|  |  |
| --- | --- |
| **Unit standard ID:**  242824  242819  242815 | **Unit standard title:**  Apply leadership concepts in a work context  Motivate and build a team  Apply the organisation’s code of conduct in a work environment |

**Learner PoE Workbook**

**Effectiveness in Teams**

# Portfolio of Evidence

|  |  |
| --- | --- |
| Learner name and surname |  |
| Learner ID number or alternative ID |  |
| Learner telephone number |  |
| Date of submission |  |
| Return address for the Portfolio of Evidence |  |
| Manager or Supervisor’s Name |  |
| Contact details |  |
| Special needs |  |

*I hereby declare that the assessment process as contained in this guide was discussed with me and that I agree to be assessed on these principles*

**Learner Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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# LEARNER ORIENTATION

This learning programme is based on the following unit standards:

**See the Unit standards in Unit Standard guide.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 242824 | Apply leadership concepts in a work context | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Generic Management | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 03 - Business, Commerce and Management Studies | | | Generic Management | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 4 | NQF Level 04 | 12 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2018-07-01 | 2023-06-30 | SAQA 06120/18 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 242819 | Motivate and Build a Team | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Generic Management | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 03 - Business, Commerce and Management Studies | | | Generic Management | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 4 | NQF Level 04 | 10 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2018-07-01 | 2023-06-30 | SAQA 06120/18 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 242815 | Apply the organisation's code of conduct in a work environment | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Generic Management | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 03 - Business, Commerce and Management Studies | | | Generic Management | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 4 | NQF Level 04 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2018-07-01 | 2023-06-30 | SAQA 06120/18 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

# ASSESSMENT OVERVIEW

## Assessment Instruments

## Formative Assessment

The Formative Assessment consists of assessments in the Learner PoE Workbook for you to complete and submit as part of your Portfolio of Evidence. These activities have been designed around the specific outcomes of your unit standards and will assist in showing areas where you may need more help, as well as where your strengths are. Upon completion of these tests, submit them as your Formative Assessments.

## Summative Assessment

The Summative assessment is the assignment and or project to be completed after the contact session and is attached to this page. The Summative assessment must often be completed in consultation with your Line Manager / Coach. You may also consult with work colleagues. This is not “cheating”, and it is the responsibility of the line-manager or coach to ensure that the project you have tackled is realistic and that the assignment adds value to yourself (in terms of your learning) and to the organisation.

Please note that the questions asked in the Summative assessment may not deal DIRECTLY with the outcomes listed in the unit standards linked to the assignment. It is your responsibility, as you complete the assignment, and the formative assessment, to ensure that you provide the assessor with sufficient evidence of competence against ALL the outcomes of the programme provided.

The recommended process of learning and applying your learning is as follows:

Workshop/ Contact time: Deepen your knowledge in the subject area and explore how the theories, concepts and ideas apply to your role within the organisation. Ask questions and share ideas with other learners.

Formative Assessment: Upon completion of the workshop, complete and collate all the activities, case studies and exercises that were covered during the workshop (including additional ones provided by the facilitator)*.*

Summative Assessment: Draft an outline of the assignment answer; check it against the unit standard outcomes and assessor guidelines. Ensure that all the outcomes have been covered in your assignment and/or the formative assessment. Now complete the final draft of your assignment.

# PORTFOLIO OF EVIDENCE

Your portfolio of evidence is the combination of the Formative and Summative assessment. It is critical that you keep a copy of the whole portfolio as the assessor’s comments will refer to specific page numbers of the portfolio.

# INSTRUCTIONS TO THE LEARNER:

This Learner PoE Workbook is designed to assist you in compiling your Portfolio of Evidence.

Learners must comply with the following Code of Conduct during facilitation sessions:

Learners will abide by the time frames for training as contracted with them by the facilitator/assessor.

Learners will sign the attendance register on each day of training.

Learners must complete the **Learner Registration Form** and evaluate the training after completion on the **Learner Feedback Form**.

Learners that are assessed to obtain credits towards a qualification, must sign the assessment contract and have to complete all assessments as instructed by the assessor.

If a learner cannot attend the training/assessment opportunity, the reasons for his absence must be registered with the responsible person(s) of the contracted client.

Learners will treat each other and the facilitator with respect during the training/assessment opportunity.

Learners must ensure that cell phones must be switched off during training.

Ensure that you initial every page of your Portfolio of Evidence in the space provided on the bottom of each page. This is important to ensure authenticity.

Learner must sign all documents required in sections A and D.

ALL formative and summative activities must be completed to be deemed competent against the unit standard.

The declaration of Authenticity form MUST be signed and if evidence was collected in group activities, it should be declared on this form.

The Learner must take note that he/she will have three assessment opportunities to show competence against the outcomes of the unit standard.

The Learner must make himself aware of the Re-assessment and Appeals Procedure.

Section A

# CV AND CERTIFIED COPY OF ID OF LEARNER

Complete the CV below or attach a copy of your own CV.

|  |  |
| --- | --- |
| **NAME AND SURNAME** |  |
| **HIGHEST SCHOOL QUALIFICATION** |  |
| **OTHER QUALIFICATIONS** |  |
| **POSITION IN ORGANISATION** |  |
| **HOW LONG HAVE YOU BEEN IN THIS POSITION** |  |
| **GIVE A BRIEF DESCRIPTION OF YOUR WORK EXPERIENCE:** | |
| **SIGNATURE** |  |

**ASSESSMENT INFORMATION**

## Assessment Details

|  |  |
| --- | --- |
| **LEARNER INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |
| Postal address |  |
| **ASSESSOR INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |
| **MODERATOR INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |

# DECLARATION OF AUTHENTICITY

I, ............................................................................. (Full names of Learner), declare that the contents of this portfolio are entirely my own original work. I understand that any evidence I submit needs to be my own product and if evidence were found to be fake or a duplicate of another Learner’s work, I may forfeit the opportunity to be assessed.

The following are items or documents that are not entirely my own original work.

|  |  |
| --- | --- |
| **Name of document** | **Page nr/Section in portfolio** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature of Learner Date**

# DECLARATION

***Please complete the following declaration and Critical Cross-field checklist and ask your supervisor or mentor to also complete the list below***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **I hereby declare that the work submitted in the Portfolio of Evidence** | | | **Self- Assessment** | | **Supervisor/ Mentor** | |
| Is the Learner’s own work (authentic) | | |  | |  | |
| Is a reflection of the learner’s current competencies | | |  | |  | |
| **Would you rate the learner as competent in the following Critical Cross-field Outcomes?** | | |  | |  | |
| The learner has shown the ability to Identify and solve problems | | |  | |  | |
| The learner has shown the ability to Organise and manage himself or herself and his/her activities responsibly and effectively | | |  | |  | |
| The learner has shown the ability to Collect, organise and critically evaluate information | | |  | |  | |
| The learner has shown the ability to Communicate effectively using visual, mathematical and language skills | | |  | |  | |
| The learner has shown the ability to Demonstrate an understanding of the world as a set of related systems | | |  | |  | |
| The learner has shown the ability to act culturally and aesthetically sensitive across a range of social contexts | | |  | |  | |
| The learner has shown the ability to use Science and technology effectively and critically | | |  | |  | |
| The learner has shown the ability to Work effectively with others as a member of a team, group, organisation and community | | |  | |  | |
| **Learner signature** | |  | **Date** | |  | |
| **Mentor/Supervisor signature** | |  | **Date** | |  | |

# 

# LEARNER ASSESSMENT CONTRACT

|  |  |
| --- | --- |
| Learner name: |  |
| Assessor name: |  |
| Unit standard assessed: | 242824; 242819; 242815 |
| Date: |  |
| **Your rights as a learner:**  You have the right to appeal against any judgement given because of any assessment. You must have a valid reason for doing this.  You have the right to an interpreter if you need one to perform this function. However, if one of the learning assumptions for the standard is that you are competent within the language of assessment you may not have an interpreter.  You can ask that an impartial observer attend any assessment. This observer may not take part in the assessment.  If you do not agree with the assessment, you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment, you can ask that the ETQA perform an external moderation on the assessment. If any verification upholds the assessment findings, you will be held liable for all costs of the verification. If any verification rules that you have been aggrieved because of the assessment, your assessor will be liable for all cost of verification.  If you are found NOT YET COMPETENT, your assessor will encourage you to master the areas where you have not reached competency. You are required to arrange a new assessment date with the assessor. The assessor can only permit two re-assessments. If you as the learner has not reached competence after the three assessment attempts, your assessor may remove you from the programme and will direct you towards another learning path. | |
| **Confidentiality**  Each assessment application, the outcomes, results, and reviews will be treated as a confidential matter by learners, assessors and moderators. No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process. | |
| **Consent**  I,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the learner, hereby state that I have read the above and understood the content thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan.  Learner signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessor signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

Section B: Formative Assessments

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Individual**1A. Individual Formative Exercise** | | | | | | | | |
| **Instruction:** Write down 4 definitions of leadership from Module 1 of your Learner guide. Each definition must then be explained by a practical example in the workplace. You could either have seen a good or bad example of the leadership definition. If bad, make suggestions how it could be improved.  **Definition 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Describe workplace example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If negative example, how can leader improve: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Definition 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Describe workplace example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If negative example, how can leader improve: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Definition 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Describe workplace example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If negative example, how can leader improve: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Definition 4:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Describe workplace example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If negative example, how can leader improve: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | |
| **Timeframe: 7 hours** | | | | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent | |
|  |  |  |  |  |  | |
| Individual**1B. Individual Formative Exercise** | | | | | | |
| **Instructions:**  **Part 1:** **Explain** in your own words the difference between a leader and a manager. **Give examples** from your **workplace** when you have seen leadership and when you have seen management.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Part 2:** At each role, quality, task, **indicate which** would be more suited to a manager, and which more suited to a leader. You might have answers where both are suited.   |  |  |  | | --- | --- | --- | | **Roles, qualities and tasks** | **Manager** | **Leader** | | Compile an annual budget |  |  | | Compile a year planner |  |  | | Compile vision statement |  |  | | Inspire team members to live the values of the organisation |  |  | | Influence team to improve results |  |  | | Orgainising a fund raiser |  |  | | Inspire team member to develop further |  |  | | Act as mentor for young graduate |  |  | | Convince team to accept a new proposal |  |  | | Liaise with supplier to deliver bulk order |  |  | | Chair a disciplinary hearing |  |  | | Call a meeting to discuss a problem in your production line |  |  | | Follow up on deadline |  |  | | Assisting the team to cope with change |  |  | | Give recognition to employee who excelled in work |  |  | | | | | | | |
| **Timeframe: 3 hours** | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| Group Exercise**1C. Individual Formative Exercise** |
| **Instructions:** Play the cards game  **Part A**  From the knowledge you have gained in part A, as well as additional information from module 3, discuss the pro’s and cons of each leadership theory, using examples in the workplace.   |  |  |  | | --- | --- | --- | | **Theory** | **Pro’s** | **Cons** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Part B:** Which leadership theories would you say are the most appropriate for modern business today.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Timeframe: 3 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| Individual**1D. Individual Formative Exercise** | | | | | |
| **Instructions:**  1. Complete the Leadership Style Self-Assessment Questionnaire – on page 279. Score yourself as per guidelines given.  2. THEN: Draw your Leadership profile here:    3. After you have completed the questionnaire, answer the following questions:  a. What in your leadership profile do you see as positive contributors to your current position in the company:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  b. What in your leadership profile could/does impact negatively on your current position in the company?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  c. Name at least 3 development areas in your personal leadership profile which you have identified through this exercise. At each development area, discuss what can be done to develop the specific area.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| **Timeframe: 4 hours** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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***LEADERSHIP STYLES QUESTIONNAIRE***

# INTRODUCTION

This questionnaire has been designed to help you assess the styles of leadership you use. It lists a number of different ways in which you might act towards people and asks you to reflect on how often you act in each of these ways. It also allows you to collect feedback from others on how often they perceive you using these behaviours.

**INSTRUCTIONS**

Listed below are many different ways in which you might act towards people when discharging a leadership role. For each item, please indicate ***how often*** you think you act in this way.

None of these behaviours are good or bad in themselves. There are no ‘right’ or ‘wrong’ answers. You will get the most value from this process by being completely honest with yourself (or with the person you are giving feedback to). Don’t spend too long considering your replies; your immediate spontaneous answer is likely to be most appropriate.

If you find it difficult to give just one answer to a question (perhaps because you act differently towards different people) we suggest that you give an ‘average answer’ which reflects your leadership behaviour in a range of situations.

When you have responded to all of the statements, transfer your answers to the score sheet.

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| --- |
| ***SCORING:***  **“WHEN I MANAGE / LEAD PEOPLE I TEND TO DO THE FOLLOWING:”**  “0” - Not at all (or *“not applicable”*)  “1” - Rarely  “2” - Sometimes, but not often  “3” - Quite often  “4” - Often  “5” - Very often |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | ***0***  ***Not at all*** | ***1***  *Rarely* | ***2***  ***Some-times, but not often*** | ***3***  ***Quite often*** | ***4***  Often | ***5***  ***Very often*** |
| 1. | Demand prompt compliance with instructions |  |  |  |  |  |  |
| 2. | Convey a clear picture of what I believe the future will look like for the organisation |  |  |  |  |  |  |
| 3. | Build strong relationships with my people |  |  |  |  |  |  |
| 4. | Encourage full participation in decision-making |  |  |  |  |  |  |
| 5. | Set high standards for performance |  |  |  |  |  |  |
| 6. | Help people identify their strengths and weaknesses |  |  |  |  |  |  |
| 7. | Use my power to ensure that work is done to my satisfaction |  |  |  |  |  |  |
| 8. | Appeal to the long-term interests of employees through sharing my ideas for the future |  |  |  |  |  |  |
| 9. | Resolve conflicts between people to create greater trust |  |  |  |  |  |  |
| 10. | Gather information from people to ensure that their expertise is utilised |  |  |  |  |  |  |
| 11. | Insist on excellence from all and measure performance against this |  |  |  |  |  |  |
| 12. | Discuss people’s personal and career goals |  |  |  |  |  |  |
| 13. | Confront poor performance with tough actions |  |  |  |  |  |  |
| 14. | Motivate people by making it clear to them how their work fits in to the bigger picture |  |  |  |  |  |  |
| 15. | Treat people as our greatest resource by communicating their value to them |  |  |  |  |  |  |
| 16. | Promote consensus through participation |  |  |  |  |  |  |
| 17. | Set an example of exceptional commitment and performance |  |  |  |  |  |  |
| 18. | Encourage people to establish long-term career goals |  |  |  |  |  |  |
| 19. | Let people know exactly what I expect from them |  |  |  |  |  |  |
| 20. | Make sure that people understand that what they do matters and why |  |  |  |  |  |  |
| 21. | Value individuals and their feelings by showing concern |  |  |  |  |  |  |
| 22. | Let people have a say in any decisions which affect their goals or targets |  |  |  |  |  |  |
| 23. | Replace poor performers if they don’t respond to pressure |  |  |  |  |  |  |
| 24. | Give regular constructive feedback |  |  |  |  |  |  |
| 25. | Act decisively in crisis situations by giving clear instructions |  |  |  |  |  |  |
| 26. | Ensure that people have a clear sense of direction and the freedom to innovate, experiment and take calculated risks |  |  |  |  |  |  |
| 27. | Build a sense of belonging through positive feedback and personal support |  |  |  |  |  |  |
| 28. | Allow people the flexibility to decide how best to do their own work |  |  |  |  |  |  |
| 29. | Persuade people to continuously improve their performance |  |  |  |  |  |  |
| 30. | Assist people to reach their full potential and promote self-development |  |  |  |  |  |  |
| 31. | Keep people on their toes by making the cost of failure clear to them |  |  |  |  |  |  |
| 32. | Help people to align their contribution with a compelling sense of organizational strategy |  |  |  |  |  |  |
| 33. | Share my own feelings with the people I work with |  |  |  |  |  |  |
| 34. | Listen carefully to people’s concerns to keep morale high |  |  |  |  |  |  |
| 35. | Encourage people to do things better and faster |  |  |  |  |  |  |
| 36. | Coach people to succeed at challenging assignments |  |  |  |  |  |  |
| 37. | Monitor people’s commitment and give them a ‘wake-up call’ if their motivation is low |  |  |  |  |  |  |
| 38. | Communicate persuasively to mobilise commitment |  |  |  |  |  |  |
| 39. | Give people the freedom to do their work in the way they think is most effective |  |  |  |  |  |  |
| 40. | Communicate the principle that everyone is equally important to our success |  |  |  |  |  |  |
| 41. | Give performance feedback to enhance performance |  |  |  |  |  |  |
| 42. | Identify development priorities and facilitate development plans with others |  |  |  |  |  |  |

# SCORE SHEET

For each question, please transfer your score to the appropriate box below.

Then add up the totals for each column.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **Your Score** | **Question** | **Your Score** | **Question** | **Your Score** | **Question** | **Your Score** | **Question** | **Your Score** | **Question** | **Your Score** |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  |
| 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  |
| 13 |  | 14 |  | 15 |  | 16 |  | 17 |  | 18 |  |
| 19 |  | 20 |  | 21 |  | 22 |  | 23 |  | 24 |  |
| 25 |  | 26 |  | 27 |  | 28 |  | 29 |  | 30 |  |
| 31 |  | 32 |  | 33 |  | 34 |  | 35 |  | 36 |  |
| 37 |  | 38 |  | 39 |  | 40 |  | 41 |  | 42 |  |

***TOTALS FOR EACH COLUMN:***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COE** |  | **VIS** |  | **AFF** |  | **DEM** |  | **PAC** |  | **COA** |  |

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| Group Exercise**1E. Individual Formative Exercise**  © Copyright | | | | | |
| **Instructions:**  Your facilitator will guide you through a process of determining your company leadership profile, as well as the ‘Ideal Leadership Profile’. **Show your leadership profile here:**  Answer the following questions:   |  | | --- | | a. What does this diagram tell us about the leadership style in the organisation? | |  | |  | |  | |  | | b. How congruent are your personal leadership style to that of your organisation? | |  | |  | |  | |  | |  | | c. What are the implications/impact of our weaknesses/the gap in this regard? | |  | |  | |  | |  | |  | | d. How can we improve our leadership effectiveness? | |  | |  | |  | | | | | | |
| **Timeframe: 4 hours** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| Individual**1F. Individual Formative Exercise** |
| **Instructions:**  Think about a person that you really regarded as an exceptional leader. (Invictus DVD)  1. Describe the character of that person.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Through what behaviour (things he/she said and done) did he/she demonstrate his/her leadership  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. What types of leadership power does this person possess? Use practical examples to demonstrate how he/she displays and utilises power.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. Evaluate this leader against the Six Universal leadership behaviours as described by Kirkpatrick and Lock (Module 3).  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Timeframe: 7 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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Part 2: Motivating a Team

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| Individual**2A. Individual Formative Exercise** | | | | | |
| **Instructions:**  Three theories of Motivation have been discussed in your learner guide. **Now compare and contrast two theories of motivation by answering the following questions:**  **Describe** two theories of motivation by summarising the main elements of the theory.  Theory 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Theory 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Describe** the strengths and weaknesses of each of the theories summarised in (1)   |  |  |  | | --- | --- | --- | |  | **Strengths** | **Weaknesses** | | **Theory 1** |  |  | | **Theory 2** |  |  | | | | | | |
| **Timeframe: 7 hours** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| Individual**2B. Individual Formative Exercise** | | | | | |
| **Instructions:**  a. What advantages does a properly motivated workforce have for a manager?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  b. What can a manager do to enhance a culture of motivated employees?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| **Timeframe: 2 hours** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| Individual**2C Individual Formative Exercise** |
| **Instructions:**  **Complete behaviour in groups inventory and answer the following questions:**   |  |  | | --- | --- | | **TEAM PROFILE DESCRIPTION** | **NAME** | | Plant |  | | Resource Investigator |  | | Coordinator |  | | Shaper |  | | Monitor evaluator |  | | Team worker |  | | Implementer |  | | Specialist |  | | Completer finisher |  |   Identify the areas of strengths and areas for development in your personal profile   |  |  |  | | --- | --- | --- | | **Top 3 practices** | **Strengths** | **Development** | |  |  |  | |  |  |  | |  |  |  |   Describe the typical behaviour of your team according to your current team profile  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Timeframe: 5 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| Individual**2D. Individual Formative Exercise** | | | | | |
| **Instructions:**  a. **Name the seven elements** of High-Performance Work Teams.  b**. Describe each element**  c. **Give one example how it can be implemented in the workplace.**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (**Please add a page if the space provided is not sufficient)** | | | | | |
| **Timeframe: 20 min** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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Part 3: Code of Conduct

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| Individual**3A. Individual Formative Exercise** |
| **Instructions:**  In your own words **describe** concept of workplace ethics.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Describe** each of the following components of corporate ethics and **give a workplace example** for each.  Ethical environment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Ethical climate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Moral climate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Inner processes of moral behaviour\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Corporate social responsibility\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Timeframe: 3 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
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| Group Exercise**3B. Individual Formative Exercise** |
| **Instructions:**  The importance of implementing the Bill of Rights in the workplace. Answer the following questions:  a. Sort the rights as listed in your learner guide in order of importance for the workplace, i.e., the most important right will be at the top, and the least important one at the bottom. (Only list the top 5)  b. Give your reasons why the top 5 rights are so important for the workplace. Describe the responsibilities that can be associated with each of the 5 mentioned rights.  c. Describe the importance of implementing the principles of the King 3 report in your workplace in 5 sentences.  d. Now have a classroom debate on the topics above. The facilitator will guide you through the process. |
| **Timeframe: 4 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
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| Group Exercise**3C. Individual Formative Exercise** |
| **Instructions:**  D**evelop a checklist** to be used as part of your Summative exercise, to evaluate your company’s Ethics management program.  The checklist must include detailed measures for the following:  a. Code of Ethics  b. Code of Conduct  c. Policies and Procedures  d. Institutionalization  e. Ethics performance Management  Tip: In your learner guide Part 3 are detailed descriptions for the requirements of each component above. |
| **Timeframe: 2 hours** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
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| Individual**3D. Individual Formative Exercise** |
| **Instructions:**  One of your Company Managers involved in ethics in the workplace, will do a short presentation (an hour at most) on some key aspects of the implementation of Ethics in your company.  For your PoE you need to hand in a **summary of his/her presentation**, **and in your own words, describe the following main points:**  a. Name all documents regulating ethics in your company (eg. Value statements, Code of Conduct, Policies and Procedures specifically relating to ethics)  b. What systems does your company have for reporting deviations (if no system, how does it work?)  c. What remedial action is taken when deviations occur?  d. Name a few practical examples of deviation you have had in your company?  e. Name a few examples how personal value systems conflicted with company codes and how the company handled these.  **Your summary must be at least 2 typed pages, 1.5 spacing.** |
| **Timeframe: 4 hours** |

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| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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Section C: Summative Assessment

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| Summitive **S1 (a): Summative Exercise:** | | | | | |
| **Do the necessary workplace research and answer the following questions:**   1. **Make a list** of your own responsibilities at work. 2. **Indicate** for which of these responsibilities you need to use your Leadership skills. (This could include helping co-workers, coaching, inspiring, creating vision in the department, motivating self/others, assertiveness, etc……) 3. Use all the knowledge, skills and self-insight you gained from this course to **evaluate yourself** as a leader, using the following as guidelines:  * Your strengths * Your weaknesses * Your development areas   Now, discuss the 3 answers above with your supervisor. **Summarise what he added or changed.**   1. With your supervisor, draw up a **personal development plan**, indicating how you would go about to develop each of your weaknesses and development areas identified in Question 3. 2. **Have a meeting** with **at least three** inspirational leaders, of whom **two should be of your work environment.** Ask them for advice on your own development as a leader. In your answer, give the name of the leader, his/her position, why you have chosen him/her, the advice he/she gave you.   If you do not have a mentor in your workplace, identify one, discuss your development plan with him/her, and get his/her commitment to be your mentor. Agree on regular meetings. (A mentor is a senior person, preferably in your place of work, who on an informal basis, advises and guide you through your development)  ***Your report submitted for assessment should contain a description of the full process as outlined above.*** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent | |
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| Summitive **S1 (b): Summative Exercise** |
| 1. Discuss how you can apply your leadership profile to achieve team objectives and healthy group dynamics  2. Implement for at least 1 month in your work teams  3. Evaluate the impact of the applied leadership technique/s on your team in terms of group dynamics and achieving objectives. Did you succeed in your goal? |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
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| Summitive **S2: Summative Exercise:** |
| 1. Use the Team Effectiveness Analysis Questionnaire to analyse your workgroup. Ask all the members of your workgroup to complete the questionnaire. Summarise the data and present to your workgroup. 2. With your workgroup, develop an action plan how to improve on the aspects that were not effective and how to sustain those that were. 3. Describe how you ensured commitment from the team by involving them in the implementation of the action plan. 4. Describe the implementation of your action plan, including the positive and negative results. 5. Describe how the action plan will be monitored on an ongoing basis. 6. Also record how the team leader:  * Observed group dynamics * Feedback was given to each team member based on the observation * Recognition was given to the team members who contributed positively * How changes to the action plan was activated. |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| Summitive **S3 A: Summative Exercise** |
| **Do the necessary workplace research and answer the following questions:**   1. **Make a list** of all the components of your Company’s Ethics management programme. This could include Value statements, Code of Ethics, Code of Conduct, Policies and Procedures (only ethics related P&P) 2. Now, **evaluate** your Company’s Value statement, by commenting on which components are implemented well and which not. 3. Use **the checklist** developed in Formative Exercise 3C to **evaluate** your company’s Ethics Management Program. 4. **Summarise** your findings by commenting on the **positives, negatives and recommendations** you have to improve on the Ethics Management Program. |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| Summitive **S3 B: Summative Exercise** |
| **Do the necessary workplace research and answer the following questions:**   1. Use the company ethics documentation to compile a profile of the ‘ideal ethical employee’ in the company. 2. Now, ask your workgroup to evaluate themselves against this ‘perfect profile’. Give 5 points for the ‘perfect fit’ and 0 points for a ‘negative fit’. 3. Have a group discussion on how you as workgroup can improve your implementation of Ethics. 4. Ask members for examples of how their personal value system clashes with company requirements. Also discuss how it can be accommodated without infringing on co-worker rights. 5. Do a short presentation to your workgroup, summarising the following:  * Examples of deviations, past, present, from the code of conduct, remedial action * The importance of reporting deviations   **Your report must include evidence of all the steps above.** |

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| **First attempt** | | **Second attempt** | | **Third attempt** | |
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Section D – Assessor Mark Sheets

# ASSESSOR DECLARATION OF LEARNER COMPETENCE

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| **242824: Apply Leadership concepts in the work context** | | | | | | | |
| **Outcomes of each unit standard** | **Assessment criteria** | **Method of assessment**  **(Formative / Summative)** | **Assessed** | | **Competent** | | |
| **Date** | **Initial of assessor** | | **YES** | **NYC** |
| SO1: Explain the concept of leadership | AC1: Various definitions of leadership are identified and explained with examples | Formative 1A  Summative 1 |  |  | |  |  |
|  | AC2: The roles and qualities of a leader is explained, using examples | Formative 1B; 1F Summative1 |  |  |
| SO2: Differentiate between the concepts of leadership and management | AC1: The concepts of leadership and management are differentiated, using examples | Formative 1B  Summative 1 |  |  | |  |  |
|  | AC2: The circumstances when a leader manages, and leads are explained with examples in the work context | Formative 1B  Summative 1 |  |  |
| SO3: Apply leadership techniques to individuals and teams within the work context | AC1: Various theories of leadership are identified according to theory and practice | Formative 1C; 1E  Summative 1 |  |  | |  |  |
|  | AC2: The leadership approach of a team is diagnosed according to individual needs and organisational requirements. | Formative 1D  Summative 1 |  |  |
|  | AC3: Leadership techniques are implemented in order to improve group dynamics and achieve objectives | Formative 1E; 1D  Summative 1 |  |  | |  |  |
| SO4: Evaluate the impact of the leadership techniques applied | AC1: The impact of the leadership techniques is measured against organisational requirements. | Formative 1E  Summative 1 |  |  | |  |  |
|  | AC2: The effectiveness of techniques is evaluated against theory and practice | Formative 1F  Summative 1 |  |  | |  |  |
|  | AC3: Corrective actions are taken, where appropriate to improve the effectiveness of the individual and the team | Summative Exercise 1 |  |  | |  |  |
| Details of moderation | Name and signature of moderator: | Assessment result confirmed: | |  | | YES | NO |
| Moderator comments |  |  |  |  | |  |  |

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| **242819: Motivate and build a team** | | | | | | | |
| **Outcomes of each unit standard** | **Assessment criteria** | **Method of assessment**  **(Formative / Summative)** | **Assessed** | | **Competent** | | |
| **Date** | **Initial of assessor** | | **YES** | **NYC** |
| SO1: Explain the importance of motivating a team | AC1: Reasons why motivation is important are explained with examples | Formative 2B  Summative 2 |  |  | |  |  |
|  | AC2: Indicators of motivation are identified, according to theory and practice | Formative 2B  Summative 2 |  |  |
| SO2: Demonstrate an understanding of self and team members in the workplace | AC1: Own strengths and areas of development are identified based on self reflexion and feedback | Formative 2C; 2D |  |  | |  |  |
|  | AC2: Strengths and areas for development of team are identified based on observation and feedback | Formative 2C; 2D |  |  |
| SO3: Apply theories of motivation and group dynamics | AC1: Compare and contrast two theories of motivation with examples | Formative 2A |  |  | |  |  |
|  | AC2: Elements of croup dynamics are identified according to theory and practice. | Formative 2D |  |  |
|  | AC3: An action plan to strengthen the team is compiled according to Standard Operating Procedures | Summative 2 |  |  |
| SO4: Implement a plan of action to strengthen the team | AC1: The team leader obtains commitment from the team to achieve the action plan | Summative 2 |  |  | |  |  |
|  | AC2: Implementation is executed according to the action plan | Summative 2 |  |  |
|  | AC3: Implementation of the plan is monitored and amended accordingly | Summative 2 |  |  |
| SO5: Provide feedback and recognise achievements | AC1: Group dynamics is observed and reflected on by the team leader, according to theory and practice | Summative 2 |  |  | |  |  |
|  | AC2: Feedback is provided to each member of the team according to observation | Summative 2 |  |  |
|  | AC3: Recognition is given to team members who have contributed to the development of the team | Summative 2 |  |  |
|  | AC4: Feedback and observation is used to implement corrective action and provide changes to the action plan, where appropriate | Summative 2 |  |  |
| Details of moderation | Name and signature of moderator: | | Assessment result confirmed: | | | YES | NO |
| Moderator comments | | | | | | | |

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| **242815: Apply the organisation’s code of conduct in a work environment** | | | | | | | |
| **Outcomes of each unit standard** | **Assessment criteria** | **Method of assessment**  **(Formative / Summative)** | **Assessed** | | **Competent** | | |
| **Date** | **Initial of assessor** | | **YES** | **NYC** |
| SO1: Explain the concept of ethics in relation to the ‘moral compass’ | AC1: The components of the ‘moral compass’ are described according to theory and practice | Formative 3A |  |  | |  |  |
|  | AC2: The team leader identifies team member’s positions on the moral compass according to observed behaviours | Summative 3B  Formative 2C |  |  |
|  | AC3: The relationship between ethics and the constitution is explained according to group and individual rights and responsibilities | Formative 3B |  |  |

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| SO2: Describe the role of a code of conduct in a work environment according to ethical principles | AC1: Code of conduct is explained, with reference to organisational documentation | Formative 3C  Summative 3A  Summative 3B |  |  |  |  |
|  | AC2: The code of conduct is compared to the principles of the Constitution and the ‘moral compass’ within the context of the organisation | Formative 3B |  |  |  |  |
| SO3: Uphold the code of conduct within the work team | AC1: Potential conflict between a personal value system and an organisational code of conduct is identified with examples | Formative 3D  Summative 3B |  |  |  |  |
|  | AC2: The consequences of non-compliance with the code are explained, with examples | Formative 3D  Summative 3B |  |  |  |  |
|  | AC3: Aspects of the code are applied according to Standard Operating Procedures | Summative 3A  Summative 3B |  |  |  |  |
|  | AC4: Examples of deviations, past or present, from the code of conduct, are identified and remedial action, if appropriate is taken according to Standard Operating Procedures | Formative 3D  Summative 3B |  |  |  |  |
|  | AC5: The importance of reporting deviations in areas beyond the team leader’s area of responsibility id explained according to the code of conduct. | Formative 3D  Summative 3B |  |  |  |  |
| Details of moderation | Name and signature of moderator: | | Assessment result confirmed: | | YES | NO |
| Moderator comments: |  |  |  |  |  |  |

# CCFO MARKSHEET

|  |  |  |
| --- | --- | --- |
| **Critical Cross-fields** | **Competent/ Not Yet Competent** | **Assessor Comments** |
| Identifying | C | The learners had to identify their own as well as the teams leadership styles. |
| Organising | C | The learners had to organise themselves into groups to do research and organise the information into logical documents. |
| Collecting | C | The learners had to collect information from the institution in order to complete the formatives and summatives. |
| Communicating | C | The learners had to work together in groups as well communicate with other employees of the institution to get the necessary information needed. |
| Demonstrating | C | The learners had to demonstrate that they could apply and understand the information that they had to collect. |
| Contributing | C | The learners had to participate in group work and had to submit material and information for the group formatives. |
| Science | C | The learners used science to do research and to complete some of the assessments. |
| Working | C | The learners were able to demonstrate that they can operate in the workplace as well as in life in general. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor Signature** |  | **Date** |  |
| **Moderator Signature** |  | **Date** |  |

# ASSESSMENT DECISION

|  |  |
| --- | --- |
| **OVERALL ASSESSMENT SCORE** | |
| Meets all the criteria for all the specific outcomes of the unit standard. |  |
| Meet some, but not all the criteria for the specific outcomes of the unit standard. |  |
| Clearly do not meet the criteria for the specific outcomes of the unit standard. |  |
| More evidence is required in order to make a judgement of competence. |  |

# VACS ANALYSIS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessor Name** | |  | | | | |
| **Assessment Evaluated** | | US 242824, 242819 and 242815 | | | | |
| **Date of Evaluation** | |  | | | | |
|  | | **PRINCIPLE** | |  | **ASSESSOR REPORT** | | **MODERATOR REPORT** |
| Validity of evidence | | Is the evidence appropriate and related to the specific outcomes? | | Y/N | Yes | | Yes |
| Was there any evidence that prohibited the Learner from meeting the assessment criteria? | | Y/N | No | | No |
| Authenticity of evidence | | Is there proof that the evidence is the learner’s own work? | | Y/N | Yes | | Yes |
| Currency of evidence | | Currency refers to the applicability of skills, knowledge and understanding in the present circumstances. Is the evidence current to the situation? | | Y/N | Yes | | Yes |
| Sufficiency of evidence | | Is there enough evidence to meet all the criteria of the specific outcome to certify competency? | | Y/N | Yes | | Yes |
| Will the Learner be deemed competent if the learner’s performance is to be reported? | | Y/N | Yes | | Yes |
| **Moderator Signature** |  | | **Date** | |  | |
| **Assessor signature** |  | | **date** | |  | |

# RE-ASSESSMENT AND APPEAL PROCEDURE

Learner completes the re-assessment and appeals application and delivers to the assessor

Assessor decides on actions to be taken:

* Discuss reasons and appropriate actions with Learner
* Learner accepts and follows actions
* Assessor re-assess
* Assessor or Learner still not satisfied
* Appeals application together with actions taken and complete assessment portfolio to the internal moderator
* Internal moderator discusses with assessor and Learner together next steps and recommendations
* Re-assessment by moderator
* Learner still not satisfied with results
* Appeals application, actions taken and complete assessment portfolio to the ETQA for verification

**The assessor has to provide the moderator with all appeals and re-assessment applications regardless if the Learner accepts the results of the re-assessment or not.**

Reassessment should comply with the following conditions:

Reassessment should take place in the **same situation or context** and under the same conditions

The **same method and assessment instrument** may be used, but the **task and materials should be changed**. However, they should be of the same complexity and level as the previous one(s).

Where the methods and instruments are changed, they must be appropriate for the outcomes specified.

On Appeal the Learner must complete and sign the appeals application (see appendix B)

On reassessment the initial assessment plan should be extended and accepted by the Learner.

**NOTE:**

Where several outcomes have been assessed and some, but not all, were achieved successfully, a decision has to be made about the credits for the successful outcomes, i.e. will the learner be able to retain these credits without having to be reassessed? If so, what would the assessment consist of then?

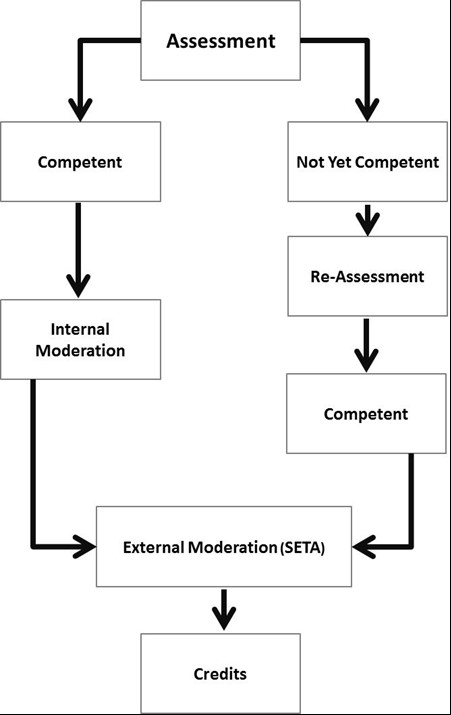
Care should be taken regarding **how often reassessment can be taken**, and the length of time between the original assessment and the reassessment. At the initial discussion of the assessment process and appeals procedure the Learner and assessor agree on the number of re-assessments. **A learner who is repeatedly unsuccessful should be given guidance on other possible and more suitable learning avenues.**

Learners should be secure in the knowledge that they can appeal against an unfair assessment.

**Appeals can be brought against:**

* Unfair assessment
* Invalid assessments
* Unreliable assessments
* The assessor’s judgment, if considered biased
* Inadequate expertise and experience of the assessor if it influenced the assessment.
* Unethical practices.

**Appeals Procedure**

****

# APPEALS APPLICATION

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard Title** |  | **Unit Standard number** |  |
| **NQF level** |  | **Credits** |  |
| **Venue** |  | **Date** |  |
| **Learner Name** |  | **Learner ID number** |  |
| **Assessor Name and Surname** |  | **Assessor Registration number** |  |

|  |
| --- |
| **1. Please explain how you were assessed:** |
|  |
|  |
|  |
|  |
|  |
| **2. Please list the reason(s) for your appeal:** |
|  |
|  |
|  |
|  |
| **3. Please indicate what course of action you would find acceptable in order to resolve this issue. (For example another assessor, a different assessment method, etc)** |
|  |
|  |
|  |
|  |
|  |
| **4. Please specify any additional requirements or needs you may have:** |
|  |
|  |
|  |
|  |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner Signature** |  | **Date** |  |
| **Moderator**  **Signature** |  | **Date** |  |

| **Assessor Feedback to learner** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessor Declaration of Competence | | 1st Attempt | | | | 2nd Attempt | | | | 3rd Attempt | |
| Competent | NYC | | | Competent | | NYC | | Competent | NYC |
|  |  | | |  | |  | |  |  |
| Date of declaration | |  | | | |  | | | |  | |
| Feedback | |  | | | |  | | | |  | |
| **Action Plan for Competence and Re-assessment** | | | | | | | | | | | |
| The learner was assessed on the following date: | | | | |  | | | | | | |
| The learner has not submitted sufficient evidence and is therefore not yet competent. | | | | | | | | | | | |
| The learner is required to submit additional evidence against the following: (List the specific outcome and assessment criteria relevant below) | | | | The learner is required to improve in the following areas: | | | | | | | |
|  | | | |  | | | | | | | |
|  | | | |  | | | | | | | |
| **Learner Declaration** | I, …………………………………………………………declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment instrument. | | | | | | | | | | |
| **Learner’s Signature** |  | | | | | | **Date:** | |  | | |
| **Assessor’s Signature** |  | | | | | | **Date:** | |  | | |
| **Moderator’s Signature** |  | | | | | | **Date:** | |  | | |

# LEARNER: ASSESSMENT REVIEW

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner name** |  | | | | | |
| **Assessor name** |  | | | | | |
| **Date of assessment** |  | | | | | |
| **Question** | | | | | **Yes** | **No** |
| Was the assessment process explained to you before the assessment? | | | | |  |  |
| Did the assessor have a pre-assessment meeting with you? | | | | |  |  |
| Did you receive feedback after the assessment? | | | | |  |  |
| Was the assessment feedback clear enough? | | | | |  |  |
| Did you receive your feedback within the agreed Timeframes? | | | | |  |  |
| Do you feel that the assessment was fair? | | | | |  |  |
| Do you feel that you received enough opportunities during the assessment to provide evidence to the assessor? | | | | |  |  |
| Did the assessor explain all the evidence requirements to you? | | | | |  |  |
| Were you given the chance to give your input in terms of the assessment process? | | | | |  |  |
| Was the evidence judged in accordance with the requirements outlined to you? | | | | |  |  |
| Was the feedback provided constructive? | | | | |  |  |
| Was the assessment documentation clear and user-friendly? | | | | |  |  |
| **Learner Signature** | |  | **Date** |  | | |
| **Assessor Signature** | |  | **Date** |  | | |
| **Moderator Signature** | |  | **Date** |  | | |

# ASSESSOR: ASSESSMENT REVIEW

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessor name** |  | | | | | |
| **Date of assessment** |  | | | | | |
| **Assessment Review** | | | | **Agree** | | **Disagree** |
| The Learner provided inputs into the assessment process. | | | |  | |  |
| Before the assessment was conducted the Learner understood what criteria and evidence will be used in the assessment process. | | | |  | |  |
| The assessment process was conducted in the Learner’s work environment. | | | |  | |  |
| The assessment instruments were clear and easily understood by the assessor. | | | |  | |  |
| In similar circumstances the assessor will make the same judgment again. | | | |  | |  |
| The evidence requirements are relevant to the unit standards. | | | |  | |  |
| The evidence identified for this portfolio is sufficient. | | | |  | |  |
| The evidence produced by the Learner can be verified as being authentic. | | | |  | |  |
| The assessment methods are suitable for the outcomes being assessed. | | | |  | |  |
| The assessment does not present any barriers for the Learner. | | | |  | |  |
| All special needs have catered for and considered during the assessment. | | | |  | |  |
| The assessment instruments were manageable and user-friendly. | | | |  | |  |
| **General Comments:** | | | | | | |
| **Assessor Signature** | |  | **Date** | |  | |
| **Moderator Signature** | |  | **Date** | |  | |

# ASSESSMENT REVIEW REPORT

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard Title** |  | **Unit Standard Number** | 242824  242819  242815 |
| **NQF Level** | **4** | **Credits** | 27 |
| **Venue** |  | **Date** |  |
| **Learner Name** |  | **Learner ID Number** |  |
| **Assessor Name** |  | **Assessor Registration Number** |  |

# ASSESSMENT GUIDE

|  |
| --- |
| **Strengths** |
| Clear instructions to the assessor.  Well-structured and easy to use.  Evidence matrixes are available to the assessor.  Outlines the assessment process. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

**Assessment Process**

|  |
| --- |
| **Strengths** |
| Easy manageable. I could follow the principles of good assessments. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

# ASSESSMENT METHODS USED

|  |
| --- |
| **Strengths** |
| The assessments were applicable to the unit standards and addressed the specific outcomes of the unit standards. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

# ASSESSMENT INSTRUMENTS USED

|  |
| --- |
| **Strengths** |
| The instruments were user friendly and assessed what was expected from the assessment criteria. It was fair and open, and all the learners were able to do what was expected of them. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

# LEARNER'S READINESS FOR ASSESSMENT

|  |
| --- |
| **Strengths** |
| The learners indicated that they were ready for assessment during the pre-assessment meeting. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

# UNIT STANDARD

|  |
| --- |
| **Strengths** |
| The unit standards were re-registered. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor Signature** |  | **Date** |  |
| **Moderator Signature** |  | **Date** |  |

# SPECIAL NEED ASSESSMENT

**NAME OF COURSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE OF COURSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NAME OF LEARNER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ID OF LEARNER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NAME OF ASSESSOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EXPLANATION OF SPECIAL NEED:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIONS TAKEN BY ASSESSOR TO COMPLETE THE ASSESSMENT:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEARNER COMPETENT YES / NO**

**REASONS IF NOT YET COMPETENT:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **LEARNER SIGNATURE** |  | **DATE** |  |
| **ASSESSOR SIGNATURE** |  | **DATE** |  |
| **MODERATOR SIGNATURE** |  | **DATE** |  |