



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

MANAGEMENT PRACTICE

NQF LEVEL 2

September 2007

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.

MANAGEMENT PRACTICE – LEVEL 2

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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 student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

2 SUBJECT LEVEL FOCUS

Management Practice describe the intricacies of management in an organisation and details what managers do, which areas are managed and what value is added by management. It further describes the rights of employees as outlined in the relevant legislation and outlines the structure, culture, procedures and concepts within an organisation. It will establish within the learner an understanding of business ethics and the affect and impact that the individual could have on a business.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical component

The theoretical component forms 40 percent of the internal assessment mark.

Internal assessment of the theoretical component in Management Practice Level 2 takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

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

3.1.2 Practical component

The practical component forms 60 percent of the internal assessment mark.

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

Internal assessment of the practical component in Management Practice Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment.

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

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

- A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
- B. Exhibitions by students
- C. Visits undertaken by students based on a structured assignment task
- D. Research
- E. Task performance in a "Structured Environment"

- **Definition of the term "Structured Environment"**

For the purposes of assessment, "Structured Environment" refers to a simulated workplace or workshop environment. Activities in the 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 in the environment with which to achieve the Learning Outcomes
- Time spent on activities
- Signature of facilitator or supervisor and student

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

• Evidence in practical assessments

All evidence pertaining to evaluation of practical work must be reflected in the students' Portfolio of Evidence (PoE). The tools and instruments constructed and used to conduct these assessments must be clear from the evidence contained in the Portfolio of Evidence (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 (40 percent) and the practical component (60 percent) of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out 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 and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Management Practice* (Level 2).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. The Individual's Role in Business	15
2. Management Functions and Activities	30
3. Basic Legislation	15
4. Business Ethics	20
5. Recordkeeping	5
6. Change Management	15
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment mark: 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, reporting, moderation and verification purposes.

6 PASS REQUIREMENTS

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

7 SUBJECT AND LEARNING OUTCOMES

On completion of Management Practice Level 2, the student should have covered the following topics:

- Topic 1: The Individual's Role in Business
Topic 2: Management Functions and Activities
Topic 3: Basic Legislation

Topic 4: Business Ethics
Topic 5: Recordkeeping
Topic 6: Change Management

7.1 Topic 1: The Individual's Role in Business

Subject Outcome 1: Discuss the rights of an employee in the workplace.

Learning Outcomes

The student should be able to:

- List the current legislation that affects employees in any economic sector.
- Explain the rights of an employee in terms of the identified current legislation.

Subject Outcome 2: Identify and explain the structure, culture, procedures and concepts in an organisation.

Learning Outcomes

The student should be able to:

- Explain the following terms: organisational structure, culture, concepts and procedures in an organisation.
- Illustrate the overall organisational structure of a given organisation in the form of an organogram.
- Illustrate the human resource and another given departmental structure in the form of an organogram.
- Explain a specific organisation's policy with regard to conditions of employment, disciplinary action, grievances and employee representation.
- Explain the procedures to be followed in a given organisation with regard to the following: disciplinary hearings, grievances and employee representation.
- Using a given organogram, identify the roles expected from specific employees or individuals.
- Identify the organisational policies that affect the roles identified.
- Explain the purpose of understanding an individual's role in an organisation.
- List possible consequences if an individual does not understand his or her role in an organisation.
- List the management functions in an organisation.
- Using a given organogram, identify the person responsible for each function.

Subject Outcome 3: Discuss how business functions.

Range: Business functioning includes aspects such as customers, deadlines, markets, quality, profit and environment.

Learning outcomes

The student should be able to:

- Explain the difference between the internal and external environment of a business.
- Explain the influence that the internal and external environments have on the functioning of an organisation in terms of customers, deadlines, markets, quality and profit.

7.2 Topic 2: Management Functions and Activities

Subject Outcome 1: Describe the management functions in running a successful business.

Learning Outcomes

The student should be able to:

- List the management functions required to run a successful business.
- Identify the persons responsible for specific management functions in an organisation.
- Identify the main resources required to perform each management function by researching an organisation.
- Illustrate the resources used in an organisation, the users and the reasons for use

Subject Outcome 2: Explain the basic activities involved in the management process.

Learning Outcomes

The student should be able to:

- Explain the basic management activities, with an example of each, as performed in an organisation.
- Illustrate the organisational structure of an organisation with an organogram to identify the people responsible for each management activity.

- Examine the leading function as it exists in an organisation and compare it with a leadership style.
- Identify controlling functions in an organisation and the processes used to exercise control.
- Differentiate between the terms responsibility and accountability with regard to delegation, with examples in an organisation.

Subject Outcome 3: Identify and explain some of the tasks required of managers.

Learning Outcomes

The student should be able to:

- Differentiate between the various management tasks in an organisation, with at least two examples of each.
- Illustrate, by means of an organogram, the persons responsible for the various management tasks, with an example of each.
- Suggest ways to accommodate cultural diversity in communication and provide at least two examples.
- Explain the importance of trust in an organisation and indicate how trust affects communication.
- Indicate own responsibility in organisation with regard to co-ordination based on a description of own position.
- Describe methods that could be used by managers to motivate staff.
- Indicate what tasks can and cannot be delegated in a specific organisation and give reasons for the decision.
- Identify, within an organisation, the team leader and discuss his or her role in the disciplinary process.
- Identify the criteria that managers use to evaluate workers.
- Explain the role of a junior manager in assessing worker performance.

7.3 Topic 3: Basic Legislation

Subject Outcome 1: Identify the legislation that regulates employment issues

Learning Outcomes

The student should be able to:

- Name and retrieve the six main pieces of labour legislation.
- Explain who and what is covered by each act.
- Explain the scope of each act.
- Briefly explain how each act is applied in a given context.
- Name and explain organisational human resource policies and procedures applicable in terms of current legislation.

Subject Outcome 2: Demonstrate understanding of the main aspects of the Labour Relations Act.

Learning Outcomes

The student should be able to:

- Explain the main aspects of the Labour Relations Act.
- Explain the concept of an unfair labour practice in a given context.
- Name the internal policies used to resolve a dispute or grievance.
- Graphically illustrate the procedures used internally to settle a grievance or dispute.

Subject Outcome 3: Demonstrate understanding of aspects of the basic conditions of the Employment Act.

Learning Outcomes

The student should be able to:

- Explain the concept of employee.
- Explain how the status of employee is determined.
- Explain the regulations as per the basic conditions of the Employment Act relate to working hours.
- Explain when an employee qualifies to be paid for overtime according to legislation.
- Study the policy of an organisation with regard to overtime payment and indicate which employees qualify for overtime payment.
- Explain the regulations relating to breaks during work hours.
- Indicate when employees may be required to work during a meal interval and discuss the implications of this for the employee and the employer.
- Differentiate between the types of leave that an employee is entitled to with an example of each type.

- Explain the conditions under which employment can be terminated according to the basic conditions of the Employment Act.

Subject Outcome 4: Demonstrate understanding of the Skills Development Act and Skills Development Levies Act.

Learning Outcomes

The student should be able to:

- Differentiate between the Skills Development Act and the Skills Development Levies Act to highlight the requirements placed on employers by both acts.
- Explain the purpose of a workplace skills plan and an annual training report in claiming back levies for training purposes.
- Explain the concept of learnerships.
- Differentiate between a learnership and a qualification.
- Identify registered learnerships that may be undertaken at own or other organisations.
- Indicate the processes involved in promoting learnerships in a specific business unit or organisation.
- Explain the concept of lifelong learning and its benefits to an individual.
- Explain the procedures necessary to promote learning in a given business unit or department.

7.4 Topic 4: Business Ethics

Subject Outcome 1: Reflect on own values and belief systems and how they influence behaviour.

Learning Outcomes

The student should be able to:

- Differentiate between the concepts values, belief systems and ethics with an example of each.
- Identify the sources of values and belief systems and indicate with examples, own experiences of these
- Indicate how an individual's ethics and values affect behaviour by means of a few examples.
- Discuss ways in which individuals may change their values or belief systems, by means of an example.

Subject Outcome 2: Discuss how an individual's ethics affects the people around him or her.

Learning Outcomes

The student should be able to:

- Discuss various ways in which an individual's ethics affects behaviour and interpersonal relationships by using examples in own context.
- Explain the relationship between personal ethics and the use of language using examples in own context.
- Explain the importance of respecting confidentiality in own context.
- Identify the ways in which an individual can influence the behaviour of others, either positively or negatively, by means of examples.
- Discuss how an individual's influence on the behaviour of others could affect ethical conduct.

Subject Outcome 3: Explain how an individual can behave ethically in a business environment.

Learning Outcomes

The student should be able to:

- Differentiate between ethical and unethical business practice by means of examples.
- Discuss the possible implications for an individual who fails to adhere to company policy.
- Retrieve and discuss the essential elements of a code of conduct of an organisation.
- Differentiate between ethical and unethical ways of receiving gifts and favours in view of the code of conduct in own context.
- Explain, with examples, the importance of honest in business dealings.
- Identify the deliverables in own work situation and discuss in terms of productivity, accountability, attendance and delivery of work on time.
- Explain the consequences of non-delivery in own context.

Subject Outcome 4: Demonstrate techniques for dealing with situations where own ethics and values conflict with work practice.

Learning Outcomes

The student should be able to:

- Explain methods for dealing with an individual's unethical behaviour for three different situations.
- Identify unethical business conduct in three scenarios and explain the methods used to deal with those situations.
- Compare company practice to own values and beliefs.
- Identify a situation in which there is an ethical conflict and indicate how an individual can deal with that situation.
- Identify ways of dealing with instances where an employee's rights are undermined.

7.5 Topic 5: Recordkeeping

Subject Outcome 1: Explain why companies record and keep information.

Learning Outcomes

The student should be able to:

- Explain why it is necessary to record information.
- List examples of types of records kept in given departments and explain the information recorded in such documents.
- List five examples of the type of information contained in records in a specific business sector or department.
- Name three methods of creating records.
- Name the different types of technology used to create records.

Subject Outcome 2: Name and describe the type of records that are specific to a contract or agreement in a selected business sector

Learning Outcomes

The student should be able to:

- List various contracts or agreements that might be implemented by a business in a selected business sector.
- Describe the types of records that might be kept specific to a selected contract from a particular business sector.

Subject Outcome 3: Locate and provide records to users on request.

Learning Outcomes

The student should be able to:

- List the possible locations of records within a business environment. Possible locations of records could be electronic data capturing systems, manual templates in files and intranet systems.
- Name the users of records in a business environment. Users could be directors, line managers, suppliers, administration clerks and human resources managers.

Subject Outcome 4: Maintain confidentiality of customer and company information.

Learning Outcomes

The student should be able to:

- Define confidentiality of data in data systems.
- Discuss why data confidentiality is essential to ensure ethical business practices.
- Explain, by means of current examples, how a business can maintain confidentiality of customer and company information.
- Discuss own role in maintaining data confidentiality within a structured business environment,

7.6 Topic 6: Change Management

Subject Outcome 1: Explain the reasons for change in organisational practices.

Learning Outcomes

The student should be able to:

- Explain the concept change management.
- List the possible reasons for change in a given organisation.
- Explain the difference between internal and external reasons for change in an organisation.
- List the various policies that exist in an organisation, as determined by legislation.

- List possible internal reasons for change in a given context.
- List possible external reasons for change in a given context.

Subject Outcome 2: List and identify examples of planned change and reactive change in an organisation.

Learning Outcomes

The student should be able to:

- Explain the difference between planned change and reactive change.
- Provide two examples of planned change and two examples of reactive change.
- List the factors to be considered when planning change.
- List the processes to be followed when planning change in an organisation, listing two examples.
- List the elements of reactive change.
- List the processes involved in reactive change.
- List two examples of the elements of reactive change processes in a given context.

Subject Outcome 3: Identify reasons for resistance to change and indicate ways to overcome them.

Learning Outcomes

The student should be able to:

- Explain possible reasons for resistance to change in an organisation.
- Identify ways to overcome resistance to change.

8 RESOURCE NEEDS FOR THE TEACHING OF MANAGEMENT PRACTICE – LEVEL 2

8.1 Physical resources

Simulated office environment to accommodate twenty students' in the following divisions:

Reception	Administration	Finance
Human Resources	Sales and Marketing	Procurement
	Boardroom	

- Reception counter, typist chairs, office tables, partitioning, hanging folder cabinet, four vertical filing cabinets
- Air-conditioning (sufficient ventilation]
- Switchboard, fax, photocopier, printers, telephones, e-mail and Internet access
- Data projector, flip chart stand, overhead projector
- Display material and relevant equipment.(e.g. display stands)
- A computer training venue, with the software programmes (e.g. MS Word, MS Excel, MS PowerPoint)
- A theory training venue with adequate ventilation and seating

8.2 Human resources

The lecturer should ideally be a qualified educator (M+3) with at least two years teaching experience. He or she should have computer skills with at least one level higher than the level of delivery. Industry experience or shadowing in industry would be an advantage for educators.

8.3 Other resources

Consumables:

- Diskettes
- Stationery
- Lever arch files
- Daily newspapers
- Learning materials and resources