inseta
INSURANCE SECTOR EDUCATION AND TRAINING AUTHORITY

Learner Name	
ID Number	
Organisation	

FORMATIVE ASSESSMENT:
LEARNER WORK FILE VERSION 1

Unit Standard Title: **Describe how to Manage Workplace Relationships**

Unit Standard No: **114943**

Unit Standard Credits: **2**

NQF Level: **3**

Mark information:

Specific Outcome/Section	1	2	3	4	5	Total	%	C / NYC
Maximum marks	17	13	12	18		60	100	

Formative Activities
Section 1: 17 marks

Activity 1

Define the following concepts in your own words. You can make use of examples to give a clear description, if you think it is necessary:

(a)   Vision   (2)

(b)   Mission   (2)

(c)   Personal relationship   (2)

(d)   Professional relationship   (2)

(e)   Stereotyping   (2)

Activity 2

List the 2 crucial documents in an organization that outline the structure of the organization.
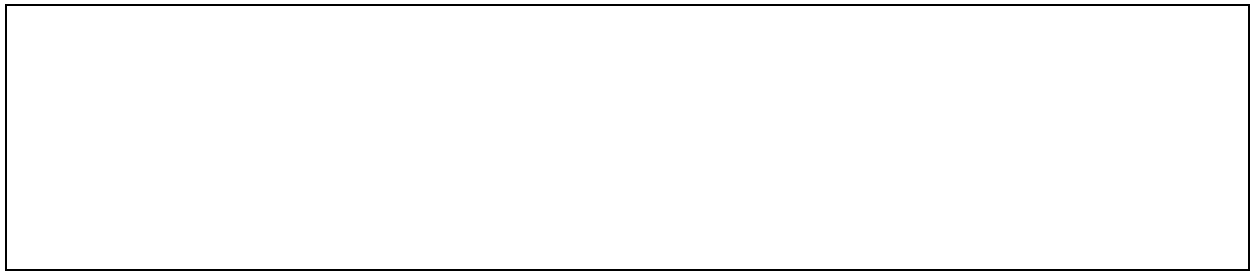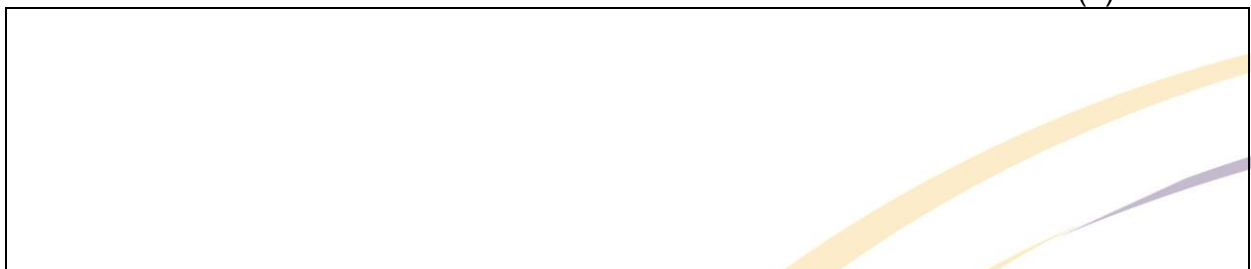
(2)

Activity 3

Briefly discuss the nature of personal interactions in the organization that you work for. Indicate how these interactions are used to identify appropriate behaviour.

(5)

Section 2: 13 marks

Activity 4

What do you think is the difference between a personal relationship and a professional relationship? Give an example of each to illustrate your understanding of it.   (4)

Activity 5

Discuss how a person's problems with their personal relationships can impact on their relationships with colleagues in the workplace. Make use of examples where necessary.   (5)

Activity 6

Explain the effect that professional relationships have on personal relationships.
Make use of examples where you think it is fit.   (4)

Section 3: 12 marks

Activity 7

List 2 (two) ways in which you can acquire knowledge about yourself in order to get
to know yourself.   (2)

Activity 8

Why is self-knowledge (knowledge about yourself) important in interpersonal
relationships?   (2)

Activity 9

List 4 (four) techniques that you can use to communicate your own feelings, thoughts and opinions.   (4)

Activity 10

How, would you say, can knowledge about yourself and about your interpersonal relationships be used to manage conflict in the workplace in a constructive way?
(4)

Section 4: 18 marks

Activity 11

Name 1 (one) stereotype, and give an example, that occurs in the workplace with reference to each of the following:

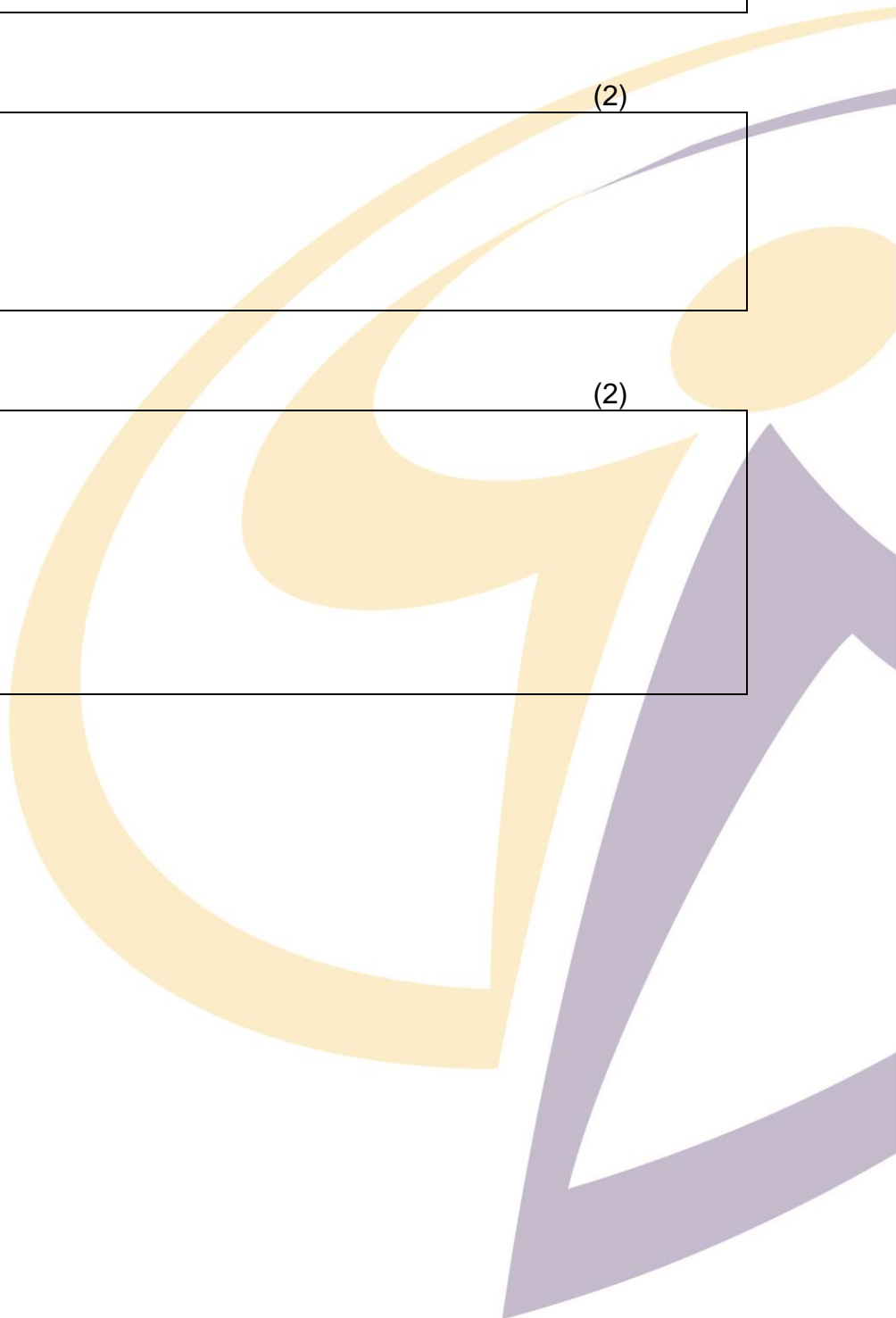(a)   Gender   (2)

(b)   Race   (2)

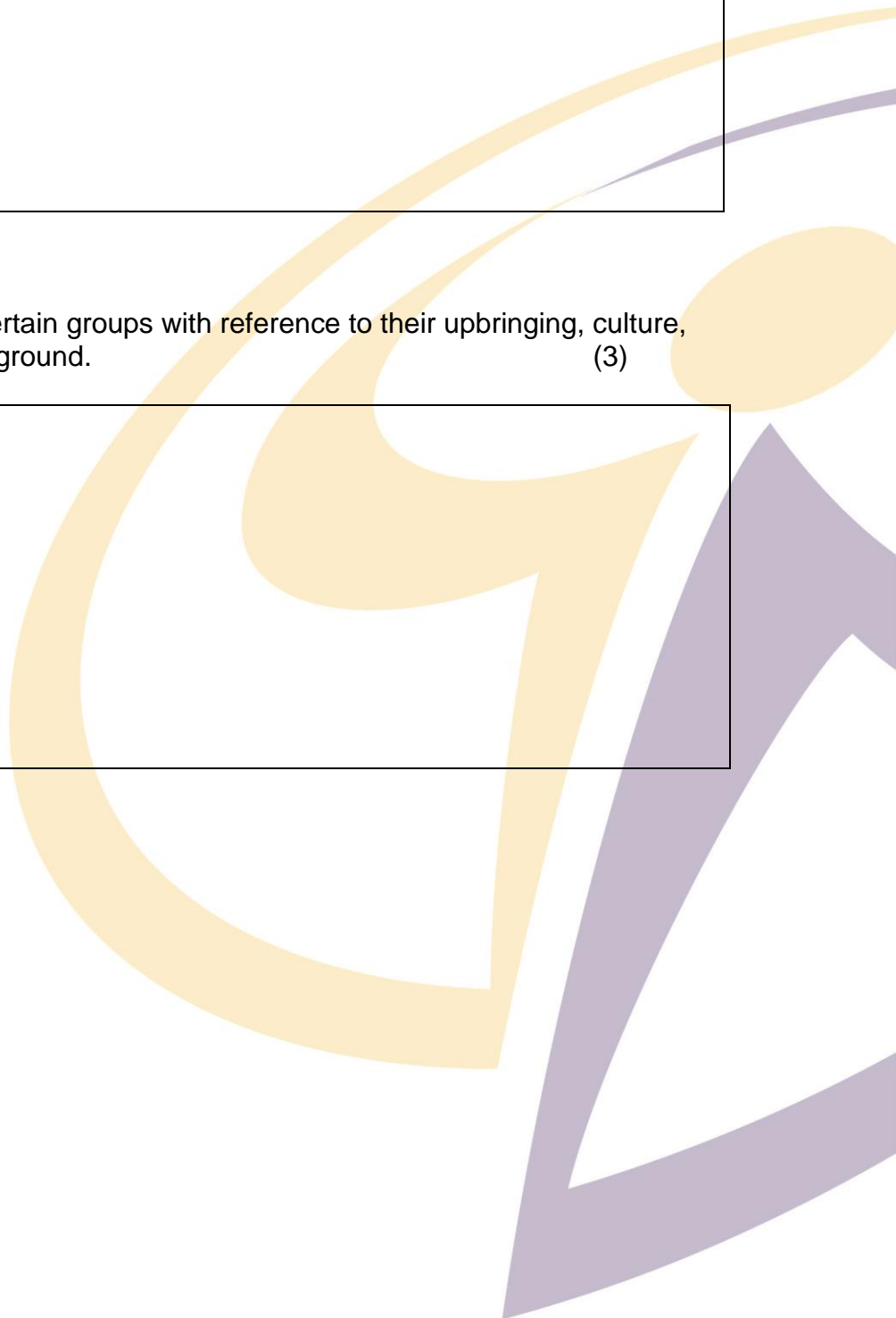(c)   Nationality   (2)

(d)   Age   (2)

(e)   Disability   (2)

Activity 12

Mention your own stereotypes.   (2)

Activity 13

Briefly explain how you think labelling affects personal relationships.   (3)

Activity 14

Explain why people label certain groups with reference to their upbringing, culture, exposure and general background.   (3)

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD THAT HAS PASSED THE END DATE:

Describe how to manage workplace relationships

SAQA US ID	UNIT STANDARD TITLE			
114943	Describe how to manage workplace relationships			

ORIGINATOR	ORIGINATING PROVIDER			
SGB Life Skills				

QUALITY ASSURING BODY				
-				

FIELD			SUBFIELD	
Field 07 - Human and Social Studies			People/Human-Centred Development	

ABET BAND	UNIT STANDARD TYPE	OLD NQF LEVEL	NEW NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 3	NQF Level 03	2

REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Passed the End Date - Status was "Reregistered"	2007-06-26	2007-08-16	SAQA 0160/05

LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT		
2008-08-16	2011-08-16		

In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise.

This unit standard is replaced by:

US ID	Unit Standard Title	Old NQF	New	Credits	Replacement

		Level	NQF Level		Status
244572	Describe how to manage workplace relationships	Level 3	NQF Level 03	2	Complete

PURPOSE OF THE UNIT STANDARD

This Unit Standard will lead learners to acquire knowledge and skill effectively to manage workplace relationships. It should lead to the positive management of relationships to ensure productivity and the creation of a culture and climate in the work environment where learners are able to develop to their full potential

A manager in the context of this Unit Standard is the manager of a small business and first line managers of business units, team leaders and supervisors in medium and large organisations. The term business unit implies a small business, cost centre, section or department.

The Unit Standard was developed as a means of contributing to change in leadership focus and empowering managers to look at people issues.

The qualifying learner is capable of

- ☐ Explaining the need for clear structure in workplace relationships.
- ☐ Explaining the interrelationship between personal and professional relationships.
- ☐ Identifying techniques for self-management.
- ☐ Explaining how stereotyping affects relationships.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in Communication at NQF Level 1.

UNIT STANDARD RANGE

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Explain the need for clear structure in workplace relationships.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Documents and policies that indicate the structure are identified in a specific workplace.

ASSESSMENT CRITERION 2

The nature of personal interactions in a specific workplace is observed in order to identify appropriate behaviour.

SPECIFIC OUTCOME 2

Explain the interrelationship between personal and professional relationships.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The difference between personal and professional relationships is explained with examples.

ASSESSMENT CRITERION 2

Ways in which difficulties in personal relationships influence workplace relationships are explained with examples.

ASSESSMENT CRITERION 3

The effect of professional relationships on personal relationships is explained with examples.

SPECIFIC OUTCOME 3

Identify techniques for self-management.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Ways of acquiring self-knowledge are identified and an indication is given of the role of self-knowledge in interpersonal relationships.

ASSESSMENT CRITERION 2

Techniques for communicating own feelings, thoughts and opinions are demonstrated for three different situations.

ASSESSMENT CRITERION 3

Knowledge of self and relationships is applied to manage conflict constructively.

ASSESSMENT CRITERION 4

Techniques to aid understanding of the thoughts, feelings and opinions of others are identified with reference to listening, reflection and body language.

SPECIFIC OUTCOME 4

Explain how stereotyping affects relationships.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The concept of stereotyping is explained with examples.

ASSESSMENT CRITERION 2

Stereotypes in the workplace are identified with reference to gender, race, nationality, age and disability.

ASSESSMENT CRITERION 3

Own stereotypes are identified and an indication is given of how labeling people affects personal relationships.

ASSESSMENT CRITERION 4

Reasons why people label groups are explored with reference to upbringing, culture, exposure and general background.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

This Unit Standard will be internally assessed by the provider and moderated by a moderator registered by a relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The typical scope of this Unit Standard is professional and workplace relationships.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO COMMUNICATING

The learner is able to communicate effectively in demonstrating techniques to communicate own, and to aid the understanding of the thoughts, opinions and feelings of others.

UNIT STANDARD CCFO DEMONSTRATING

The learner is able to demonstrate cultural sensitivity in identifying and explaining

stereotypes.

UNIT STANDARD CCFO CONTRIBUTING

The learner is able to see the world as a set of related systems by explaining the interrelationship between personal and professional relationships.