

Tutorial Letter 201/2/2017

Human Capacity Development

IOP2605

Semester 2

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION

This tutorial letter contains important information about your module.

BARCODE

CONTENT

		<i>Page</i>
1	LECTURER	3
2	FEEDBACK ON ASSIGNMENTS.....	3
2.1	Feedback on Assignment 01.....	3
2.2	Feedback on Assignment 02.....	8
3	GUIDELINES FOR THE EXAMINATION.....	12
3.1	Format of the examination.....	12
3.2	Guidelines and study themes for the examination	12
4	CONCLUDING REMARKS.....	13

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 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 the assignments is to ensure that you understand the study material thoroughly and that you can 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. In fact, when you answer an assignment question, we want you to enrich our thinking about the discipline 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

Victor Frankl highlights characteristics that are important for understanding a person's ability to remain psychologically healthy. Explain Victor Frankl's characteristics of a psychologically healthy person. (10)

Reference: MO001, learning unit 1, section 1.2.4

The freedom of will. On the spiritual level a person can decide or choose to accept or discard the influences that are imposed on them by external circumstances and internal factors that manifest in the physical or psychological dimensions. Whereas the physical and psychological dimensions cannot always direct responses and behaviour, it is within the spiritual dimension that a person can override automated

responses and redirect their behaviour to improve themselves continually and to strive towards higher values. Frankl mentions repeatedly how people in concentration camps were willing to place their own lives at risk in attempts to help and support other prisoners. (Max of two marks)

Responsible choices. Since a person has the freedom to choose their responses on a spiritual level, they also have the ability to take responsibility for their choices. They do not ascribe their reactions and choices to their own biological imperfections or constraints, nor to any circumstantial constraints and hardships. (Max of two marks)

Purposeful and value-driven behaviour. On a spiritual level, behaviour is not influenced by factors beyond the individual's control, but rather directed by personal objectives and values. (Max of 1 mark)

The search for meaning. The continuous strive to find meaning in life is regarded as the basic and overarching motive of each person. According to Frankl people can find meaning within any type of circumstance – good or bad. He emphasises that the fulfilment of our physical and psychological needs are not the ultimate aim of life, but that we attempt to satisfy these needs in order to be free to pursue our spiritual objectives and ideals. Both physical health and psychological health are seen as means to an end, a precondition for attaining what is considered by the individual as the real meaning in life (on a spiritual level). As such the search for physical health may frustrate the individual's real search for meaning, especially in circumstances of severe sickness and poverty. Similarly, the search for happiness, pleasure, and power (psychological needs) manifests as frustration if it becomes the individual's ultimate search for meaning. According to Frankl, this explains why people who drive themselves to win, to become richer or to involve themselves with pleasurable activities will always feel disempowered and unhappy. Note that these needs are not disregarded by Frankl, but he cautions that they should not be seen as the ultimate goal or meaning in life, because then a person will never feel satisfied and happiness will in effect always elude them. (Max of three marks)

Attitude. Frankl claims that there are unavoidable sufferings and dreadful happenings that occur in one's life. He calls pain, guilt and dying the tragic triad of human existence that cannot be avoided. Yet, these circumstances do not rob the person of the freedom to choose how he is going to respond or what his attitude will be in these circumstances. Should there be nothing we can do to change our circumstances, there always remains the freedom to change ourselves and our attitudes for the better. Frankl writes that the most unique form of human potential is the potential to transform a tragedy into a personal triumph or to turn a predicament into a personal achievement. When we can no longer change our fate, we can exercise our creativeness and potential to change ourselves, to rise above circumstances and to grow beyond ourselves. (Max of two marks)

Question 2

Explain the leader's role in change. (10)

Reference: MO001, learning unit 2, section 2.5.6 (1x10 marks for any of the points below)

- Change leaders need to have the responsibility to lead change. This is the most important and difficult leadership responsibility. This requires certain skills and leadership styles. The leadership of change is a shared process involving different leaders at different levels (Douglas & Sutherland, 2009).
- Dike (2014) came to the conclusion that planned change should be directed by the leader of an organisation in collaboration with the members or the stakeholders to improve organisational performance and positively change the culture as well as the structure, and the way the organisation operates.
- Leaders, unlike consultants, are the organisation's "internal" change agents, because they have insight into the overall organisational goals and vision. Guiding change may be the ultimate test of a leader as no business can survive over a long term if it cannot reinvent itself.
- Success or failure of any organisational change hinges on the skills and capability of the leadership to implement the process as well as the support of the major stakeholders.

- A leader who is a change agent has a beneficial role to play in large-scale transformation, as this person has the capacity to optimally arrange an organisation's roles, responsibilities, structures, outputs, systems and resources (Van der Linde-de Klerk et al, 2014).
- Al-Haddad and Kotnour (2015) indicate that change leaders are people with creative visions, who are able to foresee a new reality and how to get to it. Change leaders need to understand how their employees perceive change and ensure that they accept the change and are ready for it.
- They have to motivate employees to take responsibility and be an active part of the change. The following are the classic skills of change leaders: tuning in to the environment; challenging the prevailing organisational wisdom; communicating a compelling aspiration; building coalitions; transferring ownership to a working team; learning to preserve and making everyone a hero.
- Dike (2014) mentions another relevant set of skills that influences a leader's ability to effectively change or transform an organisation and achieve its set goals. These skills include: establishing a compelling vision and strategy; persuading and influencing others who may not agree with the leader; motivating those who are wary of change; building an effective team to institutionalise the change; and supporting innovative thinking for the welfare of the entire organisation.
- Through the vision, the leader needs to motivate, energise and inspire people to make this change happen. To promote a collective mind, it is important to maintain strong ethics, values and accountability during the change intervention. The professional behaviour of the change leader is therefore of crucial importance. In particular, a transparent and fair decision process has to be put in place to underpin discussions around conflict and their resolution.
- There needs to be continual two-way dialogue that is inspiring and motivational; and which confirms what value the change will bring in terms of productivity, effectiveness, and efficiency.
- Lastly, the change agent needs to have strong leadership skills to successfully manage and implement the intervention for productivity improvement. In addition to exceptional intellect and cognitive skills, change leaders need to display (soft) people skills, good communication skills, positive commitment and involvement, a flexible attitude, change expertise, empowerment, strategic vision and a high level of emotional intelligence.
- Islam (2013) concurs that managers are the key drivers of organisational change and their approaches to nurturing organisational learning through shared vision, personal mastery, mental models, team and system learning are critical. In the investigation of this topic, Dike (2014) deduced that interventions for organisational change will only be successful when the leadership works collaboratively with the rank and file workers (or those in the trenches) and motivates and encourages them to participate in decision making during any change process.
- Leaders must also communicate clearly to stakeholders the main reasons for the change initiative and how they will be affected, thereby changing the thinking models that drive their resistance to change. It has therefore been noted that communication with the stakeholders is a critical first step for successful transformation or change in any organisation.
- Trust plays an important role in a leader's ability to be an effective change agent. Because change processes in organisations involve both an element of risk and of vulnerability, employees who trust leaders are more likely to engage confidently with the risks associated with organisational change and may, as a result, display higher levels of change efficacy or confidence (Visagie & Steyn, 2011).
- It is important that managers maintain a sense of identity among their employees during times of change. This can be done by making employees feel part of the change process and by providing them with information regarding the change process and its associated outcomes (Visagie & Steyn, 2011).

Question 3

Present a brief summary of the following strategies used by management teams to overcome resistance: (15)

Reference: MO001, learning unit 2, section 2.7.2

- a) Education and communication (5)
- Educating employees about the change beforehand and using upfront communication help them to see the logic of change and reduce false rumours. Real communication and dialogue are needed.
 - Consistent communication helps to reduce uncertainty and helps employees to cope better with change; not just top-down communication but honest and genuine dialogue that builds trust.
 - Organisational change initiatives often fail because of poorly managed communication, which results in rumours, resistance to change and exaggeration of the negative aspects of the change.
 - It is important, however, that organisations should not communicate only an idealised vision of the change process to employees, as it results in the development of unrealistic expectations surrounding the change and consequently disappointment.
 - Organisations should instead communicate a realistic picture of the proposed change, thereby enabling employees to cope better with the proposed change and suffer fewer disappointments.
 - Communication reflects the extent to which employees feel that management is receptive to employees' ideas and to which employees receive the necessary information regarding the change initiatives.
 - Both internal and external communication are critical to the success of the change effort. The objective of the communication is to educate about the reasons why the organisation has to change, what changes need to be implemented, how these changes will impact day-to-day business and people's jobs, and what benefits this change will bring.
 - Learning created through various forms of training and development is expected to trigger higher change readiness. An organisational climate that is supportive of learning enables proliferation of new knowledge in the organisation.

(1 x 5 marks for any of the points)

- b) Participation and involvement (5)
- Participation refers to the extent to which employees are given the opportunity to contribute to the change initiative. Employees might perceive that they are important to the organisation if they are involved in decisions related to the changing of procedures or processes that will affect their jobs.
 - When employees are involved in change, they are less likely to resist it. From the employee/team perspective, it is important that employees have opportunities to raise their concerns as well as reassess personal and career development.
 - Managers should adopt a leadership style that encourages active listening and stimulates staff to challenge their bosses; uses managerial communication as a tool to make people feel part of a team and a process, and employs managerial negotiation to reconcile individual and collective interests, finding win-win solutions to balance personal, group and organisational goals with a shared identity.
 - Not only employees should be involved, but also other stakeholders such as customers and suppliers. Participation is effective only if it starts at commencement of the intervention.
 - Employees should react positively to the participation process if they are given the opportunity to analyse and evaluate the implications the change will have for them; voice their concerns; propose counter arguments and suggest new ideas.
 - It is essential to quickly acknowledge employees' feedback and contributions, and to try to incorporate their suggestions whenever possible. The objective is twofold: build trust with employees by making them feel heard and valued; and make the employees identify themselves with the change by showing them that their feedback influenced the change.
 - Finally, participation is beneficial as it brings together a wide range of competencies, skills, knowledge and information.

(1 x 5 marks for any of the points)

- c) Facilitation and support: Also provide examples that illustrate good facilitation and support. (3)
- Managers can head off potential resistance by being actively supportive of employees, listening to them, and helping them to deal with their fears and anxiety through special training, counselling or time off work.
- d) Negotiation and agreement (2)
- Where someone or a group will lose out by the change and has the power to resist, managers can combat resistance to change by offering incentives to employees who do not resist change, such as early retirement.
 - Negotiation has the ability to smooth out discrepancies of opinion, tension or perceived opposition. However, it is argued that negotiation brings compliance but not commitment.
 - The focus of the negotiations can be the objectives of the improvement intervention or how it will be organised, managed and implemented.

(1 x 2 marks for any of the points)

Question 4

Illustrate your understanding of labour as a global force by discussing the following:

Reference: MO001, learning unit 3, section 3.2.4

- a) Four models regarding international labour as proposed by Hepple (2011) (12)
- The first model** is that of “static” or “direct” benefits. This relates to matters such as working time, health and safety, protection against unfair dismissal, discrimination, and harassment. An economically “efficient” benefit simply substitutes a cash payment. This brings no comparative advantage – either in terms of trade or attracting investment – since the employer’s costs remain the same whether the benefit is in cash or is mandated as a non-wage benefit. A country with a large supply of young, skilled but low-paid workers may be induced to maintain low standards to attract trade or investment; a country with an older, skilled workforce may find that employers are tempted to outsource to such before-mentioned jurisdictions. This appears to have occurred, for example, in the case of outsourcing of call centres from the United States and Europe to India and South Africa.
 - A second model** describes labour laws that aim at “dynamic” effects on the employment relationship. An example is a minimum wage law, which outlaws sweatshops, thus giving employers an incentive to develop technology and invest in the skilled workforces that technology requires. Another example is the prohibition of child labour. A final pair of examples is “family-friendly” laws, which provide for child care, parental leave, maternity pay, and the like; and anti-discrimination laws which mandate equal treatment for women and men, and for other disadvantaged groups and ethnic minorities. These broaden the recruitment pool, making it easier for women and other disadvantaged groups to enter and remain in the labour market, and give them an incentive to raise their skills.
 - A third model** is apt for labour laws aimed at spreading economic risks among employees as a group. This is a form of social insurance. They include pensions and laws relating to redundancies. Risks arising from jurisdictional competition (where employees in one country are made redundant or are transferred to new employers as jobs shift across borders) could be eliminated by an insurance scheme that pools employees across borders. To a very limited extent this has been done in the European Union (EU) by directives on collective redundancies and transfers of undertakings. On a global scale, however, there is an incentive for capital to move to those jurisdictions where these “social insurance” costs are low or non-existent. This means that it is those countries with low social costs that are most attractive to foreign direct investment and outsourcing, but this also makes these the very countries in which recession has its harshest impact on working people and their families because of the absence of a social safety net.

- **The final regulatory model** consists of laws that empower groups of workers, for example by protecting rights to organise and to bargain collectively, and by requiring information, consultation or co-determination with workers' representatives. These empowerment rules may serve some or all the different economic purposes described above: efficiency, redistribution, dynamic goals or social insurance. Giving employees a "voice" generally improves efficiency. On the other hand, where collective bargaining power enables unions to raise wages above productivity levels, this imposes a cost on the employer, and may have effects on investment and terms of trade. This in turn can lead governments to impose restrictions on unions and collective bargaining.

(3 marks for each model)

b) Three reasons that explain the growing increase in salary inequality: (3)

- The increased demand for skilled workers created by technical progress, in their scarcity worldwide, has resulted in an increase in remuneration.
- The modification of social norms in terms of remuneration, linked to the loss of influence of trade union organisations, which has been seen all over the world. Previously, employees presented a united front to employers or shareholders, whereas individualism now dominates and salary disparity is openly tolerated.
- The growing international mobility of highly skilled workers tends to progressively standardise and wage earners' social models.

[15]

TOTAL: [50]

2.2 Feedback on Assignment 02

Question 1

Explain how single-loop and double-loop learning is understood in terms of organisational learning. (10)

Reference: MO001, section 4.3.4 (1 x 5 marks for any relevant point)

Single-loop learning

(5)

- Single-loop learning suggests that the learner identifies, understands and solves a problem or an issue, then moves on to the next problem without expending effort or time in reflecting on the process that has been used in this particular situation.
- A helpful insight into single-loop learning is that it essentially involves learning new skills and capabilities through incidental incremental improvement without a conscious examination or challenging of the underlying beliefs and assumptions involved in the change process.
- This kind of learning is said to be transactional in nature rather than transformational, since the process suggests a simple exchange between the characteristics of the particular problem site and the analytical abilities of the learner – without any resultant change in the knowledge base of the problem solver or any increase in the suite of available problem-solving strategies.
- Single-loop learning implies the ability to detect and correct errors in certain operating procedures, whereas double-loop learning implies being able to see beyond the situation and questioning it.
- Single-loop learning seems to be present when goals, values, frameworks or strategies are taken as norms. It is about efficiency.
- In single-loop learning, the learner simply reacts and adapts to organisational change. It allows an organisation to maintain its present policies or achieve its present objectives by adjusting or adapting its behaviour. It involves the modification of an organisation's underlying norms, policies and objectives (Chiva, Grandío & Alegre, 2010).

(1 x 5 for any relevant point)

Double-loop learning**(5)**

- Double-loop learning is distinguished from single-loop learning in that it explicitly involves reflection by all personnel involved with the learning process itself. During a double-loop learning activity, stakeholders are encouraged to ask questions about how the problem was identified, which processes were used to understand it and why the specific actions were chosen as a way to fix the problem.
- This interactive process, which characterises double-loop learning in an organisational context, might be, for example, configured as a problem-solving task force which is required, as a part of its remit, to reflect on its problem-solving processes.
- Double-loop learning becomes an embedded act of reflection upon the process of problem solving itself. A helpful insight into double-loop learning is by suggesting that it encourages the reframing or reshaping of the underlying patterns of thinking with the object of enabling an informed change in behaviour.
- Double-loop learning involves reflection on the learning process itself. It asks specific questions about how people and organisations learn and consequently how they can then go about improving their learning systems to promote positive change.
- Double-loop learning moves away from reflective learning on a particular process to learning from processes in general. It is suggested that double-loop learning is transformational because during the process of reflection, there is a fundamental shift in context or viewpoint of the learner. In this paradigm shift the entire perspective of the learner is changed (Lawler & Sillitoe, 2013).
- Facilitators can promote double-loop learning that goes beyond optimising pathways to set goals, but that leads to defining new goals. Double-loop learning rests on connecting distributed knowledge in networks of experts from different specialties. Such networks may reach beyond normal workgroups and often beyond departments.

(1 x 5 for any relevant point)**Question 2**

Describe any five of the seven actions that are imperative for a learning culture. Also provide an example of each action. (10)

Reference: MO001, learning unit 5, section 5.5 (1 x 5 marks for a description of an action and 1 x 5 marks for an example)

- Create continuous learning opportunities
- Promote inquiry and dialogue
- Encourage collaboration and team learning
- Establish systems to capture and share learning
- Empower employees to have a collective vision
- Connect the organisation to the environment
- Use strategic leaders who model and support learning at the individual, team, and organisation levels

Question 3

Explain what the following means:

- a) Participation opportunities (3)

Reference: MO001, learning unit 6, section 6.2.3

- The building block of human capacity development which refers to the potential productive interactions which allow individuals to contribute to the development of their nations, communities, and families.
- Participation opportunities span the course of a person's lifecycle and evolve accordingly. They include the chance to go to school, secure gainful employment, influence political or civic affairs, promote family development, and protect the environment.
- Such opportunities also encompass the chance to partake in agricultural extension activities, cultural events, or entrepreneurial behaviour.

b) Available participation opportunities (3)

- Countries and regions differ in terms of available participation opportunities, that is the range of settings and situations in which these productive interactions are possible at a fixed point in time.
- For example, in an environment characterised by centralised civic structures, high unemployment and low levels of school enrolment, available participation opportunities would be considered relatively scarce.
- Conversely, in a society where individuals have ample access to education, jobs and the support services needed to raise healthy children, and where there are well-defined occasions to influence community affairs, available participation opportunities can be characterised as abundant.

c) Accessed participation opportunities (4)

- Accessed participation opportunities describe those participation opportunities that individuals actually utilise. As such, they represent a subset of the available participation opportunities found in any particular setting.
- The notion of accessed participation opportunity is a modern-day analogue to the old saw, "You can lead a horse to water, but you can't make it drink." A citizen may encounter a participation opportunity, but choose to ignore it. Or, a participation opportunity may be present in the environment but unknown to the individual.
- Relatedly, opportunities may also be inaccessible to some because gender, ethnicity or income serve as barriers to participation.
- The output of human capacity development can be expressed as the sum of those participation opportunities accessed by individuals and the new participation opportunities created during such engagements.

d) Employability (5)

Reference: MO001, learning unit 6, section 6.4 (1 x 5 marks for any relevant point)

- Employability is probabilistic because it relates to the uncertainty of external factors; socioeconomic variables such as the state of the national, regional, or local laws of supply of / demand for employability skills.
- Finding a job and succeeding at work are different situations; some specific aspects of the world of work may not be legitimately dealt with in higher education.
- For many graduates, the first job does not reflect the occupation they are looking for and which would encourage their skills development; in situations of shortage of employment, graduates accept the jobs available under the circumstances.
- Employability is the set of achievements (skills, understandings and personal attributes) that make employees more likely to gain and sustain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy.
- Employability means to acquire, create and fulfil work using competencies.
- Employability is the capability of an individual to gain and retain employment and to find new employment if required.
- Employability is mainly focused on an individual's skill, knowledge and attitude.

- Employability is a set of accomplishments that embrace skills, understanding and personal attributes to make an individual more likely to secure and be flourishing in his or her selected occupation for the benefit of himself or herself, the workforce, and the economy.

[15]

Question 4

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

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

Reference: MO001, 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, to 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. 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. Explain 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 reason 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. Explain 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 reason 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 include 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 provided a table with key themes to focus on for the examination. You will find this resource titled “Key themes for Exam”, under Additional Resources on myUnisa. You can use these key themes to prepare for the examination. We did not provide a scope of exam to assist you with the workload; however, we provided key areas from which examination questions were formulated.

Additional information on the scope of the examination will also be communicated via Announcements on myUnisa. (Be sure to 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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