



Conduct Outcomes-Based Assessment

Handout 22

Assessment Learner 2

PART E: Practical– Assessment of Learner 2

Assessment Plan Learner 2

78

Assessment Plan

79

Unit standard	<u>Learning programme</u>	<u>Where it is covered</u> (In learner guide)	How it is Assessed (Assessment Methodology)	Classification of Evidence
<u>SAQA ID Number</u>	<u>Internal code</u>			
120300				
<u>Title</u>	<u>Name</u>			
Analyse leadership and related theories in a work context	Generic Management and leadership			
<u>NOF level and credits</u>				
Level 5; 8 Credits				
<u>Specific outcome</u>	<u>Programme outcomes</u>			
Explain the concept of leadership	- Be able to define leadership using examples -	Module 1		

Assessment criteria					Direct	Indirect	Current	Historical
<ul style="list-style-type: none"> • Various definitions of leadership are identified and discussed in work context. • The role of a leader and manager is compared in terms of their complementary roles in the workplace 	Module 1	Structured discussion		x			x	
	Module 1,2	Structured discussion		x			x	
Specific outcomes	Programme outcomes							
Differentiate between leadership and management	- Be able to differentiate between leadership and management using examples							
	Module 1 Module 2							

	<ul style="list-style-type: none"> - Understand the levels of management in the organisation - Understand the difference between effectiveness and efficiency in the workplace - Be able to identify the role of the manager in the workplace <ul style="list-style-type: none"> • Planning • Decision making • Delegating • Problem Solving 				<table border="1"> <tr> <td data-bbox="162 150 347 595">Direct</td> <td data-bbox="347 150 533 595">x</td> <td data-bbox="533 150 735 595"></td> </tr> <tr> <td data-bbox="162 271 347 595">Indirect</td> <td data-bbox="347 271 533 595"></td> <td data-bbox="533 271 735 595"></td> </tr> <tr> <td data-bbox="162 150 347 595">Current</td> <td data-bbox="347 150 533 595">x</td> <td data-bbox="533 150 735 595"></td> </tr> <tr> <td data-bbox="162 150 347 595">Historical</td> <td data-bbox="347 150 533 595"></td> <td data-bbox="533 150 735 595"></td> </tr> </table>	Direct	x		Indirect			Current	x		Historical		
Direct	x																
Indirect																	
Current	x																
Historical																	
Assessment criteria																	
<ul style="list-style-type: none"> • Leadership and management are defined and differentiated using examples 		Module 1	Structured discussion	x													
<ul style="list-style-type: none"> • The roles and qualities of a leader are differentiated and compared with those of a manager in a work context 		Module 2	Structured discussion,	X													

<ul style="list-style-type: none"> The concepts of accountability and responsibility are discussed and explained in terms of advantages and disadvantages 	Module 2	Role Play	x	x	
<ul style="list-style-type: none"> The role of a leader and a manager is compared in terms of their complementary roles in the workplace 	Module 2	Structured discussion, Group activities	x	x	

<p>Specific outcome</p> <p>Analyse leadership theories</p>	<p>Programme outcomes</p> <ul style="list-style-type: none"> - Explain the concept of leadership in terms of its definition and elements - Understand and critically evaluate theories of leadership by using workplace examples - Understand Leadership Power - Identify own Leadership Style and implications of style for self and others 	Module 3		
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Assessment criteria			Direct	Indirect	Current	Historical
<ul style="list-style-type: none"> The various leadership theories are identified and discussed in the work context 	Module 3	Structured discussion, Card game	X		X	
<ul style="list-style-type: none"> Trends and developments relating to different leadership theories are examined with examples 	Module 3	Structured discussion, Card game	X		X	
<ul style="list-style-type: none"> The various leadership theories are justified in terms of advantages and disadvantages 	Module 3	Structured discussion, Card game	x		X	

Specific outcome	Programme outcomes					
Apply different roles and qualities of leadership in work context	Demonstrate an understanding of: <ul style="list-style-type: none"> - Leadership with integrity - Leadership with passion - Leadership through service 	Module 3, 4			Direct	
					Indirect	
					Current	
					Historical	
Assessment criteria						
<ul style="list-style-type: none"> • The roles and qualities within leadership contexts are analysed with examples 		Module 3, 4		Structured discussions Group Activities DVD's	Direct	x
					Indirect	
					Current	X
					Historical	
<ul style="list-style-type: none"> • The leadership style of selected leaders are analysed to determine its effect in a context 		Module 3		Structured discussions Group Activities DVD's	Direct	x
					Indirect	
					Current	x
					Historical	

<ul style="list-style-type: none"> The term role model is analysed in order to establish its effect on the work context 	Module 3	Structured discussions Group Activities DVD's	x	X	
<ul style="list-style-type: none"> A leadership theory is selected and applied in own work context 	Module 4	Structured discussions Group Activities DVD's	X	x	
<ul style="list-style-type: none"> Leadership roles, qualities, abilities are analysed to formulate own development strategy 	Module 4	Structured discussions Group Activities DVD's	x	x	
Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide)	How it is Assessed (Assessment Methodology)	Classification of evidence	
SAQA ID Number	Internal code				
252042					

<u>Title</u>	<u>Name</u>									
Apply the principles of ethics to improve organisational culture	Ethics in the Workplace									
<u>NQF level and credits</u>										
NQF Level 5; 5 Credits										
<u>Specific outcome</u>	<u>Programme outcomes</u>									
Demonstrate an understanding of the relationship between values, ethics and organisational culture and its impact on achieving goals and objectives.	<ul style="list-style-type: none"> Understand the concept of Corporate Ethics Be able to distinguish between personal values, organisational ethics and organisational values and understand practical conflicts between these concepts. Understand the impact of organisational values and culture on the triple bottom line. 	Module I								
<u>Assessment criteria</u>										
<ul style="list-style-type: none"> The relationship between personal values, organisational ethics, and the entity's culture is demonstrated through examples from the South African workplace. The complexity of the conflicts between personal values and the entity's values and ethical codes is illustrated with examples from the South African workplace. 	Module I	Questioning	x							
	Module I	Case study	x							

<ul style="list-style-type: none"> The potential impact of organisational values and culture on the entity's triple bottom line are analysed and described. 		Module 1	Evaluate report against criteria	x		x	
<p>Specific outcomes</p> <ul style="list-style-type: none"> Apply the concept of corporate ethics to a unit. 	<p>Programme outcomes</p> <ul style="list-style-type: none"> Understand the Imperatives for Ethics in the South African Workplace Understand the requirements of the King Report of Corporate Governance in terms of Ethics in the South African workplace Understand how the Principles of Peritum Agri Institute impacts on the South African workplace 	Module 2					
<p>Assessment criteria</p> <ul style="list-style-type: none"> The imperatives for ethical conduct in South African organisations are explained with reference to acts, regulations, codes and other documents relevant to the entity. The role of corporate governance within an entity is analysed to determine the contribution of a unit in promoting internal organisational codes and ethical practices. The specific ethical practices of a unit in different areas are analysed with examples. 				Direct	Indirect	Current	Historical
		Module 2	Questioning	x		x	
		Module 2	Questioning	x		x	
		Module 2	Questioning	x		x	
<p>Specific outcomes</p>	<p>Programme outcomes</p>						

<p>Analyse a unit in relation to the principles of corporate ethics.</p>	<ul style="list-style-type: none"> • Understand what an Ethics Management Program is, and the benefits thereof • Understand the guidelines for an Ethics Management Program • Understand the key roles and responsibilities with regards to an ethics management program • Understand and be able to apply Ethics Management tools: <ul style="list-style-type: none"> ▪ Risk assessments ▪ Code of Ethics ▪ Code of Conduct ▪ Policies and Procedures impacting on Ethics Management 	<p>Module 3</p>							<p>Direct</p> <p>x</p>			<p>Indirect</p>			<p>Current</p> <p>x</p>												
<p>Assessment criteria</p>																											
<ul style="list-style-type: none"> • An instrument is selected for analysing individual and organisational conduct in respect of organisational values, codes of conduct and corporate ethics. 																			<p>Module 1</p>	<p>Case Study</p> <p>Questioning</p> <p>Product evidence</p>	<p>x</p>						
<ul style="list-style-type: none"> • The instrument is applied to gather and record information within a unit in respect of organisational values, codes of conduct and corporate ethics. 																			<p>Module 3</p>	<p>Product evidence</p>	<p>x</p>						

<ul style="list-style-type: none"> The instrument is applied to evaluate the current state in a unit against the desired state in respect of organisational values, codes of conduct and corporate ethics. 	Module 3	Product evidence	x	x	
<p>Specific outcomes</p> <p>Formulate recommendations for strengthening shared organisational values, the code of conduct and ethical practices.</p> <ul style="list-style-type: none"> Understand how to institutionalise an ethics management program Understand the principles to measure the performance of an Ethics Management Program Understand ethics management as part of the 'Bigger picture' 	Module 3	Facilitation			
<p>Assessment criteria</p> <ul style="list-style-type: none"> An implementation plan is prepared that described the strengthening of the entity's values, code of conduct and ethical practices in the unit. The role and responsibilities of the manager are described in terms of decision making to strengthen the values, code of conduct and ethical practices in a unit and the entity. The communication activities for promoting the entity's values, code of conduct and ethical practices are outlined in the plan, with role allocation and time frames. 			Direct	Indirect	Current
<ul style="list-style-type: none"> An implementation plan is prepared that described the strengthening of the entity's values, code of conduct and ethical practices in the unit. 	Module 3	Product evidence Case study	x	x	
<ul style="list-style-type: none"> The role and responsibilities of the manager are described in terms of decision making to strengthen the values, code of conduct and ethical practices in a unit and the entity. 	Module 3	Product evidence Case study	x	x	
<ul style="list-style-type: none"> The communication activities for promoting the entity's values, code of conduct and ethical practices are outlined in the plan, with role allocation and time frames. 	Module 3	Product evidence Case study	x	x	

<ul style="list-style-type: none"> The process for monitoring and evaluating improvements in relation to the entity's organisational values, code of conduct and ethical practices in a unit is described with role allocation and time frames. 		Module 3	Product evidence Case study	x	x	Classification of evidence
Unit standard	Learning programme	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)			
SAQA ID Number	Internal code					
252021						
Title	Name					
Formulate recommendations for a change process	Change Management					
NQF level and credits						
Level 5, 8 Credits						
Specific outcome	Programme outcomes	Module 1	Structured facilitation		Questionnaire	
Demonstrate knowledge of and insight into the need for change within the context of environment change.	<ul style="list-style-type: none"> Explain what is meant by change; Distinguish between the external and internal causes of change and Describe the various types of change 					

Assessment criteria				Direct	Indirect	Current	Historical
<ul style="list-style-type: none"> The nature of change and its impact on organisational sustainability are explained with reference to internal and external environmental change affecting a specific unit. 	Module 1	Structured facilitation Questionnaire	x		x		
<ul style="list-style-type: none"> The need for change is motivated by identifying the benefits of change for a unit. 	Module 1	Structured facilitation Questionnaire	x		x		
Specific outcomes	Programme outcomes						
Analyse an area requiring the implementation of a change process.							
	Module 6	Structured facilitation					Case Study
<ul style="list-style-type: none"> Components of change How businesses are affected by change Change Project phases Steps in the change management process 							

Assessment criteria			Direct	Indirect	Current	Historical
<ul style="list-style-type: none"> The need for change in a unit of an entity is identified in terms of a desired state compared with the current state. 	Module 6	Structured facilitation Case study Workplace exercise	x		x	
<ul style="list-style-type: none"> The results of a SWOT or other suitable analysis are presented to substantiate the argument in favour of a change process. (Range: The SWOT analysis should include the benefits of implementing change, the main risks and obstacles, the positive forces to be harnessed and the change resilience in the unit.) 	Module 6	Structured facilitation Case study Workplace exercise	x		x	

<p>Specific outcomes</p> <p>Select a model for implementing a change management process.</p>	<p>Programme outcomes</p> <ul style="list-style-type: none"> Describe the steps included in most change management models; Explain Lewin's change model ; Describe the systems approach to change; Discuss Kotter's eight steps for leading change; and Explain organisation development as a change intervention approach. 	<p>Module 5</p>	<p>Structured Facilitation</p>	<p>Questionnaire</p>	
<p>Assessment criteria</p>		<p>Module 5</p>		<p>Direct</p>	<p>x</p>
<p>• The characteristics of two change models are described with reference to their appropriateness for different change processes</p>		<p>Module 5</p>	<p>Structured Facilitation Questionnaire</p>	<p>Indirect</p>	<p>x</p>
<p>• The reasons for selecting the model are described with reference to the findings of the analysis.</p>		<p>Module 5</p>	<p>Structured Facilitation Questionnaire</p>	<p>Current</p>	<p>x</p>
<p>Specific outcomes</p>	<p>Programme outcomes</p>				

<p>Formulate recommendations on implementing the change process</p>	<p>Module 6</p> <ul style="list-style-type: none"> • Components of change • How businesses are affected by change • Change Project phases • Steps in the change management process <p>Module 2</p> <ul style="list-style-type: none"> • Understand the basic psychological needs of humans • Understand how change impacts on these needs. • Deal with employees in different phases of the change process <p>Module 3</p> <ul style="list-style-type: none"> • describe a change agent; • distinguish between the different types of change agents; • discuss the roles and responsibilities of the various change players; and • explain the managerial and personal skills required by a change agent <p>Module 4</p> <ul style="list-style-type: none"> • explain the individual and organisational sources of resistance to change; • describe the approaches to overcome resistance to change; and • assess the readiness of organisations to change 	<p>Module 2,3,4,6</p>	<p>Structured facilitation, case study</p>	<p>Case study; Workplace exercise</p>
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<u>Assessment criteria</u>				Direct	Indirect	Current	Historical
<ul style="list-style-type: none"> The change management plan presented describes the changes to be implemented in relation to the needs identified in the SWOT analysis. (Range: The change management plan includes the phases of the plan, the actions, the persons responsible for the actions, the time frames, communication with stakeholders, desired outcomes, anticipated obstacles, expected positive and negative responses to the change, as well as plans to overcome the obstacles and negative responses.) The actions proposed for managing the anticipated human responses to the change process are appropriate to the findings of the SWOT analysis. The role and competencies of the change leader responsible for facilitating the dynamics of the change process are motivated in relation to the proposed change process. 	Module 2,4,6	Structured facilitation, case study; Workplace Exercise	x		x		
	Module 2, 4	Structured facilitation, case study; Workplace Exercise	x		x		
	Module 3	Structured facilitation, case study; Workplace Exercise	x		x		
Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence			

SAQA ID Number	Internal code				
252026					
Title	Name				
Apply a systems approach to decision making	Decision Making and Problem Solving				
NQF level and credits					
Level 5; 6 Credits					
Specific outcome	Programme outcomes				

<p>Apply critical and analytical skills to analyse an issue or problem</p>	<ul style="list-style-type: none"> • Demonstrate and understanding of the assumptions to Problem Solving • Demonstrate an understanding of the approaches to Problem Solving • Demonstrate an understanding of the Definitions of Problem Solving • Demonstrate an understanding of the proposed Problem-Solving model • Demonstrate an understanding of Problem Solving as a participative process • Demonstrate an understanding of Situational Analysis as tool to define a problem <ul style="list-style-type: none"> ○ Write down the problem ○ Separate the problem in its related parts ○ Distinguish between causes and results ○ Set priorities ○ Distinguish between problems, decisions, plans and new situations • Demonstrate an understanding to apply the seven steps method to diagnose the cause of a problem 	<p>Module 1,2,3</p>	
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Assessment criteria				Direct	Indirect	Current	Historical
Critical and analytical skills are applied to analyse and define an issue/problem affecting the functioning of a unit.		Module 1,2,3	Questioning Case study	x		x	
<ul style="list-style-type: none"> Critical and analytical skills are applied to determine factors impacting on the issue/problem and other areas in a unit and the entity affected by the issue/problem 		Module 1,2,3	Questioning Case study	x		x	
Specific outcomes							
Programme outcomes							
Engage with stakeholders in analysing the issue/problem and developing solutions	<ul style="list-style-type: none"> Demonstrate an understanding of Problem Solving as a participative process 						
Assessment criteria				Direct	Indirect	Current	Historical
<ul style="list-style-type: none"> The purpose of the consultation is communicated to stakeholders with reference to the aspects of the issue/problem and solutions to be discussed. 		Module 1,2,3	Questioning Case study	x		x	

<ul style="list-style-type: none"> The critical and analytical processes for analysing the issue/problem and generating ideas on addressing the issue/problem are explained with examples. 	Module 1,2,3	Questioning Case study	x	x	
<ul style="list-style-type: none"> The participation of stakeholders is obtained in analysing the unit's internal and external environment to identify factors relevant to the issue/problem. 	Module 1,2,3	Questioning Case study	x	x	
<ul style="list-style-type: none"> The participation of team members is obtained in developing solutions to the issue/problem that would contribute towards the functioning of the unit and the broader system within which it operates. 	Module 1,2,3	Questioning Case study	x	x	
<ul style="list-style-type: none"> The different ideas, values and perspectives of team members and stakeholders are recognised and respected in view of the value they add to the solution developed. 	Module 1,2,3	Questioning Case study	x	x	
Specific outcome	Programme outcomes				

<p>Select a feasible solution through the systems approach</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the following methods to finding solutions to a problem: <ul style="list-style-type: none"> ○ Trail-and-Error ○ Intuition ○ Creative Thinking ○ Mind Mapping ○ Visualisation ○ Brainstorming ○ Deductive and Inductive reasoning 				
<p>Assessment criteria</p>					
	<ul style="list-style-type: none"> • The inputs from stakeholders are analysed to identify feasible solutions to the issue/problem that would improve the functioning of the unit and the broader system within which it operates. 	<p>Module 4</p>	<p>Questioning Case study</p>	<p>x</p>	<p>x</p>
				<p>Direct</p>	<p>Historical</p>
				<p>Indirect</p>	<p>Current</p>

<ul style="list-style-type: none"> The identified solutions are prioritised in terms of their potential outcomes on the various processes/sections in the unit, the wider entity and external stakeholders. 	Module 4	Questioning Case study	x	x	
<ul style="list-style-type: none"> A solution(s) is selected that is most appropriate within a systems context taking into consideration interrelated issues that impact on the solution and areas that will be impacted upon by the implementation of the solution 	Module 4	Questioning Case study	x	x	
<p>Specific outcomes</p> <p>Formulate and communicate the decision</p>	<p>Programme outcomes</p> <ul style="list-style-type: none"> Demonstrate an understanding of the steps in planning and implementing the solution/s Demonstrate an understanding to formulate and communicate the solution Demonstrate an understanding of the monitoring and evaluation process 				

Assessment criteria			Direct	Indirect	Current	Historical
<ul style="list-style-type: none"> The decision on addressing the issue/problem is formulated with reference to the impact of the decision on the unit and the broader system within which it operates. 	Module 5,6	Questioning Case study	x		x	
<ul style="list-style-type: none"> Actions required to implement the decision in the unit are described with reference to activities, role players, resources and time lines. 	Module 5,6	Questioning Case study	x		x	
<ul style="list-style-type: none"> Change processes that are required to support the implementation of the decision are described with reference to their impact on the success of the implementation of the decision. 	Module 5,6	Questioning Case study	x		x	
<ul style="list-style-type: none"> The decision is communicated to relevant team members in the unit and other stakeholders who will be involved in its implementation in a user-friendly format. 	Module 5,6	Questioning Case study	x		x	

Essential embedded knowledge	Knowledge components		
<p>The learner must demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Leadership definitions • Leadership theories • Roles of Leaders • Leadership functions • Management functions and roles - the difference between management and leadership • Institutional policies, procedures and legislation 	<p>Module 1 & 3</p> <p>Module 3</p> <p>Module 1,2,3</p> <p>Module 2,3</p> <p>Module 2,3</p> <p>Summative assessment</p>		
<p>The South African Constitution.</p> <ul style="list-style-type: none"> • King Report on Corporate Governance. • National and international best practices in respect of business/corporate ethics. • Personal and organisational values. • Principles of business/corporate ethics. 		<ul style="list-style-type: none"> - Module 2 - Module 2 - Module 1 - Module 1 - Module 1,2,3 	

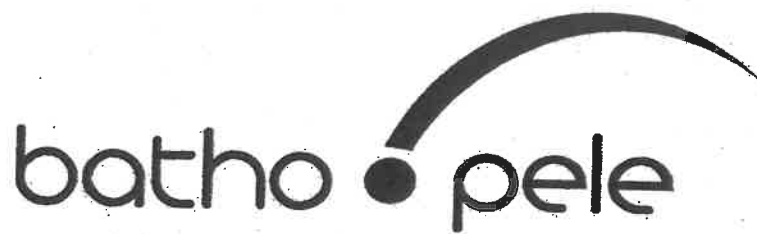
<ul style="list-style-type: none"> • Theories of change. • Theories of change management. • Human responses to change. <p>Models of change management.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Techniques for conducting a SWOT analysis (i.e. strengths, weaknesses opportunities and threats). <input type="checkbox"/> Components of a change management plan. 	<p>Module 1,2,5 Module 1,2,5 Module 2,4 Module 5 Annexure F Module 6</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> The systems approach as applied to decision making and problem solving. <input type="checkbox"/> Critical and analytical thinking techniques. <input type="checkbox"/> Techniques for analysing and defining problems. 	<p>Module 1,2,3,4,5,6 Module 1,2,3,4,5,6 Module 1,2,3,4,5,6</p>	<p>Structured Facilitation</p>
<p><u>Critical cross-field outcomes</u></p>		
<ul style="list-style-type: none"> - Identify and solve problems using critical and creative thinking 	<p>Module 2</p>	
<ul style="list-style-type: none"> - Work effectively with others as a member of a team 	<p>Module 2,3,4</p>	
<ul style="list-style-type: none"> - Organise and manage oneself and activities 	<p>Module 2, 3, 4</p>	
<ul style="list-style-type: none"> - Collect, analyse, organise and critically evaluate information 	<p>Module 1,2,3,4</p>	

- Communicate effectively using visual, mathematical and or language	Module 2,3		
Identifying	-	Module 1,2,3	
Working	-	Module 1,2,3	
Organising	-	Module 1,2,3	
Collecting	-	Module 3	
Communicating	-	Module 1,2,3	
Science	-	Module 1,2,3	
Demonstrating	-	Module 1,2,3	
Contributing	-	Module 1,2,3	
<ul style="list-style-type: none"> • Identify & solve problems • Work as member of a team • Organise and manage 	<ul style="list-style-type: none"> • Collect, organise and critically evaluate • Communicate effectively • Understand the world as integrated set 	Module 1,2,3,4,5,6	

<ul style="list-style-type: none"> • Identifying • Working • Organising • Collecting 	<ul style="list-style-type: none"> • Communicating • Science • Demonstrating • Contributing 	<p>Module 1,2,3,4,5,6</p>	
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ASSESSMENT WORKBOOK LEARNER 2

LEARNER 2: Real POE



Unit standard ID:	Unit standard title:
120300	Analyse leadership and related theories in a work context
252042	Apply the principles of ethics to improve organizational culture
252021	Formulate recommendations for a change process
252026	Apply a systems approach to decision making

**Learner POE
Workbook
Leadership**

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Learner Initial

M.A

PORTFOLIO OF EVIDENCE

Learner name and surname	MODUPI SEKALO
Learner ID number or alternative ID	9307025103086
Learner telephone number	073 7753 623
Date of submission	13 January 2020
Return address for the Portfolio of Evidence	1048 H ² Botshabelo 9781
Manager or Supervisor's Name	Thobang Zume
Contact details	084 490 7430
Special needs	N/A

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 Initial

M.A

Table of Content

	Page	Section
Learner Orientation	5	
Assessment Overview	9	
Instructions to the learner	10	
CV and ID of the learner	13	A
Assessment Information	14	A
Declaration of Authenticity	15	A
Declaration	16	A
Pre-assessment meeting	17	A
Learner Assessment Contract	18	A
PART 1		
Individual Formative 1A	20	B
Individual Formative 1B	23	B
Group Formative 2A	24	B
Group Formative 2B	26	B
Group Formative 3A	27	B
Individual Formative 3B	28	B
Individual Formative 3C	30	B
Group Formative 3D	40	B
Individual Formative 4A	43	B
PART 2		
Individual Formative 1A	46	B
Group Formative 1B	47	B
Group Formative 1C	48	B
Individual Formative 2A	49	B

Group Formative 3A	50	B
PART 3		
Individual Formative 1A	51	B
Individual Formative 2A	52	B
Group Formative 3A	53	B
PART 4		
Group Formative 1A	54	B
Individual Formative 1B	58	B
Group Formative 2A	59	B
Group Formative 3A	60	B
Summative Assessments	61	C
Assessor Declaration of competence	67	D
CCFO Marksheet	79	D
VACS Analysis	80	D
Re-assessment and appeals procedure	81	D
Assessor Feedback to Learner	86	D
Learner Assessment Review	88	D
Assessor Assessment Review	89	D
Assessment Review Report	90	D
Special Needs Assessment	95	D

LEARNER ORIENTATION

This learning programme is based on the following unit standards: **See Unit Standard Guide**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Analyse leadership and related theories in a work context

SAQA US ID	UNIT STANDARD TITLE			
120300	Analyse leadership and related theories in a work context			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Administration				
QUALITY ASSURING BODY				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Public Administration	
ABET BAND	UNIT STANDARD TYPE	OLD NQF LEVEL	NEW NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 5	New Level Assignment Pend.	8
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			

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

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Learner Initial

M.A

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Apply the principles of ethics to improve organisational culture

SAQA US ID	UNIT STANDARD TITLE				
252042	Apply the principles of ethics to improve organisational culture				
ORIGINATOR		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 LEVEL	NQF	NQF LEVEL	CREDITS
Undefined	Regular	Level 5		New Level 5 Assignment Pend.	
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			

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Formulate recommendations for a change process

SAQA US ID	UNIT STANDARD TITLE			
252021	Formulate recommendations for a change process			
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	OLD NQF LEVEL	NEW NQF LEVEL	CREDITS
Undefined	Regular	Level 5	New Level Assignment Pend.	8
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2018-07-01	2023-06-30	SAQA 06120/18
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

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

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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:**

Apply a systems approach to decision making

SAQA US ID	UNIT STANDARD TITLE			
252026	Apply a systems approach to decision making			
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	OLD NQF LEVEL	NEW NQF LEVEL	CREDITS
Undefined	Regular	Level 5	New Level Assignment Pend.	6
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2018-07-01	2023-06-30	SAQA 06120/18
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

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

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ASSESSMENT OVERVIEW

Assessment Instruments

Formative Assessment

The Formative Assessment consists of tear out sections at the end of each chapter 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 Assessment.

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:

- a) **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.
- b) **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).
- c) **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 assessors comments will refer to specific page numbers of the portfolio.

INSTRUCTIONS TO THE LEARNER:

1. This Learner POE Workbook is designed to assist you in compiling your Portfolio of Evidence.
2. 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, have to 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.
3. 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.
4. Learner must sign all documents required in sections A and D.

Learner Initial

M.A

5. ALL formative and summative activities must be completed in order to be deemed competent against the unit standard.
6. The declaration of Authenticity form MUST be signed and if evidence was collected in group activities, it should be declared on this form.
7. The Learner must take note that he/she will have three assessment opportunities to show competence against the outcomes of the unit standard.
8. The Learner must make himself aware of the Re-assessment and Appeals Procedure.

Learner Initial


M.A

SECTION A

Learner Initial

CV and **CERTIFIED COPY OF ID** and qualification of Learner

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

NAME AND SURNAME	MODUPI SECALO
HIGHEST SCHOOL QUALIFICATION	Grade 12
OTHER QUALIFICATIONS	N/A
POSITION IN ORGANISATION	Debt collector
HOW LONG HAVE YOU BEEN IN THIS POSITION	2 years
GIVE A BRIEF DESCRIPTION OF YOUR WORK EXPERIENCE:	
<p>Worked as a direct marketer for Edcon.</p>	
SIGNATURE	

Learner Initial

80
CURRICULUM VITAE
OF
ANDRIES MODUPI
SEGALO
00

PERSONAL DETAILS

Surname: Segalo

First Names: Andries Modupi

Date of Birth: 02 July 1993

Identity Number: 930702 5103 086

Gender: Male

Race: Black

Marital Status: Single

Disability: None

Nationality: South African

Home Language: Southern Sotho

Driver's Licence: None

CONTACT DETAILS

Residential Address: 1048 H2

Botshabelo

9781

Work Address : P.O Box 12113

Brandhof

Bloemfontein

9324

Contact Details : 073 775 3623 / 078 847 8649 ALT

Work Telephone : (051) 505 6756

E-mail Address : modupiandriess@gmail.com

LANGUAGE PROFECIENCY

LANGUAGE	SPEAK	READ	WRITE
English	Good	Good	Good
Sesotho	Good	Good	Good
Setswana	Good	Good	Good

EDUCATIONAL QUALIFICATION

School Attended: Brebner High School

Highest Grade Passed: 12

Year: 2010

Subjects Passed

1. Mathematical Literacy
2. Consumer Studies
3. Economics
4. Business Studies
5. Life Orientation
6. English Home Language
7. Sesotho 1st Language

EMPLOYMENT RECORD

Institution: Ramothello And Tsotetsi

Duration: April 2015 Till Present

Duties/Responsibilities: Collect Debts

Ensure Collection Target Is Met.

Update Debtors Information On System.

Incoming And Outgoing Calls.

HOBBIES AND INTEREST

Reading

Sports

Leadership

PERSONALITY PROFILE

- I have the ability to communicate with diverse people and diverse culture.
- I am a hard worker, responsible, honest, trust worthy and an independent person.
- I am always punctual and have the ability to meet deadlines when required.

REFERENCES

Title: Ms Mathapelo Segalo

Position: Sister

Contact Numbers: 073 7753 623

Title: Mr Tshediso Machaea

Position: Assistant Manager

Contact Numbers: (051) 505 6756

Title: Ms Dorothy Mokhachane

Position: Supervisor

Contact Numbers: (051) 505 6756

Title: Mr Lebogang Mangwegape

Position: Co-Worker

Contact Numbers: 073 415 2270

ACKNOWLEDGEMENT

I declare that all the information provided (including any attachment) is complete and correct to the best of my knowledge. I understand that any false information supplied could lead to my application being disqualified or my discharge if I am appointed.

 EDALO.

SIGNATURE

13 January 2020

DATE

I.D. No. 930702 5103 086



S.A. CITIZEN

NOTICE OF PERSONAL PARTICULARS

Any changes to the personal particulars in your ID book must be communicated to all relevant authorities.

NOTICE OF CHANGE OF ADDRESS

When the **NOTICE OF CHANGE OF ADDRESS** form in this pocket to report a change of address or a change in particular of your present address e.g. name of street and/or street number etc.

should be sent by post to the nearest post office of the **DEPARTMENT OF HOME AFFAIRS**.

930702

MODUS INDIES

SOUTH AFRICA



2007

South Africa

M.A



REPUBLIC OF SOUTH AFRICA

National Senior Certificate

Awarded to

Modupi Andries Segalo

Identify number 9307025103086

Subject	%	Achievement level
English Home Language	78	3
Sesotho First Additional Language	78	4
Mathematical Literacy	64	5
Life Orientation	75	6
Business Studies	61	5
Consumer Studies	60	4
Economics	42	3
*****		***

GESERTIFISEER AS 'N WARE AFSKRIF VAN DIE
 OORSPRONKLIKE / CERTIFIED A TRUE COPY OF
 THE ORIGINAL **61119**
NADINE AMELIA DAVIS
 SYMINGTON & DEKOK GEBOU / BUILDING
 169B NELSON MANDELA WYLAAN / DRIVE, BFN
 KOMMISSARIS VAN EDE / COMMISSIONER OF OATHS
 PRAKTISERENDE PROKUREUR R.S.A.
 PRACTISING ATTORNEY R.S.

This candidate is awarded the National Senior Certificate and has met the minimum requirements for admission to bachelor's degree, diploma or higher certificate study as provided for admission to higher education, subject to the admission requirements of the higher education institution concerned.

With effect from December 2019

M. S. LALONETE
Chief Executive Officer

110 8800 0035 P



This certificate is issued without alteration or signature of any kind



Council for Quality Assurance in
General and Further Education and Training
South Africa

2017030

For more information

ASSESSMENT INFORMATION

Assessment Details

LEARNER INFORMATION	
Name	Modup, Secalo
Identity number	9307025103086
Telephone no	073 775 3623
E-mail address	modupriandiness@gmail.com
Postal address	1048 Section 4 ² Botshabelo 9781
ASSESSOR INFORMATION	
Name	
Identity number	
Telephone no	
E-mail address	
MODERATOR INFORMATION	
Name	
Identity number	
Telephone no	
E-mail address	

DECLARATION OF AUTHENTICITY

I, Madupi Andies Segalo (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
Group formative A	24/B
Group formative 2B	26/B
Group formative	27/B
Group formative 3D	40/B
Group formative 1.B	47/B
Group formative 1c	48/B
Group formative 3A	50/B
Group formative 3B	53/B
Group formative 1A	54/B
Group formative 2A	59/B
Group formative 3.A	60/B
Group formative 3.A	60/B

Signature of Learner

13/01/2020
Date

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15

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M.A

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	8/10/2019
Mentor/Supervisor signature		Date	8-09-19

Learner Initial M.A

PRE-ASSESSMENT MEETING CHECKLIST

Learner	<i>Meduni Segalo</i>	Unit Standard Number	120300; 252042; 252021; 252026	Credits	27
Assessor		Unit Standard Title	Leadership	Level	5
Moderator					
Nr.	Points to be Covered				
1	Welcome the Learner and put them at ease.	✓			
2	Explain the purpose and objectives of the meeting.	✓			
3	Provide clear explanations of the key elements and implications of standards based assessments within the context of the NQF.	✓			
4	Explain the assessment process and the principles of good assessment practice.	✓			
5	Explain the roles and responsibilities of the Learner, assessors and moderators.	✓			
6	Explain the Learner's rights, discuss the appeal process and reassessment policies.	✓			
7	Provide Learner with a copy of the relevant unit standard and criteria against which they will be assessed.	✓			
8	Discuss and identify any special assessments needs of the Learner.	✓			
9	Identify and eliminate any unfair barriers e.g. language, disabilities.	✓			
10	Discuss the evidence requirements with the Learner, and agree on evidence the Learner must submit.	✓			
11	Explain and agree the best assessment methods, instruments and activities to be used	✓			
12	Ensure the assessment environment and activities are aligned with recognized codes of practice, health and safety procedures and standards operating procedures	✓			
13	Agree on an assessment schedule with the Learner, which reflects: assessment criteria, types of evidence to be collected, assessment methods, timing of assessments, sequence of activities, deadlines and arrangements for reviewing the assessment plan.	✓			
14	Discuss the importance of confidentiality of all information.	✓			
15	Discuss the moderation and certification process.	✓			
16	Give the Learner opportunity to seek clarification on any items discussed.	✓			
17	Provide the Learner with a copy of the assessment contract which is signed and safely stored away.	✓			
18	Explain how the learner will be supported during the assessment process.	✓			
Declaration of understanding					
I understand the purpose of the meeting.					✓
I declare that the points of the Pre-Assessment Meeting Checklist were explained by the assessor.					✓
I declare that I have received copies of the Unit standards, assessment plan/schedule and copies of the relevant policies and procedures pertaining to my assessment.					✓
ASSESSOR'S SIGNATURE			DATE		
LEARNER'S SIGNATURE			DATE		
<i>M. Segalo</i>			02/09/2019		

Learner Initial
M.A

Learner Assessment Contract

Learner name:	MODUPI SECALO
Assessor name:	
Unit standard assessed:	120300; 252042; 252021; 252026
Date:	

Your rights as a learner:

- You have the right to appeal against any judgement given as a result 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 as a result 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, MODUPI SECALO, 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: DEGALO

Date: 02/09/2019

Assessor signature: _____

Date: _____

SECTION B: FORMATIVE ASSESSMENTS

Learner Initial

PART 1

Formative Exercises



1A. Individual Formative Exercise

Instructions: Answer the questions below

1. From module 1 and 2 of your learner guide, find 4 definitions of Leadership and Management respectively. Each definition must be accompanied with a practical workplace example where leaders/managers in your workplace display elements described in the definitions.

LEADERSHIP	MANAGEMENT
------------	------------

DEFINITIONS

1. Leaders influence people and convinces them to do what needs and has to be done.
 Workplace Example: The auditors arranged a meeting to give guidelines on the call script.

2. Leaders help people to cope with change.
 Workplace Example: The supervisor made us focus on positives when the client extracted some of their files.

1. Managers control the systems and techniques used for an organisation to run.
 Workplace Example: He have to follow a call script when calling a debtor.

2. They have authority/legitimate power that allows them to reward and punish where necessary.
 Workplace Example: Incentives are taken away from an agent if a false promise to pay is logged.

Learner Initial
M.A

3. They esteem and value others by appreciating them and noting them feel significant.

Workplace Example: Supervisor wants everyone to reach their individual target so that the team reach their target, making everyone feel important.

4. Leaders make the way, show the way, and enlightens the way.

Workplace Example: The supervisor pushed us to exceed our standards every month to progress within the company.

3. Managing is about coping with complexity by bringing order and consistency to a wide range of activities.

Workplace Example: Portfolio manager changed the Employee Results Management procedures and implemented new structures within the appraisal.

4. The process of working through individuals and groups to accomplish the organisations goals.

Workplace Example: Productivity manager explains to every individual and group what's ~~there~~ their standard and what's expected of them.

DEFINITIONS

Now summarise the main differences between management and leadership as deduced from the definitions:

LEADERS

- Leaders ^{inspire} inspire people.
- They have vision
- They are direct.
- They influence people.

MANAGERS

- They are responsible for controlling and problem solving.
- They plan and budget ~~the~~ ^{for} for the company.
- They ensure human and material resources are available.
- They are only direct with leaders.

Time-frame: 30 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial:



1B. Individual Formative Exercise - Time-frame: 30 min

Instructions: 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	✓	✓
Organising a fund raiser	✓	Both
Inspire team member to develop further	✓	✓
Act as mentor for young graduate	✓	✓
Convince team to accept a new proposal	Both	✓
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	✓	Both
Assisting the team to cope with change		✓
Give recognition to employee who excelled in work	✓	✓

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M.A



2A. Group Formative Exercise

Instructions:

Divide into groups of 3. Read the instructions, prepare and do the role play.

Now prepare a 10 min role play through which you can practically demonstrate your understanding of the concepts of delegation, responsibility, accountability and authority. In your preparation, ensure that all aspects of the checklist below are addressed. Use the discussion in Module 2 of your learner guide to ensure you understand the concepts related to delegation. (Please note that the full range knowledge of delegation was not covered. The expectation of this exercise is that learners should demonstrate their understanding of the mentioned concepts). Each group member will choose a role as indicated below:

1. Manager who delegates
2. Subordinate who receives task
3. Observer who evaluates the process by filling in the checklist below.

SUBMIT THE NOTES FOR YOUR PREPARATION.

COMPLETE THE CHECKLIST.

DELEGATION CHECK LIST		YES/NO
1.	Was the introduction done in a friendly approachable way?	Yes.
2.	Did the manager explain why he delegated the task to this specific subordinate?	Yes
3.	Was the task itself explained in appropriate detail?	Yes
4.	Did he explain the responsibility he holds as well as the responsibility the subordinate holds in appropriate detail?	Yes
5.	Did the manager explain the authority the subordinate would hold in appropriate detail?	Yes
6.	Did the manager offer appropriate levels of support?	Yes
7.	Did the manager allow for creativity	Yes
8.	Did the manager and subordinate agree on check points to monitor progress, i.e. how he would hold the subordinate accountable?	Yes
9.	Was the manager well prepared for the delegation task?	Yes
10.	Was it the appropriate task to delegate to this subordinate (consider skills, self-drive, interest etc)	Yes

Delegated check list done by L. KATZ *LSK* Time-frame: 60 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial
M.A

2A .Group Formative Exercise

Manager: Modupi Segalo

Subordinate: Moses Morake

Observer: Lydia Katz

SEGALO.

Lydia

Morake

Morake

NOTES

Good day Mr Morake how are you today?

As you heard from my announcement that I will be on leave for a week to arrange the funeral of my father, I would appreciate it if you could handle the Employee Results Management appraisal because you've worked in the call center before and you understand what needs to be done.

I have 12 agent files, please go through the process with them and give them feedback on their work for the past week.

I have to submit the files within 2 weeks to the productivity manager, so please complete the files and hand them in to me the first day I come back from leave so that I can evaluate them before I hand them in to the manager.

I trust that all will be completed because you're the only one I can rely on to do this job because of your expertise in this field, so I don't really have to discuss a lot on what you really have to do.

If you have any problems please consult one of the supervisors, if they aren't able to assist you then you can send me an email and I'll get back to you as soon as I can.

I believe I'm going to get the best feedback from you and feel free to do the files with your own innovative ways.

This is my task for you as a young graduate to shadow me so if these files aren't completed I will hold you accountable, of which I doubt will happen.

Thanks for your time Mr Morake and enjoy the rest of your day.

M. A



2B. Group Formative Exercise

Instructions:

Prepare to participate in a classroom debate on the following topics. You need to make your viewpoint clear and motivate your viewpoint.

Half of the groups in class: Management and Leadership are all the same.

The other half of the groups: Management and Leadership are distinctively different and require a different set of skill and action to perform.

After you have done the debate, summarise below which roles and qualities of managers and leaders are complementary to each other and **motivate** your answers. Complementary means that you need both roles for the company to be managed/lead efficiently.

SUBMIT THE NOTES OF YOUR GROUP.

SUBMIT THE ROLES AND RESPONSIBILITIES WITH YOUR MOTIVATION.

Time-frame: 60 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M.A

2B Group Formative Exercise

Management and Leadership are distinctively different and they require set f skill and action to perform

Management and leadership are distinctively different because:

MANAGEMENT is about coping with complexity, bringing order and consistency to a range of activities which must be co-ordinated in order to achieve the end result.

WHEREAS

LEADERSHIP is a person who can persuade people to do what they don't want to do, do what they're too lazy to do and like it.

Below differences will confirm why we say management and leadership are different:

Management

1. They use a structures and controlled approach
2. They bring order
3. They bring consistency to the organization
4. They also plan and budget

Leadership

1. They use a flexible and creative approach
2. They influence people
3. They manage change
4. They provide vision for the organization

Five complementary roles of leaders

Complementary roles of management and leadership	Motivation
1. Influence team to improve results	Manager focuses on the objectives and goals
	The leader influence what needs to be

	done
2. Inspire team member to develop further	<p>Leader motivated the team and inspire the team by using flexible and creative approach</p> <p>Manager controls and solve problems by bringing order and consistency to the team</p>
3. Act as a mentor for young graduate	<p>Leader provides directions by influencing and aligning the people</p> <p>Manager organizes resources</p>
4. Give recognition to employee who excelled in work	Leader and Manager praises their teams for a job well done
5. Envision and Observe	Leader and Manager monitor the work that is done by their team members

Michael
Morale

Deano.

[Handwritten signature]



3A. Group Formative Exercise Time-frame: 30 min

Instructions: Play the cards game.

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Part A

Divide into groups of four. You have received 6 leadership theory label cards and 16 description cards. Pack the label cards on the table, leaving space for description cards to fit with them. After you have shuffled description cards well, turn cards face down and let each group member choose 4 description cards. Group members now have to link each card with the appropriate leadership theory, putting the card on/next to the correct label. When the group has completed the exercise they must immediately call the facilitator. The first group to complete AND has all links correct wins!!!

Part B:

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 C: Which leadership theories would you say are the most appropriate for modern business today? Great man and trait theories and full range leadership.

Learner Initial M.A

GROUP FORMATIVE EXERCISE :3A

THEORY	PRO'S	CONS
Great Man and Trait Theories	When a supervisor puts himself/herself into the team members shoes and also avail themselves when the agents needs assistance, this will motivate the agents, gain trust from the agents, create happy/productive environment.	When the supervisor doesn't give themselves a chance to know different types of people and their behaviours of the agents is working with. It ends up mistreating the team and will result in poor performance call centre.
Behavioural Theories	Call centre agents get on the opportunity to gain the experience on leadership(leading the call centre), when the supervisor delegates them on regular basis.	When a supervisor delegates a certain duty to a call centre without giving the agent guidance eg. Agent has to send call centre daily stats but he or she doesn't know which information or method to use.
Contingency and Situational Theories	A supervisor in the call centre is able to handle the call centre agents and they bring out the best out of the members by complementing them for job well done.	With constantly changing standards of scorecards and files that are retracted by clients. It becomes difficult to implement new ideas.

<p>Transactional and transformational theories</p>	<p>Call centre agents are rewarded with monthly incentives and the strategy works for the company. Call centre supervisors are given a chance or opportunity to come up with new ideas for the call centre.</p>	<p>When agents get used to doing just what they are told and only as much as they are told. They even don't negotiate for discount settlement unless the supervisor tells them to do so. If the supervisor doesn't inspire their call centre agents.</p>
<p>Full range leadership</p>	<p>Call centre agents are taken to the negotiation skills and debit order script. When the agents get exposed to different methods of using the call script but also making it easy for debtors to be free to confirm their D.O.B</p>	<p>When agents don't use or apply the knowledge they got during the negotiation and call-script training. It leads to debtors not getting enough information about their accounts and they decide not to pay.</p>

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place

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EQUALO



3B. Individual Formative Exercise

Instructions: Answer the questions below.

Time-frame: 30 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Think about a person that you really regarded as an exceptional leader.

Describe the character of that person.

→ He is always fair on both parties and he always influences people to do things even if they're not willing to do them. He is very inspirational and wise because every time he is talking everyone wants to hear what he has to say and gain from his wisdom and knowledge.

Through what behaviour (things he/she said and done) did he/she demonstrate his/her leadership.

He once said to me I shouldn't let my current situation determine my life because he saw I was getting demotivated because my friends were achieving their goals. He then said, "They might be driving the latest cars and living the luxury life at the moment, but when your moment comes you'll be driving the latest model of that time."

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What types of leadership power does this person possess? Use practical examples to demonstrate how he/she displays and utilises power.

① Reward/punishment power - Allowing us to come up with punishment for ourselves for not achieving our goals.

② Personality power - The leader easily influences team members just by talking because everything he says people want to do right by him.

Evaluate this leader against the Six Universal leadership behaviours as described by Kirkpatrick and Lock (Module 3).

The leader is passionate about what he does and he gives honest feedback so that you know where you are lacking. He has enormous knowledge about our line of work and does things in an intelligent way.



3C. Individual Formative Exercise

Instructions:

Complete the leadership style self assessment questionnaire. Score yourself as per guidelines given in the document below.

Time-frame: 30 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M·D

LEADERSHIP STYLES QUESTIONNAIRE

PART ONE

SELF

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

	0	1	2	3	4	5
	<i>Not at all</i>	<i>Rarely</i>	<i>Some - times , but not often</i>	<i>Quite often</i>	<i>Often</i>	<i>Very often</i>
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 | | | | | ✓ | |

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M.A

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

			✓		
--	--	--	---	--	--

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M.A

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 organisational strategy

				✓	
--	--	--	--	---	--

33. Share my own feelings with the people I work with

✓					<i>Q.2000</i>
---	--	--	--	--	---------------

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M.A

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

			✓		
--	--	--	---	--	--

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M.A

LEADERSHIP STYLES QUESTIONNAIRE

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	5	2	5	3	5	4	4	5	4	6	5
7	4	8	4	9	5	10	4	11	4	12	1
13	1	14	4	15	5	16	3	17	5	18	2
19	3	20	3	21	5	22	3	23	0	24	3
25	2	26	3	27	3	28	4	29	5	30	4
31	3	32	4	33	0	34	4	35	3	36	3
37	4	38	3	39	4	40	5	41	5	42	3

TOTALS FOR EACH COLUMN:

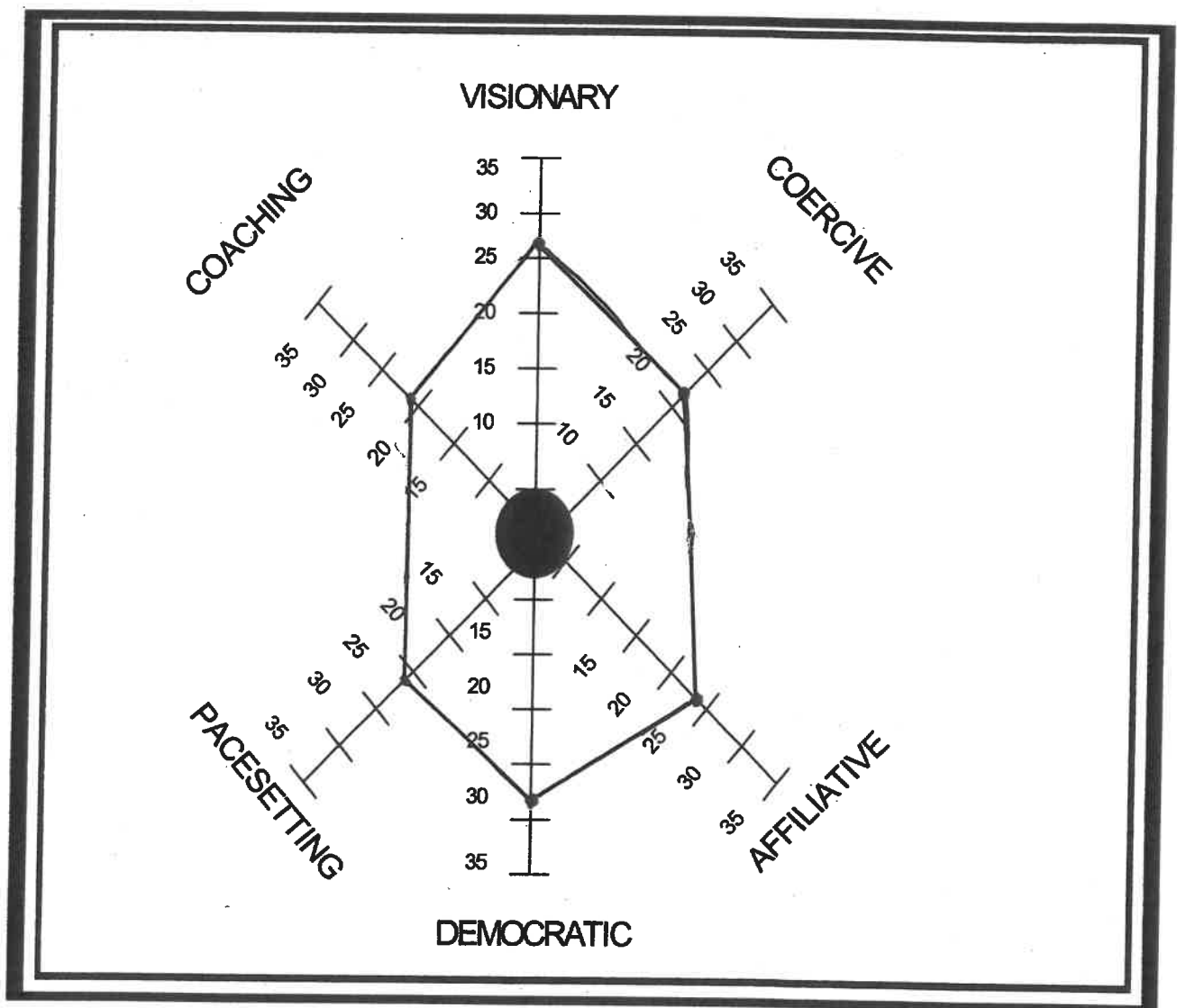
	22		26		27		27		26		21
COE		VIS		AFF		DEM		PAC		COA	

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YOUR LEADERSHIP FOOTPRINT

Each one of us has our own natural leadership style which reflects our instinctive approach to influencing others. Insight into this style can help us to be more effective leaders.

Using the six styles identified by Goleman which you have just assessed yourself against, plot your leadership style as a footprint on the radial diagram below:



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3D. Group Formative Exercise

Instructions:

In your groups, complete the exercise below.

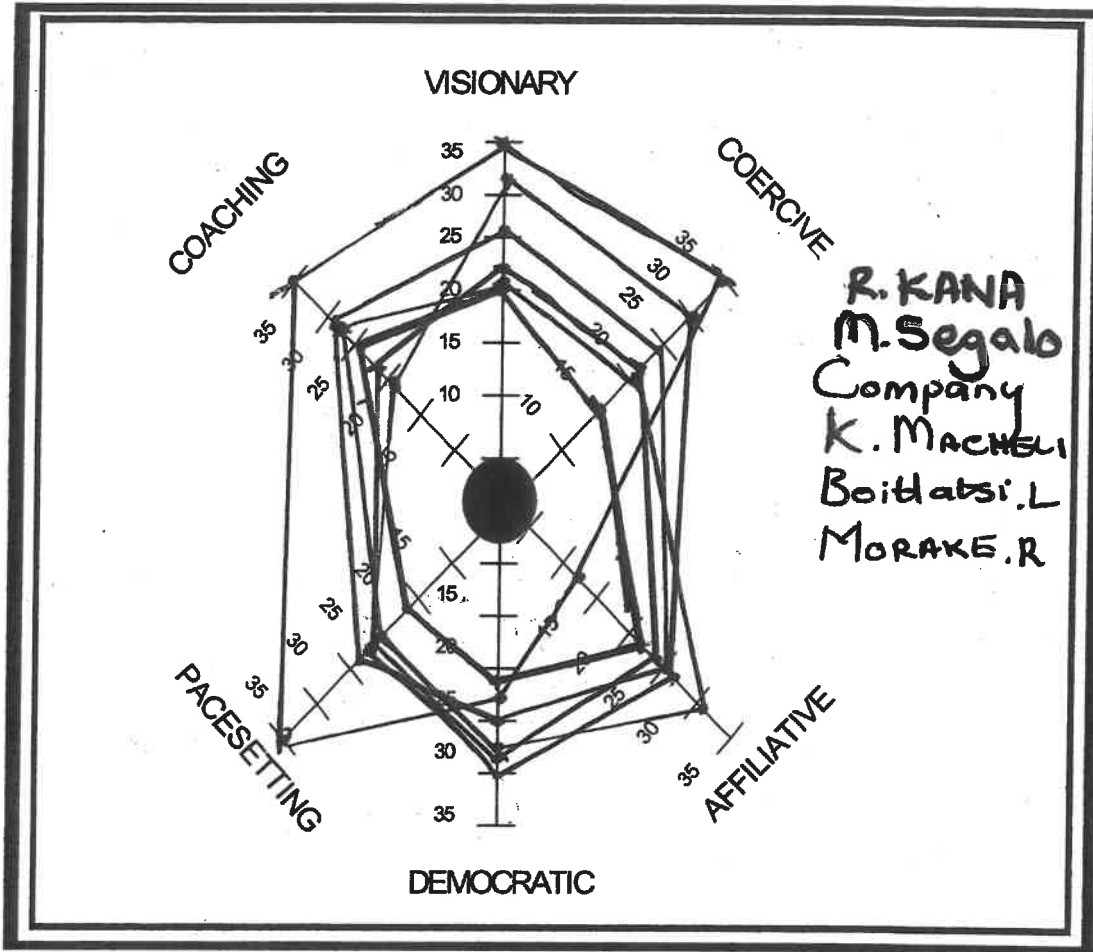
Time-frame: 60 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Look at each team member's profile as a case study. In your groups discuss the impact of each profile on the organisation. In analysing the impact, consider the pro's, cons and development areas of each profile in your group. Ensure that you acknowledge that each profile can contribute positively to your organisation.

In your teams, plot what you consider to be the ideal footprint for leadership in your organization at this specific time, put your model on a flipchart.

Now add to the "Preferred style for your Organisation" flip chart in a different colour each team members' current strongest style (and rating). How strongly represented is the preferred style in your team?



As a group, present your chart, indicating the ideal style as well as your group styles to the class, followed by a presentation of your answers on the questions of this exercise. *See table on next pages.*

What does this diagram tell us about our leadership style in the organisation?

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M - A

What is our particular strength (is it congruent to the preferred style)?

What are the implications/impact of our weaknesses/the gap?

How can we improve our leadership effectiveness?

See next pages.

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3D Group formative Exercise

TEAM ANALYSIS

Team member	Profile	Impact on organization	Pros +	Cons -	Development areas
1. Segalo Modupi	<ul style="list-style-type: none"> • Visionary • Affiliate 	Planning ahead will help the company to reach its planned goals	He is able to see a bigger picture, plan ahead	if he put his focus on people he might forget business goals	He should not be emotionally involved in team members situations, he must be able to balance both business and personal issues in order to reach company's goals
2. Macheli Keamohetswe	<ul style="list-style-type: none"> • Democratic • Pacesetter 	It will build buy in consensus in the organization and also allow employees to give valuable input	Team members feel appreciated when they get a chance to provide feedback to their seniors	Getting quick results from a highly motivated team and competent, they tend to focus on those who are already developed, they forget those who are un-developed	She must give team members enough time to produce quality results and not expect them to produce quantity in a short space of time
3. Kana Rorisang	<ul style="list-style-type: none"> • Democratic • Affiliate 	He will create harmony and build emotional bonds in the organisation	To heal rifts in a team or to motivate people during stressful circumstances	if he put his focus on people he might forget business goals	He should not be emotionally involved in team members situations, he must be able to balance both business and personal issues in order to reach company's goals

4	Moses Morake	<ul style="list-style-type: none"> • Visionary • Coercive 	<p>Planning ahead will help the company to reach its planned goals</p> <p>He will bring good results to the organization by setting standards for performance</p>	<p>He is able to see a bigger picture, plan ahead</p> <p>He will create harmony and build emotional bonds in the organisation</p>	<p>He demotivates the team by demanding and ordering them around.</p> <p>He will create harmony and build emotional bonds in the organisation</p>	<p>He should build in team moral and give team members a chance to state their idea's</p> <p>He should not be emotionally involved in team members situations, he must be able to balance both business and personal issues in order to reach company's goals</p>
5.	Boitlatsi Lesego	<ul style="list-style-type: none"> • Affiliative • Pacesetter 				

COMPANY ANALYSIS

Company profile	Strengths	Weakness	Improvements
Is very strong in pacesetter, visionary, coercive therefore neglecting human relations as some of the employees are strong in affiliative style it balances out with the company's profile	The company is target and future driven, making it focus on performance	Company not focusing in human relations can cause employees to fill unimportant resulting in a demotivated workforce	By focusing g more on human side of the job, through trainings, team buildings and socialize with them e.g. organizing events like year end functions

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4A. Individual Formative Exercise

Instructions:

From module 4, identify what workplace behaviours are associated with the pillars of leadership. Evaluate your own leadership behaviours by indicating which of these behaviours you already display and need to maintain, and which of these you have to develop further.

Time-frame: 60 min

LEAD WITH INTEGRITY

Behaviours indicating 'Lead with integrity'	Which of these behaviours do you already have?	Which of these behaviours you need to develop further
Integrity is not done limited by circumstances		
Not based on credentials		
Not confused with reputation		
Employ honest communication	Give honest feedback	Communicate effectively
Value transparency	Be open with others	Working in a group
Fullfill your promises	Leading my goals.	Do them in time.

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LEAD WITH PASSION

Behaviours indicating 'Lead with passion'	Which of these behaviours do you already have?	Which of these behaviours you need to develop further
Burning desire	Challenging myself	Maintenance
Feeling of inspiration	Doing what's not expected	Being analytical
Sense of excitement	Doing more work	Have drive
Sense of caring deeply	Listening to others	Listening attentively

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M. A

LEAD THROUGH SERVICE

Behaviours indicating 'Lead through service'	Which of these behaviours do you already have?	Which of these behaviours you need to develop further
<i>Being at service</i>	<i>Doing something for free</i>	<i>Analysing</i>
<i>Serving through people</i>	<i>Motivating others</i>	<i>Respect</i>
<i>Listening to ^{respect} show</i>	<i>Following others</i>	<i>Common goal.</i>

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial <p style="font-size: 1.2em; margin-left: 20px;">M.A</p>
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PART 2

Module 1: Introduction to Ethics Management



1A. Individual Formative Exercise:

Instructions:

Distinguish between the following concepts by **defining them and giving examples** of each from your workplace:

a. Personal Values

Enables the individual to make decisions in every aspect of their lives and also including their work life.

- e.g. ① Honest feedback to self and others.
② Trust towards others and self.

b. Organisational Ethics

The principles, norms and standards which guides an organisation's conduct, internal relations and interactions with external stakeholders e.g. ① The call scripts provided by our clients. ② The client target that's set for our teams.

c. Organisational culture

A wide concept describing the complex network of relationships within an organisation which is established over years of existence. ① Prayer meetings with employees. ② Flow of communication through all channels.

Time-frame: 15 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial



1B. Group Formative Exercise:

Instructions:

Each group will receive one case study from Annexure 1 (page 129) in your learner guides. Your group must discuss the following:

a) What would each member's personal answer to the dilemma be?

See next page.

b) What would your company's answer to the dilemma be?

c) Utilise one of the tools in Annexure 1 to resolve the dilemma

Time-frame: 30 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M. A

GROUP FORMATIVE EXERCISE :1B

GROUP MEMBERS

- Moses Morake
- Modupi Segalo
- Lesego Boitlatsi
- Keamohetswe Macheli
- Lawrence Kana

1. (a) Dilemma

“Our company prides itself on its merit-based pay system. One of my employees has done a tremendous job all year, so he deserves strong recognition. However, he’s already paid at the top of the salary range for his job grade and our company has too many people in the grade above him, so we can’t promote him. What should I do?”

Macheli: The employee is doing a job well done and despite the fact that other employees are above his grade. He should be given the kind of recognition he deserve, he must be given certain amount on top of his basic salary and get a performance certificate.

Segalo: Since the company only offers incentives, I would suggest that the employee receives a 13th cheque to give him recognition for all the hard work for each year.

Boitlatsi: If there are no promotions available for the current employee then he must get an incentive as a thank you gift. The company must also give the employee the service incentive because if a certain employee has worked for a certain time he/she must get an amount for the service he served to the company.

Morake: Since there are many employees in the grade above this employee should get commission calculated, on how well he worked throughout the year above his initial target.

Kana: If the employee is already paid at top of the salary range for his job grade but deserve a strong recognition. I can strongly recommend, once off bonus incentive at the end of the year to show appreciation and also motivate him to also do well on the coming year. I can also further use him as an example to other employees when motivating them to perform well at work

(b) The company gives the agents daily/ monthly incentives if they reached their individual targets, as part of the motivation. It also gives employees who have been employed for 7years a certain amount that will be added on top of his basic salary.

(c) Method One – Ethical Checklist

Ethical Checklist	Circle the appropriate answer on the scale; "1" = not at all ; "5" = totally yes	1	2	3	4	5
1.	Relevant Information Test. Have I/we obtained as much information as possible to make an informed decision and action plan for this situation?			✓		
2.	Involvement Test. Have I/we involved all who have a right to have input and/or to be involved			✓		

	in making this decision and action plan?					
3.	Consequential Test. Have I/we anticipated and attempted to accommodate for the consequences of this decision and action plan on any who are significantly affected by it?			✓		
4.	Fairness Test. If I/we were assigned to take the place of any one of the stakeholders in these situations, would I/we perceive this decision and action plan to be essentially fair, given all of the circumstances?				✓	
5.	Enduring Values Test. Does this decision and action plan uphold my/our priority enduring values that are relevant to this situation?				✓	
6.	Universality Test. Would I/we want this decision and action plan to become a universal law applicable to all similar situation, even to myself/ourselves?			✓		
7.	Light-of-Day Test. How would I/we feel and be regarded by others (working associates, family, etc.) if disclosed for all to know?		✓			
8.	Total Ethical Analysis Confidence Score. Place the total of all circled numbers here.	19				
How confident can you be that you have done a good job of ethical analysis?						

M.A

7-14	Not very confident
<u>15- 21</u>	Somewhat confident
22-28	Quite confident
29-35	Very confident

M.A



1C. Group Formative Exercise:

Instructions:

Get hold of your organisation's Annual Report.

- a) Evaluate whether the company reports adequately in terms of the triple bottom line.

- b) Give examples from the report on each of the triple bottom line aspects.

- c) Make recommendations on how the company could improve on their report, considering triple bottom line reporting requirements

Time-frame: 15 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

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M. A

Group formative 1C

The Annual report of Letsema Municipality

a) Company reports on the triple bottom

The report of the company mentions the socio- economic status, the environmental overview as well as the financial overview which looks at the economy, the company aims to contribute actively to the development of towns ^{environmental} environmental human and social capital.

The financial overview includes distributions across education and skills refuse removals and housing. The issue of unemployment is mentioned as well as improving our environment using agriculture.

b) Examples of the triple bottom line from the company's report

Economic status:

- The company focuses on grants
- Taxes
- Levies & Tariffs
- Capital Expenditure
- Asset Management
- Cashflow

Socio- economic status

The socio- economic growth of the municipality is centered on agriculture. The municipality area also has mining activities that are ^{taking} taking place with diamond minerals being the major natural resource which help with employment creation. The municipality endeavors in the short term will be to create a business enabling environment to the area, which automatically attract investors to the area. This will bring economic and social economic growth to the municipal area.

Environmental status

The agricultural sector is focused on because it is one of the largest contributor to the economy, green houses and trained staff operate in the municipality. The operations like CPW and EPWP (Expanded Public works Program) are also the most green orientated operations that contribute to our environment. They insure people's living standards are adhered to.

c) Recommendations on improvement considering the triple bottom line

Economic- The municipality can improve economically by decreasing their capital expenditure, managing their assets that are important and most effective, instead of spending a lot of capital and having more assets to manage and pay levies for.

Socio- Economic; The municipality can improve by focusing on more social aspects like small business enterprises being developed as well as more community training on unemployed citizens that qualify to be assisted and train those that don't qualify to enrich their knowledge and lay a proper foundation in them.

Environmental: The environment can improve environmentally by initiating more operations in place to benefit the environment, since water is an important resource, water and sanitation operation can be put in place to monitor the misuse of water. The meter detectors can put in place and the recycle process can be done less instead we will focus on purification.

Alchob

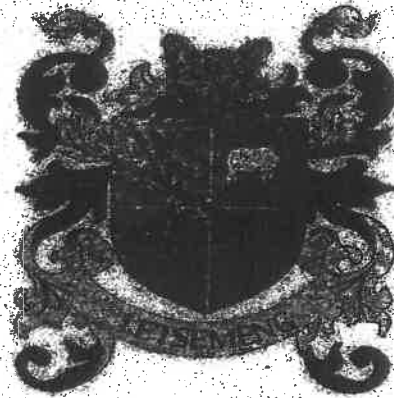
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FINAL ANNUAL REPORT 2014-2015



CHAPTER 5	
A: STATEMENT OF FINANCIAL PERFORMANCE	102
5.1 Statements of Financial Performance.....	102
5.2 Grants.....	105
5.3 Asset Management.....	106
5.4 Capital Expenditure.....	108
5.5 Financial Ratios based on Financial Key Performance Indicators.....	108
5.6 Sources of Finance.....	109
5.7 Capital Spending on the Largest Project.....	116
5.8 Service Charges.....	118
5.9 Cashflow.....	118
5.10 Borrowing and Investments.....	119
5.11 Public Private Partnerships.....	120
5.12 Supply Chain Management.....	120
5.13 Gap Compliance.....	121
GLOSSARY	122
APPENDIX A: COUNCILLORS, COMMITTEE ALLOCATION AND COUNCIL ATTENDANCE	125
APPENDIX B: COMMITTEES AND COMMITTEE PURPOSES	126
APPENDIX C: THIRD TIER ADMINISTRATIVE STRUCTURE	127
APPENDIX D: WARD REPORTING	128
APPENDIX E: LONG TERM CONTRACTS	129
APPENDIX F: MUNICIPAL SERVICE PROVIDER PERFORMANCE SCHEDULE	130
APPENDIX G: DISCLOSURE OF FINANCIAL STATEMENTS	130
APPENDIX H: DECLARATION OF RETURNS NOT MADE IN DUE TIME UNDER MFMA 571	131
APPENDIX I: FINANCIAL STATEMENTS 2014/15	
APPENDIX J: AUDITOR GENERAL REPORT & AUDIT FINDINGS 2013/14	
AUDITOR GENERAL REPORT & AUDIT FINDINGS 2014/2015	

- Capacity building of staff to execute their tasks effectively in attempting to render efficient government services to the people as per the electoral mandate;
- Creating adequate job opportunities in attempting to alleviate poverty;
- Up-liftment of economic development of individuals, through SMME and BEE development;
- Provide alternative means of support to rural/informal population in order to decrease dependencies on the grants
- Improvement of the road networks (internal and external roads);

Council, management and staff strongly believe that challenges can be effectively addressed only if we maintain and continue to build partnerships that include all spheres of government, organizations of civil society, communities and the private sector.

1.2 Municipal Functions, Population and Environmental Overview

1.2.1 Households

There are 11 242 households in the municipality, with an average household size of 3, 3 persons per household, 90, 8% of households have access to piped water either in their dwelling or in the yard. Only 2, 2% of households do not have access to piped water.

Settlement type

Urban	83,3%
Tribal/Traditional	0%
Farm	16,7%

Housing and dwellings

All urban areas are composed of various residential components varying from formal housing units to informal dwellings units as indicated in the table below. Within the Local Municipality, 83,2% of the population live in formal housing, 16,1% in informal housing and only 0,5% in traditional housing. This reflects that the housing backlog is not that huge but will increase with the new development patterns in the municipality.

The following issues were highlighted regarding the housing delivery:

- Lack of funding for housing development;
- Access to land for sustainable human development;
- Construction of more RDP houses;
- Provision of services to new residential sites;
- Fast tracking land availability and transfer of land;
- Slow delivery of housing development;
- Lack of capacity at local municipal level;
- Low quality of RDP houses;

A number of key projects were undertaken during the current year. These are at different stages of completion as the projects differ in size and nature. Once all of these projects are completed, it would be a giant step in Service Delivery and ensuring that we are complying with the various legislations governing our operations.

The following are some of the major projects:

- Paving of access road in Bolokanang/Petrusburg
- Provision of water bulk infrastructure for 262 new sites at Diamanthoogte/Koffiefontein
- The upgrading of the water treatment plant at Jacobsdal/Ratanang;
- The building of a new stadium at Luckhoff;
- The establishment of the recreation park at Oppermansgronde

As mentioned in the prior year, the Municipality wanted to meet the national target of bucket eradication by providing proper sanitation facilities to all communities by 2014. Also, the objective of the Municipality is to facilitate provision of adequate and affordable housing structures to the communities in its area of jurisdiction. The Municipality in Partnership with the Provincial Department of Human Settlement have allocated 130 houses in Koffiefontein, 70 houses in Petrusburg and 100 houses to Luckhoff. The project is on-going as the demand for housing remains a big challenge but we remain committed to provide shelter to the communities we serve.

Public Participation

Public Participation is an institutionalized function in our Municipality. Since the inception of Ward Committees, public participation has become second nature to our Municipality. Our communities have learned to appreciate the elaborative process which ensures that all interested residents are afforded an ample opportunity to make meaningful contributions to policy development and planning for developments in the municipal jurisdiction. It is important to inform the public of our mandate and how we fulfilled it during the financial year.

These are some of the objectives we would have liked to achieve:

- Functionality of Ward Committees;
- Broader public participation plans and policies;
- Public communication systems;
- Complaints management system;
- Feedback to communities.
- Service Delivery Satisfaction Survey for 14/15 Financial Year.
- Proper documentation of Public Participation meeting held during the 14/15 Financial Year.

To our communities, thank you for cooperation during our public participation processes. Indeed working together we can do and achieve more, let us join hands together and advance our developmental agenda.

Expanded Public Works Programme (EPWP)

In line with the National Government objectives of creating jobs and giving our people skills, we will continue to implement the Expanded Public Works Programme, commonly referred to as the EPWP. I am glad to report that this programme has been successful implemented.

1.2.2 Socio economic status

The socio-economic growth of the municipality is centered on agriculture. The municipality area also has mining activities that are taking place with diamond minerals being the major natural resource which helps with employment creation. The municipality's endeavours in the short term will be to create a business enabling environment to the area, which will automatically attract investors to the area. This will bring significant economic growth to the municipal area.

However, the challenge is the sustainability thereof due to limited financial resources and lack of skills by various people to run their own projects. Whilst the trend is worldwide in that about 96% of businesses/projects fail within the first five years, the municipality will make an effort to reduce the failure rate.

Letsemeng Municipals economy is characterized by the following:

- Mining and agricultural sector are the largest contributor to the local economy;
- The decline in the agricultural sector over the recent years has had an adverse effect on the employment potential of the rural areas;
- Luckhoff has the highest unemployment rate;
- De Beers Mines contributed a major part to the local economy before it was closed;

By virtue of its geographic location the Municipality prides itself as a natural transportation route for people travelling to destinations such as Bloemfontein since one of the major national roads, namely N8 passes through the municipal area.

1.2.3 Income distribution

In order to determine the people's living standards, as well as their ability to pay for basic services, such as water and sanitation, the income levels of the local population are analyzed.

Household Income

Household income is a parameter which is, amongst others, also indicative of poverty levels within a community. A financially healthy community's household income usually displays a so-called "normal" income distribution pattern where the income is spread over a fairly wide range of income categories, and the income of the bulk of the community is situated more or less within the first half to two thirds of the income category range.

Females are more likely to be unemployed and looking for work than males. Poor communities are sometimes highly dependent on the environment for survival and, in this regard, almost always over-exploit the environment.

Only 10.2% of households in the Letsemeng Municipal fall within the "No income" category. Of concern is that 7.4% of the households in Letsemeng have an annual income of less than R 10 000 and 23.9% of the households have an annual income of less than R19 601.00.

1.3.5 Roads and Storm Water

Another aim of the municipality is to facilitate the adequate and constant maintenance of access roads and to ensure regular maintenance of all internal roads. Every year, a lot more kilometers of internal roads have been repaired. Furthermore, there is an annual allocation to ensure that roads are maintained.

1.4 Financial Overview

The following tables give a brief indication of the foregoing. A more detailed analysis is shown in Chapter 5 of this Annual Report.

1.4.1 Operating Results

Grants	89 818 000	82 629 000	71 374 377
Taxes, Levies and tariffs	53 578 000	53 577 000	45 879 938
Other	5 019 000	5 019 000	12 918 963
Sub Total	148 415 000	141 225 000	130 173 278
Less Expenditure	124 485 000	124 333 000	141 634 929
Net Total*	23 930 000	16 892 000	(11 461 651)

Employee Cost	29.64	27.31
Repairs & Maintenance	2.62	2.35
Depreciation	20.18	23.65
Finance Charges	0.70	0.51

1.4.2 Capital Expenditure

Original Budget	43 034 000	42 306 000	23 861 000
Adjustment Budget	32 454 000	42 306 000	15 542 000
Actual	25 700 000	23 989 178	20 494 000

Module 2: The Imperatives for Ethics



2A. Individual Formative Exercise:

Instructions:

- 1. Name** the acts, regulations and codes which regulates your company in terms of its Ethics Management Program. Also **describe** how each act promotes ethical practices.

Labour relations - employees feel there's a distant relationship between them and management.
 Basic conditions act - our contracts are well written.
 National environment Management act - The company recycles.
 Companies act - the company is transparent.

- 2. Describe and give examples** of how each of the following departments could contribute to promote ethical practices in your organisation:

a. Finance: Bookkeeping and cash flow. They're responsible for all the day-to-day transactional accounting for the business.
 b. Marketing: Defining and managing the brand plays a vital role in promoting the business and mission of the company.
 c. Sales: Existing and new customers to sell products & services. Honest contracts with customers to know their needs & requirements.
 d. Procurement: Purchase materials for the company. They comply with all company policies and ensure there's office supplies and computer.
 e. Production: Set standards and targets for departments. They monitor the quantity and quality of our products.
 f. Information Technology: Provide a secure IT infrastructure and minimise costs to meet multiple business and technical requirements.
 g. Human Resources: To give payslips and draw up contracts. To ensure employees receive fair contracts.

Time-frame: 30 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M.A



3A. Group Formative Exercise:

Instructions:

Your group are the board of directors of a thriving medium size enterprise. You have recently attended a symposium promoted by your auditing firm on the implications of the King 3 Report on Corporate Governance on business today. The symposium, coupled with a few ethical dilemmas your business recently faced, have inspired you to implement an ethics management program in your business. As part of your implementation strategy, answer the following questions:

1. **Describe** the guidelines you will follow when designing and implementing your ethics management program.
2. **Describe** the roles and responsibilities you will allocate to the different members of your work teams to ensure the success of your program.
3. **Compile an action plan** to outline the communication activities you will use to promote your Ethics Management program, including role allocation and time frames.
4. **Describe** how you will monitor and evaluate the process, including role allocation and time frames.

SUBMIT THE WRITTEN EVIDENCE FOR 1 – 4 IN YOUR PoE.

Time-frame: 90 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

3.A GROUP FORMATIVE EXERCISE

1. DESIGN AND IMPLEMENTATION OF ETHICS MANAGEMENT PROGRAM

As board of directors we will first identify the current company values and renew them for employees to have a clear understanding of them. A values-based program will be implemented to strengthen employee commitment to the values, therefore making them more willing to deliver bad news to managers. The program will be effective as it will allow employees to be value-driven and working in compliance with the company values, therefore reducing unethical behavior in the workplace. Members of the board of directors will have to each attend the program to show that everyone in the company is committed to the program held for all employees in the company. Members of the board have to be visible in the training sessions to prevent employees of viewing the program as an effort to protect the reputation of top management. A special training for top management will also be arranged to enable directors to carry out their ethical responsibilities confidently. In order to be clear and specific about what is required of employees, the board will implement a code of conduct aligned with the company's values and all applicable laws. The board will also have to address the full range of ethical dilemmas employees are likely to face and ensure there's regular update as new challenges emerge. This will help senior managers and employees to understand that values and ethical standards are integral to all the company's operations and planning to prevent some decisions to be considered as "add-on's" after important decisions have been made. After all the above mentioned has been implemented, the board will then build the company's ethical values and goals into their mission and vision statements. The board will then ensure the company uses resources on a day-to-day basis to demonstrate that ethics is an integral part of all operations and decision making by arranging employee orientations and training, all of which will be implemented as part of the company's new and reviewed solid ethics policy. As the board, considering that change may seem scary for some of the employees, a decision has been made that the program will run for two weeks commencing from the 21st of August 2017 until the 1st of September 2017 to ensure every employee adapts to the new policy.

Members of the work team	Roles and responsibilities	Communication activities	Time frame	Evaluation
1. Lesego Boitlatsi	Role: managing director Hold employee orientation for the new ethics policy.	Arrange a meeting with employees	21 st August To 22 nd August	Employees will know what is going to happen and they will also be in a more comfortable possession to adapt to change that's about to happen in due course.
2. Keamohetswe Macheli	Role: chief operating officer Arrange training material for employees	Through an email with details e.g. venue, date & time	23 rd August To 24 th August	Employees will have training materials along with a suitable venue for them to get the best conducive environment and in the process enjoy themselves to get the drive we need from them.
3. Rorisang Kana	Role: chairperson The visible board member to attend training held for all employees	Notice board e.g. all employees will find their scheduled training there	25 th August & 28 th August	Everyone will see that this training is not only for lower management but also for higher management personnel to demonstrate that ethics apply to every individual in the company.
4. Moses Morake	Role: chief executive officer Build ethical values and goals into mission and vision statements	Arrange a conference call with the board	29 th August To 30 th August	As members of the board are often busy, a conference call will enable members to engage with one another by discussing and structuring the new mission and vision statements.
5. Modupi Segalo	Role: deputy chairperson Implement the new and reviewed ethical policy	Training, meetings and feedback	31 st August To 1 st September	Employees will now have the understanding of what behavior are expected from them and what values they have to display on a day-to-day basis at work.

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M.A

PART 3

Module 1: Introduction to Change Management



1A. Individual Formative Exercise:

Instructions:

Describe a recent Change effort that was conducted in your work unit.

The company recently took away the tea break for all agents in the call centers.

Describe the nature of the Change and its impact on organisational stability with reference to internal and external factors affecting the unit. (Refer back to Module 1 of your learner guide.)

Internally the impact of this change has demotivated the employees and fatigue is a major concern at the moment. Externally it has impacted on the fact that people or businesses are now willing to do business with the company.

Referring to the example above, **motivate** the need for this change initiative by identifying the benefits of the change for your unit.

- There is more productivity from agents.
- There is more time to collect.
- There are no warning for those who usually exceed tea break.
- We are always available to offer service to our customers.

Time-frame: 30 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M.A.



2A. Individual Formative Exercise:

Instructions:

Select ~~two~~ change models from module 5 in your learner guide.

1. **Identify and describe** two change processes recently conducted in your organisation. (Look for two processes where different change models were used.
2. **Identify** which models **were predominantly** used in the implementation of the change process. (Note that in most change processes combinations of models are used)
3. At each process, **evaluate the effectiveness** of the change model used, **stating positive as well as negative outcomes.**
4. If you could undertake each of the above change efforts again, **propose the model** you would use for each process **with reasons.**

Attach all your answers/notes to our PoE Workbook.

Time-frame: 60 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial
M.A

2.A INDIVIDUAL FORMATIVE EXERCISE

1.1. NEW SCORECARD

IDENTIFY- At first the scorecard was only measured on the inputs, such as the daily standards the agent had acquired, then outputs were added such as debit orders, rand value and conversion rate.

WHY- To align the agents work to the standards of what the clients requires.

1.2. New Employee Results Management

IDENTIFY- At first agents were meant to achieve 70 points or they would get warnings and forfeit their incentives ^{even} when they reach their target and you were to be evaluated daily, now they changed it so if you don't get 70 points but still reach your target you will get your incentives and there's no longer unnecessary warnings given to agents and you are to be evaluated on a weekly basis.

WHY- The ^{company} ~~company~~ wasn't fair on their hard-working employee by forfeiting their incentives even when they reached the client target so it was decided that they'll get their incentives when they reach their target regardless if they reach their final 70 points or not.

CHANGE	MODEL	EVALUATE EFFECTIVENESS	PROPOSED MODEL	REASONS
Score-card	Lewin's change model	<ul style="list-style-type: none"> The managers didn't communicate with agents before changes were to be made. (-) The change was shocking to some agents and some employees were slow to adapt to change. (-) The end result was envisioned to the agents. (+) 	Lewin's change model	<ul style="list-style-type: none"> First motivate agents about the new implementation of the scorecard. Train agents on how the new scorecard functions. Ensure that everyone can adapt to change after it's implemented.
Employee Results Management	Systems model change	<ul style="list-style-type: none"> Managers conducted a meeting with call centers to introduce the new ERM. (+) Training was conducted to educate agents about the new performance appraisal. (+) 	Lewin's change model	<ul style="list-style-type: none"> Show employees the end result of the new scorecard. Arrange training for all agents regarding ^{how} the new scorecard ERM works. <i>Structured</i>

Ramothello & Tsotetsi
INCORPORATED
 ATTORNEYS

EMPLOYEE RESULTS MANAGEMENT (ERM) PROCEDURE

1. SCOPE:

- This performance management policy shall apply to all employees employed at Ramothello & Tsotetsi Inc. in the capacity as call centre agent.

2. BACKGROUND:

- ERM is a process focusing on assisting supervisors/managers and employees to improve individual performance to the mutual benefit of the employee and the business.
- It is designed to facilitate constructive discussion and planning between the employee and supervisor/manager and to clarify work performance that needs to be improved.
- The employee and his/her supervisor/manager together will develop a plan to assist the employee to meet the desired individual performance standards. The supervisor/manager will monitor and provide feedback to the employee regarding his/her performance on a daily basis.
- The supervisor/manager should review the following 5-points with the employee when using the document:
 - Review the current performance and state which performance areas need to be improved;
 - State the standards to be achieved by the employee and that it must be achieved on a consistent basis;
 - Specify the support/resources you will provide to assist the employee;
 - Communicate your plan for providing feedback to the employee (meetings, with whom and how often);
 - Specify possible consequences if performance standards are not met.
- Poor performance refers to how the employee does the job (ability) and has nothing to do with his behaviour in the workplace.
- In terms of Labour legislation, no employer is obliged to retain an employee who does not perform according to the company's expectation.
- Any person determining whether a dismissal for ERM is unfair should consider:
 - (a) whether or not the employee failed to meet a performance standard; and
 - (b) if the employee did not meet a required performance standard whether or not:
 - (i) the employee was aware, or could reasonably be expected to have been aware, of the required performance standard;
 - (ii) the employee was given a fair opportunity to meet the required performance standard and;
 - (iii) dismissal was an appropriate sanction for not meeting the required performance standard.
- Should the employee be placed under ERM and fail to meet the performance standard as agree, the employee will receive a First Written Warning: Poor Performance (valid for 3 months'), a Second Written Warning: Poor Performance (valid for 6 months'), a Third Written Warning: Poor Performance (valid for 9 months'), a Final Written Warning: Poor Performance (valid for 12 months') and then a Performance Enquiry will follow.

- ✓ Supervisor needs to provide the correct ERM file to his/her Portfolio Manager and the Portfolio Manager will then provide the correct ERM file to the HR Department.

ERM

M.A

What is Scorecard?

It is a measurement tool used by the company in order to make sure that the Standard Set by the Company is reached.

Why do we have Scorecard?

It helps us to monitor the individual performance daily and also to see the individual shortfalls in terms of Scorecard and it also rates us by Points we have scored.

Scorecard is divided into two categories and which are:

1. INPUT – simply means what we do daily e.g. Matters, Productivity, phone calls etc
2. OUTPUT – This are the results of our Input

Under Input we do have

1. Hours worked / Productivity
2. Matters Worked
3. % PTP Captured
4. And lastly under Input we do have Talk Time %

And under Output we do have

1. Number of first time payers
2. Full and Final
3. Number of PTP Kept
4. Conversion Rate
5. Average Rand Value
6. Debit Orders Logged & Paid
7. Total Collections
8. Points for activity

Our scorecard starts on the 5TH of each and every month until the 5TH of the next calendar. And why our scorecard closes on the 5TH? Most of ptp's logged pay on the last day of the month and we want to allocate those payments to current scorecard and in that way it'll be fair enough to agents to get that collection.

Going in detail with our Scorecard

First rule on Scorecard that we need to remember when calculating **POINTS** on every **Activity** whether **Input** or **Output** is to **Divide Actual by Standard.**

Under the Input

How does scorecard rate us in terms of points under **Input**?

Matters – Important rule under Matters is that **All or Nothing**, in order to get 100 points you need to have the required matters (Which is our Standard). If you reached above your Standard you still get 100 points

Productivity – Also **All or Nothing**; in order to get 100 points you must have required productivity and above our Standard it still gives you 100 points

5. Conversion Rate – in simple explanation; conversion rate is PTP Kept v/s PTP Captured. If say for the example; your conversion rate Standard is 40. That simply means we want out of 10 ptp logged; at least 4 ptp's must be converted to payers. If your conversion rate Standard is 60. That means out of 10 ptp's logged, we want 6 ptp's to be converted to payers and that gives us 60 which is our Standard.

You start earning points as long as there is something. Conversion rate points are unlimited. But in order to get 100 points you must reach the Standard.

Rule of 80% also applies on conversion rate.

Conversion rate must not be confused with Rand Value. If debtor pays R50, that doesn't drop your conversion rate but it makes your Rand Value to be low. If debtors promise to pay R50 and they honor their accounts as promised that increase your conversion rate but lower your rand value which is Average PTP Payment.

6. Average PTP Payment – Rand Value is far different from Conversion Rate. Even on rand value the rule of 80% applies. Average ptp payment simply means we assume how much did each debtor paid. Let's say for instance your standard on rand value is R500. This means we expect each person to pay R500. Let assume you have **50 PTP Kept** on your Scorecard and your **Total Collected is R23 594.94** on your Scorecard. In order to know how much is our Rand Value we going to divide Total Collected R23 594.94 by Number of PTP Kept which is 50 ($23\ 594.94 / 50 = R471.8988$) and our Rand Value will be R471.8988 and that makes it below our standard and you will not score 100 points unless you have the required Rand Value Standard of R500.

Average PTP Payment points they are also unlimited and you start earning points as long there is something.

7. Debit Orders – I ain't going to explain Debit Order but remember rule of 80% also applies. This is where agents must take advantage of logging as many Debit Orders as they can for scorecard points and incentives purpose. If for example agent logs Ore debit order and no reversal, conversion rate will increase, number of ptp kept also increase, number of first time payers also increase, if more than R500 that increase your rand value too, if logged as full and final it will also add number on full and finals, and it also increase your Total Collected and ONE Debit Order gives you points in all the activities under our Output.

You start getting points on Debit Order when you have 20% of your standard. Debit Order points they are also limited to 150.

IMPORTANT NOTICE: If Titanium is converted into Debit order, this will not appear on Scorecard.

9. Total Collections – in short Total Collection means how much you have collected so far. Total collections include Total Collection on Debit and Total Collection on Other.

You start earning points as long there is something and Total Collections points they are unlimited.

INSIGHT INFORMATION AND ALSO A FACT: Scorecard is built in such a way to exclude all the short payments when doing the calculations. That is the reason why some times you don't get the exact answer when diving Actual by Standard.



3A. Group Formative Exercise:

Instructions: Divide into groups of 4.

Study the case study of General Motors Corporation and answer the following questions:

1. **Describe** the need for change in the GM company in terms of the desired state versus the current state
2. **Describe** the benefits of the change, the main risks and obstacles and the positive forces to be harnessed.
3. **Identify** the anticipated human responses to the process as well as the steps GM used to manage these human responses, eg. Maslow or Endings, neutral, Beginnings. (Use one of the structures described in module 2 as framework of this discussion) Include:
 - a. Expected employee behaviour
 - b. Strategy to manage behaviour appropriately
4. **Identify** the different categories of change agents used in the process, as well as the roles played by them

Attach all your answers/notes to our PoE Workbook.

Time-frame: 90 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial
M. A

3A Group Formative Exercise

1. Current state

General motors sought culture change because of:

- ✓ The unremitting pace of change in the automotive business
- ✓ Intense industry competition for faster decision making
- ✓ Perceptions of GM as slow and bureaucratic

They need to change to keep up with the pace of the automotive business, as well as its competitors in the market. The decisions that they make should influence their perceptions to improve their bureaucratic status, they should also make fast decisions but also check if the result that they will get will be effective or not.

Desired state

They wanted to transform its existing culture which was hierarchical and slow to make decisions. Lack Trust, fear of risk and internal rivalries were common.

In 1998, led by the CEO, GM identified a sense of urgency as a key cultural priority: The company needed to operate at Internet, not automotive speed. To create a culture that is fast, focused and fearless, GM launched the GoFast! Change process globally in January 2000.

They needed to change their desired stated by firstly building a good relationship regarding trust issues. They should also not be afraid to take risks because in order for a Company to succeed they need to take risk and change to being team-players rather than individuals, Groups without one goal in a company leads to internal rivalry.

They need to prioritise a sense of urgency of their culture and tried to operate faster to please the clients and also to deliver quality services and sales on time and improve the business as well.

2. Benefits of the change

- Empowers people to solve problems faster, better way.
- Build a new culture of speed and urgency
- Make the right decisions to accelerate and improve business results
- Working sessions that focus on solving a business problem and deliver results
- Identifying a business problem, selecting workshop and then implementing the ideas

2.1 Main risk and obstacles

- Lack of trust, fear of risk and internal rivalries
- Allowing people to be resistant and cautious about embracing a new way of working until business results were clear and visible

2.2 Positive forces to be harnessed

- Types of problems are that solves
 - Reducing costs
 - Reducing cycle time
 - Simplifying business processes
 - Eliminating unnecessary reports, approvals and meetings
- Generate ideas, analyse the problems, make recommendations, and then present those recommendations to a decision panel of leaders, which acts on them immediately
- Making the GM's best, process accessible to different cultures across the globe

3. (a) Expected employee behaviour

- Leaders are learning to lead more visibly and are simplifying the way they work
- Employees are challenging the way things get done
- Decisions are being implemented more rapidly
- Employees at all levels are getting involved in solving problems
- Decisions are being implemented more rapidly

3. (b). Strategy to manage behaviour appropriately

The Ending, the neutral zone and the beginning

1. The ending

Emotions are at their highest level when a significant change is first implemented in an organisation

They (GM) had lack of trust, fear of risk and internal rivalries were common

2. The neutral zone

During this stage energy is generated as employees focus the attention on the future and the external environment

GM leaders and employees can work together to build change capability and behavioural goals link to business goals

3. The beginning

After searching, testing, experimenting and exploring a new face beginnings to emerge when this happens the individual or group is ready for commitment.

Employees are challenging the ways things get done

Decision are being implemented more rapidly

The company is working cross functionally to achieve common goals

Employees at all levels are getting involved in solving problems

Leaders are learning to lead more visibly and are simplifying the way they work

4. (a) Regional project managers
- (b) Coaches
- © Chairman
- (d) The Hub team

Roles and responsibilities

5. (a) Regional project managers - They are assigned to each members business unit and are held accountable for the success of GoFast, as are leaders
- (b) Coaches - Are trained in each business to facilitate workshops
- © Chairman - Is actively engaged in leading the cultural transformation
- (d) The Hub team - They create regular company wide communications

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PART 4



1A. Group Formative Exercise:

Instructions:

Divide into groups of 6-8. In your groups, identify a problem that one of the members have experienced in their workplace and found difficult to solve. This problem statement will be used for all the formative exercises in this course, so think it through thoroughly before choosing a problem. Now use the guideline below as well as guidelines provided in modules 1-2 in your Learner Guide to

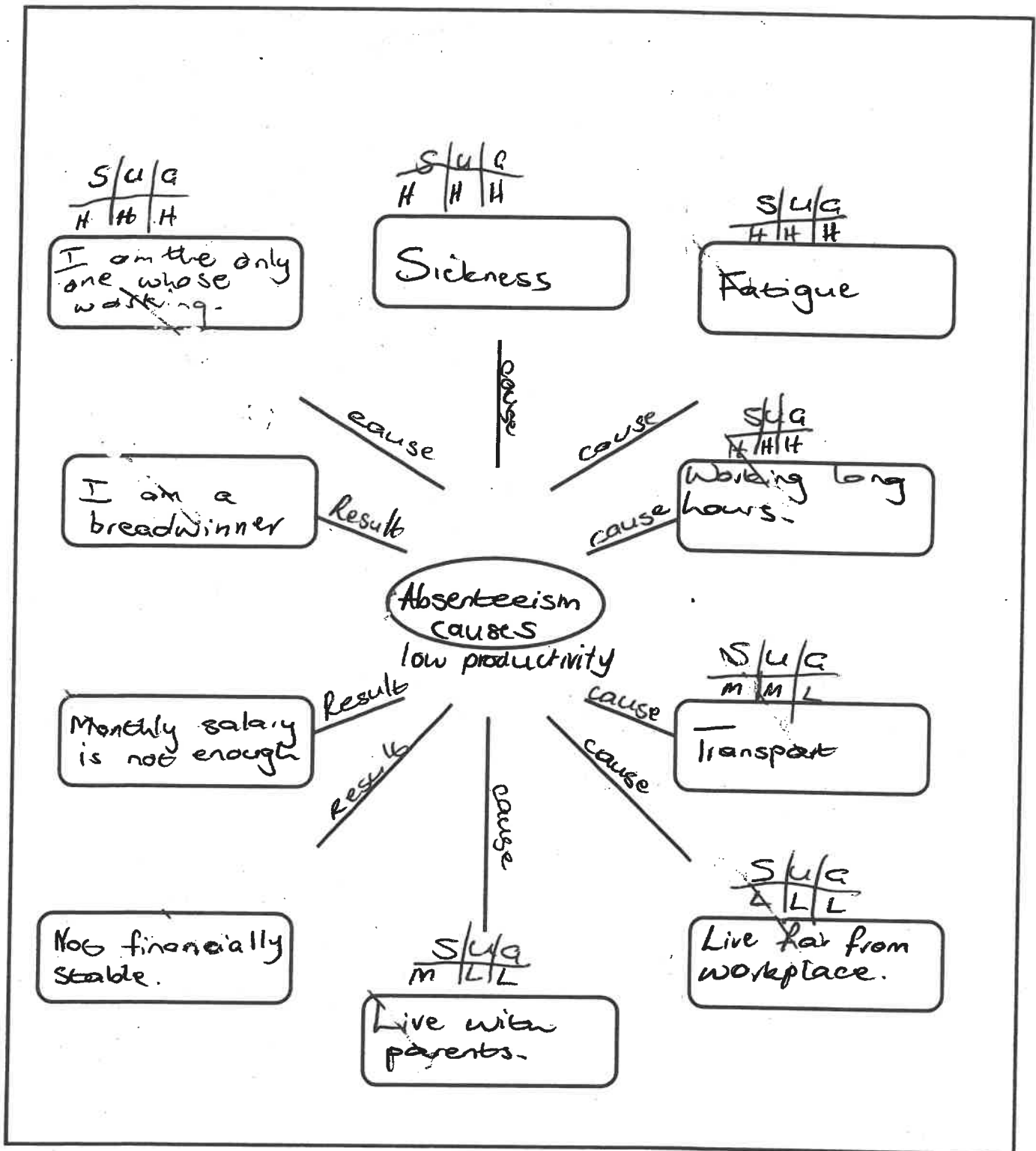
- a. Define the problem.
- b. Analyse the problem
- c. Determine factors which caused the problem.

Situation Analysis Worksheet

Step	Action						
1.	Write down the problem.						
2.	Separate the problem into its related parts.						
3.	Determine which pieces are probable causes and which are results. Draw arrows into the centre for "cause", out for "results":						
4.	Assign S.U.G. priorities for each cause (H = High, M – Medium, L = Low)						
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Seriousness:</td> <td>How bad? How big? How much money?</td> </tr> <tr> <td>Urgency:</td> <td>Must it be taken care of today? Will next week be just as good?</td> </tr> <tr> <td>Growth:</td> <td>Is the cause getting worse? Or is it already as bad as it is going to get?</td> </tr> </table>	Seriousness:	How bad? How big? How much money?	Urgency:	Must it be taken care of today? Will next week be just as good?	Growth:	Is the cause getting worse? Or is it already as bad as it is going to get?
Seriousness:	How bad? How big? How much money?						
Urgency:	Must it be taken care of today? Will next week be just as good?						
Growth:	Is the cause getting worse? Or is it already as bad as it is going to get?						
5.	Label the major causes: "Problem", "Decision", "Plan" or "New Situation Analysis".						

Separate the problem in its related parts

Learner Initial



Learner Initial

M.A

1.	Problem Statement: Absenteeism in the company		is increase because most people aren't coming to work and work progress drops.	
2.	IS	IS NOT	3. Difference/Distinctive features	4. Change
What?	Its absenteeism	It is not performance.	Absenteeism Sick leave And of	We want to see 100% attendance.
- Defect?	Absenteeism is increasing.	It is not decreasing	Lack of productivity and performance.	Highly effective workforce.
- Object	Absenteeism	It is not approved sick leave	Its not related to sickness	Approved sick leave on annual leave only.
Where?	It is in the whole company.		All departments are affected by absenteeism.	All departments absenteeism must decrease.
When?	It is 2017	It was not 2016	Previous year, absenteeism was much lower than this year	2017 absenteeism to decrease to the same level as 2016.
Extent?	All employees	Not just certain levels.	There is no difference	All employees attend work on a daily basis.

5. Probable Causes: ① I am the only one working at home.
 ② Sickness ⑤ Due to transport.
 ③ Fatigue ⑥ Live far from workplace.
 ④ Working long hours. ⑦ Live with parents.

6. Test the Probable Causes Statements against the Initial Set of IS and IS NOT Facts.
 After testing against the IS and the IS NOT we concluded that the above problems are caused by absenteeism.

7. Verify the Most Probable Cause.
 Absenteeism - the real cause due to change of seasons most employees are affected by flu through winter and viruses also cause flu then people become more absent.

Time-frame: 180 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M.A

1. Problem Statement: Most people are not coming to work and fatigue is increasing due to high workrate and it affects performance				
2.	IS	IS NOT	3. Difference/Distinctive features	4. Change
What?	Fatigue	It is not salary	Long working hours	We want 100% of our staff to be productive.
- Defect?	Fatigue is increasing	Fatigue is not decreasing	Lack of performance and workrate.	Have drives to keep employees motivated.
- Object	Fatigue	It is not work-rate	It is related to agents being demotivated and too much work-load.	Working strategy such as having flexible working hours.
Where?	In the workplace	Not just certain departments	All departments are affected by fatigue.	Introduce flexible working hours.
When?	It is 2017	It's not 2016	Previous year people were less fatigued than this year, due to increased number of employees.	2017 must decrease to 2016 fatigue rate
Extent?	All employees	Not just certain departments	There is no difference.	All employees must be active and willing to do their work.

6 TESTING PROBABLES

1.	Problem Statement: DUE TO TRANSPORT—most people are not coming to work due to transport and lbs happening more often and its increasing affecting work progri			
2.	IS	IS NOT	3. Difference/Distinctive features	4. Change
What?	TRANSPORT	It is not performing	Accidents Traffic	We want to see 100% of employees arriving early and buying own cars
- Defect?	Transport problems is increasing	It is not decreasing	lack of productivity	Highly effective workforce
- Object	Transport	Is not controllable	There is no difference	Company transport
Where?	It is in the whole company	It is not just certain department	All departments are affected by transport	All departments to make second option regarding transport
When?	It is 2017	It was not 2016	previous year transport problem was much lower than this year	2017 transport problem to decrease to the same level as 2016
Extent?	All employees	not just certain levels	There is no difference	All employees to arrive early on a daily basis

1.	Problem Statement: Sicknes Employees get sick often because they work long hours without getting rest.			
2.	IS	IS NOT	3. Difference/Distinctive features	4. Change
What?	Sickness is increasing	It is not performance	Absenteeism Sick leave	We want 100% of our staff to be healthy.
- Defect?	Sickness is increasing	It is not decreasing	Lack of performance and workrate.	More effective workforce.
- Object	Sickness	It is not approved sick leave	Its related to sickness due to change of season	Approved leave
Where?	It is in the whole company	It is not just certain departments	All departments are affected by sickness.	Employees to use prescribed medication, so that they stop being sick regularly.
When?	It is 2017	It was not 2016	Previous years absenteeism due to sickness was lower than this year.	2017 absenteeism due to sickness to decrease to the same level as 2016.
Extent?	All employees	Not just certain levels.	There is no difference.	All employees to be at work on a daily basis.

Lecturer Initial

5.	Probable Causes: ① I am the only one working at home. ② Fatigue ⑤ Due to transport. ③ Sickness ⑥ Live far from workplace ④ Working long hours ⑦ Live with parents.
6.	Test the Probable Causes Statements against the Initial Set of IS and IS NOT Facts. After testing it against the Is and Is not we have concluded that the above probable cause sickness.
7.	Verify the Most Probable Cause. Sickness - due to change of seasons, most employees are affected by flu and aircons throughout winter.

Time-frame: 180 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

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 M. A.
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Learner Initial M. A.



1B. Individual Formative Exercise:

Instructions:

The purpose of this exercise is to ensure that you are able to engage with stakeholders in the problem solving process.

Take the problem you worked with in Formative assessment 1A and do the following. Your answers are to be reflected on a separate answer sheet:

- a. **Identify** the stakeholders that you would involve in this problem solving process.
- b. **Explain** the process you will follow to engage with stakeholders, including what you would explain and how you would go about to gain their co-operation. (Include here practical ways in which the stakeholders would be engaged as well as in what steps of the problem solving process you would engage with stakeholders.)
- c. **Describe** how the systems approach to problem solving and decision making can benefit the process

Ensure that you attach your answers/notes to your PoE.

Time-frame:30 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M. A

1. B. Individual exercise

Stakeholders	Communication process	What to communicate	How to gain co-operation	In which step of problem solving process to engage stakeholders
Agents	Email	Long working hours	Surveys Group discussions	Evaluate outcome
Training provider	Workshops	Problem solving	Short course	Find solution
Human resource	Arrange training	Health and safety policy	Surveys Group discussions	Assessment
Managers	Meeting	Flex hours	Surveys Group discussions	Plan and implementation solution



2A. Group Formative Exercise:

Instructions:

Use one of the methods described in module 4 to:

- a. **Analyse** the inputs of stakeholders in finding a solution
- b. **Prioritise** solutions considering outcomes and external impact
- c. **Select** a solution considering interrelated issues

Ensure that you attach your answers/notes to your PoE.

Time-frame: 90 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M. A

2A. Group Formative Exercise

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Inputs of stakeholders	Analyse the input	Prioritise Solutions	Select a solution
Management	Management to provide employees with all the resources needed , in order to produce quality work	2	
Employees	Employees to attend all training sessions Employees to apply all the knowledge and skills obtained during training and team building sessions	4	3 Training
Human resource	HR to organise team building sessions HR to introduce new performance management system	1	
Trainer	To provide training for employees To provide employee with information pamphlets	3	

Alternative solution we will consider trial and error because its approach to problem solving gives us a chance to try number of solutions until we find one that works.



3A. Group Formative Exercise:

Instructions:

Using the guidelines in module 5 describe how you would plan and implement solutions including:

- a. **Stakeholders** you will communicate with during the solution phase and how what and when you will communicate with them
- b. A **complete implementation plan** needs to be handed in, including actions, responsibilities, resources and timelines
- c. **Important factors** you would consider in the implementation, including communication, support, stakeholders, monitoring of the process (this process is called change management)

Ensure that you attach your answers/notes to your PoE.

Time-frame: 90 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M.A

3A. Group formative Exercise

Stakeholders	Communication Process	Actions Roles Responsibility	Resources	Deadlines	Support	Monitoring process
Human resources	Email	Kalinka(HR Consultant) Training and development, Recruitment, Discipline within the company	Venue, training programme	2 Sept - 5 Sept 2017	Management	Meeting with the trainer every week to check if there is any progress, Meeting with Management every two weeks to report training progress.
Management	Meeting Email	Hannetje(Associate debt recover Discipline within the company, employees incentives, productivity management, training and development, labour relations matters	Development plan	7 Sept - 9 Sept 2017	Board of Directors	Meeting with HR every week
Trainer	Email	Batho-pele(Erica Batho-pele-trainer)	Flipcharts, PowerPoint	15-25 Sept 2017	Human Resource	Check reporting tools that make

Employees	Training Meeting	Lawrence Kana and Lesego Boitlatsi (Call centre agents)	The correct debts and ensure that client collections targets are met	Their commitment, personal development plan	26 Sept - 2 Oct 2017	Supervisors, Human resource, The trainer	it easy to see data collected and check employee performance on a daily basis Make a follow up to check employee progress every two weeks during training
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Section C: Summative Assessments

Learner Initial

M.A



S1: Summative Exercise: 50 hours

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..... draw up a **personal development plan**, indicating how you would go about to develop each of your development areas.

Now, make a list of all the company policies and procedures your department is responsible to execute. Indicate what your specific responsibilities are. Also indicate how you are held accountable for them. If you are unsure of your responsibility and accountability levels, discuss it with your manager. Add to your development plan your development needs with regard to your responsibilities and accountability for policies and procedures

In drawing up your development plan, keep in mind that modern people development theory suggests that we learn best by the following exposure:

- 70% of learning come from day to day experiences – doing the job, being 'thrown into the deep end', exposure to people around us, on-the-job training
- 20% of learning we learn from self study – books, role models, mentors etc
- 10% of learning comes from formal courses.

Consult at least three inspirational leaders, of whom two should be of your work environment, to assist you in drawing up your development plan. Inspirational leaders will definitely have great ideas and will probably offer more assistance than what you asked for. **Add the notes from your consultation with the 3 leaders.**

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.**

Make an appointment with your direct supervisor/manager. If he/she is not one of the people consulted above, discuss your development plan with him/her, ask for assistance and regular feedback.

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

Learner Initial
M.A

PEOPLE DEVELOPMENT PLAN

At first I went about being honest with myself by compiling a swot analysis to evaluate myself, and also giving a detailed information about my personality for those who are going to help me regarding what I should improve on.

Strength	Weakness	Opportunity	Threats
Communication Communication skills	Time management	Complete tasks in time	Common goal
Analytical skills	Humbleness	Have more influence	Negativity regarding the proposed vision
Building relationships	Judgemental	Motivate others	Emotions regarding business decisions
Working under pressure	Urgency	Be efficient and effective	Quality and quantity

I identified all the strengths I have and put them into one basket, then made a sequence of selecting from my strongest strength going downwards. This helped a lot as it enabled me to see the weaknesses that some of my strengths tend to provide when I overuse them. I then made a list of my weaknesses to evaluate what I needed to turn my downfalls into my opportunities. This made me realise that what I actually need is to have some sort of retraining, formal course, on the job training to acquire the skills needed to do some tasks or to use in my personal life. For example, I have great analytical skills but sometimes I tend to stall on a decision because I over-analyse the situation at hand. I asked people who know me what they see as my strengths and weaknesses and also added them to my list to ensure the development plan can be affective to me. The development areas can be seen as my opportunities from the weaknesses as from my view, the weaknesses gave me a loop-hole and decided that I would use the development areas to empower myself. For example, one of my weakness is to be judgemental so for me to develop to a better person I have decided not to judge people on who they are at the workplace but to judge them on what they do. I also decided to get someone who can be inspirational to me so that I have the drive and motivation to progress with my development.

Strengths	Weaknesses	Policies & procedures in my department	My responsibilities in the policies and procedures	Development areas	How	Stakeholders	How to communicate with them
Positive attitude	Procrastination	Call center rules	To follow the call script and adhere to rules in the call center	Get training on time management	Formal course	Supervisor	Weekly feedback meeting
Listening skills	Loss of information	Telephone policy	Make 185 calls to debtors everyday	Ensure I listen attentively to the information at my disposal	Formal course	Mentor	Weekly feedback meeting
Building relationships	Judgmental	Monitoring & interception	Co-operate during investigations	Judge people on the work they do rather than who they are	Exposure to people	Supervisor	Face to face interaction
Self-confidence	Resistant to change	Email and internet	Use only for work purposes	Be encouraged for new and innovative things	On the job training	Supervisor	Face to face interaction
Communication skills	Emotional awareness	ERM policy	Meet my standards at the end of the	Get to know each and every individual in	Exposure to people around me	Mentor	Feedback meeting

Passion	Doubt	Incentive policy	month	in association with	Formal course	Mentor	Feedback meeting
Analytical skills	Indecisive	Leave policy	Confirmation of my incentives before end of the month with the supervisor	Always ensure that I don't lose focus on what I'm dedicating myself to	Formal course	Manager	Face to face interaction
Visionary	Comfort zone	Aircon policy	Ensure I provide a doctors letter for sick leave or apply for annual leave	Awareness of being too analytical of a situation, thus being indecisive	Exposure to people around me	Manager	Feedback meeting
Humbleness	Empathy	Health and safety policy	Adhere to the conditions required in the call center	Help people to do their work even if they're emotionally drained	On the job training	Mentor	Feedback meeting

Working under pressure	The best quality in a short period of time	Headset policy	Pay for the damages of assigned headsets if faults are found	Be effective and efficient on the tasks at hand	On the job training	Supervisor	Feedback meeting
Goal driven	Loss of focus	Long service leave policy	Apply for the leave earlier during festive season	Always be direct and driven on what I want to achieve	On the job training	Manager	Feedback meeting
Self-motivated	Inspiration	False ptp policy	Incentives will be forfeited if I don't do what's required of me	Find someone who can inspire me	Exposure to people around me	Mentor	Face to face interaction

M.A

MINUTES OF MEETING WITH LEADERS

Manager

Mr Duane Johnson

Minutes

- The manager suggested that I improve on the analytical skills as I need to have an overview of what I want to achieve.
- Have passion for what I do to always have the drive to succeed even if things get tough.
- Don't be too lenient or too harsh on employees when you're in a management position, just be fair on all your decisions.

Supervisor

Mrs Colleen Mogoera

Minutes

- Have a boundary with my humbleness as it can allow agents to take advantage on some situations.
- Don't allow doubt to limit me on the potential that I have in order to move to the next level.
- I have people management skills and I will be able to influence people to do their work to the best of their ability.

Mentor

Mr Thapelo Mokone

Minutes

- Stop wasting time on things that aren't valuable and ensure that I always plan on how I'm going to manage my time.
- Have more belief in myself because I have what it takes to make it if I put my mind into it.
- Associate myself with people who can empower me by giving me knowledge and experiences they've come across.

QUESTIONNAIRE

1. What do you need from me to help with my development?
Answer: A swot analysis.
2. Which skills do I need in order to excel?
Answer: Decision-making skills to be more effective in the company.
3. If I could change one thing about myself, what should it be?
Answer: Keeping the knowledge and experiences to yourself, basically not being vocal.
4. If I could improve one of my strengths, which one should it be?
Answer: Analytical strength to help you have a better vision of what you want to achieve.
5. On which areas of my job should I be retrained?
Answer: On the health and safety procedures in the workplace.
6. On which areas of my job do I need support?
Answer: Leadership skills to guide a team in the company.
7. Who should I learn from in the company to be more effective?
Answer: Your superiors can always give you knowledgeable information and experiences of the business.
8. What resources do I need in order to perform well?
Answer: Reading materials and on the job training.
9. How will I know I'm ready to move forward?
Answer: As soon as you begin to assume leadership roles.
10. What can motivate me to succeed?
Answer: The opportunity to shake hands and sit in meetings with the top guys.

Completed by: Dwayne Johnson (Manager)

QUESTOINNAIRE

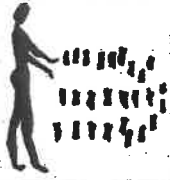
1. What do you need from me to help with my development?
Answer: Stop judging people on who they are and start realising their worth.
2. Which skills do I need in order to excel?
Answer: No need for training work on what you have already learned in training.
3. If I could change one thing about myself, what should it be?
Answer: stop being emotional judgemental towards others.
4. If I could improve one of my strengths, which one should it be?
Answer: Humbleness as others take advantage of that.
5. On which areas of my job should I be retrained?
Answer: ERM Policy.
6. On which areas of my job do I need support?
Answer: Health and safety policy.
7. Who should I learn from in the company to be more effective?
Answer: My Superiors (department).
8. What resources do I need in order to perform well?
Answer: Proper system in place.
9. How will I know I'm ready to move forward?
Answer: You are ready just implement on the knowledge you've gained.
10. What can motivate me to succeed?
Answer: Your family and good salary.

Completed by: Coleen Mogoera (Supervisor)

QUESTIONNAIRE

1. What do you need from me to help with my development?
Answer: Implement all that you have planned to do.
2. Which skills do I need in order to excel?
Answer: Financial skills and make your money work for you for the present and future.
3. If I could change one thing about myself, what should it be?
Answer: Manage your time to be productive personally and work-related.
4. If I could improve one of my strengths, which one should it be?
Answer: Listening skills as you can learn more by letting others empower you with their knowledge.
5. On which areas of my job should I be retrained?
Answer: People management skills because you have leadership qualities.
6. On which areas of my job do I need support?
Answer: The passion to keep going as sometimes things tend to get difficult and that's where you need people around you to uplift you.
7. Who should I learn from in the company to be more effective?
Answer: Professionalism is key in the workplace as it can attract more people to work with you.
8. What resources do I need in order to perform well?
Answer: Training and a lot of reading to empower yourself with knowledge.
9. How will I know I'm ready to move forward?
Answer: By allowing yourself to grow as an individual.
10. What can motivate me to succeed?
Answer: Having fun towards what you're doing as it can have a positive effect on everything you do.

Completed by: Thapelo Mokone (Mentor)



S2 Summative Assessment: 35 hours

Instructions:

1. From the guidelines for an Ethics Management Program provided in module 3, **design a checklist** for your organisation to measure the current state of their organisational values, codes of conduct and corporate ethics.
2. Use the **checklist to measure** the current state of your organisation's values, codes of conduct and corporate ethics.
3. From your findings, **formulate recommendations** to strengthen organisational values, codes of conduct and ethical practices.
 - a. **Prepare an implementation plan** which clearly indicates the actions, timeframes and responsibilities of managers
 - b. The **communication activities** to promote the plan should be included
 - c. The **process of monitoring and evaluating** should be included in the plan

ATTACH YOUR CHECKLIST, RECOMMENDATIONS, IMPLEMENTATION PLAN TO YOUR PoE.

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial
M.A

FINDINGS	RECOMMENDATIONS	CORRECTIVE ACTIONS	STAKEHOLDERS	COMMUNICATION	RESOURCES	PROGRESS	OUTCOME	TIME
1. Employees don't know the company's values	Instill the values in employees by arranging training for them	Values awareness program	Managers and all employees	Meeting	Slides, Venue, Values statement.	Achieved	Employees have a common goal	4 TH SEP TO 5 TH SEP
2. There's no emphasis on the code of conduct, everyone just knows it's there	Give the code of conduct policy to new employees during the induction process	Awareness of how an employee should behave and conduct themselves	Managers, supervisors and agents	Meeting	Copies Venue Slides	Achieved	Employees know how to conduct themselves in the workplace	6 TH SEP TO 7 TH SEP
3. There's no full participation from all levels of management	Ethics should be demonstrated from lower to higher levels of management, thus arranging training would be suitable for this	Demonstration of ethics from every employee	Lower level management to higher level management	Email	Training material. Venue	Achieved	Everyone understands that ethics is an integral part of all operations	8 TH SEP & 11 TH SEP
4. The ethics policy hasn't been reviewed and renewed	Assign a creative legal team to review and renew the ethics policy	Choose a team with the expertise in this field	Legal and human resources department	Consultation	Slides Venue Policy	Achieved	Everyone adheres to the new policy that's been implemented	12 TH SEP TO 13 TH SEP
5. There's no knowledge on the ethics policy of the company	Arrange a training program to be attended by all employees of the company	Employees should know they should behave in a professional manner	Facilitators	Meeting	Slides Venue Policy Copies	Achieved	Employees have a clear understanding of the ethics policy	14 TH SEP TO 15 TH SEP

S.2 SUMMATIVE ASSESSMENT

1. CHECKLIST

QUESTION	YES	NO
1. Are the company's values clear and specific?		
2. Are all levels of management participating in the ethics program?		
3. Is there an ethics policy in the workplace?		
4. Is the ethics policy applied in the workplace?		
5. Is there commitment from employees to report bad behaviour?		
6. Do employees know the company's values, mission and vision statement of the company?		
7. Is there a code of conduct in the workplace?		
8. Does higher management demonstrate the code of ethics based on their behaviour?		
9. Do employees approve of the ethics policy implemented by the company?		
10. Is there feedback on how effective the ethics policy implementation was?		

S.2 SUMMATIVE ASSESSMENT

1. CHECKLIST

QUESTION	YES	NO
1. Are the company's values clear and specific?		
2. Are all levels of management participating in the ethics program?	X	
3. Is there an ethics policy in the workplace?		X
4. Is the ethics policy applied in the workplace?	X	
5. Is there commitment from employees to report bad behaviour?		X
6. Do employees know the company's values, mission and vision statement of the company?		X
7. Is there a code of conduct in the workplace?	X	
8. Does higher management demonstrate the code of ethics based on their behaviour?	X	
9. Do employees approve of the ethics policy implemented by the company?		X
10. Is there feedback on how effective the ethics policy implementation was?		X
		X

S.2 SUMMATIVE ASSESSMENT

1. CHECKLIST

QUESTION	YES	NO
1. Are the company's values clear and specific?		X
2. Are all levels of management participating in the ethics program?		X
3. Is there an ethics policy in the workplace?	X	
4. Is the ethics policy applied in the workplace?	X	
5. Is there commitment from employees to report bad behaviour?		X
6. Do employees know the company's values, mission and vision statement of the company?		X
7. Is there a code of conduct in the workplace?	X	
8. Does higher management demonstrate the code of ethics based on their behaviour?		X
9. Do employees approve of the ethics policy implemented by the company?		X
10. Is there feedback on how effective the ethics policy implementation was?		X

S.2 SUMMATIVE ASSESSMENT

1. CHECKLIST

QUESTION	YES	NO
1. Are the company's values clear and specific?		X
2. Are all levels of management participating in the ethics program?		X
3. Is there an ethics policy in the workplace?		X
4. Is the ethics policy applied in the workplace?		X
5. Is there commitment from employees to report bad behaviour?		X
6. Do employees know the company's values, mission and vision statement of the company?	X	
7. Is there a code of conduct in the workplace?		X
8. Does higher management demonstrate the code of ethics based on their behaviour?		
9. Do employees approve of the ethics policy implemented by the company?		X
10. Is there feedback on how effective the ethics policy implementation was?		X

- They always change

S.2 SUMMATIVE ASSESSMENT

1. CHECKLIST

QUESTION	YES	NO
1. Are the company's values clear and specific?		✓
2. Are all levels of management participating in the ethics program?		✓
3. Is there an ethics policy in the workplace?		✓
4. Is the ethics policy applied in the workplace?		✓
5. Is there commitment from employees to report bad behaviour?		✓
6. Do employees know the company's values, mission and vision statement of the company?		✓
7. Is there a code of conduct in the workplace?		✓
8. Does higher management demonstrate the code of ethics based on their behaviour?		✓
9. Do employees approve of the ethics policy implemented by the company?		✓
10. Is there feedback on how effective the ethics policy implementation was?		✓

S.2 SUMMATIVE ASSESSMENT

1. CHECKLIST

QUESTION	YES	NO
1. Are the company's values clear and specific?	X	
2. Are all levels of management participating in the ethics program?	X	
3. Is there an ethics policy in the workplace?	X	
4. Is the ethics policy applied in the workplace?	x	
5. Is there commitment from employees to report bad behaviour?		X
6. Do employees know the company's values, mission and vision statement of the company?	X	
7. Is there a code of conduct in the workplace?	X	
8. Does higher management demonstrate the code of ethics based on their behaviour?		X
9. Do employees approve of the ethics policy implemented by the company?	X	
10. Is there feedback on how effective the ethics policy implementation was?	X	X

S.2 SUMMATIVE ASSESSMENT

1. CHECKLIST

QUESTION	YES	NO
1. Are the company's values clear and specific?		X
2. Are all levels of management participating in the ethics program?		X
3. Is there an ethics policy in the workplace?	X	
4. Is the ethics policy applied in the workplace?		X
5. Is there commitment from employees to report bad behaviour?		X
6. Do employees know the company's values, mission and vision statement of the company?	X	
7. Is there a code of conduct in the workplace?	X	
8. Does higher management demonstrate the code of ethics based on their behaviour?		X
9. Do employees approve of the ethics policy implemented by the company?		X
10. Is there feedback on how effective the ethics policy implementation was?		X

S.2 SUMMATIVE ASSESSMENT

1. CHECKLIST

QUESTION	YES	NO
1. Are the company's values clear and specific?		✓
2. Are all levels of management participating in the ethics program?		✓
3. Is there an ethics policy in the workplace?		✓
4. Is the ethics policy applied in the workplace?		✓
5. Is there commitment from employees to report bad behaviour?		✓
6. Do employees know the company's values, mission and vision statement of the company?		✓
7. Is there a code of conduct in the workplace?		✓
8. Does higher management demonstrate the code of ethics based on their behaviour?		✓
9. Do employees approve of the ethics policy implemented by the company?		✓
10. Is there feedback on how effective the ethics policy implementation was?		✓



S3 Summative Exercise: 58 hours

1. **Study** an existing SWOT analysis (or equivalent analysis) done for your work unit recently. From the SWOT **identify** an issue suitable for a change management initiative. This must be an initiative that will be implemented within the next 6 months.
2. **Describe** the planned change in terms of the desired state versus the current state
3. The **SWOT analysis presented** for summative assessment should include the benefits of implementing the change, the main risks and obstacles, the positive forces to be harnessed and the change resilience (change readiness assessment Annexure D in LG).
4. From module 5 in your learner guide, **select** a Change Management model you will use to facilitate the change process. **Motivate** why you think this model is more appropriate than the others.
5. **Present a change management plan** which is compiled in relation to the needs identified in the SWOT analysis. The change plan should include the phases of the plan, the actions, responsibilities, timeframes, communication plans, anticipated obstacles, expected positive and negative responses to change with plans to overcome them. Use the templates provided in the Annexures A-F of your Learner Guide or design your own.
6. Actions proposed for managing human responses to change are **described** (Use guidelines in Module 2 of your learner guide).
7. **Identify** people in your work unit to act as change agents. **Measure** them against the criteria provided in annexure E of your learner guide. **Describe** how you would utilise them in the change process.

Attach all your answers/ notes to our PoE Workbook.

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M.A

<u>STRENGTH</u>	<u>WEAKNESS</u>	<u>OPPORTUNITY</u>	<u>56789</u> <u>THREATS</u>
Debt collection Negotiations skills Values Mission and vision Customer satisfaction	Absorbing employees	Flexi hours Motivation	Maintaining performance Fatigue

<u>Current state</u>	<u>Desired state</u>
<p>Employees aren't motivated. There's limitations for agents to use their creativity. Productivity isn't being met. Maximum collections aren't being achieved.</p>	<p>Do drives and reward achievement. Employees should be able to feel free to use their knowledge. Educate agents about the performance appraisal. Offer incentives.</p>
<u>Change Management Model</u>	
<u>Lewin's change model</u>	<p><u>Why it's appropriate than others?</u></p> <p>Managements will disconfirm existing behaviours and attitudes with the ones they desire for the company. Employees are prepared for change. They are provided with new information and new way of looking at things. Employees are trained to handle change. Employees are given time to adjust and demonstrate the change of attitudes and ways of doing things.</p>

3.

Benefits of change	Risks and Obstacles	Positive forces
<ul style="list-style-type: none">① Flexibility② Improvements③ Progress④ New beginnings⑤ Opportunities	<ul style="list-style-type: none">① Poor planning② Lack of consensus③ Lack of communication④ Employee resistance⑤ Forced change	<ul style="list-style-type: none">① Passion② Commitment③ Employees understanding the vision.④ Team cohesion

5.

Change plan	Phases	Actions	Responsibilities	Time Frames	Communication plans	Obstacles	+/- responses
Cheetah 7	Every day	To be efficient in collecting debt	Train agents on the new server	1 week	Meetings	Resistance to change	Agents don't want to respond quickly to change
New performance appraisal	Every Monday	Consult agents	Discuss snafus and general feedback	End of the month	One on one interactions	Demotivated agents	Agents want to reatbb their monthly standards

Annexure A

EXAMPLE: STAKEHOLDER COMMUNICATION PLAN

Title	Objective	Audience	Date	Responsibility	Status
GM brief	State the business case for change.	MANAGEMENT AGENTS	4 SEP	Be prepared for change.	Done
	High level timeline				
	Contact details of operational change agents				
Newsletter	Introduce project	MANAGEMENT	5 SEP	Induction to change	Done
	Operational sponsor role and contact details				
	Project contact details				
	High level timeline				
Employee/union workshop	Re-iterate business case	MANAGEMENT AGENTS	6 SEP	Induction to change	Done
	Detail proposed changes				
	Gauge expectations, frustrations, concerns				
Feedback/action plan from workshop	Discuss action plan	MANAGEMENT	6 SEP	Brainstorm	Done
	Agree roles and responsibilities				
Line impact workshop	Set business case	AGENTS	7 SEP	Implement change	Implementing
	Detail proposed changes				
	Gauge expectations, frustrations, concerns				
Feedback/action plan from workshop	Discuss action plan	AGENTS	7 SEP	Evaluate change	Implementing
	Agree roles and responsibilities				
Roles and	Discuss the new way of		7 SEP		

Annexure B

Template: Transition/Contingency Plan

		Issue	Risk	Rate	Risk	Contingency	Date	Responsibility	Status
People	Long hours	Fatigue	High	Flexi hours		04 SEP	change working hours	Not done	
Structure	Complex structures	Medium Indecisiveness	Medium	Training		04 SEP	Attend training	Done	
Process	Workshop	Misunderstanding	High	Provide learning material.		05 SEP	Adapt to change.	Done	
			Medium						
System	Broken	Loss of productivity	High	Rep I.T to do maintenance		05 SEP	Effect up systems	Done	

Annexure D

Activity: Assessing an organisation's readiness for change

Complete the following exercise to assess a company that you worked for or are familiar with that undertook a change effort:

Instructions:

Enter the number that best represents your opinions about the company being evaluated in the space provided after each question.

3 = Yes

2 = Somewhat

1 = No

- 1 1. Is a senior-level executive sponsoring the change effort, e.g. CEO?
- 2 2. Are all levels of management committed to the change?
- 2 3. Does the organisational culture encourage risk-taking?
- 3 4. Does the organisational culture encourage and reward continuous improvement?
- 1 5. Has senior management clearly articulated the need for change?
- 1 6. Has senior management presented a clear vision of a positive future?
- 3 7. Does the organisation use specific measures to assess business performance?
- 2 8. Does the change effort support other major activities going on in the organisation?
- 1 9. Has the organisation benchmarked itself against world-class companies?
- 3 10. Do all employees understand customers' needs?
- 1 11. Does the organisation reward individuals and/or teams for being innovative and for looking for root causes of organisational problems?
- 2 12. Is the organisation flexible and cooperative?
- 2 13. Does management effectively communicate with all levels of the organisation?
- 3 14. Has the organisation successfully implemented other change programmes?
- 3 15. Do employees take personal responsibility for their behaviour?
- 3 16. Does the organisation make decisions quickly?

Total score: 33

Arbitrary norms:

40 – 48 = High readiness for change

24 – 39 = Moderate readiness for change

16 – 23 = Low readiness for change

Source: Kreitner et al (1999:597)

ANNEXURE F: SWOT Analysis Template

State what you are assessing here

<p>criteria examples</p> <p>Advantages of proposition?</p> <p>Capabilities?</p> <p>Competitive advantages?</p> <p>USP's (unique selling points)?</p> <p>Resources, Assets, People?</p> <p>Experience, knowledge, data?</p> <p>Financial reserves, likely returns?</p> <p>Marketing - reach, distribution, awareness?</p> <p>Innovative aspects?</p>	<p>strengths</p> <p>Collection</p> <p>Health and safety</p> <p>Maximum productivity</p>	<p>weaknesses</p> <p>Continuity</p> <p>Forced change.</p>	<p>criteria examples</p> <p>Disadvantages of proposition?</p> <p>Gaps in capabilities?</p> <p>Lack of competitive strength?</p> <p>Reputation, presence and reach?</p> <p>Financials?</p> <p>Own known vulnerabilities?</p> <p>Timescales, deadlines and pressures?</p> <p>Cashflow, start-up cash-drain?</p> <p>Continuity, supply chain robustness?</p>
<p>criteria examples</p> <p>Market developments?</p> <p>Competitors' vulnerabilities?</p> <p>Industry or lifestyle trends?</p> <p>Technology development and innovation?</p> <p>Global influences?</p> <p>New markets, vertical, horizontal?</p> <p>Niche target markets?</p> <p>Geographical, export, import?</p> <p>New USP's?</p>	<p>opportunities</p> <p>New clients</p> <p>New systems</p> <p>Maximum collections.</p>	<p>threats</p> <p>Competition</p>	<p>criteria examples</p> <p>Political effects?</p> <p>Legislative effects?</p> <p>Environmental effects?</p> <p>IT developments?</p> <p>Competitor intentions - various?</p> <p>Market demand?</p> <p>New technologies, services, ideas?</p> <p>Vital contracts and partners?</p> <p>Sustaining internal capabilities?</p> <p>Obstacles faced?</p>

7.

Change agent	Dorothy Makhachane	Moses Morake	Coleen Mogoera
1. Advocates change, speaks up against the status quo.	YES	YES	YES
2. Is highly future-orientated, always see the future as different from the past.	No	No	No
3. Likely to take new paths to reach unchartered territory.	No	No	No
4. Passionately convinced about what he or she does.	YES	YES	YES
5. Looks at change as an opportunity.	YES	YES	YES
6. Is part of a very influential minority.	No	No	No
7. Does not get discouraged easily.	No	No	No
8. Has a broad perspective, makes a lot of connections.	No	No	No
9. Listens very well, is listened to.	No	No	No
10. Has the courage to guess and to trust his or her	YES	YES	YES



S4 Summative Exercise: 36 hours

Identify a problem which you have experienced for a long time and found difficult to solve. Use the templates provided for the formative exercises to follow the whole problem solving process for the problem you identified:

- a. **Define** the problem
- b. **Diagnose** the cause
- c. **Find** a solution
- d. **Plan and Implement** solution
- e. **Monitor/evaluate**

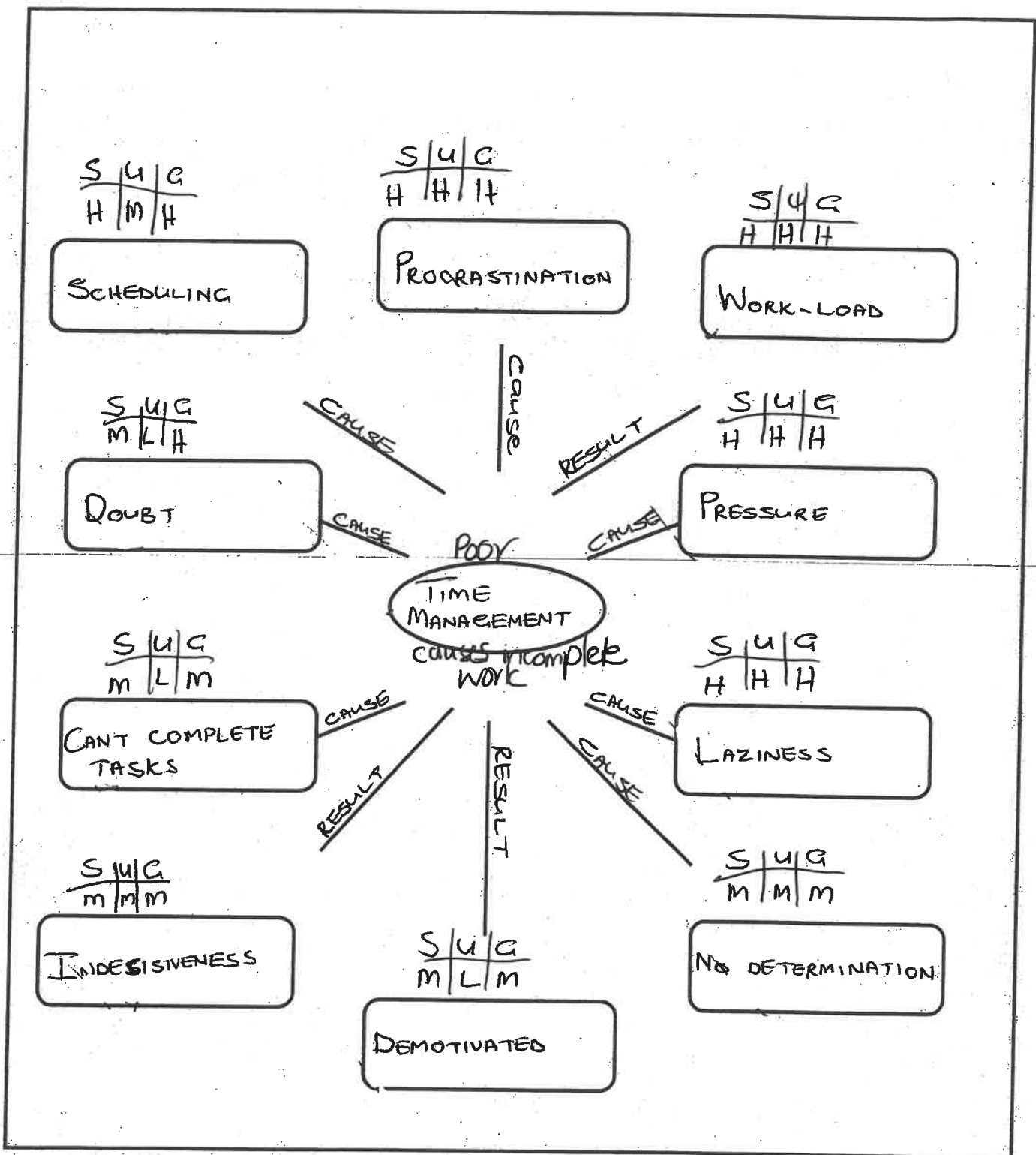
The identification and communication to stakeholders must also be shown very clearly.

Ensure that you attach your answers/notes to your PoE.

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial

M.A



Learner Initial

M.A

1.	Problem Statement: because tasks cannot be completed in time and adds more pressure. It is time management			
2.	IS	IS NOT	3. Difference/Distinctive features	4. Change
What?	TIME MANAGEMENT	LAZINESS	Importance of the tasks that I have to complete.	To manage my time accordingly to do more work.
- Defect?	TIME MANAGEMENT IS GETTING WORSE	GETTING BETTER	Not being effective towards what I have to complete.	To complete my tasks in time
- Object	TIME MANAGEMENT	INEFFICIENCY	It puts me under pressure to complete tasks.	To plan better and avoid pressure.
Where?	PERSONALLY	WORK-RELATED	Personally its draining and tasks cant be done in time.	To be effective and efficient at all times
When?	EVERYDAY	NOT OCCASIONALLY	Since high school its been getting	From today and throughout my life.
Extent?	PERSONAL AND PEOPLE AROUND ME	STRANGERS		To enhance my personal and professional life.

Learner Initial M.A

5. Probable Causes: ① Scheduling. ② Procrastination. ③ Work-load. ④ Pressure. ⑤ Laziness. ⑥ No determination. ⑦ Demotivated. ⑧ Indecisiveness. ⑨ Can't complete tasks. ⑩ Doubt.

6. Test the Probable Causes Statements against the Initial Set of IS and IS NOT Facts.
 After testing all the causes I have decided that work-load and no determination cause me to have problems.

7. Verify the Most Probable Cause.
 No determination.

Time-frame: 180 min

First attempt		Second attempt		Third attempt	
Competent	Not yet competent	Competent	Not yet competent	Competent	Not yet competent

Learner Initial
 M.A

c. Solution	d. Plan and implementation	e. Monitor/Evaluate
1. Prioritise	Arrange the work from their deadlines placed on them.	It gives more time to arrange the work from the most important to the least important
2. Scheduling	To know what to do and when to do it	Everything is organised and everything can easily fall into place.

Stakeholders

Communication

HR

Meetings + email

Management

Meetings + email

Supervisors

Meetings + email

Employees

Daily meeting

Section D: Assessor Mark Sheets

Learner Initial

Assessor Declaration of Learner Competence

Outcomes of each unit standard	Assessment criteria	Notional Hours	Method of assessment (Formative / Summative)	Assessed		Competent
				Date	Initial of assessor	
US 120300 Explain the concept of leadership	1.1 Various definitions of leadership are identified and explained with workplace examples	60 min	Individual Formative assessment 1A			YES NYC
	1.2 Roles and qualities of a leader are explained using examples	30 min	Individual Formative assessment 1B			
Differentiate between leadership and management	2.1 Leadership and management are defined and differentiated using examples	60min	Individual Formative Assessment 1A			
	2.2 The roles and qualities of a leader are differentiated and compared with those of a manager in a work context	30 min	Individual Formative Assessment 1B			
	2.3 The concepts of accountability and responsibility are discussed and explained in terms of advantages and disadvantages	60 min	Group Formative assessment 2A			
	2.4 The role of a leader and a manager is compared in terms of their complementary roles in the workplace	60 min	Group Formative assessment 2B			

Learner Initial

M. A

Analyse leadership theories	<p>3.1 The various leadership theories are identified and discussed in the work context</p> <p>3.2 Trends and developments relating to different leadership theories are examined with examples</p> <p>3.3 The various leadership theories are justified in terms of advantages and disadvantages</p>	<p>30 min</p> <p>30 min</p> <p>30 min</p>	<p>Group Formative assessment 3A</p> <p>Group Formative assessment 3A</p> <p>Group Formative assessment 3A</p>				
Apply different roles and qualities of leadership in work context	<p>4.1 The roles and qualities within leadership contexts are analysed with examples</p> <p>4.2 The leadership style of selected leaders are analysed to determine its effect in a context</p> <p>4.3 The term role model is analysed in order to establish its effect on the work context</p> <p>4.4 A leadership theory is selected and applied in own work context</p> <p>4.5 Leadership roles, qualities, abilities analysed to formulate own development strategy</p>	<p>30 min</p> <p>60 min</p> <p>60 min</p> <p>30 min</p> <p>60 min</p> <p>50 hours</p>	<p>Individual Formative assessment 3C</p> <p>Individual formative assessment 4A</p> <p>Group Formative assessment 3D</p> <p>Individual Formative assessment 3B</p> <p>Individual Formative assessment 4A</p> <p>Summative assessment S1</p>				

Learner Initial

M.A

US 252042 Demonstrate understanding of the relationship between values, ethics and organisational culture and its impact on achieving goals and objectives.	1.1. The relationship between personal values, organisational ethics, and the entity's culture is demonstrated through examples from the South African workplace.	15 min	Individual Formative Assessment 1A			
	1.2. The complexity of the conflicts between personal values and the entity's values and ethical codes is illustrated with examples from the South African workplace.	30 min	Group Formative Assessment 1B			
	1.3. The potential impact of organisational values and culture on the entity's triple bottom line are analysed and described.	15 min	Group Formative Assessment 1C			
Apply the concept of corporate ethics to a unit.	2.1. The imperatives for ethical conduct in South African organisations are explained with reference to acts, regulations, codes and other documents relevant to the entity.	30 min	Individual Formative Assessment 2A			
	2.2. The role of corporate governance within an entity is analysed to determine the contribution of a unit in promoting internal organisational codes and ethical practices.	30 min	Individual Formative Assessment 2A			
	2.3. The specific ethical practices of a unit in different areas are analysed with examples.	30 min	Individual Formative Assessment 2A			

<p>Analyse a unit in relation to the principles of corporate ethics.</p>	<p>3.1 An instrument is selected for analysing individual and organisational conduct in respect of organisational values, codes of conduct and corporate ethics.</p> <p>3.2 The instrument is applied to gather and record information within a unit in respect of organisational values, codes of conduct and corporate ethics.</p> <p>3.3 The instrument is applied to evaluate the current state in a unit against the desired state in respect of organisational values, codes of conduct and corporate ethics</p>	<p>35 hours</p> <p>35 hours</p> <p>35 hours</p>	<p>Summative Assessment S2</p> <p>Summative Assessment S2</p> <p>Summative Assessment S2</p>		
<p>Formulate recommendations for strengthening shared organisational values, the code of conduct and ethical practices.</p>	<p>4.1. An implementation plan is prepared that described the strengthening of the entity's values, code of conduct and ethical practices in the unit.</p> <p>4.2. The role and responsibilities of the manager are described in terms of decision making to strengthen the values, code of conduct and ethical practices in a unit and the entity.</p> <p>4.3. The communication activities for promoting the entity's values, code of conduct and ethical practices are outlined in the plan, with role allocation and time frames.</p> <p>4.4. The process for monitoring and evaluating improvements in relation to the entity's organisational values, code of conduct and ethical practices in a unit is described with role allocation and time frames.</p>	<p>90 min</p> <p>35 hours</p>	<p>Group Formative Assessment 3A</p> <p>Summative Assessment S2</p>		

<p>US 252021</p> <p>Demonstrate knowledge of and insight into the need for change within the context of environment change.</p>	<p>1.1. The nature of change and its impact on organisational sustainability are explained with reference to internal and external environmental change affecting a specific unit.</p> <p>1.2. The need for change is motivated by identifying the benefits of change for a unit.</p>	<p>30 min</p>	<p>Individual Formative Assessment 1A</p>				
<p>Analyse an area requiring the implementation of a change process.</p>	<p>2.1. The need for change in a unit of an entity is identified in terms of a desired state compared with the current state.</p> <p>2.2. The results of a SWOT or other suitable analysis are presented to substantiate the argument in favour of a change process. (Range: The SWOT analysis should include the benefits of implementing change, the main risks and obstacles, the positive forces to be harnessed and the change resilience in the unit.)</p>	<p>90 min 58 hours</p>	<p>Group Formative Assessment 3A Summative assessment S3</p>				
		<p>90 min 58 hours</p>	<p>Group Formative Assessment 3A Summative assessment S3</p>				

<p>Select a model for implementing a change management process.</p>	<p>3.1. The characteristics of two change models are described with reference to their appropriateness for different change processes.</p> <p>3.2. The reasons for selecting the model are described with reference to the findings of the analysis.</p>	<p>60 min</p> <p>58 hours</p> <p>60 min</p> <p>58 hours</p>	<p>Individual Formative Assessment 2A</p> <p>Summative Assessment S3</p> <p>Individual Formative Assessment 2A</p> <p>Summative Assessment S3</p>				
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<p>Formulate recommendations on implementing the change process</p>	<p>4.1. The change management plan presented describes the changes to be implemented in relation to the needs identified in the SWOT analysis. (Range: The change management plan includes the phases of the plan, the actions, the persons responsible for the actions, the time frames, communication with stakeholders, desired outcomes, anticipated obstacles, expected positive and negative responses to the change, as well as plans to overcome the obstacles and negative responses.)</p> <p>4.2. The actions proposed for managing the anticipated human responses to the change process are appropriate to the findings of the SWOT analysis.</p> <p>4.3. The role and competencies of the change leader responsible for facilitating the dynamics of the change process are motivated in relation to the proposed change process.</p>	<p>58 hours 90 min</p>	<p>Summative Assessment S3 Group Formative assessment 3A</p>				
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US 252026 Apply critical and analytical skills to analyse an issue or problem	1.1. Critical and analytical skills are applied to analyse and define an issue/problem affecting the functioning of a unit 1.2. Critical and analytical skills are applied to determine factors impacting on the issue/problem and other areas in a unit and the entity affected by the issue/problem.	180 min	Group Formative assessment 1A			
		36 hours	Summative Assessment S4			
		180 min	Group Formative Assessment 1A			
		36 hours	Summative Assessment S4			

Engage with stakeholders in analysing the issue/problem and developing solutions	2.1. The purpose of the consultation is communicated to stakeholders with reference to the aspects of the issue/problem and solutions to be discussed.	30 min	Individual Formative Assessment 1B Summative Assessment S4			
	2.2. The critical and analytical processes for analysing the issue/problem and generating ideas on addressing the issue/problem are explained with examples.	180 min 36 hours	Group Formative Assessment 1A Summative Assessment S4			
	2.3. The participation of stakeholders is obtained in analysing the unit's internal and external environment to identify factors relevant to the issue/problem.	30 min 36 hours	Individual Formative Assessment 1B Summative Assessment S4			
	2.4. The participation of team members is obtained in developing solutions to the issue/problem that would contribute towards the functioning of the unit and the broader system within which it operates.	30 min 36 hours	Individual Formative Assessment 1B Summative Assessment S4			
	2.5. The different ideas, values and perspectives of team members and stakeholders are recognised and respected in view of the value they add to the solution developed.	30 min 36 hours	Individual Formative Assessment 1B Summative Assessment S4			

<p>Select feasible through the approach</p>	<p>3.1. The inputs from stakeholders are analysed to identify feasible solutions to the issue/problem that would improve the functioning of the unit and the broader system within which it operates.</p> <p>3.2. The identified solutions are prioritised in terms of their potential outcomes on the various processes/sections in the unit, the wider entity and external stakeholders.</p> <p>3.3. A solution(s) is selected that is most appropriate within a systems context taking into consideration interrelated issues that impact on the solution and areas that will be impacted upon by the implementation of the solution</p>	<p>90 min 36 hours</p> <p>90 min 36 hours</p> <p>90 min 36 hours</p>	<p>Group Formative assessment 2A Summative Assessment S4</p> <p>Group Formative assessment 2A Summative Assessment S4</p> <p>Group Formative Assessment 2A Summative Assessment S4</p>				
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Formulate and communicate the decision	<p>4.1. The decision on addressing the issue/problem is formulated with reference to the impact of the decision on the unit and the broader system within which it operates.</p> <p>4.2. Actions required to implement the decision in the unit are described with reference to activities, role players, resources and time lines.</p> <p>4.3. Change processes that are required to support the implementation of the decision are described with reference to their impact on the success of the implementation of the decision.</p> <p>4.4. The decision is communicated to relevant team members in the unit and other stakeholders who will be involved in its implementation in a user-friendly format.</p>	<p>90 min 36 hours</p> <p>90 min 36 hours</p> <p>90 min 36 hours</p> <p>90 min 36 hours</p>	<p>Group Formative assessment 3A Summative Assessment S4</p> <p>Group Formative assessment 3A Summative Assessment S4</p> <p>Group Formative Assessment 3A Summative Assessment S4</p> <p>Group Formative assessment 3A Summative Assessment S4</p>			
Details of moderation	Name and signature of moderator:		Assessment result confirmed:		YES	NO
Moderator comments						

CCFO Mark sheet

Critical Cross-fields	Competent/ Not Competent	Assessor Comments
Identifying		The learner was able to solve problems creatively by identifying problems. Challenges with leadership were addressed.
Organising		The learner was able to organise activities and interact with stakeholders. Organising different leadership strategies to help create stronger teams.
Collecting		The learner used strategies to improve relationships with stakeholders by collecting and analysing information. Different questionnaires were used.
Communicating		Written and oral communication is evident in the learner's PoE and is used effectively. Group work and discussions on leadership were done.
Demonstrating		The learner demonstrated a good understanding of how systems work and contribute to effective group unity. A correct understanding of how to lead teams was shown.
Contributing		The learner effectively contributed to the group exercises and showed great sensitivity to the cultural differences within all stakeholder relationships. Group work on teams was done and the learner contributed positively.
Science		The learner was able to use Science and technology very effectively showing a responsibility towards the environment. Word and Power point was used.
Working		The learner could contribute to group work to help create a positive atmosphere and complete all tasks on leadership effectively.

Assessor Signature		Date	
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Moderator Signature		Date	
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Learner Initial M.A

W

Assessment Decision

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

VACS Analysis

Assessor Name				
Assessment Evaluated		Leadership		
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		

Learner Initial M.A

W

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 discuss 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.

Learner Initial

- 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.**

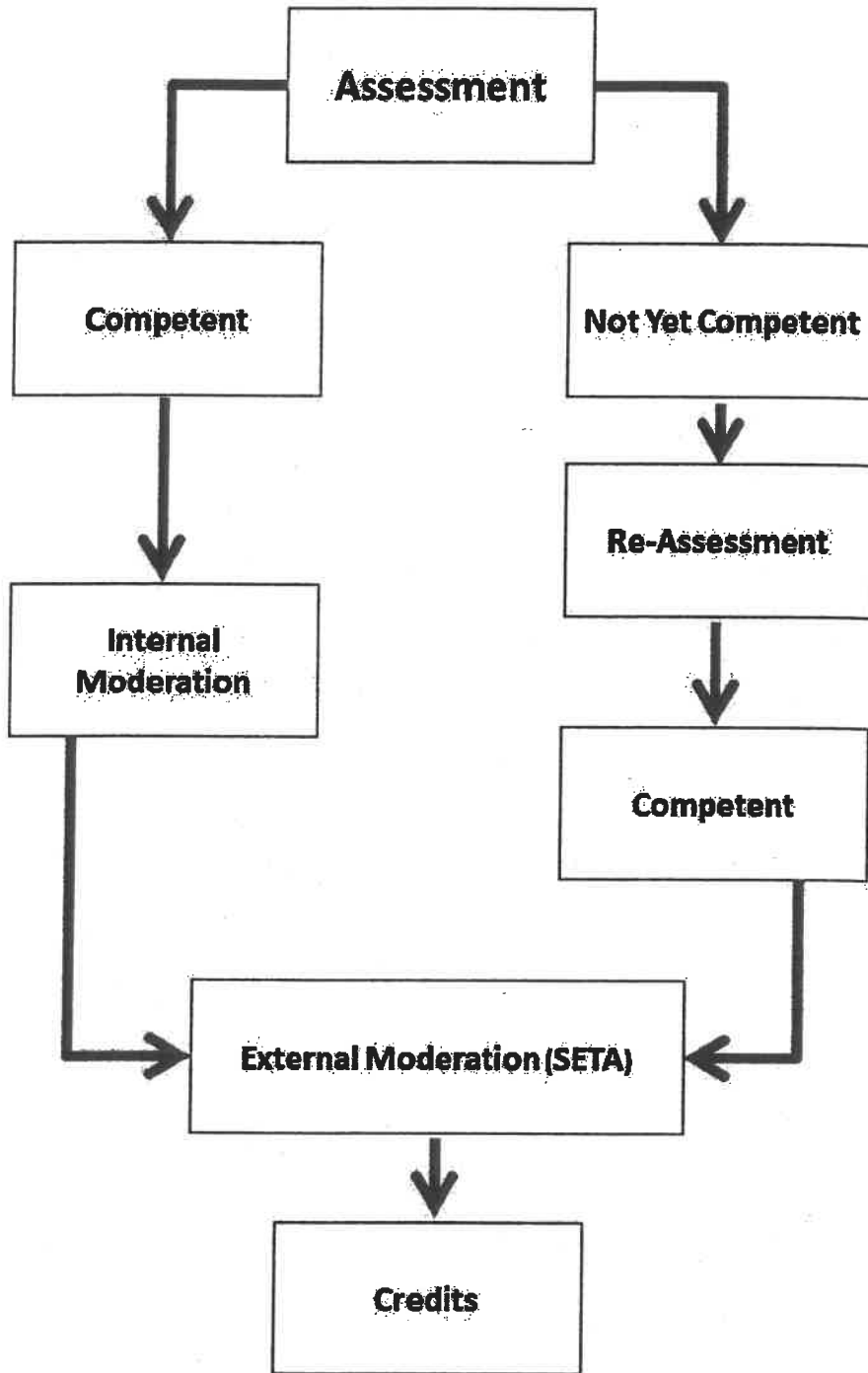
Learners should be secure in the knowledge that they can appeal against an unfair assessment.

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.

Learner Initial M.A

Appeals Procedure



Learner Initial
M.A

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:

Learner Initial M.A

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	

Learner Initial M.A

Assessor Feedback to learner						
Assessor Declaration of Competence	1 st Attempt		2 nd Attempt		3 rd 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 Initial M.A

Assessor Feedback to learner

Learner Declaration	I, <u>Modupi Andries Segalo</u> 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 Initial <p style="text-align: center; font-size: 1.2em;">M.A</p>

Learner: Assessment Review

Learner name	Modupi Andries Segalo		
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 time-frames?	✓		
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	[Signature]		Date
Assessor Signature			Date
Moderator Signature			Date

Learner Initial
M.A

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: I am satisfied with the process.			
Assessor Signature		Date	
Moderator Signature		Date	

Learner Initial M.A

Assessment Review Report

Unit Standard Title	Leadership	Unit Standard Number	120300; 252042; 252021; 252026
NQF Level	5	Credits	27
Venue		Date	
Learner Name	<i>Madupi Segala</i>	Learner ID Number	<i>9307025103086</i>
Assessor Name		Assessor Registration Number	

Assessment Guide

Strengths
Outcomes of Unit standards covered. Clear instructions to all. Evidence declarations available. Outlines the assessment process. Leadership was looked at on different levels.
Weaknesses:
None.
Recommendations:
None.

Learner Initial <i>M.A</i>

Assessment Process

Strengths
Easy manageable and fair process with different levels of difficulty. Different methods used to look at learner's current ability to lead teams effectively and how to improve.
Weaknesses:
None.
Recommendations:
None.

Assessment Methods Used

Strengths
Assessments were done individually as well as in groups. These were appropriate to what was done and all outcomes were reached. This helped learners with introspection of themselves. Questionnaires were completed as well as debates held and other methods to make sure learners understand what need to be done to create an effective team.
Weaknesses:
None.
Recommendations:
None.

Assessment Instruments Used

Strengths
The instruments are fair and manageable and do not trick the learner. It assesses what it is

Learner Initial

suppose to assess. A well balanced amount of instruments were used for learners to do evaluation of themselves and their company. Questionnaires and checklists were some of the instruments used to evaluate the effectiveness of leadership.

Weaknesses:

None.

Recommendations:

None.

Learner's Readiness for Assessment

Strengths

The learners indicated that they are ready for assessment on the pre-assessment meeting checklist. The learners attended a pre-assessment meeting with the assessor which is helpful in the determining of readiness. The learner's strong areas and challenges of leadership were looked at.

Weaknesses:

None.

Recommendations:

None.

Unit Standard

Strengths

The unit standards are re-registered. Clear and well structured. Clear guidelines on evidence required. All evidence enhances the purpose of creating stronger leadership.

Learner Initial

M.A

Weaknesses:			
None.			
Recommendations:			
None.			
Assessor Signature		Date	
Moderator Signature		Date	

<p>Learner Initial</p> <p>M.A</p>
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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	

Learner Initial M.A
