



Conduct Outcomes-Based Assessment

Handout 24

Model Answers

Section D – Assessment Tool Design for the Relevant Unit Standard

Dear Learner Assessor,

- It is very important to plan the assessment you wish to undertake very carefully to make sure that you meet all the criteria, and measure what you are supposed to measure, whilst adhering to all the principles of good assessment.
- In order to do this, please complete the following sections:
 - A Blank Sample of the Assessment Tool to be used for Diagnostic Assessment – a questionnaire asking the learner whether they are ready for assessment
 - Blank Samples of all Relevant Tools to be used and completed during the assessment (for Foundational, Practical and Reflexive Competence)
 - Memoranda (Model answers) and /or Benchmarks of competence for each tool to be used during the assessment

Copyright Peritum Agri Institute™

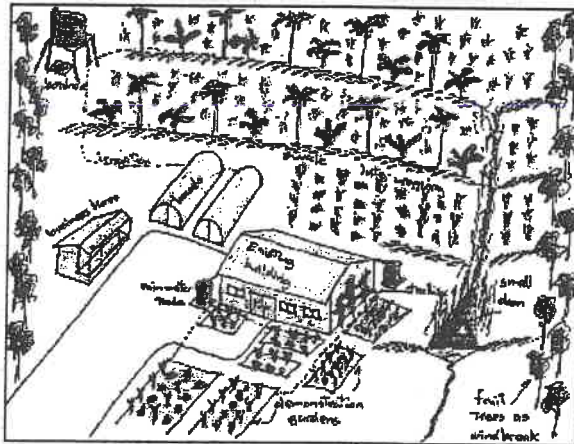
Initial learner assessor	
-----------------------------	--

ASSESSMENT GUIDE

NQF Level: **1** US No: **116172**

Assessment Guide Primary Agriculture

Elementary farm layout and infrastructure





Assessor:

Workplace / Company:

Commodity: Date:

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA.

 **agriculture**
Department:
Agriculture
REPUBLIC OF SOUTH AFRICA

 **AgriSETA**

Before we start...

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner Workbook.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are required during the application of this assessment are available on the website of the AgriSETA and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

Title:	Apply elementary farm layout and infrastructure		
US No:	116172	NQF Level:	1
		Credits:	2

This unit standard is one of the building blocks in the qualification listed below. Please mark the qualification you are currently assessing, because that will be determined by the context of application:

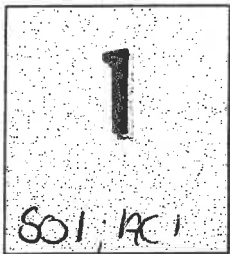
Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48976	1	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48971	1	120	<input type="checkbox"/>
National Certificate in Plant Production	48972	1	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

Note to Assessor:

If you are assessing this module as part of a full qualification or learnership, please ensure that you have familiarized yourself with the content of the qualification.



Individual Activity: recall and/or reflect on some of the knowledge and skills that you already have.

Learner Workbook: Page 3 Facilitator Guide: Page 10

This activity is not part of the formal assessment towards assessment criteria in the unit standards. The purpose is to find out what the learners already know and gives the facilitator an idea of the existing knowledge of sustainable land use. It is possible to ask the learners to complete this same exercise again at the end of the module for summative assessment purposes.

You have already learnt some important things about how to choose a farming enterprise, what to farm with and how to make sure that our agri-business is a sustainable one. Answer the questions below to help you recall and/or reflect on some of the knowledge and skills that you already have.

1. What do you think sustainable farming is?

Farming in such a way that natural resources, human resources and capital will be used optimally and without depletion or damage to ensure that farming can occur profitably year after year.

2. Name three types of resources that we have to keep in mind for conservation in terms of sustainable farming.

Natural Resources such as soil, water, fauna & flora
Capital & Human Resources
Structures & Infrastructure

3. Explain how we can conserve the following resources to ensure sustainable farming. Please use practical examples.

	Model Answer
Soil	Minimize soil erosion by practicing strip cropping, minimum tillage and to ensuring that the soil surface is protected with a vegetative cover as far as possible.
Water	Prevent pollution; restrict access to water sources; remove alien vegetation
Indigenous Vegetation	Model Answer Remove invasive plants & animals; retain as much indigenous vegetation as possible; build fire breaks

Group Activity: Creating a model or map of our farm

Learner Workbook: Page 6 Facilitator Guide: Page 10

1. Create a model or map of your farm as it is.

Explore your farm together as a group so that you understand the layout of your farm in the best possible way.

In your group decide if you wish to make a model or a map. You will be using the same map or model for other activities.

- Take a large piece of cardboard (as given to you by your facilitator), and work as a group on this project. You will be working on this same piece of paper through out the project and adding information as you decide on it.
- Draw the outline of your farm on the piece of cardboard or paper provided by the facilitator. If possible, use an existing map to ensure as much accuracy as possible.
- Walk around your farm and collect the following information to add to the map or model:
 - The slope elevation and directions (north, south, east, west) of the farm.
 - Use any materials or symbols that you wish to represent the information you have gathered on your map or model. For example, you can use paper maché to create slopes, or you could use piles of stones to represent high ground.
- Place it on top of the original piece of paper.

Model answer:

The facilitator and assessor will have to work together in the specific context where training takes place to create model answers for this activity. They would have to be able to identify the slope elevations and directions for the land being used.

Record your findings in the space provided. Write key notes down for yourself as follows:

2. What does the landscape look like in terms of topography and slope?

Model answer:

The facilitator and assessor will have to work together in the specific context where training takes place to create model answers for this activity. They would have to be able to identify the slope topography and slope on the land being used. The answer should give specific indication of varying slope degrees and angles, direction in which the slopes face, specify mountains, coastal areas and height above sea level.

3. In which directions do the major slopes run?

Model answer:

The facilitator and assessor will have to work together in the specific context where training takes place to create model answers for this activity. They would have to be able to identify the slope topography and slope on the land being used. The answer should indicate the direction that slopes face, and in the case of multiple slopes, this should be included.

4. What evidence of degradation can you see, and can you identify an action that could be taken to rectify this? (Soil erosion, compacted soils, alien plant invasions, etc.)

The assessor/facilitator must **create a checklist** that is specific to the farm where training takes place, ensuring that the key degradation elements are listed.

1.

2.

3.
4.
5.
6.

5. Describe the vegetation you have seen on the farm?

For this question, consider the plants that you already can recognise as alien or invasive species, and plant types that are used by domestic livestock, as well as the plants growing in areas that are not used by the farm and are not part of normal farming activities.

Model answer:

The facilitator and assessor will have to work together in the specific context where training takes place to create model answers for this activity. They would have to be able to identify the indigenous and invasive plants in the area as well as the plants that are used in farming activities.

My Notes ...

.....

.....

.....

.....

.....

.....

.....

3

SO1: AC 1,2
SO 2: AC1,2

Group Activity: Collection of Data. Looking at the farm's natural resources, plants, animals, water.

Learner Workbook: Page 9 Facilitator Guide: Page 12

This is a group activity that requires the collection of data that must be added to the learners' map or model.

The learners look at the farm and divide it up into natural areas that are distinctly separate from each other, using the following list as a guideline:

Highest ground, lowest ground, water courses, fields (if the farm has already been developed), pastures, woodlands, grasslands, wilderness area, access routes.

For each of these areas the learners collect samples, such as soil, plants, evidence showing the presence of animals (either domestic or wild, as appropriate) to add this information to their maps.

The use the information they have collected to answer the following questions:

1. What do you think is important to remember regarding preserving your water sources?

Model answer:

The facilitator and assessor should **create a list** of alien plants occurring on the farm to use for a model answer.

2. What do you think is important to remember regarding conserving the quality of water in your water sources? Consider your answer in terms of the flow of water and what can enter your water courses.

Restrict access to water sources; prevent pollution and contamination of all water sources; remove alien vegetation that would reduce the amount of water available on the farm; stabilise dam walls and river banks with indigenous plants

3. What kinds of indigenous plants grow on the farm?

The facilitator and assessor should be able to create a list of indigenous plant species occurring on the farm to use for a model answer.

4. What types of invasive plant species did you find on the farm?

Model Answer:

The facilitator and assessor must create a checklist for grasses, shrubs and trees that occur on the farm.

5. What plants that occur on the farm are considered weeds?

Model Answer:

The facilitator and assessor must create a list of weeds occurring on the farm to use for a model answer.

6. What crop plants are grown on the farm?

Model Answer:

The facilitator and assessor must create a list of crops occurring on the farm to use for a model answer

7. What do you think will happen if a heavy vehicle, such as a fully-loaded tractor and trailer, drives over it year after year?

Compaction; i.e. plant roots struggle to grow and water doesn't infiltrate the soil anymore

8. What do you think will happen to rich, loamy soil if we irrigate constantly?

Model Answer:

It will become leached and nutrients and organic matter will be reduced

9. What do you think will happen if we irrigate constantly on a sandy slope in order for our crop to have enough water?

Model Answer:

Sand will become more leached/poorer and possibly wash away.

4

SO 5 AC 1
SO 3, AC 1,2
SO 2, AC 1,2

Group Activity: Explore the infrastructure of our farm and learn

Learner Workbook: Page 12 Facilitator Guide: Page 14

This is a group activity during which you will walk around the farm in your group and consider the following:

- The structures that exist on the farm,
- The purpose for which these structures were erected, and
- Why the structures were put in that specific place.

Once you are back in the classroom, add the structures you have found to your map or model and answer the following questions:

1. What is the difference between infrastructure and structures on a farm?

Model Answer:

Infrastructure is essential for farming whilst structures assist in farming activities.

2. What structures did you find on your farm? Name them.

Model Answer:

The answer will vary from context to context and may include, but are not restricted to: buildings, barns, sheds, houses, holding dams, trellis systems.

3. Why do you think these structures were erected in the first place?

Model Answer:

To make farming activities easier.

4. Why do you think these structures were put in that specific place?

Model Answer:

In order to be closer to inputs, such as water sources, or because it is not possible to place them elsewhere (such as in the case of a dam), or because placement in a specific site prevents degradation of water/soil resources.

5. Think of the infrastructure around your farm and explain which elements of that infrastructure you think are the most important to make sure that you can farm on a commercial scale rather than on a subsistence level.

Model Answer:

Electricity, telephone lines, water sources, access roads, boundary fencing.

Practical group activity: Observe and practice

Learner Workbook: Page 14 Facilitator Guide: Page 16 & 18

This is a practical group activity during which learners participate actively in a demonstration on one of the identified conservation / structural activities. The learners repeat the activity as a small group for assessment purposes.

Activities may include but are not restricted to any of the following, as is appropriate for the context:

Problem	Type of Problem	Possible action
Prevent soil erosion	Natural Resource	<ul style="list-style-type: none"> ◆ Build contours or swales or other appropriate surface water harvesting applications ◆ Apply crop rotation ◆ Plant windbreaks ◆ Apply mulch ◆ Plant indigenous plants along water courses
Veld Fire	Natural Resource	<ul style="list-style-type: none"> ◆ Plant or create fire breaks
Invasive plants are growing	Natural Resource	<ul style="list-style-type: none"> ◆ Identify and remove invasive plants
Trellis systems collapse	Structural	<ul style="list-style-type: none"> ◆ Rebuild trellis so that it is stronger / better

The assessor must create a checklist to use as the learners complete the activity as is appropriate in the context where learning takes place. The following table is a guideline that can be used for the examples that appear in the Learner Workbook.

Identified task activity	Competent	Not Yet Competent
PREVENT SOIL EROSION		
The application is in the right place, eg the contour is in a field, on a slope.		
Appropriate equipment is used to find the level ground.		
The contour or swale is on level ground.		
The contour mound is stabilised appropriately.		
The correct materials for mulching is identified		
Mulching is applied at the correct depth		
Appropriate plants are selected to plant along a water course		
Selected plants are planted correctly in terms of depth and watering		
FIRE BREAKS		
The direction where fire is most likely to be a threat is identified		
The appropriate place for a fire break is identified		
The appropriate materials for a firebreak is identified (plants, structures)		
The fire break is constructed/built/planted appropriately		
INVASIVE PLANTS		
Invasive plants are correctly identified		
The appropriate method to remove the identified alien plant is identified		
The appropriate method to remove identified alien plants is applied		
TRELLIS SYSTEM		
The fault with a trellis system is correctly identified		
Corrective measures for the faulty trellis system are identified		
The identified corrective measures to repair the faulty trellis system are applied		

Summative Test and Attitude & Attribute Evaluation

Before the knowledge test is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner, the **Preparation for Your Final Assessment** section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

Unit Standard:	116172	NQF Level:	1
Learner Name:			

- Consider the animals listed in the left hand column against the list of grazing areas in the right hand column and match the type of animal to the type of grazing that you think would be appropriate:

Model Answer:	
Sheep	Sweetveld/Mixed veld
Cattle	Sweetveld/Mixed veld
Goats	Sweetveld/Mixed veld/Sourveld
Ostriches	Sweetveld/Mixed veld
Game	Mixed veld/Sourveld

- Do you think that we could add any structures to our farm in order to conserve our natural resources better? Hint! Think of fences around the dams or fencing off the indigenous vegetation on riverbanks... Explain your answer.

Model Answer: Yes. There will almost always be ways to improve the conservation potential on a farm. Possible answer could include: erect boundary fences; supply firebreaks; pack anti-soil erosion structures; restrict access to water source

3. Close your eyes and visualise the natural environmental pattern in of the farm as it might have been 300 years ago.

Discuss as a group and write down the changes that agriculture and farming has made to the natural environmental pattern...

Write down keynotes for yourself as follows:

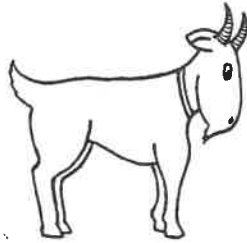
Model Answer: None supplied due to area variation. Important that differences are observed in each area due to mechanisation, electricity supply, heavy vehicle traffic, development, human and animal migration. The facilitator and assessor must compile this according to the context.

	How it was 300 years ago	How it is today
Water resources		
The landscape & topography		
The climate		
The soil		
The infrastructure of the area		
The structures on this farm		
The types of plants that grow here		
The types of animals that are here		
The number of people who live here and how those people live		

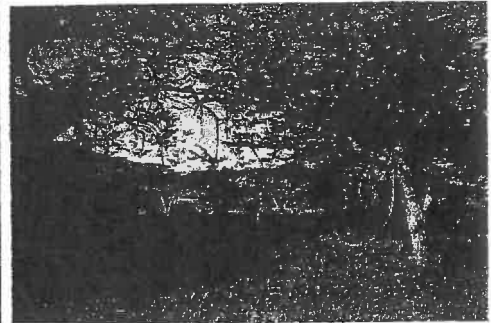
Assessment Feedback Form

Comments / Remarks	
Feedback to learner on assessment and / or overall recommendations and action plan for competence:	
Feedback from learner to assessor:	
<p>Assessment Judgement You have been found:</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Not yet competent in this unit standard</p>	<p>Actions to follow:</p> <p><input type="radio"/> Assessor report to ETQA</p> <p><input type="radio"/> Learner results and attendance certification issued</p>
Learner's Signature:	Date:
Assessor's Signature:	Date:
Moderator's Signature:	Date:

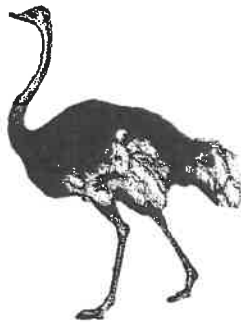
Goats



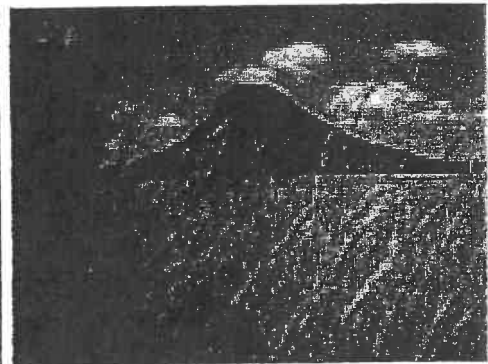
Sourveld



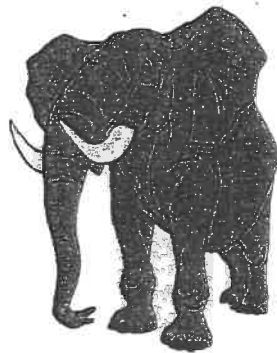
Ostriches



Mixedveld



Game



Questions	1. I am sure	2. I am unsure
2. Do you think that we could add any structures to our farm in order to conserve our natural resources better? Hint! Think of fences around the dams or fencing off the indigenous vegetation on riverbanks... Explain your answer.		
3. Close your eyes and visualise the natural environmental pattern in of the farm as it might have been 300 years ago. Discuss as a group and write down the changes that agriculture and farming has made to the natural environmental pattern.		

	How it was 300 years ago	How it is today
Water resources		
The landscape & topography		
The climate		
The soil		
The infrastructure of the area		
The structures on this farm		
The types of plants that grow here		
The types of animals that are here		
The number of people who live here and how those people live		

Questions	1. I am sure	2. I am unsure
4. In the table below is a list of terms. In you own words provide a definition and how this is used to achieve conservation of resources on a farm.		

Word	Explanation	How it can be used:
Gabions		
Groynes		
Waterways		
Culverts for soil conservation		

Checklist for practical assessment ...

Use the **checklist** below to help you prepare for the part of the practical assessment when you are observed on the **attitudes** and **attributes** that you need to have to be found competent for this learning module.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- ◆ The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- ◆ The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- ◆ You will be asked to give your own feedback and to sign this document.
- ◆ **It will be placed together with this completed guide in a file as part of your portfolio of evidence.**
- ◆ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.



Paperwork to be done ...

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form				
Unit Standard	116172			
Program Date(s)				
Assessment Date(s)				
Surname				
First Name				
Learner ID / SETA Registration Number				
Job / Role Title				
Home Language				
Gender:	Male:		Female:	
Race:	African:	Coloured:	Indian/Asian:	White:
Employment:	Permanent:		Non-permanent:	
Disabled	Yes:		No:	
Date of Birth				
ID Number				
Contact Telephone Numbers				
Email Address				
Postal Address				Signature:

LEARNER 2: Real POE

Model Answers

<p>PART I</p> 	<p>Individual Formative Exercise</p> <p>IA</p>	<p>Notional Hours</p> <p>30 min</p>	<p>Model Answer:</p> <table border="1"> <tr> <td data-bbox="284 792 1161 1424"> <p>Leader</p> <p>My definition of a leader . . . is a man who can persuade people to do what they don't want to do, or do what they're too lazy to do, and like it. <i>Harry S. Truman, 1884-1972, Thirty-third President of the United States - Creating a shared vision</i></p> <p>A manager takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to." <i>Rosalyn Carter - Creating a shared vision</i></p> <p>If your actions inspire others to dream more, learn more, do more and become more, you are a leader. <i>John Quincy Adams quotes (American 6th US President (1825-29) - Communication</i></p> <p>"Leadership is coping with change More change always demands more leadership" <i>John P. Kotter. Professor of Leadership Harvard Business School - Coping with change</i></p> <p>(More definitions on p13 & 14 of Learner guide)</p> </td> <td data-bbox="284 165 1161 792"> <p>Manager</p> <p>the process of working through individuals and groups to accomplish organisational goals. Workplace example: Plan, lead, organise, control</p> <p>A structured and controlled approach, bringing order and consistency to the organisation – plan, lead, organise, control</p> <p>Managers control functions. In fact, the word "manager" comes from the Latin word manus or hand. It originally referred to the hands on the reins that held the horse. Managers control the systems and techniques that make an organization run.</p> <p>Management is about coping with complexity, bringing order and consistency to a range of activities which must be coordinated in order to achieve an end result – i.e. the production of goods and/or services.</p> </td> </tr> </table>	<p>Leader</p> <p>My definition of a leader . . . is a man who can persuade people to do what they don't want to do, or do what they're too lazy to do, and like it. <i>Harry S. Truman, 1884-1972, Thirty-third President of the United States - Creating a shared vision</i></p> <p>A manager takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to." <i>Rosalyn Carter - Creating a shared vision</i></p> <p>If your actions inspire others to dream more, learn more, do more and become more, you are a leader. <i>John Quincy Adams quotes (American 6th US President (1825-29) - Communication</i></p> <p>"Leadership is coping with change More change always demands more leadership" <i>John P. Kotter. Professor of Leadership Harvard Business School - Coping with change</i></p> <p>(More definitions on p13 & 14 of Learner guide)</p>	<p>Manager</p> <p>the process of working through individuals and groups to accomplish organisational goals. Workplace example: Plan, lead, organise, control</p> <p>A structured and controlled approach, bringing order and consistency to the organisation – plan, lead, organise, control</p> <p>Managers control functions. In fact, the word "manager" comes from the Latin word manus or hand. It originally referred to the hands on the reins that held the horse. Managers control the systems and techniques that make an organization run.</p> <p>Management is about coping with complexity, bringing order and consistency to a range of activities which must be coordinated in order to achieve an end result – i.e. the production of goods and/or services.</p>
<p>Leader</p> <p>My definition of a leader . . . is a man who can persuade people to do what they don't want to do, or do what they're too lazy to do, and like it. <i>Harry S. Truman, 1884-1972, Thirty-third President of the United States - Creating a shared vision</i></p> <p>A manager takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to." <i>Rosalyn Carter - Creating a shared vision</i></p> <p>If your actions inspire others to dream more, learn more, do more and become more, you are a leader. <i>John Quincy Adams quotes (American 6th US President (1825-29) - Communication</i></p> <p>"Leadership is coping with change More change always demands more leadership" <i>John P. Kotter. Professor of Leadership Harvard Business School - Coping with change</i></p> <p>(More definitions on p13 & 14 of Learner guide)</p>	<p>Manager</p> <p>the process of working through individuals and groups to accomplish organisational goals. Workplace example: Plan, lead, organise, control</p> <p>A structured and controlled approach, bringing order and consistency to the organisation – plan, lead, organise, control</p> <p>Managers control functions. In fact, the word "manager" comes from the Latin word manus or hand. It originally referred to the hands on the reins that held the horse. Managers control the systems and techniques that make an organization run.</p> <p>Management is about coping with complexity, bringing order and consistency to a range of activities which must be coordinated in order to achieve an end result – i.e. the production of goods and/or services.</p>				
	<p>Individual Formative Exercise</p>	<p>Notional Hours</p> <p>30 min</p>	<p>Model Answer:</p>		



IB. Individual Formative Exercise

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	^	^
Inspire team member to develop further		^

IB

Act as mentor for young graduate	^	^	^
Convince team to accept a new proposal			^
Liaise with supplier to deliver bulk order		^	
Chair a disciplinary hearing		^	
Call a meeting to discuss a problem in your production line		^	
Follow up on deadline		^	
Assisting the team to cope with change			^
Give recognition to employee who excelled in work		^	^

NOTE: According to learner's situation.

Examples where roles are complementary: Those who have been marked with grey can be seen as complementary



**Group
Formative
Exercise**

2A

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 member

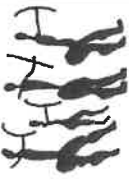

Manager who delegates

Subordinate who receives task

Observer who evaluates the process by filling in the checklist below

DELEGATION CHECK LIST		YES/NO
1.	Was the introduction done in a friendly approachable way?	
2.	Did the manager explain why he delegated the task to this specific subordinate?	
3.	Was the task itself explained in appropriate detail?	
4.	Did he explain the responsibility he holds as well as the responsibility the subordinate holds in appropriate detail?	
5.	Did the manager explain the authority the subordinate would hold in appropriate detail?	
6.	Did the manager offer appropriate levels of support?	
7.	Did the manager allow for creativity	

8.	Did the manager and subordinate agree on check points to monitor progress, i.e. how he would hold the subordinate accountable?		
9.	Was the manager well prepared for the delegation task?		
10.	Was it the appropriate task to delegate to this subordinate (consider skills, self-drive, interest etc)		

	<p>Group Formative Exercise 2B</p>	<p>Notional Hours 60 min</p>	<p>Class room debate should use the diagram below as basis and summary should have elements of this in.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p>Manager</p> <p>A structured and controlled approach, bringing order and consistency to the organisation</p> </div> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p>Leader</p> <p>A flexible and creative approach, managing change and providing vision for the organisation</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p>Management focus</p> <ul style="list-style-type: none"> • Planning and budgeting • Organizing resources (both human and material) • Controlling and problem solving </div> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p>Leadership focus</p> <ul style="list-style-type: none"> • Providing direction • Influencing and aligning people • Motivating and inspiring </div> </div>
	<p>Group Formative Exercise</p>	<p>Notional Hours 30 min</p>	<p>PART A: Card game answers:</p> <p>Great man theory:</p>

	3A	<p>1. Great leaders are born not made</p> <p>2. Great leaders have to possess the following qualities:</p> <p>3. No matter if a person is on the battlefield or in the classroom – a leader is a leader</p> <p>4. Leadership is a masculine trait – there is no room for 'softies'</p> <p>Behavioural theories:</p> <p>1. Great leaders are made, not born</p> <p>2. Leaders are either task orientated, or people orientated</p> <p>3. Theory X: People are lazy, look for opportunities to side step work</p> <p>4. Theory Y: People are inherently good, hard working and take pride in their work</p> <p>Contingency & Situational theory</p> <p>1. Environmental factors influence the style of a leader</p> <p>2. Hersey and Blanchard developed this theory</p> <p>3. Maturity level of subordinates refer to the readiness of subordinates to execute a task</p> <p>4. Leadership styles include telling, selling, participating and delegating</p>
--	-----------	---

			<p>Transactional theories</p> <ol style="list-style-type: none"> 1. Also known as Management theory of leadership 2. The leader's role within the organisation is to supervise, see to task completion and group performance 3. As soon as you reach your goal, I will reward you <p>Transformational leadership</p> <ol style="list-style-type: none"> 1. Leaders are visionary, seeking to appeal to follower's better nature, moving them towards higher and more universal purposes <p>Full range leadership</p> <ol style="list-style-type: none"> 1. Comprehensive leadership model by Bass and Avolio 2. Transactional behaviours: Laissez Faire, Management by exception, contingent awards 3. Transformational behaviours: Individual consideration, Intellectual stimulation, Inspirational motivation, Idealised influence 4. Being an inspirational leader leads to more effective behaviour of subordinates
--	--	--	--

PART B: Discuss what positive and negative impacts the implementation of the theories has on your workplace

Advantages	Disadvantages
<p>Trait theories: People can be measured/compared to actual job criteria. Lots of research material available</p>	<p>People can be boxed; traits are too generic – situation not taken in account</p>
<p>Behavioural: Leadership can be developed, the benefits of training</p>	<p>Leader's style is static – not enough emphasis on situation</p>
<p>Situational: Leadership style is adaptable; also supports leadership development; leadership as two-way process</p>	<p>Not tested for other cultures than north American, also tested in predominantly male environments</p>
<p>Transactional: Management focus, the objective of the department/organisation should be done</p>	<p>Focus on reward and punishment – managers do not always have control over these</p>
<p>Transformational: Leader is change agent, visionary, team builder</p>	<p>Theory very philosophical – pragmatists might ask if the job will get done</p>

Part C: Full range leadership, which includes the best of all theories most recent trend, although situational, transformational are often used



**Individual
Formative
Exercise**

3B

**Notional
Hours**

30 min

Model Answer:

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

Can be workplace or another environment

2) Describe the character of that person.

Characteristics could come from leadership definitions, theories or roles discussed so far

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



Same guideline as (2)


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

Formal, Expertise, Reward/Punishment, Personal

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

Drive, Desire to lead, Honesty & Integrity, Self-confidence, Intelligence, Job related knowledge.

	<p>Individual Formative Exercise</p> <p>3C</p>	<p>Notional Hours</p> <p>30 min</p>	<p>Model Answer:</p> <p>Learner should complete self assessment, score it and plot their personal leadership footprint.</p> <p>A discussion by the facilitator on the different styles will follow, allowing the learner to evaluate the effectiveness of his/her style for his/her environment</p>
	<p>Group Formative Exercise</p> <p>3D</p>	<p>Notional Hours</p> <p>60 min</p>	<p>Model Answer:</p> <p>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.</p> <p>Group to display understanding of different styles, including pro's & con's</p> <p>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.</p> <p>Group to display understanding of different styles, including pro's & con's</p> <p>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?</p> <p>Assessor to evaluate group's understanding of styles</p>

			<ul style="list-style-type: none"> • Communication was clear, concise and to the point • Presenter was comfortable and 'presentable' • Subject matter presented was correct and understandable • Visual aids were used effectively 	<table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table>				
	Individual Formative Exercise 4A	Notional Hours 60 min	<p>Model Answer: 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.</p> <p>Lead with integrity: Behaviours include fairness, transparent, honest, consistent, high moral standards, open, accountable, trustworthy</p> <p>Lead with passion: burning desire, inspirational, excitement, arousal, energetic, having fun at work, nothing too much trouble, clear vision, caring deeply, engage employee's hearts, make employees feel important</p> <p>Lead through service: believe in people before they succeed, acknowledge past successes, confidence in people, belief in future success, listening, understanding, enlarging people</p> <p>Also evaluate how honest the learner was in evaluating him/herself.</p>					



**Summative
Assessment**
SI

**Notional
Hours**
50

Model Answer:

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 responsibly 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.

		<p>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.</p> <p>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.</p> <p>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.</p> <p>Your report submitted for assessment should contain a description of the full process as outlined above.</p>
--	--	---

PART 2



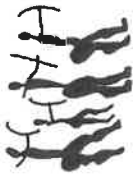
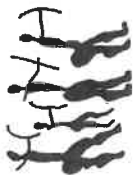
**Individual
Formative Exercise
1A**


**Notional
Hours**
15 min

Model Answer:

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

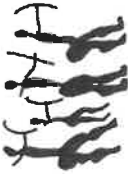
- a. *Personal Values: Each individual employee brings to the organisation their own personal value system. This value system enables the individual to make decisions in every aspect of their lives, including their work life. Important for the organisation and the individual to realise though is that the overlap between personal values and organisational values will overlap in varying degrees. Examples may include religious values; universal values like honesty, integrity, trust, respect. In discussions also explore the lack of these values would mean to an individual.*
- b. *Organisational Ethics is the principles, norms and standards that guide an organisation's conduct of its activities, internal relations and interactions with external stakeholders. In other words, these are the organisation's value system. If this organisational value system is very clear, it will be easier for employees to bring their personal values in line with organisational values, or at least adhere to organisational values while under the organisation's jurisdiction. Examples: organisational value statement would typically include the universal values as given in a. Values should also be reflected through ethical codes, codes of conduct, policies and procedures and most importantly the example of managers.*
- c. *Organisational culture is a wide concept describing the complex network of relationships within an organisation established over years of its existence. Organisational culture could*

	<p>Group Formative Exercise IB</p>	<p>Notional Hours 30 min</p>	<p><i>have an intense impact on ethics. Example: a positive culture would host positive values and ethics. A negative culture would host negative values and ethics.</i></p> <p>Model Answer: Each group will receive one case study from annexure I in your learner guides. Your group must discuss the following:</p> <ol style="list-style-type: none"> What would each member's personal answer to the dilemma be? <p><i>Typically, individuals would measure the dilemma according to personal values system. Correlation between IA (a) will probably be seen here</i></p> <ol style="list-style-type: none"> What would your company's answer to the dilemma be? <p><i>Here the group must demonstrate an understanding of how organisational values can be utilised to solve ethical dilemmas</i></p> <ol style="list-style-type: none"> Utilise one of the tools in annexure I to resolve the dilemma <p><i>The assessor should review if the group can make appropriate deductions from the tools provided in Annexure I of the learner guide in order to resolve the ethical dilemma in the case study</i></p>
	<p>Group Formative Exercise IC</p>	<p>Notional Hours 15 min</p>	<p>Model Answer: Get hold of your organisation's annual report.</p> <ol style="list-style-type: none"> Evaluate whether the company reports adequately in terms of the triple bottom line. <i>Learners should demonstrate their understanding that triple bottom line reporting not only requires that organisations report on financial aspects of the business in their annual report, but also on environmental</i> Give examples from the report on each of the triple bottom line aspects. <i>The environmental aspects include the effect that the product or services produced by the</i>

			<p>company have on the environment. Social aspects involve values, ethics and the reciprocal relationship with stakeholders other than the shareholders of the company. Economic aspects refer to the financial performance of the company.</p> <p>c. Make recommendations on how the company could improve on their report, considering triple bottom line reporting requirements</p> <p>Recommendations should include aspects shown in (a) that the company does not report on.</p>
<p>Individual Formative Exercise 2 A</p>	<p>Notional Hours 30 min</p>	<p>Model Answer:</p> <p>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.</p> <p>a. <i>The South African Constitution should be seen as the basis of all ethical conduct in companies. The two main references in the Constitution impacting on ethics are:</i></p> <p><i>The Bill of Rights detailing the individual rights of citizens (by implication also those associated with companies.)</i></p> <p><i>The Basic values and principles governing Public Administration</i></p> <p>b. <i>Labour Relations Act (No. 66 of 1995) regulates the collective relationship between employer and employee.</i></p> <p>c. <i>Basic Conditions of Employment Act (No. 75 of 1997) regulates the individual contractual relationship between the employer and the employee.</i></p> <p>d. <i>Employment Equity Act (no. 55 of 1995) regulates affirmative action measures to be taken by employers in appointment of employees in order to redress the imbalances of</i></p>	

<p>the past.</p>	<p>e. <i>National Environmental Management Act (No. 107 of 1998) provides for co-operative environmental governance by establishing principles for decision-making on matters affecting the environment, institutions that will promote co-operative governance and procedures for co-ordinating environmental functions exercised by organs of state; to provide for certain aspects of the administration and enforcement of other environmental management laws; and to provide for matters connected therewith.</i></p> <p>f. <i>Companies Act (no. 61 of 1973): Amendments to this act promulgated as a result of King I permitted companies to obtain liability insurance cover indemnifying their directors and officers, compelling disclosure of the identity of beneficial owners of shares held by nominees and making the appointment of a company secretary mandatory for public companies with share capital.</i></p> <p>g. <i>Insider Trading Act (No. 135 of 1998) To prohibit individuals who have inside information relating to securities or financial instruments from dealing in such securities or financial instruments; to provide for criminal and civil law penalties for such dealing; to empower the Financial Services Board to investigate matters relating to such dealing, to institute proceedings in relation thereto and to administer the proof of claims and distribution of payments received as a result of any such proceedings; to establish the Directorate as a committee of the Financial Services Board for exercising the power to institute proceedings; to repeal a section of the Companies Act, 1973; and to provide for matters connected therewith.</i></p> <p>h. <i>Public Finance Management Act (No. 1 of 1999) To regulate financial management in</i></p>
------------------	---

<p>the national government and provincial governments; to ensure that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively; to provide for the responsibilities of persons entrusted with financial management in those governments; and to provide for matters connected therewith.</p>	<p>i. Banks Act (no. 94 of 1990) regulating the governance of banks in South Africa.</p> <p>j. Corporate governance in South Africa was institutionalised by the first King Report on Governance published in November 1994. Unlike its counterparts in other countries, the King Report went beyond the financial and regulatory aspects of corporate governance in advocating an integrated approach to good governance in the interest of a wide range of stakeholders, including financial, social, ethical and environmental aspects.</p> <p>k. Learners should also add any internal ethical codes, codes of conduct or policies & procedures directly impacting on ethics. (most policies and procedures will have indirect application, but we only want those with direct application)</p>	<p>2. Describe and give examples of how each of the following departments could contribute to promote ethical practices in your organisation:</p> <table border="1" data-bbox="1133 168 1396 1176"> <tr> <td data-bbox="1133 168 1204 1176">a. Finance: Financial reporting in line with GAAP</td> </tr> <tr> <td data-bbox="1204 168 1308 1176">b. Marketing: Ensuring good internal corporate governance in an excellent marketing tool.</td> </tr> <tr> <td data-bbox="1308 168 1396 1176">c. Sales: See principles of Peritum Agri Institute in learner guide – putting people (especially the customer first)</td> </tr> </table>	a. Finance: Financial reporting in line with GAAP	b. Marketing: Ensuring good internal corporate governance in an excellent marketing tool.	c. Sales: See principles of Peritum Agri Institute in learner guide – putting people (especially the customer first)
a. Finance: Financial reporting in line with GAAP					
b. Marketing: Ensuring good internal corporate governance in an excellent marketing tool.					
c. Sales: See principles of Peritum Agri Institute in learner guide – putting people (especially the customer first)					

			<p>d. <i>Procurement: System of evaluating supplier's corporate governance</i></p> <p>e. <i>Production: Due consideration to triple bottom line factors (economical, social and environmental)</i></p> <p>f. <i>Information Technology: Securities, confidentiality, traceability</i></p> <p>g. <i>Human Resources: Adhering to employment legislation (BCEA, LRA, EEA, etc). The social involvement responsibility often rests on the HR department and could be commented on here.</i></p>
	<p>Group Formative Exercise 3A</p>	<p>90 min</p>	<p>I. Guidelines in implementing</p> <p>Note that if your organization is quite large, e.g., includes several large programs or departments, you may want to develop an overall corporate code of ethics and then a separate code to guide each of your programs or departments.</p> <p>Also note that codes should not be developed from the Human Resource or Legal departments alone, as is too often done. Codes are insufficient if intended only to ensure that policies are legal. All staff must see the ethics program being driven by top management.</p> <p>Note that codes of ethics and codes of conduct may be the same in some organizations, depending on the organization's culture and operations and on the ultimate level of specificity in the code(s).</p> <p>Consider the following guidelines when developing codes of ethics:</p> <ul style="list-style-type: none"> a) All values need to adhere to relevant laws and regulations. If you realise that you are breaking laws whilst developing your code, report them and rectify immediately. b) Identify which values produce the top three or four traits of a highly ethical and

successful product or service in your area, e.g., for accountants: objectivity, confidentiality, accuracy, etc. Identify which values produce behaviours that exhibit these traits.

- c) Identify values needed to address current issues in your workplace. Appoint one or two key people to interview key staff to collect descriptions of major issues in the workplace. Collect descriptions of behaviours that produce the issues. Consider which of these issues are ethical in nature, e.g. issues with regard to respect, fairness and honesty. Identify the behaviours needed to resolve these issues. Identify which values would generate those preferred behaviours. There may be values included here that some people would not deem as moral or ethical values, e.g., team-building and promptness, but for managers, these practical values may add more relevance and utility to a code of ethics.
- d) Identify any values needed based on findings during strategic planning. Review information from your SWOT analysis (identifying the organization's strengths, weaknesses, opportunities and threats). What behaviours are needed to build on strengths, shore up weaknesses, take advantage of opportunities and guard against threats?
- e) Consider any top ethical values that might be prized by stakeholders. For example, consider expectations of employees, clients/customers, suppliers, funders, members of the local community, etc.
- f) Collect from the above steps, the top five to ten ethical values which are high priorities in your organization.

Examples of ethical values might include

<ul style="list-style-type: none"> • Trustworthiness: honesty, integrity, promise-keeping, loyalty • Respect: autonomy, privacy, dignity, courtesy, tolerance, acceptance • Responsibility: accountability, pursuit of excellence • Caring: compassion, consideration, giving, sharing, kindness, loving • Justice and fairness: procedural fairness, impartiality, consistency, equity, equality, due process • Civic virtue and citizenship: law abiding, community service, protection of environment 	<p>g) When composing your code of ethics ensure that values are explained by associating examples of behaviour.</p> <p>h) Include wording that indicates all employees are expected to conform to the values stated in the code of ethics. Also indicate where employees can go if they have any questions.</p>	<p>i) Get input from as many members of the organisation as possible, including representatives from all stakeholder groups.</p> <p>j) Announce and distribute the new code of ethics along with any new codes of conduct and associated policies and procedures. Ensure each employee has a copy and post codes throughout the facility.</p> <p>k) Update the code at least once a year.</p> <p>Remember! The most important aspect of codes is developing them, not the code itself.</p> <p>Continued dialogue and reflection around ethical values produces ethical sensitivity and consensus. Therefore, revisit your codes at least once a year.</p> <p>l) Note that you cannot include values and preferred behaviours for every possible ethical</p>
--	---	---


dilemma that might arise. Your goal is to focus on the top ethical values needed in your organization and to avoid potential ethical dilemmas that seem mostly likely to occur.

2. Roles and Responsibilities

Depending on the size of the organization, certain roles may prove useful in managing ethics in the workplace. These can be full-time roles or part-time functions assumed by someone already in the organization. Small organizations may opt to combine these roles into one or add onto existing employee's portfolios. However, the following functions points out responsibilities that should be included somewhere in the organization:

- a. The organization's chief executive must fully support the program by announcing, championing and role modelling the ethics program.
- b. Consider establishing an ethics committee at board level tasked to oversee development and operation of the ethics management program.
- c. Consider establishing an ethics management committee tasked with implementing and administering an ethics management program, including administering and training about policies and procedures, and resolving ethical dilemmas. The committee should be comprised of senior officers.
- d. Consider assigning/developing an ethics officer whose role is usually to be the expert on matters of ethics in the workplace, particularly about resolving ethical dilemmas.


Consider establishing an ombudsperson responsible to help coordinate development of the policies and procedures to institutionalize moral values in the workplace. This position usually is directly responsible for resolving ethical dilemmas by interpreting policies and procedures. Note that one person must ultimately be responsible for managing the ethics management program.

<p>3. Communication Plan: Including road shows by directors; posters, internet communication etc</p>			
<p>4. Monitoring and evaluating</p> <p>A vital phase of institutionalisation process is to regularly monitor and assess the effectiveness of the ethics management framework of the organisation. Ethics performance indicators can be used to measure effectiveness and monitor the organisation's improvement or decline in ethical health over a period of time.</p> <p>The success of an Ethics Management Program lies in the intangible field of an ethical business climate and culture. It is more difficult to measure climate and culture, than to measure financial success of an organisation. It could however be achieved by measuring the successful implementation Ethics processes first and thereafter the impact it had on the organisational value system.</p> <ul style="list-style-type: none"> • Codes, policy and procedure implementation review • Process implementation review (e.g. Hotline, ethical dilemma management etc) • Value survey – compare results from year to year to view improvements <p>It is very important to build all the information gained from this evaluation to the Risk Assessment of the next phase, which will assist the organisation to continually improve their Ethics Management Process.</p>			
<p>Model Answer:</p> <ol style="list-style-type: none"> 1. From the guidelines for an Ethics Management Program (EMP) 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. <ol style="list-style-type: none"> a. Does EMP include the following deliverables: codes, policies and procedures, budget items, meeting minutes, authorization forms, newsletters, etc) 	<p>Notional Hours</p> <p>35 hours</p>	<p>Summative Assessment S2</p>	

			<ul style="list-style-type: none"> b. Was the process to reach these deliverables should and acceptable (consultation with all stakeholders, considering all aspects etc). c. Are appropriate behaviours generated / sustained by the EMP? d. Does the EMP sensitizes employees to ethical considerations and minimize the chances of unethical behaviour occurring in the first place. e. Are ethics decisions made in groups considering diversity, and are the decisions made public (with due consideration for confidentiality)? Is the EMP integrated with other management practices such as strategy, personnel policies etc. f. Are cross-functional teams used in developing and implementing the EMP, enhancing a sense of participation and ownership? g. Does the EMP create a corrective rather than a punitive culture, helping employees to recognise and correct ethical mistakes, within ethical boundaries? h. Was & is the support of the organization's chief executive visible when announcing, championing and role modelling the ethics program. i. Does the company have an ethics committee at board level tasked to oversee development and operation of the ethics management program? j. Has the company established an ethics management committee tasked with implementing and administering an ethics management program, including
--	--	--	--


			<p><i>administering and training about policies and procedures, and resolving ethical dilemmas? The committee should be comprised of senior officers.</i></p> <p><i>k. Has the company assigned/developed an ethics officer whose role is usually to be the expert on matters of ethics in the workplace, particularly about resolving ethical dilemmas?</i></p> <p><i>l. Has the organisation established an ombudsperson responsible to help coordinate development of the policies and procedures to institutionalize moral values in the workplace? This position usually is directly responsible for resolving ethical dilemmas by interpreting policies and procedures. Note that one person must ultimately be responsible for managing the ethics management program.</i></p> <p><i>2. Apply the checklist to measure the current state of the organisation's values, codes of conduct and corporate ethics.</i></p> <p><i>Learners should hand in a checklist which has been completed in respect of their own company</i></p> <p><i>3. From your findings, formulate recommendations to strengthen organisational values, codes of conduct and ethical practices.</i></p> <p><i>Recommendations should centre on weaknesses identified when completing the checklist. List weaknesses, and using the best practice from the learner guide, make recommendations</i></p> <p><i>4. Prepare an implementation plan which clearly indicates the actions, timeframes and responsibilities of managers</i></p> <p><i>5. The communication activities to promote the plan should be included</i></p>
--	--	--	---

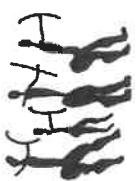
			<p>Question 4&5 can be answered by drawing up an action plan, including recommendations from Q3 (as actions), timelines, responsible people. Communication actions should also be included in the action list.</p> <p>6. The process of monitoring and evaluating should be included in the plan</p> <p><i>This answer should include the EMP cycle, focussing on institutionalisation and performance measurement, but also acknowledging that after monitoring and evaluation, the process starts again, i.e. a continual process.</i></p>
--	--	--	--

<p>PART 3</p> 	<p>Individual Formative Exercise</p> <p>IA</p>	<p>Notional Hours</p> <p>30 min</p>	<p>Model Answer: <u>Describe a recent Change effort that was conducted in your work unit.</u> Description must indicate the old way vs. new way</p> <p><u>Describe the nature of the Change and its impact on organisational stability with reference to internal and external factors affecting the unit.</u> (Refer back to Module 1 of your learner guide.)</p> <p>External forces:</p> <p>Immediate market environment & macro-environment</p> <ul style="list-style-type: none"> • Technological advancements: Examples include automation, high-speed computers and advanced telecommunications such as the use of the Internet and e-mail. The introduction of advanced technology brings about change in the way organisations are structured and staffed, respond to market conditions and operate in general. • Economic forces: The prevailing economic conditions in a country and the rest of the
--	---	--	--

world can have a direct or indirect impact on an organisation. Changes in the interest rate impacts on the buying behaviour of consumers and concurrently the sales volumes of organisations. Similarly an increase in oil prices will impact on market prices and the demand for certain consumables. Fluctuations in foreign exchange rates and rising inflation are other examples of changing economic conditions that may necessitate organisations to introduce more or less drastic changes.

- **Market conditions:** Competitors typically introduce new and improved versions of products and services, new approaches in doing business, innovative marketing campaigns and creative cost-cutting measures. To remain competitive, we need to anticipate and respond to all these events. Customers also change. Attitudes and opinions, tastes and preferences, as well as income are all customer characteristics that can change drastically, forcing an organisation to change in order to remain successful.
- **Socio-political trends:** Demographic changes in both the market and workplace necessitate managers to adapt. Social trends such as more single parent households, a higher divorce rate, more young people delaying marriage and more people retiring at an earlier age, result in new markets opening up requiring different marketing approaches and innovative products and services. Cultural diversity and Political events also create pressure to change, examples include new legislation, growing free trade amongst nations, unionism and others. In recent years, South African companies had to adapt to new labour legislation, such as the Skills Development Act, the Employment Equity Act and others.


			<p>Internal forces:</p> <p>A change in the goals or objectives will result in organisational change.</p> <p>Human resource problems/prospects such as unmet needs, job dissatisfaction, absenteeism and turnover, productivity and participation/suggestions suggest that changes are necessary.</p> <p>Managerial behaviour or decisions can also result in the need for change. Examples include conflict between managers and subordinates, inappropriate leadership, inequitable reward systems and structural reorganisation. Process problems such as breakdowns in communication and decision-making as other internal forces for change. Internal culture and politics also influence change.</p> <p><u>Referring to the example above, motivate the need for this change initiative by identifying the benefits of the change for your unit.</u></p> <p>Benefits could include technology, better economic conditions due to change, improved socio-political contribution, improved job structures, internal processes, productivity, decrease in absenteeism, improved IR.</p>
	<p>Individual Formative Exercise</p> <p>2A</p>	<p>Notional Hours</p> <p>60 min</p>	<p>Model Answer:</p> <p>I. Identify and describe two change processes recently conducted in your organisation. (Look for two processes where different change models were used.</p> <p>Two change processes to be different in models used. Describe process in terms of</p>

			<p>current vs. future state.</p> <p>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)</p> <p>Refer to module 5 to evaluate if understand the specific model appropriately</p> <p>3. At each process, evaluate the effectiveness of the change model used, stating positive as well as negative outcomes.</p> <p>Refer to module 5 to evaluate if understand the specific model appropriately</p> <p>4. If you could undertake each of the above change efforts again, propose the model you would use for each process, with reasons.</p> <p>Refer to module 5 to evaluate if understand the specific model appropriately</p>
	<p>Group Formative Exercise 3A</p>	<p>Notional Hours 90 min</p>	<p>Model Answer:</p> <p>1. Describe the need for change in the GM company in terms of the desired state versus the current state</p> <p>Culture change from slow decision making, hierarchal, bureaucratic, lack of trust, fear of risk, internal rivalries.</p> <p>To Sense of urgency; culture fast, focussed and fearless</p> <p>2. Describe the benefits of the change, the main risks and obstacles and the positive forces to be harnessed.</p> <p>Benefits: Reduction in costs and cycle time, simplifying business processes, eliminating unnecessary red tape (reports, approvals, meetings)</p>

Risks & Obstacles: Lack of buy-in; Resistance to change – what’s in it for me? ; Size of the company; to keep momentum will be difficult
Positive forces: Build new culture of speed and accuracy = improved business results

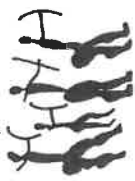
3. Identify the anticipated human responses to the process as well as the steps GM used to manage these human responses, eg. Maslow or Endings, neutral, Beginnings. (Use one of the structures described in module 2 as framework of this discussion) Include:

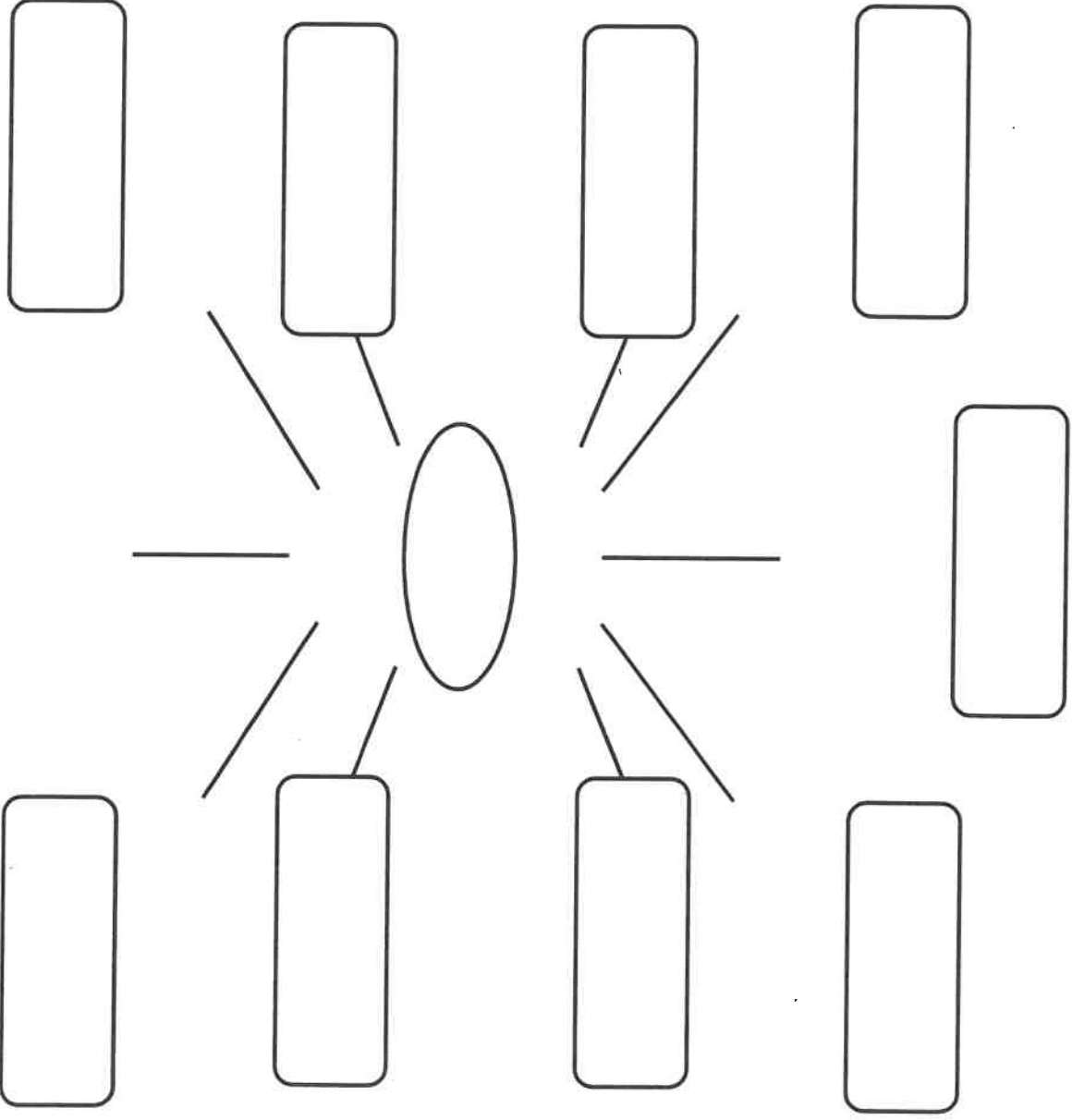
Phase	Expected Employee Behaviour	Strategy to counter
Endings	Loss of 'the way we do things	Emphasise the negatives of the old way Sell the benefits of new way
Transition	What's in it for me?	Performance rewards; business results
Beginnings	Lack of buy-in; Resistance to change – what's in it for me?; Size of the company; to keep momentum will be difficult	Communication plan – Go Fast sessions, change agents, performance drivers, continuous improvement by employee inputs, fit into company strategy


	<p>Summative Assessment S 3</p>	<p>Notional Hours 58</p>	<p>Identify the different categories of change agents used in the process, as well as the roles played by them</p> <ul style="list-style-type: none"> • The CEO as leading change agent • Leaders facilitating the Go-Fast workshops • Internal network of advocates – Hub team – defines strategy and direction
<p>Model Answer:</p>			<p>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.</p> <p>Name the change initiative. Check if it was part of SWOT, and if practical to drive as change initiative</p> <p>2. Describe the planned change in terms of the desired state versus the current state</p> <p>Check that current vs. future state is adequately described</p> <p>3. The SWOT analysis presented for summative assessment should include</p> <ol style="list-style-type: none"> the benefits of implementing the change, the main risks and obstacles, the positive forces to be harnessed (annexure B) the change resilience (change readiness assessment Annexure D in LG)

			<p>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.</p> <p>Check answer against the descriptions and benefits of models outlined in module 5</p> <p>5. Present a change management plan which is compiled in relation to the needs identified in the SWOT analysis. The change plan should include</p> <ol style="list-style-type: none"> a. The phases of the plan, b. The actions, responsibilities, timeframes, c. Communication plans, (annexure a) d. Anticipated obstacles, (annexure b) e. Expected positive and negative responses to change with plans to overcome them. (Module 2) <p>6. Actions proposed for managing human responses to change are described</p> <p>Use guidelines in Module 2 of your learner guide</p> <p>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.</p> <p>Annexure E for measurement of each change agent.</p> <p>Evaluate roles and application against criteria in module 3</p>
--	--	--	--

PART 4

	Group Formative Exercise 1A	Notional Hours 180 min	Model Answer: All components as described in the list below must be included in the answer. The analysis of the problem to be done as indicated with the 'spider diagram'
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)		
	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".		



	<p>Individual Formative Exercise</p> <p>1B</p>	<p>Notional Hours</p> <p>30 min</p>	<p>Model Answer: Use the guidelines below when assessing this answer</p> <p>PARTICIPATIVE PROBLEM SOLVING</p> <p>In order to ensure buy-in from all stakeholders, participation from step one is essential. The participative approach will give you more pro's than cons.</p> <ul style="list-style-type: none"> • In most cases the employee at ground level has a better understanding of day to day issues in the workplace than the manager. In many cases managers have overlooked a minor detail in the problem-solving process which had major ramifications. • Synergy refers to the phenomenon that a group will always come up with a better answer than the individual. • The buy in and co-operation from the group is much better if they have been involved from the start. • The group ensures that the problem is viewed from different perspectives, value systems and ideologies. <p>STEPS IN PARTICIPATIVE PROBLEM SOLVING AND DECISION MAKING</p> <p>The crux of the problem solving process, is to involve all stakeholders from the word go!. It is however sometimes a 'which was first – the chicken or the egg' matter. If you do not know what the problem is, you might not be able to identify stakeholders. If you do not identify stakeholders before identifying the</p>
---	--	---	---

problem, you might be working on the wrong problem! In deciding when to engage with stakeholders, the answer is always as soon as possible.

- Identify the problem
- Identify the stakeholders

- Explain the purpose and the process to be followed to the stakeholders

- Obtain participation in every step of the problem solving and decision making process

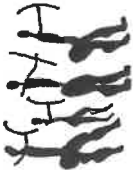

- Ensure that all stakeholder's ideas, values and perspectives are recognised and respected during the whole process


- Ensure that all stakeholders receive clear communication on the outcome and responsibilities

Keep updating all stakeholders on progress with implementing solutions.

c. The benefits of using the systems approach in problem solving are:

- It helps to see the bigger picture with complex problems
- Recurring problems are linked, not isolated
- Problems that influence the external environment are looked at holistically
- Problems which do not have obvious solutions are regarded more holistically

	<p>Group Formative Exercise 2A</p>	<p>Notional Hours 90 min</p>	<p>Model Answer: Learners must use one of the following techniques to get to the solution. The process should show that it was done in a participative manner and that a systematic approach was used in selecting solutions</p> <ul style="list-style-type: none"> <input type="radio"/> Trail-and-Error <input type="radio"/> Intuition <input type="radio"/> Creative Thinking <input type="radio"/> Mind Mapping <input type="radio"/> Visualisation <input type="radio"/> Brainstorming <input type="radio"/> Deductive and Inductive reasoning <p>(Methods described in detail in module 4 in learner guide)</p>
	<p>Group Formative Exercise 3A</p>	<p>Notional Hours 90 min</p>	<p>Model Answer:</p> <ol style="list-style-type: none"> a. Ensure all stakeholders identified in FA IA are included in this communication plan. The communication should at least include the action plan below. b. Action Plan

			Actions	Responsible	Dates	Communication
	Summative Assessment S4	Notional Hours 36	<p>c. Use "Potential Problem avoidance worksheet on page 83 for this exercise</p> <p>Model Answer:</p> <p>For this exercise all templates used in the 4 formative exercises should be done again. The only difference is that the individual learner will now do the exercise on a new problem in his/her workplace and with his/her own work group.</p> <p>Problem solving techniques are essential to practice enough so that it becomes a way of life.</p> <p>Steps that must be included in the answer:</p> <ol style="list-style-type: none"> a. Define problem b. Identify and engage with stakeholders c. Analyse problem d. Diagnose cause e. Finding solutions f. Plan and implement the solution, including stakeholder engagement, action plan, factors impacting g. Evaluate outcome 			