team characteristics effectiveness. Complete the attached observation realistically, to assist the Learner to grow and develop as a leader.		
252037	5.2	An action plan is developed for improving effectiveness of the team					



<b><i>Coach / Mentor Comment</i></b> This section is compulsory, and must include positive, constructive feedback to the learner in the subject matter area being addressed.	<b>Coach /Mentor Signature</b>	<b>Learner Signature</b>	<b>Assessor Signature</b>	<b>Moderator Signature</b>



**ID 15244- Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks**

<i>U. std</i>	<i>SO / AC (Reference)</i>	<i>Specific Outcomes and Assessment Criteria</i>	<i>Learner should be able to demonstrate/show understanding of the following</i>	<i>POE Activity COMPLETED</i>	<i>Method Used to assess understanding</i>	<i>Supporting Evidence to show learner 's understanding</i>	<i>Date Completed</i>
<b>SO1: Recognise team member performance</b>							
15244	1.1	The role, duties and responsibilities of each team member in the section/division/department are identified together with the level of performance expected of them and an indication of how they fit into the work of the section.	Learner should be able to identify roles, duties and responsibilities of team members, provide feedback honestly with what gets done well, what needs improvement and what is expected.	Summative 3  Logbook	Oral interview with Mentor  This can be addressed with previous unit outcomes, during a task where learner assumes the role of a team leader. Learner must be able to evaluate the team then provide feedback of members performance, how they can improve and what they are doing well. It should be done in manner acceptable by the principles of good leadership.	POS Development team.  Methew - BA-ensuring business needs are documented and needs align with technical implementation.  Jamie - Scrum Master - faciitating comms, helping to achieve sprint goals	06/12/2023
15244	1.2	Team members are told what they do well, what needs improvement and what is expected in the future.				Sifundo, Tawanda, Leon Lebo - Backend Developer - developes the logic of the app.	06/12/2023
15244	1.3	All feedback is measured against performance expectations, which have been communicated to the team member.				KPI 100%, team recognition, respect of job well done	06/12/2023
15244	1.4	Feedback is given at the time that the event occurs.					06/12/2023
15244	1.5	Feedback is honest, simple, specific and constructive.					06/12/2023



U. std	SO / AC (Reference)	Specific Outcomes and Assessment Criteria	Learner should be able to demonstrate/show understanding of the following	POE Activity COMPLETED	Method Used to assess understanding	Supporting Evidence to show learner 's understanding	Date Completed
15244	1.6	Team members are dealt with as valued and trusted members of the team.				yes	06/12/2023
SO2: Encourage participation in decision-making							
15244	2.1	Team members are included in division/section/department decision-making by fully informing them of the situation and the decision(s) that needs to be taken.	Learner must be able to use team dynamics and team performance measures to ensure that team members are allowed the opportunity to make decisions, think creatively, provide alternatives, and find best solutions to problems through debates.	Summative 3  Logbook	Oral Interview with Mentor  Mentors observe how the learner encourages participation from team members to solve problems and how they allow critical thinking to obtain best solutions to problems. This can also be part of the previous unit exercise.	Each team member raise heir opinion and the team decides have to discus the the possible options and how productive it can be.	06/12/2023
15244	2.2	Team members are encouraged to think of solutions to the problem being as innovative as possible.					
15244	2.3	Team members must be asked to provide alternatives, evaluate the alternatives, and select one for implementation.					
15244	2.4	The best solution is sought through getting team members to debate their viewpoints and work towards finding common ground.					
SO3: Delegate tasks							



<b>U. std</b>	<b>SO / AC (Reference)</b>	<b>Specific Outcomes and Assessment Criteria</b>	<b>Learner should be able to demonstrate/show understanding of the following</b>	<b>POE Activity COMPLETED</b>	<b>Method Used to assess understanding</b>	<b>Supporting Evidence to show learner 's understanding</b>	<b>Date Completed</b>
15244	3.1	The work plan or task is analysed and broken down into smaller tasks, programmes or units of work and a decision taken as to who in the section is best suited to carry them out.	Learner you need to be able to analyse tasks and break them down into smaller portions where required then delegate tasks to team members, providing feedback regularly during implementation and recognition given for completed tasks.	Summative 3  Logbook	Oral interview with Mentor.  Mentor observe how, learner delegates tasks, monitors and controls processes until successful completion. Take note of how learner interacts with members during this process.	Work tasks broken down and allocated to team members based on expertise ... tasks listed on jira (task management system).  Team members explain requirements for better team understanding.  Individual research to help task completion as well as team member assistance.  Daily standups for reporting and task completion and progress	06/12/2023
15244	3.2	The delegated tasks must be clearly communicated to employees indicating what is expected, how it must be done and where to get help, if necessary.					06/12/2023
15244	3.3	Decision-making authority required to execute the task is indicated to the employee so that team members can react to situations immediately and effectively.					06/12/2023
15244	3.4	A regular feedback and reporting schedule must be agreed upon.					06/12/2023
15244	3.5	A system to enable the flow of information must be established by team members.					06/12/2023



U. std	SO / AC (Reference)	Specific Outcomes and Assessment Criteria	Learner should be able to demonstrate/show understanding of the following	POE Activity COMPLETED	Method Used to assess understanding	Supporting Evidence to show learner 's understanding	Date Completed
15244	3.6	The successful completion of delegated tasks must be monitored and the performance used a means of ongoing development.					
15244	3.7	Successful achievement of delegated tasks must be given recognition.					
SO4: Review decisions and performance of delegated tasks							
15244	4.1	Decisions taken are reviewed in small-group and/or whole group situations to decide on their success in reaching the stated objectives.	Learner you will need to review the decisions and performance of the delegated task. Did the member make sure that the objective was met, did they understand the brief and execute to meet the objective?	Summative 3  Logbook	Mentor, request a report and or take a look at the report and or evidence generated from the POE and ensure that the information from which ever source is correct in ensuring that the learner was able to review decisions of delegated tasks, take necessary action where required and drafted alternative plans to ensure efficiency.		
15244	4.2	Correct decisions are confirmed, and incorrect decisions are rescinded or amended so as to enable the objectives to be met.					
15244	4.3	Delegated tasks are reviewed with the person to whom it is delegated to ensure successful completion of task/plan.					
15244	4.4	Alternative plans of action are drawn up by the group/team for incorrect					





<b>U. std</b>	<b>SO / AC (Reference)</b>	<b>Specific Outcomes and Assessment Criteria</b>	<b>Learner should be able to demonstrate/show understanding of the following</b>	<b>POE Activity COMPLETED</b>	<b>Method Used to assess understanding</b>	<b>Supporting Evidence to show learner 's understanding</b>	<b>Date Completed</b>
		decisions and delegated tasks which are not being carried out successfully.					

<b>Coach / Mentor Comment</b> This section is compulsory, and must include positive, constructive feedback to the learner in the subject matter area being addressed.	<b>Coach /Mentor Signature</b>	<b>Learner Signature</b>	<b>Assessor Signature</b>	<b>Moderator Signature</b>
		P. Bhandari		



## OBSERVATION SHEET

Mentors complete the observation sheet as indication of the learner demonstration of the actions indicated. Provide guidance and comments where necessary. If there is a need to mark the learner "N" provide guidance and give advice. Provide feedback giving praise where the learner exceeded expectation.

No.	Actions	Y	N
<b>Leadership</b>			
	<b>US 252037 SO 1 AC 1 - 2</b>		
1	Did the leader successfully evaluate the team function against the characteristics of high performing teams?		
2	Was the learner able to develop an action plan that addresses actions appropriate to improve the effectiveness of the team?		
	<b>US 15224 SO 1 - 4</b>		
3	Did the learner accurately identify the roles, duties and responsibilities of the team?		
4	During interaction with the team members, did the learner successfully inform members of what is expected of them?		
5	Was feedback effective in ensuring that the member was encourage and empowered?		
6	Did the learner deal with members in a way that showed value and trust for the member?		
7	During team meetings and or discussions on decisions that need to be made, did the learner inform, encourage and source input of alternative solutions to a problem from the members?		
8	Was the learner able to accurately delegate tasks, using methods and practices in line with best practice delegation methodology?		
9	When review decisions, did the learner effectively analyse the task/activity being reviewed?		

Comments and areas of concern and or excellent demonstration:	<b>Mentor Signature</b>	<b>Learner Signature</b>
	<b>Date:</b>	<b>Date:</b>
Assessor Signature:	Date:	
Moderator Signature:	Date:	

## FEEDBACK REPORT

**Instruction to Mentor:** Complete the workplace performance report below as an overall outcome to all the above activities. Rate the learner based on the interactions. A true and honest reflection is important to ensure the learner is not mis-guided and or mis-represented.

### WORKPLACE Performance scale FEEDBACK ON LEARNER

Scale			
1= Below Expectations			
2= Meets Expectations			
3= Exceed Expectations			
Behavioural Attributes	1	2	3
Quality and quantity of work:			
Punctuality:			
Communication skills:			
Interrelationship with staff members:			
Problem solving:			
Overall Comments by Supervisor/Mentor:			
Mentor/Supervisor's Signature:		Date:	

### GENERAL COMMENTS FROM LEARNER

**Instructions to learner:** Complete the following section to reflect your daily duties and or major tasks and activities that you complete daily/monthly. Make special reference to communication tasks, how you communicate and what methods are generally used in your workplace.