Tutorial Letter 201/1/2015

Human Capacity Development

IOP3073

Semester 1

Department of Industrial and Organisational Psychology

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

BAR CODE

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Dear Student

We hope that you are just as excited as we are about what you have learnt so far in the module, Human Capacity Development. We believe that the activities and reading material greatly inspired your studies and how you envisage the impact you personally want to have on developing the people of South Africa. Furthermore, we trust that the assignments have provided you with ideas and worthwhile learning experiences.

1   LECTURERS

Please note that the contact details of your lecturers for IOP3073 are now as follows:

Name	Telephone	Office	E-mail
Ms Louise Ley	012 429 8304	AJH 3-115	leyl@unisa.ac.za

2 FEEDBACK

The primary purpose of assignments is to ensure that students have thorough understanding of the study material and ability to apply theory to practice. Ultimately, this helps them to prepare for the examination.

We as lecturers have also tried to draw up assignments that will stimulate your interest and your thinking about the latest tendencies in the field of training and development. We want you to enrich our thinking and development in the field when you answer an assignment. Therefore, your knowledge of the underlying theory, together with your ability to apply it in a practical situation, and your own reasoning and ideas are valuable to us.

2.1 Feedback on Assignment 01

Question 1 **(10)**

Briefly discuss what perceptions are and how they are formed.

**How are perceptions formed?**

The human brain is a fascinating masterpiece and a lot of research has been done to try to understand and demystify its operations. We use an analogy between a video tape recorder and the brain when we talk about the role of the brain in our forming of perceptions and paradigms. The brain acts as a recorder that captures all our experiences in our mind on a series of tapes and these become mechanisms for holding records of all our memories and experiences. All our observations, feelings, beliefs, and so on are stored and they determine how we view the world.

Dick Ross in Senge et al., (I994) warns against incorrect assumptions about our recordings.
We live in a world of self-generating beliefs, which remain largely untested. We adopt those beliefs because they are based on conclusions, which are inferred from what we observe, plus past experience. Our ability to achieve the results we truly desire is eroded by our feelings that:

- Our beliefs are the truth.
- The truth is obvious.
- Our beliefs are based on real data.
- The data we select are the real data.

The ladder of inference
Closely related to the aforementioned is "the ladder of inference", which was developed by Chris Argyris (Senge, 1990). The ladder of inference is a common mental pathway of increasing abstraction, often leading to misguided beliefs. Schematically, it can be depicted as follows:

The reflexive loop (our beliefs affect what data we select next time)
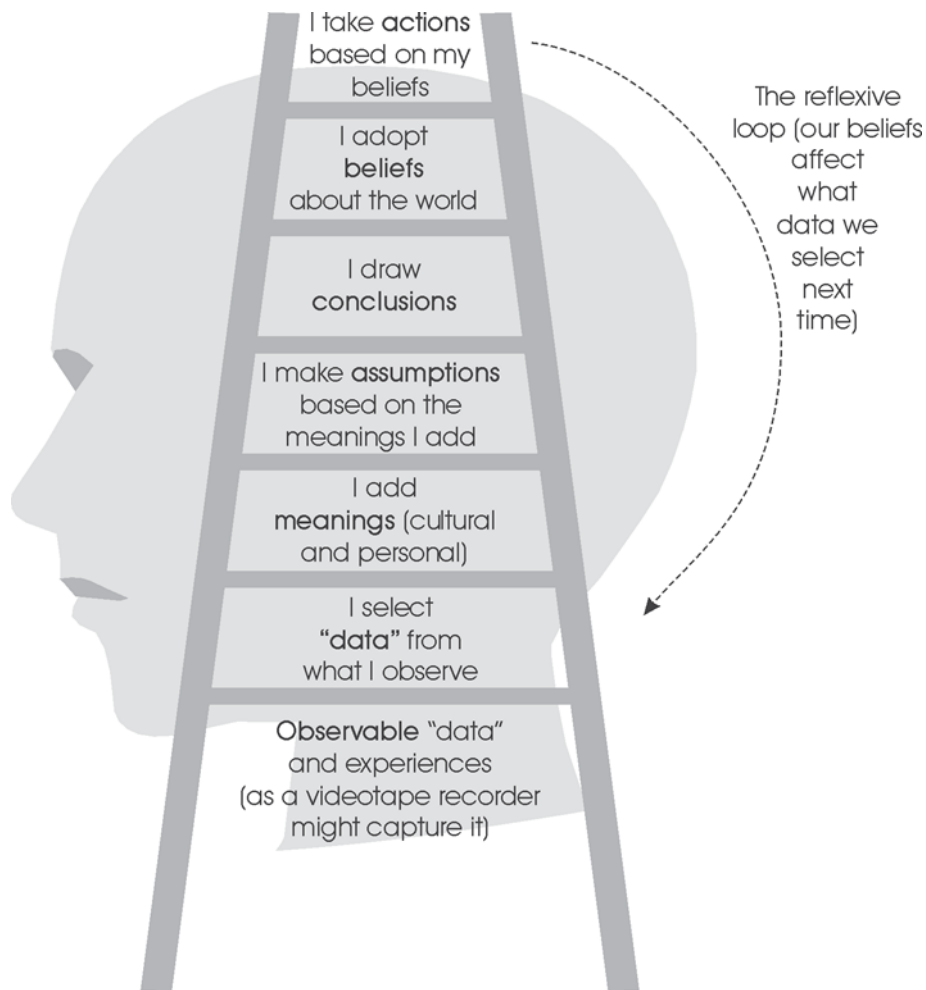
Question 2 (15)

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, employees do not all 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.

1. **Fear of failure**

Resistance to change may be rooted in fear. During periods of change, some employees may feel the need to cling to the past because it was more secure, predictable time. If what they did in the past worked well for them, they may resist changing their behaviour out of fear that they will not achieve as much in the future.

2. **Creatures of habit**

Doing things in the same predictable manner is comfortable. Asking people to change the way they operate or think is asking them to move outside their comfort zone. In some cases, employees may

ignore or deny the change simply because it requires them to experience something beyond their normal method of operation.

3.   No obvious need

Some employees may see a change only from the perspective of the impact it has on them and their particular jobs. Not seeing the big picture, they may fail to recognise the positive impact of the change on the organisation as a whole. Thus, they may find the change disruptive and totally unnecessary.

4.   Loss of control

Familiar routines help employees develop a sense of control over their work environment. They feel they know what works and what doesn't and this feeling allows them to feel confident about their contribution to the organisation. If they were asked to change the way they operate, they may start feeling powerless and confused.

5.   Concern about support system

Employees operating within predictable routines know their support system will back them up during challenging times. Changing the organisational structures may shake their confidence in their support system. They might worry about working for a new supervisor, with new employees or on unfamiliar projects because they fear that if they try and fail, they will get no support.

6.   When the cost is too high or the reward inadequate

Employees might believe that a suggested change will not bring them any benefits, such as higher status or pay, better living or working conditions and so on. This is certainly a valid reason for resisting change, but they might benefit from a deeper awareness of all the positive possibilities, especially if these only affect them indirectly. In general, people are more likely to make adjustments if they bring about rewards.

7.   Unwillingness to learn

Some employees are hesitant to try new routines and express an unwillingness to learn anything new. Like resistant employees who have already made up their minds that the change will not be productive, employees reluctant to learn something new delay the organisation's growth and adaptation to change. They also delay their own personal growth and development.

8.   Fear that the new way may not be better

If things have been going well, some employees may resist change because they fear that the change will not result in improvement. Focusing only on their part of the operation, they fail to realise that change is needed in order for the organisation to stay competitive. They may resist forward movement because they are satisfied with the way things are going. Their current status is quite sufficient and they wish to maintain business as usual.

9.   Fear of the unknown

Employees may resist change simply because it is something unfamiliar. If they do not have enough information available about the change, they may imagine a worst case scenario, which can be very scary. Fear of the unknown becomes the rationale behind their resistance to change. These employees may acknowledge that a problem exists and agree that a change might improve it. However, they worry that the proposed change might actually make things worse! Their fear causes them resist change**.**

10.   Fear of personal impact

Some employees may respond from a personal point of view by asking how the change will benefit them directly. Will it make their job easier? Will they have to work harder? Will the change put their job security in danger? Will the change force them to work with different people or learn a new job? These are all initial responses you may get when you announce an organisational change to employees. Once you understand why some employees resist change and realise that their reactions are perfectly normal, you will be better able to change their attitudes and turn their resistance into cooperation.

11.   Persons affected by the change are not involved in the planning

It is in our nature to support what we create. But when we are told to do something, we will often resent the pressure and the authority. When we have a say in the process or feel represented in decisions, it is much more likely that we would accept and support the process or decisions.

12.   Excessive pressure is involved

Excessive pressure results when we do not plan changes well enough in advance or uneasy about these changes ourselves.

13.   Satisfaction with the status quo

When we as individuals or group members are satisfied with the present state of affairs, we are more likely to resist change.

14.   Lack of respect for or trust in the initiator

When we dislike or mistrust the person who is leading an attempted changes our lack of enthusiasm will quickly become evident.

15.   Anxiety about personal security is not relieved

Sometimes we will approach a change situation feeling that it is a threat to our past performance or to our ego. The more change effort takes into account such personal security issues, the more likely it is to be accepted.

Question 3	**(15)**

An organisation operating in different cultures with 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. And what globalisations effect is on each component.

When a company enters the international arena, it changes not in nature but in complexity. It acquires more diversity and therefore has to seek more unity.

- **Relationship** to the organisation's real problems (strategic positioning, organisational integration)
- **Relationship** to the power coalition, which permits the leader to act (shareholders, management teams)
- **Relationship** to the social system (internal networks, norms, attitudes, roles)

Each of these relationships demands a triple effort cognition (perception, understanding), conation (the passage from reasoning to action) and staging (how an action is presented in the organisational and world context, including the use of appropriate symbols) (Reitter & Chassang, 1999).

- **Strategy** (one of the real problems') is affected in different ways globalisation reduces dependence on a home government capable of making serious decisions for local political or ideological reasons, but local competitors are less known to the leader and there is a temptation to underestimate local differences.

- The **staging of power** is facilitated by globalisation since this staging requires distance. The role played by the international media makes it easier to create myths and personality cult.

- **Distancing** has the reverse effect it poses a cognitive challenge regarding the social system. When one moves away from the field, one sees social systems in a more abstract, schematic and less vivid way. The distance between cultures then becomes a reason to turn in on oneself.

- **Cultural differences** complicate the process of cognition as they relate to power and structures. In the life of alliances, there is much that is tacit and unspoken. Yet nothing can be more culturally defined than an alliance. How does a Japanese understand what tacit is? How does one proceed on the basis of that knowledge?

- If you are a leader in this global configuration, you are forced to confront yourself more than ever before. In our Promethean culture, there is a sort of vicious circle of power when a person rises in the world, his or her relations with the media, politicians and money change. Arrogance becomes a temptation because there are fewer obstacles to excessive behaviour. The more powerful you are as a leader (or company), the more difficult it is to find people around you who will provoke your displeasure. There are more barriers around you.

Question 4 **(10)**

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

In the discussion consider how a leader would remain psychologically healthy and what characteristics they may exhibit as optimal functioning leaders in an international arena:

Frankl (in Meyer, Moore & Viljoen, 1988) says human existence has three dimensions, namely the physical dimension, the psychological dimension and the spiritual dimension. The physical dimension reflects the complex biological mechanism we call our body. A person's needs, drives, abilities, intellect and emotions manifest at psychological level. Although Frankl emphasises that all three dimensions of existence are important and should be in balance for optimal living, he is really interested in the role of the spiritual dimension. Within the spiritual dimension Frankl highlights three characteristics which he regards as crucial for understanding a person's ability to remain psychologically healthy.

- **The freedom of will** on the spiritual level a person can decide or choose to accept or discard the influences that are imposed on him 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 his behaviour to improve himself 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.

- **Responsible choices** since a person has the freedom to choose his responses on a spiritual level, he also has the ability to take responsibility for his choices. He does not ascribe his reactions and choices to his own biological imperfections or constraints, nor to any circumstantial constraints and hardships.

- **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.

- 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 fulfillment 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 (on 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. 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 him.

- **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.

A person reaches optimal development when he functions on the spiritual level. Although Frankl does not provide a list of typical characteristics of the optimal living person, Meyer et al (I988) have derived the following characteristics from several of Frankl's writings:

- **Self-determined behaviour.** The optimal person has reached the conclusion that he cannot ascribe his fate to outside forces or to his internal needs and drives. Although we are not impervious of outside forces, we have the freedom to choose our responses. Frankl states that we have the freedom to choose how we will behave and we must use that freedom if we are to be psychologically healthy.

- **Realistic observation.** The optimal person has the ability to distance himself from outside forces to the extent that he has the ability to view things objectively and critically including himself and his circumstances.

- **Humour.** The optimal person uses humour to put distance between himself and his weaknesses and problems to the extent that he can laugh at himself and his own imperfections.

- **Self-transcendence.** The optimal person is not inner-directed but outer-directed. He wants to understand and connect to what gives his life meaning, purpose and direction. As such he wants to feel challenged and called. When one focuses too much on yourself, you limit your psychological health and your ability to establish meaningful and intimate relationships with others.

- **Future directedness.** A future-directed perspective enables the optimal person to regard each day as a precious opportunity to find meaning. He regards the past as a rich source of experiences. Death poses no threat, because it is a meaningful closure to life on earth.

- **Work as a calling.** Through work, the optimal person fulfills the opportunity to be involved, purposeful and responsible.

Appreciation of what is good, beautiful and authentic.

- **Respect and appreciation.** For the uniqueness of others, the optimal person is not prejudiced and does not discriminate against others. He does not use his relationships to satisfy his own needs, but wants to find meaning in his relationships. This is only attainable if he regards each person as unique.

- **Meaning in suffering.** The optimal person has made peace with tragedies and hardships in his life. He does not allow these things to impede his joy. They strengthen his belief in the meaning of life.

2.2   Feedback on Assignment 02

Assignment 02 was marked individually and feedback was provided to you if you have submitted it.

Question 1   (10)

Reflecting on the definitions of lifelong learning, discuss the benefits of lifelong learning in your own life as an aspiring Human Resource Practitioner/Industrial Psychologist.

With the ever-accelerating speed of change in both knowledge and technology, clearly we as adults have a **choice** either to continue to learn throughout our lives or to let our skills and knowledge quickly slide into obsolescence. The same principle applies to organisations that fail to teach and train their employees continually; they quickly slide into obsolescence. The organisation that does not strive to become a learning organisation will eventually lose out on competitiveness.

What is growth? What is learning and what is growth? The two are inseparable - growth is learning and learning is growth. The term growth can refer to the maturity of our thought processes. Just as children develop from simple to complex thinking, we adults can continue to mature in the way that we think. And the way that we think affects our character development, moral judgment, interpersonal relationships, control of impulses, self-concept, and how well we function in our environment Yet not all adults continue to grow - some cease to learn; thus they cease to grow.

Lifelong learning.   Lifelong learning is about understanding that you grow to such a degree that you will be open to new experiences, open to other people's views and willing to explore new ideas and take on new challenges. Another aspect of lifelong learning is that you never stop learning. This seems obvious, but there are many people who find a niche in their lives and never leave their comfort zone. They prefer the monotony of their lives and are reluctant to grow as individual persons. These people's lives become boring - and who wants a boring life? Our future may not even allow for the continued existence of this type of person. People who fall into ruts may not survive because they lack the flexibility to compete in the modern world.

Question 2	**(15)**

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

Before an organisation can start the process of becoming a learning organisation, it can make a solid foundation considering the following principles:

- Awareness
- Environment
- Leadership
- Empowerment
- Learning

Awareness

An organisation must be aware that learning is necessary before it can develop into a learning organisation. This may seem a strange statement but this learning must take place at all levels, from junior to management levels. Once the company has accepted the need for change, it is then responsible for creating the appropriate environment for it to occur in.

Environment

Centralised mechanistic structures do not create a good environment. Individuals do not have a comprehensive picture of the whole organisation and its goals. This causes political and parochial systems to be set up which stifle the learning process. Therefore, a more flexible organic structure must be formed. By organic we mean a flatter structure which encourages innovations. The flatter structure also promotes passing of information between workers, so creating a more informed work force.

It is necessary for management to take on a new philosophy: to encourage openness reflectivity and accept error and uncertainty. Members need to be able to question decisions without the fear of reprimand. This questioning can often highlight problems at an early stage and reduce time-consuming errors. One way of overcoming this fear is to introduce anonymity so that questions can be asked or suggestions made but the source not necessarily known.

Leadership

Leaders should foster the systems thinking concept and encourage learning to help both the individual and organisation in learning. It is the leader's responsibility to help restructure the individual views of team members, for example a leader needs to help the teams understand that competition is a form of learning not a hostile act.

Management must provide commitment for long-term learning in the form of resources. The amount of resources available (money, personnel and time) determines the quantity and quality of learning. This means that the organisation must be prepared to support this learning.

Empowerment

The locus of control shifts from managers to workers. This is where the term "empowerment" is introduced. The workers become responsible for their actions; but the managers do not lose their involvement. They still need to encourage, stimulate and coordinate the workers. Managers must allow equal participation at all levels so that members can learn from each other simultaneously. This is unlike traditional learning that involves a top-down structure (classroom- type example) which is time-consuming.

Learning

Companies can learn to achieve these aims in learning labs. These are small-scale models of real-life settings where management teams learn how to learn together through simulation games. They need to find out what failure is like, so that they can learn from their mistakes in the future. These managers are then responsible for setting up an open flexible atmosphere in their organisations to encourage their workers to follow their learning example.

Anonymity has already been mentioned and can be achieved through electronic conferencing. This type of conferencing can also encourage different sites to communicate and share knowledge, thus making a company truly a learning organisation.

Question 3	**(10)**

Discuss the essence underlying the principles of partagogy.

1. Partagogy focuses on creating the conditions that facilitate the transfer of knowledge to new settings. Knowledge transfer is not automatic. It is associated with learning through observation. Rulemaking and definition as well as exposure to varied kinds of problems in authentic settings. The degree to which knowledge transfer occurs is a reflection of the degree to which planning for knowledge transfer takes place.

2. Partagogy rests on a belief that enhancing skills and capacity related to participation behaviours requires holistic thinking. Inter-ministerial coordination and a host of new non-traditional partnerships involving both the formal and informal sectors of the economy.

3. Partagogy reflects the view that knowledge (for accessing available participation opportunities and creating new ones) is best constructed in a social context by communities of individuals. The shaping and testing of ideas is a process in which anyone can and everyone must participate. Indeed it is through such broad-based participation that partagogy contributes to equity and sustainability in human capacity development. In partagogical terms. Equity refers to the patterns by which individuals access existing participation opportunities or create new ones. In equitable societies gender income social class ethnicity and place of residence do not significantly skew the degree to which individual's access participation opportunities that enable them to earn a livelihood promote family development engage in civic affairs or protect the environment.

4.   Partagogy's goal is to enhance citizens' participation behaviours in four core domains - family life livelihood environmental stewardship and civil society. To achieve these individuals must function as problem solvers, contributors and analytic discussants. In turn this requires a shift in emphasis from competition to collaboration with peers. For these reasons partagogy is interactive and community-oriented. Individuals are supported in gaining the skills they need for living and learning interdependently rather than independently.

5.   Partagogy is context-specific. Its practice reflects a detailed knowledge of what individuals already know or do, the kinds of participation opportunities that exist within a community, by whom and under what circumstances these participation opportunities are accessed and the formal and informal groupings that can be departure points for learning and enhanced participation.

6.   Partagogy is pragmatic. Its practice does not depend on a single service delivery model or approach that is definitively best under all circumstances. It can be applied within a broad range of programme designs in order to accommodate local needs resources and preferences. Consequently, elements of training formal education non-formal education social promotion social marketing extension and community mobilisation can all find their way into a human capacity development strategy as long as Partagogy's grounding principles are observed.

7.   Partagogy is adaptable regarding content and skills. It mainly aims to expand the participation behaviours of individuals by helping them become more flexible, collaborative, adaptable and capable of solving relevant problems. However, in many cases - if not most - literacy numeracy, good health and adequate nutrition are prerequisites to full participation in core domain activities. Therefore partagogic practice involves determining the extent to which health nutrition literacy and numeracy factors need to be addressed at the policy and programme levels.

8.   Partagogy requires methodological consistency for schools. For example, it cannot apply partagogic principles with children while communicating with their parents in a didactic fashion. Extension agencies cannot use the approach with their clients while retaining traditional top-down bureaucratic forms of communication and learning within their own operations. Training and retraining of frontline workers and their supervisory colleagues are necessary to achieve this methodological consistency and the appropriate organisational culture to support partagogical approaches to human capacity development. Organisational development within development organisations must undergird any attempt to introduce partagogy.

9.   Partagogy seeks to create meaningful linkages among policies programmes and individual participation behaviours by identifying - for each of these levels of abstraction - those factors that inhibit or enable participation in the four core domains.

Partagogy recognises that transferring knowledge and developing higher-order skills can best be accomplished when learners are given the chance to observe, engage in and invent or discover expert (as opposed to novice) strategies for dealing with a particular type of problem.

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.

A capable organisation is able to identify problems regarding participation behaviours in the four core domains (family life livelihood environmental stewardship and civil society). Formulate effective policies to respond to these problems. Design effective programmes to reflect these policies and manage their implementation in ways that optimise impact. In other words the capable organisation has the ability to perform appropriate tasks effectively, efficiently and sustainably Organisational capacity building depends on the availability of people with appropriate skills work and incentive systems that enable individuals to make productive use of those skills and sets of systems that bring together individual efforts to make a joint impact.

When an organisation is capable, it is able to coordinate, influence and balance the economic political and social factors that shape human capacity development. Economic factors include growth rates, labour market conditions, international economic relationships and conditions, private sector activities and development assistance. Political factors encompass leadership support mobilisation of civil society stability.

Legitimacy and political institutions among the critical social factors is the entire web of educational training extension and related institutions as well as the structures which govern community organisation and mobilisation (Cohen 1993). Such a comprehensive framing enables the capable organisation to adopt a long-term perspective on human capacity development to formulate sound policies and strategies that reflect this perspective and to implement corresponding projects and programmes effectively.

In terms of more general characteristics capable human capacity development organisations must be:

- agile in decision making, responsive to civil society in meeting basic economic and social needs
- gifted at doing more with less
- able to cope with continuous change and ambiguity as well as a steady stream of new information
- innovative
- facilitative in creating the conditions most propitious for the transfer of knowledge to new settings
- comfortable with and inclined to use technical information. Holistic thinking and analysis in making decisions and solving problems
- able to amass and deploy sufficient decision-making power to respond effectively to human capacity development challenges
- participatory in the sense of encouraging debate discussion and collaboration in decision making
- accountable to the extent that those who are in charge of making and implementing decisions are held responsible for their actions

- able to transcend concerns with specific problems and their solution by developing systems, processes and cultures that ensure wise choices and the responsible use of resources
- inclined to situate narrowly defined projects in the broader context of policy definition and development strategies
- able to forge partnerships that embrace nongovernmental organisations private-sector entities and governmental agencies from multiple sectors

Such characteristics emerge when there is an ongoing process of institutional capacity building that reflects the ten principles of partagogy enumerated earlier in this chapter. Central to this work is the continuous development of individuals (staff, volunteers and relevant others) who are affiliated with the organisation.

3   EXAMINATION

3.1   Format

As we stated in Tutorial Letter 101/3/2015, the examination paper will be structured as follows:

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

3.2   Guidelines

The examination paper will consist of three sections. One section will consist of 10-mark questions (you will have a choice which of these questions to answer). The second section will consist of 15-mark questions (again, you will have a choice which of these questions to answer). The last section will consist of one compulsory question of 25 marks. It is important to note that **all** the study material is covered in the examination and that **all** the study units are equally important. Your ability to integrate the information given in the study units will definitely be to your advantage.
Remember that **theoretical knowledge** is important, but you must be able to apply your knowledge in a practical situation. Your answers to paragraph-type questions should be structured as follows:

- Begin with a short introduction.
- Present factual information.
- Apply factual information to the given context or provide your own examples.
- Argue the value of your approach and include your own opinion here (based on facts).
- End with a short conclusion.

The above format is a guideline for structuring your answers. However, in the examination you must always note the mark allocated to a question and structure your answer accordingly. For example: your introduction to a 25-mark question would consist of approximately two or three sentences; a 10-mark question might not even have a full introductory comment. Please note that we do not expect our students to present relevant, factual information using exactly the same structure. Instead, we will assess you on the accuracy and relevance of the facts you provide and on your ability to present these in a logical and useful manner.

NB: We would like to stress a very important point:

Past examination experience has indicated that students tend to "coast through" this rather "easy and open" module and that they believe they only require a minimum of **theoretical knowledge**. This assumption is incorrect. You need to **have a solid theoretical foundation** to answer any of the examination questions. Many students fail because they merely provided practical examples or only vague opinions and general remarks in the examination. You **must** study the theoretical contents of this module in detail and then apply the theory to the more practical questions asked in the examination.

3.3 Example of a previous examination paper

SECTION A

Answer any two of the following three questions:

(1) Discuss at least five characteristics of principle-centred people, according to Stephen Covey, and illustrate your discussion by referring to someone in real life who displays these characteristics. (10)

(2) Think about the four core domains of partagogy and your own involvement in all four of them. Write a brief scenario in which you describe a manager who is functioning optimally concerning partagogy (10)

(3) Discuss how the five aspects of change, as identified by Edwards (1977), impact on you. (10)
[20]

SECTION B

Answer any two of the following three questions:

(4) Critically review influences of the following three prominent regional forces on HCD:

(a) Social and cultural forces
(b) Labour
(c) Education

(15)

(5) Define the learning organisation and its characteristics and explain how to create such a culture of learning in the organisation. (15)

(6) As a development consultant, one of the unit managers at HCD Private Hospital approached you to resolve the interpersonal conflict and the lack of trust that have developed in the department since the beginning of the year, and have resulted in unbearable working conditions. The department renders an essential 24-hour crisis service and the employees are highly skilled and specialised. The department consists of employees from different cultural, age and gender groups, who are seemingly unable to work together effectively at interpersonal level. The good atmosphere in the department is deteriorating and becoming increasingly tense. Emotions are running high and when people talk to one another, they seem to misunderstand one another. Overt and verbal aggression, as well as bickering and back-stabbing have assumed such proportions that most of the employees are threatening to resign.

The unit manager has set aside approximately two hours for you to intervene and help solve the problem. You need to prepare for the intervention with the group of employees. Your main objective will be to enhance employees' ability to accept responsibility for their own behaviour and for the department's output and productivity. In structuring the intervention, you should concentrate on helping employees to:

(a)   understand the different life orientations to self-responsibility, including the distinguishing characteristics, values and perceptions in each orientation

(b)   understand how their life orientation influences cooperation in the work environment

(15)

[30]

SECTION C

Answer the following compulsory question:

(7)   Now that you have completed this module, give us a brief but complete overview of the module. Indicate the one aspect that stimulated you most, and give reasons for this.   **[25]**

TOTAL: [75]

4   IN CLOSING

Good luck as you prepare for the examination!

Your IOP3073 lecturer

Mrs L Ley