



education

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SUBJECT GUIDELINES

MANAGEMENT PRACTICE

NQF Level 4

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MANAGEMENT PRACTICE – LEVEL 4

CONTENTS

INTRODUCTION

1 DURATION AND TUITION TIME

2 SUBJECT LEVEL FOCUS

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment

3.2 External assessment

4 WEIGHTED VALUES OF TOPICS

5 CALCULATION OF FINAL MARK

6 PASS REQUIREMENTS

7 SUBJECT AND LEARNING OUTCOMES

7.1 Application of legislation on business operations

7.2 Strategic Planning

7.3 Human Resource Development

7.4 Management Functions

7.5 Change management

7.6 Team Motivation

8 RESOURCE NEEDS FOR THE TEACHING OF MANAGEMENT PRACTICE - LEVEL 4

8.1 Physical resources

8.2 Human resources

8.3 Other resources

8.4 Equipment

INTRODUCTION

A. What is Management Practice?

In Management Practice relevant micro and macro information of events, situations and people is gathered and analysed to solve work-related problems using basic planning principles to ensure ethical business practices and an understanding of quality orientation and delivery.

B. Why is Management Practice important in the Management programme?

Management Practice is the basis of communication in various forms, administration, management of resources, research, analytical thinking, the development of managerial attributes and the implementation of management functions and activities.

C. The link between Management Practice Learning Outcomes and the Critical and Developmental Outcomes

- Collect, analyse and organise information relating to manager functions.
- Collect, organise, analyse and critically evaluate the role and interests of stakeholders so that appropriate techniques are selected to obtain a positive response from stakeholders.
- Demonstrate an understanding of the world as a set of interrelated systems by recognising that factors influencing management practices do not exist in isolation and that wider economic, supplier and community issues affect operations.
- Demonstrate an understanding of the world as a set of interrelated systems by recognising that factors influencing management practices do not exist in isolation and that wider issues can influence the quality delivery of the business.
- Participate as responsible citizens in the life of local, national and global communities by ensuring that management practices are managed proactively and that all safety regulations, risk factors and legal issues are considered.
- Participate as responsible citizens in the life of local, national and global communities by ensuring that management practices are managed proactively in the context of economic, socio-political and community trends and developments and that safety regulations, risk factors and legal issues are considered.
- Organise and manage oneself and one's activities responsibly and effectively to ensure management practices are managed proactively.
- Organise and manage oneself and one's activities to deliver quality services to all stakeholders.
- Communicate effectively using visual, written and verbal communication modes to manage operations plans for a business.
- Communicate effectively when liaising with stakeholders so that a clear understanding is gained of the benefits available to stakeholders in exchange for their support.
- Work effectively with others as a team, group, organisation or community to manage the business.
- Work effectively with others as a member of a team, group or organisation to ensure that quality delivery is implemented.
- Identify and solve problems using critical and creative thinking processes to manage business activities.
- Identify and solve problems when interacting with stakeholders to maintain beneficial relationships between stakeholders and business practice.

D. Factors that contribute to achieving Management Practice Learning Outcomes

A student should have:

- a flair for planning, organising, controlling, delegation and decision-making;
- strong leadership qualities;
- good communication skills; and
- analytic ability.

1 DURATION AND TUITION TIME

This is a one year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the candidate meets all the assessment requirements.

Course preparation should consider students with special education needs.

2 SUBJECT LEVEL FOCUS

Explain the role and impact of relationships on management in a business

Range: Impact refers to diversity, conflict, ethics, communication, etc.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical Component

The theoretical component will form 40 percent of internal assessment.

Internal assessment of the theoretical component of Management Practice Level 4 will take the form of observation, class questions, group work, (informal group competitions with rewards), individual discussions with students, class, topic and semester tests, internal examinations. Daily observation can be made when marking exercises of the previous day and class questions.

Assignments, case studies and tests can be done at the end of a topic. Tests and internal examinations must form part of the internal assessment.

3.1.2 Practical Component

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

The practical component will form 60 percent of internal assessment.

Internal assessment of the practical component of Management Practice Level 4 will take the form of assignments, practical exercises, case studies, practical examination in a simulated business environment.

Students may complete practical exercises on a daily basis. Assignments and case studies can be done at the end of a topic. Practical examination can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**

- Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
- Exhibitions by students
- Visits undertaken by students based on a structured assignment task
- Research
- Task performance in a simulated/structured environment

- **Definition of the term “Structured Environment”**

“Structured environment” for the purposes of assessment refers to an actual or simulated workplace, or workshop environment. Activities in the actual or simulated workplace or environment must be documented in a logbook with a clear listing of the competencies to be assessed. The following information must be contained in the logbook:

- Nature of department or environment in which practical component was achieved
- Learning Outcomes
- Activities within the environment to achieve the outcomes
- Period spent on activities
- Signature of facilitator/supervisor and student

For the logbook to be regarded as valid evidence it must be signed off by an officially assigned supervisor.

- **Evidence in practical/application assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student's PoE. The assessment instruments used for the purpose of conducting such assessments must part of the evidence contained in the PoE.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment.

3.1.4 Moderation of internal assessment mark

Internal assessment is subject to both internal and external moderation procedures as contained in the *National Examinations Policy for FET College Programmes*

3.2 External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper/s set, marked and moderated externally.

Details in respect of external assessment are contained in the *Assessment Guidelines: Management Practice* (Level 4).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Application of legislation on business operations	10%
2. Strategic planning	20%
3. Human resource development	15%
4. Management functions	30%
5. Change management	10%
6. Team motivation	15%
TOTAL	100

5 CALCULATION OF FINAL MARK

Continuous assessment: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, purposes of moderation and verification.

6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty percent (50) in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Management Practice Level 4 the student should have covered the following topics:

- Topic 1: Application of legislation on business operations
- Topic 2: Strategic Planning
- Topic 3: Human Resource Development
- Topic 4: Management Functions
- Topic 5: Change management
- Topic 6: Team Motivation

7.1 Topic 1: Application of legislation on business operations

7.1.1 Subject Outcome 1: Demonstrate understanding of aspects of the Basic Conditions of Employment Act.

Learning Outcomes

- Explain the regulations relating to working hours.
- Discuss how the requirements of the Basic Conditions of Employment Act are applied within an organisation.
- Explain the conditions for termination of employment prescribed by the Act.
- Apply the conditions for termination of employment prescribed by the Act to a specific employment contract.

7.1.2 Subject Outcome 2: Demonstrate understanding of the Employment Equity Act (EEA) as it applies in a business unit.

Learning Outcomes:

- Discuss an organisation's Employment Equity (EE) plan.
- Explain the requirements placed on employers by the Employment Equity Act with reference to an organisation's employment equity plan.
- Explain the process to be followed in implementing employment equity with reference to the policy of an organisation and the role of managers in a business unit.
- Explain the role of the employment equity committee.
- Identify who should be represented on that committee.
- Identify the members of the employment equity committee within an organisation.
- Analyse the employment policy and practices in a business unit.
- Discuss how the business unit complies with the Act and the specific organisation's EE plan, in terms of its employment policy and practices.
- Identify barriers that adversely affect disadvantaged people in a specific organisation and a business unit within that organization.

7.1.3 Subject Outcome 3: Demonstrate understanding of the Skills Development Act, 97 of 1998 and the Skills Development Levies Act as they apply on a business unit.

Learning Outcomes:

- Explain the requirements placed on employers by the Skills Development Act.
- Discuss the Skills Development Act with reference to an organisation's workplace skills plan and annual training report.
- Compile a document for circulation that outlines what the Levy can achieve within the company in terms of skills development.
- Analyse an organisation's workplace skills plan in order to identify skills gap in the organisation and the plan to address that skills gap.
- Explain the requirements placed on employers by the Skills Development Levies Act with reference to an organisation's workplace skills plan and the claiming back of levies for training purposes.
- Explain the process to be followed in contributing to an organisation's workplace skills plan with reference to the policy of a specific organization.
- Explain the role of the training committee with reference to the role of the committee in the skills' development process.
- Compare an organisation's annual training report to its workplace skills plan, to identify the extent of application of the plan.
- Compile a written report on the findings of the comparison of an organisation's annual training report and workplace skills plan.
- Explain the role of the SETA's in terms of the legislated relationship between the SETA's and employers.
- Compile the reports that are required by a SETA in terms of the Skills Development legislation for incorporation into the organisation's report.
- Explain the levies/grant system of a selected SETA.
- Calculate the levy that a business unit would be entitled based on the Skills Development Levy Act.

7.1.4 Subject Outcome 4: Analyse the features of the Employment Equity Act (EEA) with regard to transformation in South Africa.

Learning Outcomes:

- Provide an overview of the Employment Equity Act.
- Explain to a group of managers, the reasoning behind the Employment Equity Act.
- Provide an outline of the Employment Equity as a business imperative for any company or organisation operating in South Africa.
- Circulate a document outlining Employment Equity as a business imperative for any company or organisation operating in South Africa.
- Provide a written report detailing an organisation's application of the Employment Act.

7.2 Topic 2: Strategic Planning

7.2.1 Subject Outcome 1: Analyse the business strategy of an organisation.

Learning Outcomes:

- Identify the business objectives of a given organization.
- Discuss how the achievement of business objectives is measured.
- Analyse the business strategy of a specific organization.
- Discuss how the strategy assists in achieving business objectives.
- Compare a business strategy to an organisation's code of conduct and identify any inconsistencies in the two documents in terms of ethics.
- Communicate a business strategy to a unit or small business.
- Interpret communications from senior management about the business strategy of an organization.
- Communicate communications from senior management about the business strategy of an organization to a business unit in role play or in an authentic situation.
- Report the response of the business unit to the business strategy.
- Discuss the perceived problems, threats and opportunities to an organisation.

7.2.2 Subject Outcome 2: Align a business unit with the business strategy.

Learning Outcomes:

- Explain the role of a business unit in supporting the business strategy and achieving the organisation's objectives.
- Discuss the consequences for the organization if the business unit fails to deliver.
- Identify the factors that could prevent a business unit from assisting the business in realizing the objectives of the business strategy.
- Discuss the steps that could be taken to minimize the negative impact.
- Identify resources required by a business unit in order to align the unit to the business strategy.
- Present an estimation of the financial implications of providing resources to align a business unit to the business strategy.

7.2.3 Subject Outcome 3: Identify the factors affecting performance of the business.

Learning Outcomes:

- Analyse strengths, weaknesses, opportunities and threats (SWOT) of the business.
- Report on the SWOT analysis of a business or department, in writing.
- Analyse the social, technical, economic, environmental and political factors affecting a specific business.
- Present the analysis of the social, technical, economic, environmental and political factors affecting a specific business in the form of a written report.

7.3 Topic 3: Human Resource Development

7.3.1 Subject Outcome 1: Identify the training needs of a business unit to support the proposed business strategy.

Learning Outcomes:

- Analyse the skills and expertise needed to implement a business strategy for a specific business unit.
- Conduct a skills audit to identify the gaps in a business unit.
- Research training providers, training programmes and cost of training programmes necessary to address the skills gaps in a business unit.
- Present the research findings in an electronic presentation.
- Propose a training programme that will empower employees in the business unit to meet the knowledge and skill requirements implied by the business strategy.
- Arrange a training and development intervention in accordance with training and development needs of individuals, teams and the organisation.

7.4 Topic 4: Management Functions

7.4.1 Subject Outcome 1: Apply the decision making process to make a management decision.

Learning Outcomes:

- Explain the steps to be followed in making a decision with reference to an authentic workplace situation.
- Use the decision making process to make a management decision.
- Compile a written report on the result of the management decision taken.

7.4.2 Subject Outcome 2: Apply the general management functions to a selected organization.

Learning Outcomes:

- List the management functions in an organization.
- Identify who in the organization is responsible for each function.
- Explain the way in which each management function is addressed in an organization, with reference to the organogram.
- Outline the role of a team leader or low level manager in the management of an organization with reference to the basic management functions and tasks.
- Explain the advantages and disadvantages of different styles of leadership.
- Describe the application of the various leadership styles.
- Identify the leadership styles evident in an organisation according to the organogram, with examples.

7.5 Topic 5: Change management

7.5.1 Subject Outcome 1: Explain why change management is an important process for organizations to achieve trading results.

Learning Outcomes:

- Identify the elements of any change management process.
- Outline the elements of any change management process in a written report.
- Explain the relationship between change management and sustainability.
- Provide examples of how organizations that have not changed have collapsed and how organizations that have changed have remained successful.
- Identify and discuss the reasons for organisations not applying change management when required.
- Deliver a clear presentation on how an organization can achieve sustainable results by implementing change management.

7.5.2 Subject Outcome 2: Identify the risks inherent in any change management programme and indicate ways to manage them.

Learning Outcomes:

- Identify the various change management risks.
- Identify change management risks within an organisation.
- Explain what each could mean for the process of change and the long term success of the organization.
- Provide examples of how these risks were overcome in an organization.

7.5.3 Subject Outcome 3: Identify and apply the competencies of an effective change agent.

Learning Outcomes:

- Identify the competencies and characteristics of an effective change agent.
- Explain why each is important and how each advances the implementation of change.
- Apply the competencies and characteristics of an effective change agent when dealing with an organization undergoing change.

7.6 Topic 6: Team Motivation

7.6.1 Subject Outcome 1: Explain why it is important to motivate a team and how levels of motivation could be assessed.

Learning Outcomes:

- Explain why it is important to motivate a team.
- Discuss the consequences of a team that lacks motivation.
- Identify elements that could cause a lack of motivation in a team.
- Identify methods that could be used to assess the levels of motivation in a team.
- Assess levels of motivation in a specific team.

7.6.2 Subject Outcome 2: Apply the theories of motivation.

Learning Outcomes:

- Research two theories of motivation.
- Compare the two researched theories of motivation in terms of how each maintains people are motivated to achieve both personally and in a work environment.
- Apply the researched theories to a team and decide which best applies to a specific team.
- Compile an action plan to motivate a team based on the researched theories.
- Identify and discuss which theory of motivation is applicable to self, with examples.

7.6.3 Subject Outcome 3: Describe techniques leaders can use to motivate a team.

Learning Outcomes:

- Explain the importance of information as a motivating factor with reference to the effect of too much or too little information on a team.
- Explain the importance of recognition as a motivating factor.
- Discuss how achievement is recognised within a team, group, business unit or organization.
- Discuss the importance of listening as a motivating factor.
- Discuss the consequences when a team or group leader does not listen to the team or individual members of the group.
- Discuss ways of involving members in decision-making, as a means of obtaining commitment to a plan.

7.6.4 Subject Outcome 4: Provide feedback to a team.

Learning Outcomes:

- Identify information that a team requires to do its work well.
- Convey to team members information that is required to work well.
- Design an exercise to encourage team members to reflect on the team's performance.
- Use the exercise designed above, with a group to agree on performance targets.
- Discuss ways of measuring performance, apart from formal performance management, with reference to the performance of a specific team.
- Discuss actions that a leader can take to improve the ways in which members measure their own performance, with reference to a specific team.
- Design a management process that makes provision for feedback from team members to the manager, for a specific business unit or team.

7.6.5 Subject Outcome 5: Recognise achievement.

Learning Outcomes:

- Explain with examples, the importance of praise and personal recognition.
- Explain possible systems for recognising achievement at team level.
- Devise a personal plan to show recognition in own team.
- Analyse tasks allocated to the team.
- Suggest how individual team members can be given responsibility for their own achievement.

7.6.6 Subject Outcome 6: Indicate how leaders can empower members of a team.

Learning Outcomes:

- Analyse aspects of team performance that are supervised by the junior manager.
- Indicate which aspects of team performance could better be handled by the team.

8 RESOURCE NEEDS FOR THE TEACHING OF MANAGEMENT PRACTICE - LEVEL 4

8.1 Physical resources

• Simulated office environment

To accommodate 20 students in the following divisions:

- Reception,
- Administration,
- Finance,
- Human Resources,
- Sales and Marketing,
- Procurement,
- Board room,

The environment should be equipped with the following:

- typist chairs,
- office tables,
- partitioning,
- hanging folder cabinet,
- 4 vertical filing cabinets;
- air-conditioning (or at least sufficient ventilation),
- switchboard,
- fax,
- photocopier,
- telephones,
- e-mail and internet access,
- data projector,
- flip chart stand,

- overhead projector.
- Display material and relevant equipment.(e.g. display stands)
- Reception counter.

- **A computer training venue**

With the following software programmes: MS Word, MS Excel, MS PowerPoint; Internet Access and printers.

- **A theory-training venue**

With adequate ventilation and seating

8.2 Human resources

- Lecturers should be qualified with a three year post matric qualification and at least two years' teaching experience.
- Lecturers should have computer skills at least one level above that of delivery.
- Industry experience or shadowing in industry would be an advantage.

8.3 Other resources

Consumables: diskettes, stationery, lever arch files, daily newspaper, learning materials/resources.

8.4 Equipment

The computer training venue should be equipped with

- software programmes (e.g. MS Word, MS Excel, MS PowerPoint);
- Internet access and
- printers;
- computers and
- two printers for the simulated enterprise;
- in-out trays (8 sets of 3 layers);
- commercial stapler,
- commercial punch