

Tutorial Letter 201/1/2017

Human Capacity Development

IOP2605

Semester 1

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION

This tutorial letter contains important information about your module.

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Dear Student

We hope that what you have learned so far about human capacity development has kept you interested and motivated and we trust that you now have a better idea of the effect you want to have on the development of people in South Africa. Furthermore, we trust that the assignments have provided you with food for thought and an opportunity to reflect on the learning content.

The purpose of this tutorial letter is to

- provide feedback on Assignment 01
- provide feedback on Assignment 02
- provide some guidelines for the examination

1 LECTURER

The details of the lecturer for the IOP2605 module are as follows:

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To contact the lecturer telephonically, use the number of the Industrial and Organisational Psychology helpdesk (see Tutorial Letter 101/3/2015). The helpdesk will refer telephone calls to the first available lecturer.

2 FEEDBACK ON ASSIGNMENTS

The primary purpose of assignments is to ensure that you understand the study material thoroughly and that you have the ability to apply theory to practice. Ultimately, doing assignments will help you prepare for the examination.

We, as your lecturers, have designed assignments that will stimulate your interest and keep you thinking about what is happening in the discipline of human capacity development. Indeed, when you answer an assignment question, we want you to enrich our thinking about the discipline in order to improve our development of the subject. Your knowledge of the underlying theory, together with your ability to apply it to a practical situation, and your own reasoning and ideas are important to us. Pay attention to individual comments that the marker has made on your assignment.

2.1 Feedback on Assignment 01

Question 1

Define “sense of coherence” and explain why it is important.

(10)

Reference: MO001 document, learning unit 1, pages 34 to 36

Sense of coherence (6 marks)

A sense of coherence has three components (1 mark for each component and 1 mark for each definition):

- *Comprehensibility*: The sense that you can explain, predict and structure what happens in your world
- *Manageability*: The belief that you have the tools (resources) to meet the challenges that confront you
- *Meaningfulness*: The sense that meeting these challenges are worth your time and effort

Why is it important? (4 marks)

- A strong sense of coherence allows us to be flexible in our boundaries (what we include and exclude in our world or what we see as important).
- A sense of coherence can develop, which can be changed by the influence of different contexts in which we interact.
- A sense of coherence can be shaped through many different cultures.
- The strength of our sense of coherence determines how well we will cope in the face of challenges.
- A strong sense of coherence moves us towards good mental health.

Question 2

Use the four key constructs that constitute readiness for change according to Khan, Timmings, Moore, Marquez, Pyka, Gheiman and Strauss (2014) and design a simple assessment tool to assess organisational readiness for change.

(10)

Reference: MO001 document, learning unit 2, section 2.9

The four key constructs and their explanations can be found in section 2.9 of learning unit 2. If you simply listed the four keys with definitions, you would not have received any marks. The question asks you to design a simple assessment tool. Such a tool can be in the form of a survey containing a few questions that focus on gathering information about the four key constructs, or a checklist with items to be considered in the planning of a change initiative, or interview questions.

Some examples of questions that may be included to assess each of the keys are given below. (In this assignment, we are not concerned with the scale that you used in your assessment tool, but rather we want to see evidence in the assessment tool that you understand what the four keys are about. The examples below are therefore questions that can be adapted to suit different assessment formats and to help you understand the four keys.)

- Individual psychological factors:
 - To what extent do you believe the change will be successful?
 - To what extent do you believe that the change is necessary?
 - What problems will the change initiative resolve in your opinion?
 - To what degree do you think the change is needed in the organisation?
 - To what degree is this change needed by you as an individual?

- Individual structural factors:
 - Do you feel you will have enough information to perform your tasks after the change has been implemented?
 - Do you feel you will have the necessary skills to perform your tasks once the change is implemented?
- Organisational psychological factors:
 - To what extent are employees committed to see the change through?
 - To what extent do you believe the organisation can effectively implement this change?
- Organisational culture factors:
 - Are there sufficient human resources to execute this change successfully?
 - To what extent is the equipment that is required for the change available in the organisation?
 - What communication channels could possibly hinder or help the change initiative in this organisation?
 - To what extent do the formal policies help or hinder the change initiative?

Mark allocation

Description	Mark
The student's assessment tool demonstrates that they clearly understand the four key constructs	8–10 marks
The student's assessment tool demonstrates that they clearly understand more than half of the keys	5–7 marks
The student's assessment tool demonstrates that they understand fewer than half of the keys	3–4 marks
The student's assessment tool does not make sense in the context of the question/The assessment tool does not clearly demonstrate an understanding of any of the keys	0–2 marks
The student did not provide an assessment tool and only listed the theory	0 marks

Question 3

Note: In this question, we do not merely want you to discuss the model, but also to comment on the value of the model (evaluate).

Evaluate the following approaches to change:

- a) Lewin's change model (5)

Reference: Learning unit 2, section 2.6.1

Lewin's model involves three stages (3 marks)

- *Unfreezing:* This means to break old moulds, habits or patterns.
- *Changing:* This phase is about empowering individuals to change by providing information, training or tools in order to behave differently.
- *Refreezing:* This phase is about allowing the changes to become the new norm.

Evaluating the model (2 marks)

- This model is valuable when the changes affect social aspects of the organisation such as teamwork.
- It uses the groups of which people are part in the organisation to influence the change.

- b) Systematic change (5)

Reference: Learning unit 2, section 2.6.3

- Systematic change recognises the complexity and the diversity of systems. When a situation that requires change presents itself, the first step would be to identify everyone that should be involved in the change (stakeholders).
- All the stakeholders' ideas are heard (very much as in a lekgotla) and then a common vision of the change is created.
- Employees are brought along in the change process by carefully managing their anxieties and providing opportunities for regular feedback. Employees are also encouraged to find their own way of aligning to the goals of the envisaged change.
- Team managers receive tools and implement processes to move change systematically forward.
- Systematic change works well when change is planned and it is incremental (many small adjustments done slowly over time).
- Systematic change models also support formal change models.

- c) Emergent change (5)

Reference: Learning unit 2, section 2.6.4

The key ideas regarding emergent change and the value of the approach are as follows:

- Emergent change is a reaction to an uncertain environment where change is required frequently.
- It recognises that an organisation is in a continuous process of adaptation that is socially constructed by its members in response to incongruences in the environment.
- Emergent change means that the members of the organisation respond to challenges with flexibility and that they can move routine processes in the present moment when a challenge requires it.
- Emergent change is only possible when employees have high levels of autonomy, a variety of skills, free flowing interactions, team support and the freedom to experiment and fail.
- Emergent change creates different levels of knowledge across functions and roles in an organisation.

[15]

Question 4

Illustrate your understanding of partagogy by doing the following:

- a) Discuss the four core domains of partagogy. (8)

Reference: Learning unit 3, section 3.5

Four (4) marks are allocated for the correct four core domains and four (4) marks are allocated for a description of each:

- *Family life:* To acquire the resources that will enable your family to develop their potential
- *Livelihood:* Refers to earning an income in order to meet basic needs
- *Civic affairs:* Refers to being involved in your community or in other areas of society
- *Environmental stewardship:* Refers to protecting the natural environment

- b) Give an example of each domain. (4)

Some examples may include the following:

- *Family life*: Enrol children in a good school, nurture healthy family relationships, focus on healthy nutrition and exercise, and access development opportunities.
- *Livelihood*: Obtain a job or engage in entrepreneurial activities.
- *Civic affairs*: Serve on the governing bodies of schools, volunteer to participate in community activities or serve on the community council or other community structures such as churches or community centres.
- *Environmental stewardship*: Plant a garden, dispose of garbage appropriately, ensure taps are not leaking, and keep your immediate environment clean.

- c) Explain how an organisation can create participation opportunities. (3)

Reference: Learning unit 3, section 3.5 and learning unit 6, section 6.2.3

Your answers will differ, but they should show that you understand partagogy in an organisational context. Some examples of how organisations can create participation opportunities are as follows:

- Support employees in formal and informal learning.
- Create opportunities for employees to participate in corporate social investment activities.
- Grow the organisation and create more jobs.
- Invest in schools of the local communities in which the organisation operates.

[15]

TOTAL: [50]

2.2 Feedback on Assignment 02

Question 1

Discuss the conditions for effective e-learning by referring to the following:

- a) domain standards for successful e-learning (5)

Reference: Learning unit 4, section 4.5.3

You only need to name and briefly describe the five (5) domain standards for successful e-learning:

- *Institutional commitment*: Financial and technological support and infrastructure should be available for the e-learning offering.
- *Availability of technology*: Learners should be able to access the technology platforms used in e-learning easily.
- *Service to e-learners*: The way that e-learning is delivered must align to learner needs.
- *Effective instructional design and course development*: The design of the content and the learning activities should still be based on sound learning theories.
- *Thorough evaluation*: Various assessment tools such as self-assessments can be included to ensure that learners can evaluate their understanding and competence.

Reference: Learning unit 4, section 4.5.3

- b) three categories that influence e-learning effectiveness (3)
- *Technological factors*: These factors refer to the quality, appropriateness and usability of the platforms used to deliver the training.
 - *Behavioural factors*: These factors refer to the way in which learning behaviours are different in an e-learning environment. Learners may need information on how to study in an e-learning environment and how to use the technology. Learners who are not used to technology may experience anxiety.
 - *Organisational and social factors*: These factors refer to the way in which the organisational culture and structures may support or hinder e-learning. They also refer to how team members react to or interact with e-learning
- c) What should an e-learning programme include? (2)

Reference: Learning unit 4, section 4.5.3

The following needs to be included in e-learning programmes:

- self-paced learning
- content, for example, reading texts, videos, discussion forums, or podcasts

[10]

Question 2

Distinguish between the four levels of organisational learning and explain how the social learning theory relates to individual and group learning. Structure your answer according to the mark allocation indicated below.

- a) Distinguish between the four levels of organisational learning. (8)

Reference: Learning unit 5, section 5.4.2

You will receive one mark for naming each of the four levels of organisational learning and one mark for distinguishing between them. Below is a short summary of each:

- *Individual level*: This simply refers to developing the individual's skills, values and behaviours that are necessary in a learning organisation.
- *Group level*: This level of learning refers to the way in which individuals gain new insights and create shared meaning. Learning by individuals in the group is not only acquired at an individual level, but learning and new knowledge are also acquired at a group level, which would not have been created by the individuals on their own.
- *Organisational level*: This level of learning refers to the ways in which the culture and structure of the organisation may derail learning or promote collective and individual learning.
- *Inter-organisational level*: When an organisation has a common vision of how learning takes place, it allows the organisation to also learn from other organisations.

- b) Explain how the social learning theory relates to individual and group learning. (2)

Reference: Learning unit 5, section 5.4.3

You only need to state briefly how the social learning theory relates to individual and group theory. Here follows a simple explanation:

Social learning theory tells us that we learn through our experiences as we interact in our various socio-cultural contexts. In an organisational context, it will mean that the individual learns (is changed and shaped) through experiences and activities as they participate in the organisation. At the same time, the individual is influencing and shaping the group in which they participate.

[10]

Question 3

Discuss the meaning of organisational capacity building by focusing on the following:

- a) Explain what organisational capacity building is. (3)

Reference: Learning unit 6, section 6.7.1

Many definitions are given for organisational capacity building, but they can be summarised as follows:

- The main purpose of organisational capacity building is to enable the organisation to continually develop new skills, systems and infrastructure.
- It is focused on improving specific functions in the organisation in order to increase output.
- Organisational capacity building is aimed at facilitating long-term sustainability.

- b) Distinguish between organisational capacity and organisational capability. (2)

Reference: Learning unit 6, section 6.7.1

Organisational capacity refers to the ability of the organisation to put together a variety of products and services that can satisfy customer needs.

Organisational capability refers to the ability of the organisation to execute tasks and activities in a way that is integrated with other processes and tasks.

- c) When does human capacity lose its value? (2)

Reference: Learning unit 6, section 6.7.1

- Human capacity loses its value when the organisation does not see it as a priority or does not appreciate the importance of human capacity.
- Human capacity loses its value when the work environment makes it difficult for employees to share the vision and mission of the organisation.

- d) Discuss the principles of a holistic approach to organisational capacity development. (7)

Reference: Learning unit 6, section 6.7.1

You need to provide your own insight as you briefly discuss each of the principles. No marks are awarded for naming the principles, only for the discussion of the principles. The principles are as follows:

- *Take ownership of the organisation's capacity development initiative:* From a holistic approach, it means that ownership of the organisation's capacity development initiative resides across levels and functions.
- *Focus on the needs and priorities of the organisation as a whole:* All initiatives should be aligned to the needs and priorities of the organisation. It is necessary to understand the unique skills and behaviours that need to be developed at different levels and different functions to ensure that the organisational development needs are met.
- *Managing capacity development processes is crucial for success:* When capacity development processes are not actively managed, they tend to lose their effectiveness and focus.
- *Prepare for monitoring and evaluation at the outset of a capacity development initiative:* It is important that the capacity development initiative not only be monitored and evaluated against its intended outcomes, but that the relevance of the initiative also be evaluated against organisational needs.
- *Capacity development is more than a once-off event:* Capacity development requires at its core a particular organisational culture and way of being and doing things. The principles of capacity development need to be imbedded in the organisation and initiatives should collectively create a continuous, organisation-wide process of developing capacity.

- *Engage stakeholders in the capacity development process:* Organisations are complex systems and capacity development requires the wisdom and insight of all the stakeholders.
 - *Establish an environment conducive to learning and change:* The organisational culture, structures and resources can hinder organisational capacity development or contribute to it.
- e) Explain what human capital is. (1)

Reference: Learning unit 6, section 6.8.1

Human capital is the skills, knowledge and abilities that employees use in the organisation to make money.

[15]

Question 4

Read the Partners for Possibility case study in learning unit 6. Answer the following questions:

- a) What insights have you gained into social contracting after you studied the Partners for Possibility programme case study?
(*Social contracting is discussed in learning unit 2. Revise learning unit 2 if you cannot remember what it is about.*) (2)

Reference: Learning unit 2 and the case study in learning unit 6

You may have gained a variety of insights from the case study on social contracting. Some themes that might emerge are as follows:

- Social contracting is a conversation in which wants and needs are communicated and negotiated.
 - Social contracting is a process whereby both parties co-create expectations and solutions.
 - Social contracting does not require position power.
- b) Community of practice is one of the key activities in the Partners for Possibility programme and many business leaders have taken this practice back to their organisations. Discuss how community of practice can work in your organisation or department. (2)

Your discussion must provide evidence that you understand the fundamental purpose of a community of practice. Its purpose is for members to share their understanding of what they are doing and the value it has, transfer knowledge and create shared meaning on a collective level that will allow groups to solve problems together.

- c) How has your perception of education as a regional force (learning unit 3) changed/become enriched after reading the case study on the Partners for Possibility programme? (2)

You will receive marks if your reflection shows that you appreciate the far-reaching effects of quality education on communities and organisations and if you appreciate that the quality of education can be influenced by other sectors outside of the education system.

- d) The business leaders who take part in Partners for Possibility leave their comfort zone and join a world they would normally not enter into. Many business leaders in the Partners for Possibility programme have described this as a life-changing journey during which they have developed in ways they could never have imagined. With this in mind do the following:
- (i) Identify your three greatest gifts/skills. Motivate why you believe these are your top three gifts/skills. (2)

You will receive one mark for identifying your own gifts/skills.

You will receive another mark if your motivation for selecting these three gifts/skills is well explained and coherent.

- (ii) Identify a “world” (a community, a not-for-profit organisation, a different social context) to which you would not normally be exposed, but which you would be interested in experiencing. Motivate why you have chosen this setting. (2)

You will receive one mark if you can provide a specific community/organisation/context to which you are not normally exposed.

You will receive another mark if your motivation for choosing this setting is well explained and coherent.

- (iii) Google, read or talk to people about the setting you have identified. Now that you know a little more about this setting, discuss how you imagine your gifts would make a difference in this setting. (2)

You will receive one mark if your discussion shows that you indeed have gone to the trouble of finding out more about the setting you have chosen.

You will receive another mark if your discussion of using your gifts aligns to the gifts you have listed in question (d) and if the discussion of your gifts makes sense in the context of your chosen setting.

- (iv) Identify any limitations or barriers in participating in this setting. These could be practical as well as psychological barriers such as fear of particular changes, doubts or resistance that you experience within yourself. (1)

You will receive one mark if your answer shows that you have considered the setting in which you have chosen to participate and you have not merely listed vague limitations or barriers.

- (v) Now that you know a little more about this setting, discuss aspects of your character and skills you hope to develop should you get involved in this setting. (2)

You will receive one mark if your answer shows that you have considered the setting in which you have chosen to participate.

You will receive another mark if your discussion is coherent.

[15]

*****You do not have to execute your involvement in the context identified. This question is merely a reflective assignment, allowing you to develop meta-cognitive competence as you are reflecting on and answering the above questions.*****

TOTAL: [50]

3 GUIDELINES FOR THE EXAMINATION

3.1 Format of the examination

This tutorial letter contains **ALL** information pertaining to the examination and examination preparation.

Please prepare for the examination according to the information in this tutorial letter.

The examination paper will be structured as follows:

Total marks: 80
Pass mark: 50%
Time: 2 hours

3.2 Guidelines and study themes for the examination

The examination paper will consist of two sections.

Section A will consist of four questions of which you must choose two to answer. Each question will be worth 25 marks. Each of the 25-mark questions is divided into smaller sub-questions, with a mark allocation next to each sub-question.

Section B will consist of five questions of which you must choose three to answer. Each question will be worth 10 marks.

Your ability to integrate the information in one learning unit with the information in all the other learning units will definitely be to your advantage.

Remember that **theoretical knowledge** is important, but you must be able to apply your knowledge to a **practical** situation. Your answers to paragraph questions should be structured as follows:

- Start with a short, introductory comment.
- Present factual information.
- Apply factual information to the given context or provide your own examples.
- End with a short, concluding comment.

We realise that your answers will differ; you will be assessed on the accuracy and applicability of facts and on your ability to present these facts logically and coherently.

NOTE: We would like to stress a very important point.

The content of this module has been redesigned in 2016. Therefore, you cannot use examination papers prior to 2016 for your examination preparation. For this reason, we have provided a library of examination-type questions under Additional Resources on myUnisa called “Exam preparation”. You can use this library of questions to practise answering examination questions.

Additional information on the scope of the examination has also been communicated via Announcements on myUnisa. (Ensure that you read this information.)

4 CONCLUDING REMARKS

We wish you all the best as you prepare for the examination! If you have worked hard and if you prepare for the examination properly, you can be confident of a pass mark.

Your IOP2605 lecturers

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