Tutorial Letter 101/3/2015

Human Capacity Development

IOP3073

Semesters 1 and 2

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION:
This tutorial letter contains important information about your module.

BAR CODE

UNISA | university of south africa

CONTENTS

1   INTRODUCTION AND WELCOME

Dear Student

Welcome to IOP3073: **HUMAN CAPACITY DEVELOPMENT**

Congratulations on passing your second year of study and joining us for this third-year module. We trust that you will find this specific module interesting, stimulating, creative and "new" and that it will also be of practical value to you in your personal life, home environment, workplace and community.

This module on Human Capacity Development involves a commitment from you to becoming a competent human being, by embarking on a path of life-long learning and coming to terms with new views on training and development as they materialise both worldwide and in our own country. As a future human resources practitioner or industrial/organisational psychologist, you should acquire an advanced insight into and understanding of the latest trends in thinking on the subject of training and development and human capacity development.

This tutorial letter contains **important information** on your study programme for this semester. Please work through it attentively before you start this module in Human Capacity Development, and keep it close at hand for reference purposes. You will have to work hard (and possibly in a different way) during this semester, but with the necessary motivation, a willingness to explore and reflect, and regular effort, you should be able to look back proudly at the end of the semester – not only on the successful completion of another, hopefully interesting, module but also on substantial personal growth and development.

1.1   Tutorial matter

Read Tutorial Letter IOPALLA/301/2015. It contains important information which is not repeated here.

At the time of registration, you will receive an inventory letter that will tell you what you have received in your study package and also show items that are still outstanding. Also see the booklet entitled *my Studies @ Unisa*.

Check the study material that you have received against the inventory letter. You should have received all the items listed in the inventory, unless there is a statement like "out of stock" or "not available". If any item is missing, follow the instructions on the back of the inventory letter without delay.

PLEASE NOTE: Your lecturers cannot help you with missing or late study material. Please fax to Unisa at 012 429 4150 (RSA only), or +27 12 429 4150 (international).

There is no prescribed book; only one study guide, which will serve as the basis for the study of this module. The study guide comprises six study units subdivided into three parts, dealing with the following topics:

- the competent human being
- change and globalisation
- life-long learning

The study guide also serves as a practical workbook to help you acquaint yourself with the theoretical aspects of this module as contained in the study guide. The study material that you should receive for IOP3073 from the Department of Despatch includes the following:

- the Study Guide for IOP3073
- on registration, two tutorial letters:

    - **Tutorial Letter 301/2015:** General tutorial letter
    - **Tutorial Letter 101/3/2015:** This tutorial letter with all the assignments

- During the semester, the following tutorial letter will be sent to you:

    - **Tutorial Letter 201/2015:** Feedback on Assignment 01 and 02 and information on the examination

If you have access to the internet, you can view the study guide and tutorial letters for this module on the University's online campus, myUnisa, at http://my.unisa.ac.za.

2   PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1   Purpose

The primary purpose of this module is to provide students with fundamental knowledge, skills and values in the field of human capacity development. This module will empower you to function optimally as life-long learners in the world of work and also to assist others to become life-long learners.

In order for you to achieve the overall purpose of this module, you should learn and be able to show that you have achieved the specific learning outcomes set for this module. The assessment criteria are descriptions of what will count as evidence that this learning has been achieved or that you are able to demonstrate your ability in a specific outcome.

2.2   Outcomes

Learning outcome 1
Learners should show an awareness and understanding of the importance of functioning as a competent human being, in order to achieve the personal growth and development necessary to lead a fulfilling life.

Assessment criteria
Learners should provide evidence by completing tasks in study material, assignments, activities, case studies, questionnaires and an examination that they are able to:

- explain the common characteristics of a competent human being
- develop and relate an understanding of the power of perceptions
- develop a self-awareness of personal values
- develop a personal vision and set relevant goals in becoming a competent human being

Learning outcome 2
Learners should have an understanding of the bigger picture in terms of change and globalization and the impact on human functioning in order to cope better with these influences on a daily basis.

Assessment criteria
Learners should provide evidence by completing tasks in study material, assignments, activities, case studies, questionnaires and an examination that they are able to:

- develop an awareness of how to facilitate and manage change
- develop and relate an understanding of the impact of global and regional forces on individuals and organisations

Learning outcome 3
Learners should develop and facilitate a life-long learning orientation and thereby help others to become life long learners. Learners should also be able to facilitate the paradigm shift by assisting the organisation to become a learning organisation.

Assessment criteria

Learners should provide evidence by completing tasks in study material, assignments, activities, case studies, projects, questionnaires and an examination that they are able to:

- conceptualise the need for life-long learning
- assess the role the knowledge highway plays in assisting the life-long learning process
- reflect on the shift from training to learning
- discuss the changing nature of learning
- develop responsibility towards themselves, others and the organisation with regard to life-long learning
- argue the facilitation of human capacity development in the workplace

3   LECTURER AND CONTACT DETAILS

3.1   Lecturers

Your lecturers responsible for this module are:

Dr RT Tladinyane
(Course coordinator)
Ms L Ley

Only academic related questions and enquiries concerning the content of the course should be directed to the lecturers (eg, when you need clarity about concepts in the study material, contents in assignments and examinations, etc).

Lecturers are generally available during the day from 8:00 to 16:00, but if you wish to consult a lecturer personally, you should arrange an appointment to visit him or her in the AJH van der Walt Building, Unisa main campus. Otherwise you can contact lecturers by telephone or e-mail.

3.2   Department

The department is situated on the 3rd level of the AJH van der Walt Building on the Unisa main campus. You can e-mail the department by using the following e-mail address: DeptIOP@unisa.ac.za. You can also contact the departmental helpdesk as follows:

Name	Telephone	E-mail
Mrs Welheminah Zumba	+27 12 429 8054/8033	zumbawh@unisa.ac.za

All queries that are not of a purely administrative nature **but are about the content of this module** should be directed to the course leader and lecturers. Please have your study material with you when you contact us.

Please note: Letters to lecturers must not be attached to assignments.

If you wish to communicate with lecturers by mail, address your letters to:

The Course coordinator (IOP 3073)
Department of Industrial and Organisational Psychology
PO Box 392
Unisa
0003

The contact numbers for the Help Desk is 012 429 8033 and 012 429 8054 and the e-mail address is DeptIOP@unisa.ac.za.

3.3   University

All written communication of an official nature must be addressed to:

> The Registrar
> PO Box 392
> UNISA
> 0003

All questions and enquiries related to administrative matters, for example the Despatch section on receipt of study material, registration, study finances, the assignments, examinations and library etcetera, should be addressed to the relevant administrative departments through Unisa as follows:

> Fax number: +27 12 429 4150
> E-mail: study-info@unisa.ac.za

Contact addresses of the various administrative departments are included in *my Studies @ Unisa* which you received with your study package.

4   MODULE RELATED RESOURCES

4.1   Prescribed books

There are no prescribed books for this module.

4.2   Recommended books

There are no recommended books for this module.

4.3   Electronic reserves (E-Reserves)

There are no prescribed e-reserves for this module.

5   STUDENT SUPPORT SERVICES FOR THE MODULE

Important information on student support services appears in your *my Studies @ Unisa* brochure.

6   MODULE SPECIFIC STUDY PLAN

WORK SCHEDULE - Activities per week *[More or less from 1 February in the 1st semester or from 1 July in the 2nd semester]*		Check when completed √	Notes *[For example: contact lecturer/speak to peer/tutor/go to library]*
Week 1	**Read and understand Tutorial Letter 101**		
	Read and understand the publication: *my Studies @ Unisa*		
	Complete registration for myUnisa		
Week 2	**Read study unit 1**		
	Complete exercises in study unit 1 in your study guide: • Study all prescribed parts. • Complete all activities. • Work out test-yourself questions.		
	Login to on myUnisa: • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources which may have been uploaded to help your understanding of the material.		

WORK SCHEDULE – Activities per week [More or less from 1 February in the 1st semester or from 1 July in the 2nd semester]		Check when completed √	Notes [For example: contact lecturer/speak to peer/tutor/go to library]
Week 3	**Read study unit 2**		
	Complete exercises in study unit 2 in your study guide: • Study all prescribed parts. • Complete all activities. • Work out test-yourself questions.		
	Login to on myUnisa: • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources which may have been uploaded to help your understanding of the material.		
Week 4	**Read study unit 3**		
	Complete exercises in study unit 3 in your study guide: • Study all prescribed parts. • Complete all activities. • Work out test-yourself questions.		
	Login to on myUnisa: • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources which may have been uploaded to help your understanding of the material.		
Week 5	**COMPLETE AND SUBMIT ASSIGNMENT 01** • Check due date for first assignment. • Make sure you complete all the questions according to the requested standards. • Make sure you submit in time!		

Week 6 – FIRST ASSIGNMENT DUE!

Week 7	**Read study unit 4**		
	Complete exercises in study unit 4 in your study guide: • Study all prescribed parts. • Complete all activities. • Work out test-yourself questions.		
	Login to on myUnisa: • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources which may have been uploaded to help your understanding of the material.		

WORK SCHEDULE – Activities per week *[More or less from 1 February in the 1st semester or from 1 July in the 2nd semester]*	Check when completed √	Notes *[For example: contact lecturer/speak to peer/tutor/go to library]*
Week 8	**Read study unit 5**		
	Complete exercises in study unit 5 in your study guide: • Study all prescribed parts. • Complete all activities. • Work out test-yourself questions.		
	Login to on myUnisa: • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources which may have been uploaded to help your understanding of the material.		
Week 9	**Read study unit 6**		
	Complete exercises in study unit 6 in your study guide: • Study all prescribed parts. • Complete all activities. • Work out test-yourself questions.		
	Login to on myUnisa: • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources which may have been uploaded to help your understanding of the material.		
Week 10	**COMPLETE AND SUBMIT ASSIGNMENT 02** • Check due date for second assignment. • Make sure you complete all the questions according to the requested standards. • Make sure you submit in time!		
Week 11 – **SECOND ASSIGNMENT DUE!**			
Week 12	**REVISION** • Work out **Assignment 03** as part of revision.		
Week 13	**REVISION** • Work out previous exam paper questions as part of revision. • Make notes of important information in study units and revise for examination.		

WORK SCHEDULE – Activities per week *[More or less from 1 February in the 1st semester or from 1 July in the 2nd semester]*	Check when completed √	Notes *[For example: contact lecturer/speak to peer/tutor/go to library]*

Week 14 & 15   **REVISION**
• Study for examination:
  o Study answers to previous exam paper questions that you have worked out previously.
  o Study answers in feedback Tutorial Letter 201.
  o Study answers to Assignment 03 that you have worked out previously.
  o Study any revision notes of study units.		

CHECK AND CONFIRM DATE AND VENUE FOR IOP3073 EXAMINATION

Use your *my Studies @ Unisa* brochure for general time management and planning.

7 MODULE PRACTICAL WORK AND WORK INTEGRATED LEARNING

None.

8 ASSESSMENT

8.1 Assessment plan

See assignments.

8.2 General assignment numbers

Assignments are numbered consecutively per module, starting from 01.

8.2.1 Unique assignment numbers

See assignments.

8.2.2 Due dates of assignments

In order for you to fully benefit from the formative learning and assessment process, you are required to submit two compulsory assignments for this module. The compulsory assignments are different for semesters 1 and 2, and you should complete the assignments relevant to the semester that you are registered for.

Three assignments are set for this module. **Both Assignments 01 and 02 are compulsory**. They must be submitted to the University for assessment and will contribute towards your final mark for this module.

The table below gives a summary of your work programme for the semester. Please study it carefully and note the closing dates for compulsory Assignments 01 and 02 for semesters 1 and 2.
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Assignment	First semester (Addendum A)		Second semester (Addendum B)	
Assignment number	Due date	Unique number	Due date	Unique number
01	13 March 2015	578460	28 August 2015	578574
02	10 April 2015	578485	25 September 2015	578585
03	Self-assessment	N/A	Self-assessment	N/A

Assignment 01 and 02 differ for the two semesters.

Please ensure that the two compulsory assignments reach the University **before or on the due dates.**

A tutorial letter with complete memorandums for the two compulsory assignments will be sent to you on the closing date of Assignment 02.

Assignment 03 is self-assessment assignment which you can mark yourself, using the memorandum provided in this tutorial letter.

You are advised to do all three assignments so that you can cover the entire learning outcomes, gain practice in answering all kinds of questions and as a way of preparing for the examination.

8.3   Submission of assignments

You may submit written assignments and assignments completed on mark-reading sheets either by post or electronically via myUnisa. Assignments may not be submitted by fax or e-mail. To ensure that you have no difficulties in submitting your assignments, the following paragraph appears in Tutorial Letter 101:

For detailed information on assignments, please refer to the *my Studies @ Unisa* brochure, which you received with your study package. To submit an assignment via myUnisa:
- Go to myUnisa.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left-hand side of the screen.
- Click on the assignment number you want to submit.
- Follow the instructions.

8.4   Assignments

SEMESTER 1 (January – June)

Compulsory Assignment 01 – To be submitted for examination admission and year mark
Compulsory Assignment 02 – To be submitted for year mark
Assignment 03 – Self-assessment to be used for module revision
Memorandums of Assignments 01 and 02 will be posted on the due date for Assignment 02

SEMESTER 2 (June – November)

Compulsory Assignment 01 – To be submitted for examination admission and year mark
Compulsory Assignment 02 – To be submitted for year mark
Assignment 03 – Self-assessment to be used for module revision
Memorandums of Assignments 01 and 02 will be posted on the due date for Assignment 02

*PLEASE TAKE NOTE: THERE ARE DIFFERENT COMPULSORY ASSIGNMENTS FOR EACH
SEMESTER. CHOOSE THE ONES FOR THE SEMESTER YOU ARE REGISTERED FOR!*

ADDENDUM A
ASSIGNMENTS: SEMESTER 1

ASSIGNMENT 01:	COMPULSORY ASSIGNMENT SEMESTER 1
Closing date:	**13 March 2015**
Total:	**50 marks**
Unique number:	**578460**
Study material:	**Study units 1, 3, & 6**

REMEMBER: THIS COMPULSORY ASSIGNMENT IS ONLY APPLICABLE TO STUDENTS REGISTERED FOR THE FIRST SEMESTER.

QUESTION 1 [10]

Briefly discuss what perceptions are and how they are formed.

QUESTION 2 [15]

Change is an inevitable part of our daily lives because we are living in a contemporary world. This means change is the norm. To implement successful change, managers need an overall leadership force that is greater than the force of resistance to change. Unfortunately, not all employees respond to change with positive attitudes. According to most literature, there are 15 reasons that best describe why employees resist change. Reflect on your own resistance to change when discussing the reasons.

QUESTION 3 [15]

The fact that an organisation is operating in different cultures, incorporating different cultures, has certain implications for a company's management. When a company enters the international arena, it changes not in nature but in complexity. It acquires more diversity and therefore seeks more unity. Describe the leader's role in managing different relationships within such organisations and, what the effect of globalisation is on each component.

QUESTION 4 [10]

As a leader in the global configuration discussed above, people are forced to confront themselves more than ever before. Discuss how the perspective of Victor Frankl may be applied to these leaders.

TOTAL: [50]

REMEMBER YOU MUST SUBMIT THIS ASSIGNMENT BEFORE OR ON THE DUE DATE.

ASSIGNMENT 02:	COMPULSORY ASSIGNMENT SEMESTER 1
Closing date:	**10 April 2015**
Total:	**50 marks**
Unique number:	**578485**
Study material:	**Study units 1, 3, & 6**

REMEMBER: THIS COMPULSORY ASSIGNMENT IS ONLY APPLICABLE TO STUDENTS REGISTERED FOR THE FIRST SEMESTER.

QUESTION 1	[10]

Reflecting on the definitions of life-long learning, discuss the benefits of life-long learning in your own life as an aspiring human resource practitioner/industrial psychologist.

QUESTION 2	[15]

Discuss the principles that need to be taken into consideration before a learning organisation can be started.

QUESTION 3	[10]

Discuss the essence underlying the principles of partagogy.

QUESTION 4	[15]

It takes a capable organisation to create and sustain meaningful human capacity development initiatives. Explain what a capable organisation can do and include in your discussion the characteristics of a capable human capacity development organisation.

TOTAL: [50]

ASSIGNMENT 03:	SELF-ASSESSMENT
Total:	50 marks
Study material:	Study units 2, 3, 4, 5, 6 & 7

REMEMBER: YOU MUST MARK THIS ASSIGNMENT YOURSELF. DO NOT SUBMIT IT FOR MARKING.

QUESTION 1	(10)

Think about the four core domains of partagogy and your own involvement in all four. Write a brief scenario in which you describe a manager who is functioning optimally as far as partagogy is concerned.

QUESTION 2	(15)

According to Dossenbach (2002), human beings share a common desire to be comfortable in life. In order to retain a sense of comfort we handle change in various ways. As such, Dossenbach (2002) proposes that human beings find themselves in one of four comfort zones. Provide an explanation of the four comfort zones and indicate in which one you find yourself in as well as which comfort zone seems most and least beneficial to managing change in a company

QUESTION 3	(5)

Reflect on the three components of Sense of Coherence. Write down what you understand these components to mean. Do this in the context of yourself as a life-long learner.

QUESTION 4	(20)

(a)   Discuss the regional forces of labour that influence organisations and matters such as employment in South Africa

(b)   How do these regional forces of labour influence you in particular?

TOTAL: [50]

ASSIGNMENT 03
ASSESSMENT CRITERIA

QUESTION 1

Partagogy's primary focus is to help individuals develop the skills and knowledge they need to access available participation opportunities and create new ones over the course of their lifespan. It is neither learner nor teacher centered, but postulates that adults learn best in social situations and in communities. The participation opportunities with which partagogy concerns itself, should include all four core domains of human behaviour and national development. A person functioning optimally should maintain a balance in his or her involvement in these four domains. Partagogy's four core domains

Core domains	The ability of individuals to ... .
Family life	secure the conditions that they and their fellow family members require to realise their innate potential
Livelihood	create and manage a portfolio of activities which yields an adequate, minimum income to meet basic standards
Civic affairs	contribute to, and meaningfully influence the discussion, debate and resolution of issues that concern either a local community or some broader unit of civil society
Environmental stewardship	protect natural resources and maintain biodiversity by conserving, improving and properly managing air, water and soil quality

Partagogy is inextricably tied to a particular view of human capacity (as opposed to human resource) development. This view holds human capacity development (HCD) to be the by-product of participation opportunities that are both available and accessed. HCD is thus the purpose or outcome of partagogy. Available participation opportunities represent the set of inputs that lead to human capacity development. The output of human capacity development can be expressed as the sum of:

- those participation opportunities accessed by individuals
- the new participation opportunities created in the course of such engagements

Provide a scenario of a manager you know who functions optimally.

QUESTION 2

There are four different comfort zones that companies and individuals may choose. These are past performer, reactive change, trend follower and proactive change. The chart on page 60 is divided into these four comfort zones. Notice that there is a (+) in the top right corner of the grid and a (-) in the bottom left corner. The two zones in the top half of the chart are positive and the two at the bottom are negative. If your comfort zone is situated in the top half of the chart to the right, you are effective in contributing to the success of your company. Dossenbach (2002) states that the further your comfort zone is to the bottom half of the chart and to the left, the greater is the detrimental effect you will have on your company.

Past-performer zone

Of the four comfort zones, this is the most lethal to an individual or a company. The past performer zone is filled with people who look to the past as justification for maintaining the status quo. Some actually live in the past in a trance of sorts and are enthralled by their successes of yesteryear. They have slipped into a mode of complacency and are infected with the Titanic Syndrome, thinking they are invincible.

Reactive change zone

The second comfort zone below the line in the chart is called the reactive change zone. This is slightly removed from the previous negative zone but remains crippling to a company. A company or individual in this area of the chart thinks that every day has enough challenges without taking on any new projects such as how to cut costs in the production line. An individual working in this comfort zone creates stress for everyone else because they go from calm to crisis mode with the ring of the telephone. Living in a corporate environment like this is not what we want in our careers. Unfortunately, when reaction to crises is the driving force behind activity, there is seldom a creative element in the solutions.

Trend follower zone

Trend followers recognise that there are other companies in their industry that have found new, innovative ways to compete in the marketplace. Those in this zone will emulate the successes of others and implement change initiatives of their own to strengthen their companies. Dossenbach (2002) placed this group above the line into the positive (+) half of the Comfort Zone chart. Individuals and companies in this zone accept change as necessary, as long as others have already proven that it is a good idea. Therefore, strategies that are proving successful by competition are evaluated and often adapted for internal use. There is nothing wrong with this comfort zone and many companies successfully reside here.

Proactive change zone

Those who dwell in the proactive change zone are full-time change agents who see change as necessary and good for the company. They are aware of the current global and local competitive environment, and are constantly looking for innovative ways to change their way of operating in order to meet the challenges held by the future. Dossenbach (2002) adds that these companies may slip in and out of some of the other zones from time to time but generally remain committed to positive, continuous improvement and change-change that is proactive and fearless. Individuals and companies in this comfort zone are constantly questioning their operations and looking for better ways to do every job in the company. In addition, they are looking for ways to make changes to eliminate waste throughout their company.

QUESTION 3

Your answer should be structured to show, firstly, your understanding of the components of Sense of Coherence. Refer to p. 18 in the study guide. These components are comprehensibility, manageability and meaningfulness.

Secondly, your answer should reflect your understanding that Sense of Coherence is a global orientation that expresses the extent to which one has a pervasive enduring though dynamic feeling of confidence that:

- the stimuli deriving from one's internal and external environments in the course of living are structured predictable and explicable;
- the resources are available to her/him to meet the demands posed by these stimuli
- these demands are challenges, worthy of investment and engagement

Reflect on how this orientation plays itself out in your own life-long learning experience.

QUESTION 4

Consult the study guide p.118. Apart from the global forces of labour which also pertain to South Africa certain regional forces of labour which are particularly relevant to the Southern African Region are:

- unemployment
- legislation
- education

- **Unemployment:** Unemployment is expected to increase because the number of new entrants into the labour market far outweighs the employment opportunities that can be created in the formal sector, given the current economic conditions in South Africa.

  Factors currently impacting negatively on the labour market and employment in South Africa include the following:

  - Real economic growth, which is on average lower than the population growth rate, causes unemployment to increase. Like most African countries, South Africa is faced with a high population growth rate in comparison to developed countries.
  - There is an increasing demand for highly skilled labour, while there is an oversupply of low-skilled labour.
  - The on-going emigration of highly skilled people has a negative impact.
  - Wage increases are on average higher than the inflation rate.
  - Labour legislation is not conducive to job creation.
  - Affirmative action policies and associated legislation have a negative impact on the labour market and employment.
  - The strong influence of trade unions on the economy is not an advantage.

Labour unrest, strikes and work stoppages are also to be taken into consideration. From 1974 to 1997 there were on average 568 strikes and work stoppages per annum in South Africa, involving around 16 866 workers per annum and causing an average of 955 100 man-days to be lost each year.

Legislation: Employment legislation sets a framework for the activities of persons and organisations, but these frameworks vary widely, and embody different traditions and different views on the nature of the job market. We emphasise the particular influence of state intervention on the development of human capital and the growth of the job market.

Affirmative action: Since the election in 1994, the issues of affirmative action and economic empowerment have become increasingly more important in South Africa against the background of the racial imbalances and unequal opportunities in the past. Affirmative Action (AA) is defined as the equal opportunities given to women, minorities and small groups so they will have the same tools, education and allotment to achieve their goals in life. Since affirmative action has been introduced there has been an on-going debate about the question whether it is truly fair and equal. Has the concept been developed to appease previously disadvantaged people? Has the concept actually changed the status of white males? Has it done more harm than good?

Education: The challenge for South African higher education in the context of extreme poverty, unemployment and homelessness is to contribute to meaningful and sustainable development. The challenges of development and redress are encompassed in the Reconstruction and Development Programme (RDP). The education system is both a target of transformation and a force of transformation. Job losses as the result of armed conflicts, the brain drain and HIV/AIDS continue to plague Africa. Every year thousands of qualified doctors, lawyers, architects and other professional leave South Africa for the West. They are tempted by significantly higher wages and brighter prospects, but their departure costs Africa clearly. The continent is left poorer and development is hindered. Universities turn out graduates, only to see them take their skills abroad

Each student would have their own views on how the regional forces would affect them personally.

ADDENDUM B
ASSIGNMENTS: SEMESTER 2

ASSIGNMENT 01: COMPULSORY ASSIGNMENT SEMESTER 2

Closing date:	**28 August 2015**
Total :	**50 marks**
Unique number:	**578574**
Study material:	**Study units 1, 2, 4 & 5**

REMEMBER: THIS COMPULSORY ASSIGNMENT IS ONLY APPLICABLE TO STUDENTS REGISTERED FOR THE SECOND SEMESTER.

QUESTION 1	(10)

Match the terms and concepts in column **A below** with their corresponding descriptions/explanations in **column B:**

Column A	Column B
A Individuation	1. One of the characteristics that is sometimes exhibited by self-actualisers and is shared by less healthy individuals
B. Synergy	2. The global orientation that the world is comprehensible, manageable and meaningful
C. Ladder of inference	3. The whole is more than the sum of its parts
D. Sense of Coherence	4. A process of differentiation which has as its goal the development of the individual's personality
E. Temperamental	5. The progressive process of making observations, gathering information, making assumptions and deciding on an action
F. The strategy behind the NQF	6. Ubuntu is an orientation to life, a philosophy that brings to the fore images of supportiveness, cooperation and solidarity
G. Communalist	7. Continuous experimentation and feedback in an on-going examination of the way in which organisations define and solve problems
H. Partagogy	8. The increased pace of interconnectedness over the world as a result of technological changes as well as a philosophy of liberalisation
I. Generative learning	9. To deregulate providers of education and training as well as how, when and where it takes place
J. Globalisation	10. A new learning science aimed at assisting individuals develop the skills and knowledge they need to access available participation opportunities and create new ones over the course of their lives

QUESTION 2	(15)

Identify at least five salutogenic constructs other than "Sense of Coherence" and provide a brief discussion of the meaning of each.

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QUESTION 3   23   **(15)**

Globalisation infers that there are a number of major forces impacting on South Africa. In the context of regional forces such as social and cultural forces, South African managers have yet to recognise and harness the full potential of their cultural, economic and personal variety. Expand on the above by considering the following:

1.   Material and non-material culture
2.   Individualism versus communalism
3.   Influence of literature
4.   Stereotyping

Briefly discuss how the above influences your beliefs of cultural differences in South Africa.

QUESTION 4   **(10)**

Business is directly related to its ability to generate revenue and profit, therefore it makes good business sense to spend time and resources to manage change. As a human resource practitioner/industrial psychologist how would you convince the CEO why change needs to be managed?

ASSIGNMENT 02:   COMPULSORY ASSIGNMENT SEMESTER 2

Closing date: 25 September 2015
Total   50 marks
Unique number: 578585
Study material: Study units 1, 2, 5 & 6

QUESTION 1	(15)

The study guide refers to a book, *Teaching and the human brain* by Caine and Caine (1991). The authors explore what we know about the way humans learn and some of the implications this has for educators. Explore these concepts and discuss the implications in terms of your own learning as a student of Unisa.

QUESTION 2	(15)

Discuss the term "human capacity" in terms of the participation opportunities available to citizens in capable societies.

QUESTION 3	(10)

In terms of the role of partagogy in human capacity developments, discuss the participation opportunities with which partagogy concerns itself.

QUESTION 4	(10)

What are the general characteristics of capable human capacity development organisations?

TOTAL: [50]

ASSIGNMENT:	SELF-ASSESSMENT
Total:	50 marks
Study material:	Study units 2, 3 ,4, 5, 6 &7

REMEMBER: YOU MUST MARK THIS ASSIGNMENT YOURSELF. DO NOT SUBMIT IT FOR MARKING.

QUESTION 1 (10)

Victor Frankl highlights certain characteristics as important for understanding a person's ability to remain psychologically healthy. Discuss these and briefly describe four characteristics of optimal living that can be derived from Frankl's theory**.**

QUESTION 2 (10)

Based on what you know about globalisation, reflect on its implications for

- yourself
- your family
- your community
- the organisation you work for
- South Africa and the world

QUESTION 3 (5)

Reflect on why we shift away from training to learning. Discuss the broader spectrum of learning.

QUESTION 4 (25)

Most organisations see becoming learning organisations as something to strive towards in the new millennium. An organisation may have already been a learning organisation for some years, but most organisations in South Africa have not fully adopted its principles and philosophy.

Define the term "learning organisation" and distinguish between adaptive learning and generative learning within the context of a learning organisation. Include in your discussion the role of a manager in the learning organisation. Conclude your answer with a discussion of ten characteristics of a learning organisation.

TOTAL: [50]

ASSIGNMENT 03
ASSESSMENT CRITERIA

QUESTION 1

(a)   The freedom of will
(b)   Responsible life choices
(c)   Purposeful and value-driven behaviour
(d)   The search for meaning
(e)   Attitude

(a)   The freedom of will

At a spiritual level, a person can choose to accept or discard the influences that are imposed on him or her by external circumstances and by the internal factors that manifest themselves in the physical or psychological dimension. While 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 his or her behaviour to continually improve and strive towards the adoption of higher values. Frankl mentions repeatedly how people in concentration camps were willing to place their own lives at risk in their attempts to help and support other prisoners.

Responsible life choices

Since a person has the freedom to choose his or her responses at a spiritual level, the person also has the ability to take responsibility for his or her choices. This person does not ascribe his or her reactions and choices to biological imperfections or constraints, or to any circumstantial constraints and hardships.

(b)   Purposeful and value-driven behaviour

Again, at the spiritual level, behaviour is not influenced by factors beyond the individual's control, but is directed by personal objectives and values.

(c)   The search for meaning

Frankl regards the continuous attempt to find meaning in life as the basic and overarching motif of each person. According to Frankl, people can find meaning in 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 a means to an end, a precondition for attaining what is considered by the individual as the real meaning in life (at a spiritual level). As such, the search for physical health may frustrate the individual's real search for meaning, especially in circumstances of real 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. Indeed, according to Frankl, this explains why people, who drive themselves to win, to become richer or to involve themselves with pleasurable activities, always feel disempowered and unhappy. Note that Frankl does not discount these needs, but he cautions that they should not be seen as the ultimate goal or meaning in life. If they are, a person will never feel satisfied and happiness will, in effect, always elude him or her.

(d)   Attitude

Frankl claims that all of us will encounter suffering and tragedy. Indeed, he calls pain, guilt and dying the "tragic triad" of human existence that cannot be avoided. And yet these do not rob the person of the freedom to choose how he or she is going to respond or what his or her 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

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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.

Characteristics of Frankl's philosophy are:

Self-determined behaviour – Individuals have the freedom of choice, and can decide how to use that freedom to be psychologically healthy.
Realistic observation – Individuals are able to distance themselves from the outside to view things objectively and critically, including themselves and their circumstances.
Humour – An optimal person uses humour to put distance between himself and his weakness and problems so that he can laugh at his own imperfections.
Self-transcendence – The optimal person is not inner-directed but outer-directed.
Future directedness – An individual who is future-directed regards each day as a precious opportunity to find meaning.
Work calling – The optimal person finds opportunities to be involved, purposeful and responsible.

QUESTION 2

From your answer it should be evident that you realise and understand that globalisation is not a uniform process. It is characterised by diverse issues and problems which have different implications for different groups or settings.

Ten years ago the use of satellite communication was not as widespread as it is at present.

Experience has shown that adopting successful global trends is a necessity that individuals, their families, communities, organisations and South Africa as a country cannot afford to ignore. The introduction of global features such as the internet and cell phones has minimised the digital divide between families that live far apart. Communities can monitor their regional activities; and decentralised organisations can easily manage crucial information (eg bank automation). South Africa can now evaluate its success and progress in the world in relation to global forces and the impact these forces have on it (study unit 2 page 81 to 89).

QUESTION 3

In study unit 5 the shift from training to learning is discussed in terms of:

- New approaches
- Information technology
- To be educated
- Brain functioning

QUESTION 4

Senge (1990) defines the learning organisation as the organisation "in which you cannot not learn because learning is so insinuated into the fabric of life". Also, he defines the learning organisation as "a group of people continually enhancing their capacity to create what they want to create".

A learning organisation can also be defined as an "Organisation with an ingrained philosophy for anticipating, reacting and responding to change, complexity and uncertainty". The concept of the learning organisation is increasingly relevant, given the increasing complexity and uncertainty of the organisational environment. As Senge (1990) remarks: "The rate at which organisations learn may become the only sustainable source of competitive advantage".
McGill et al (1992) define the learning organisation as "a company that can respond to new information by altering the very 'programming' by which information is processed and evaluated."

Distinguish between adaptive learning and generative learning within the context of a learning organisation.

Adaptive learning	Generative learning
1. Adaptive learning or single-loop learning focuses on solving problems in the present without examining the appropriateness of current learning behaviours. 2. Adaptive organisations focus on incremental improvements, often based upon the past track record of success. 3. In adaptive organisations, learning changes the organisation's cognitive map or strategy. 4. Essentially, they don't question the fundamental assumptions underlying the existing ways of doing work. The essential differences are between being adaptive and having adaptability.	1. Generative learning emphasises continuous experimentation and feedback in an on-going examination of the very way organisations go about defining and solving problems. 2. In Senge's (1990) view, generative learning is about creating – it requires "systemic thinking," "shared vision," "personal mastery," "team learning," and "creative tension" (between the vision and the current reality). 3. Generative learning, unlike adaptive learning, requires new ways of looking at the world.

The role of a manager in the learning organization

Senge (1990) argues that the leader's role in the learning organisation is that of a designer, teacher and steward who can build shared vision and challenge prevailing mental models. He/she is responsible for building organisations where people are continually expanding their capabilities to shape their future that is, leaders are responsible for learning.

Ten characteristics of learning organisation

1. A learning organisation can be a company, a professional association, a university, a school, a city, a nation or any group of people, large or small, with a need and a desire to improve performance through learning.
2. A learning organisation invests in its own future through the education and training of all its people.
3. A learning organisation creates opportunities for, and encourages, all its people in all its functions to fulfil their human potential:
   - as employees, members, professionals or students of the organisation
   - as ambassadors of the organisation to its customers, clients, audiences and suppliers
   - as citizens of the wider society in which the organisation exists
   - as human beings with the need to realise their own capabilities
4. A learning organisation shares its vision of tomorrow with its people and stimulates them to challenge it, to change it and to contribute to it.
5. A learning organisation integrates work and learning and inspires all its people to seek quality, excellence and continuous improvement in both.
6. A learning organisation mobilises all its human talent by putting the emphasis on "learning" and planning its education and training activities accordingly.
7. A learning organisation empowers all its people to broaden their horizons in harmony with their own preferred learning styles.
8. A learning organisation applies up-to-date open and distance delivery technologies appropriately to create broader and more varied learning opportunities.
9. A learning organisation responds proactively to the wider needs of the environment and the society in which it operates, and encourages its people to do likewise.
10. A learning organisation learns and relearns constantly in order to remain innovative, inventive, invigorating and in business.

9   EXAMINATIONS

The examination paper carries a total of 75 marks. The questions in the examination will be similar to the questions in the assignments, and the self-evaluation questions in the study guide, but will obviously not be exactly the same. Take note though, there are NO multiple choice questions in the examination. However, it will be helpful in your preparations to go through all the assignments and questions in the study guide.

This module is offered as a semester course. This means that if you are registered for the first semester, you will write the examination in May/June 2015 and the supplementary examination will take place in October/November 2015. If you are registered for the second semester, you will write the examination in October/November 2015 and the supplementary examination will take place in May/ June 2016.

During the semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

Total marks: 75
Pass mark: 50%
Time: 2 hours

Section A: 10 mark questions (three questions will be asked of which you should do two)
Section B: 15 mark questions (three questions will be asked, of which you should do two)
Section C: A compulsory 25 mark question.

- **Examination admission**

Please note: To enable you to benefit fully from our tuition and assessment, the management of Unisa decided to introduce at least **two compulsory assignments** in all modules for 2015. The compulsory assignments will be different for semesters 1 and 2, and you must do the assignment set for the semester in which you are registered.

You must submit **two compulsory assignments**. Please see the following box.

- **How will this work in practice?**

FINAL MARK = YEAR MARK + EXAMINATION MARK

Your year mark, based on the average mark obtained for the two compulsory assignments (each contributes 50%), contributes 20% toward your final examination mark, while your examination mark contributes 80%.

The combined weighted average of your year mark and examination mark must be 50% or higher for you to pass the module/subject. However, you must obtain a minimum of 40% in the examination, regardless of your year mark. If you obtain less than 40% in the examination, you will fail.

For example:

Assignment marks of = 70% and 70% = 140/2= 70%

20% of the assignment marks = 14%

Examination mark = 50%

80% of the examination mark = 40%

Final mark = (20% assignment marks) + (80% examination mark)

 = 14% + 40%

 = 54%

Remember that the better your assignment mark, the better your year mark. For example 80% = 16 year marks and 30% = 6 year marks. It is therefore imperative that you do well in both assignments to obtain the benefit of good marks to be added to your examination mark.

Please ensure that Assignment 01 reaches the Department of Student Assessment Administration (Assignments) at Unisa before or on 13 March 2015 for the first semester and 28 August 2015 for the second semester, and Assignments 02 before or on 10 April 2015 for the first semester and 25 September 2015 for the second semester. If your assignments are not submitted on time, you will not gain examination admission, and you will not obtain a year mark.

HOW SHOULD I PREPARE FOR THE EXAMINATION?

If you work to a regular schedule throughout the semester, you should easily cover the work in the time allowed. The assignment and study guide questions will give you a good indication of the format and type of questions asked in the examination and you can use them when you prepare for the examination. Remember: our intention in the examination is to see what you have learnt in this course not to ask "trick questions". Make sure you understand the requirements of each question, and then answer accordingly.

10   OTHER ASSESSMENT METHODS

None.

11   FREQUENTLY ASKED QUESTIONS

PLEASE NOTE: **Your brochure *my Studies @ Unisa* contains an A–Z guide of the most relevant study information. Please refer to this brochure if you have any queries.**