



<u>FACULTY</u>	: HUMANITIES
<u>DEPARTMENT</u>	: STRATEGIC COMMUNICATION
<u>CAMPUS</u>	: APB
<u>MODULE</u>	: COM3AA3 COMMUNICATION MANAGEMENT 3A
<u>SEMESTER</u>	: FIRST
<u>ASSESSMENT</u>	DEADLINE 29 JULY 2021 BEFORE 11:00 AM

DATE : 29 JULY 2021

ASSESSOR(S) : MRS M JOUBERT
PROF L
HOLTZHAUSEN
NWU -

MODERATOR : POTCHEFSTROOM

DEADLINE : 29 JULY 2021 11:00 **MARKS** : 100

Learning outcomes assessed:

- This assessment will assess all of the learning units.
- This assessment will assess all of the exit level outcomes.

Weighting: 50%

Number of pages: 14 Pages

VIDEO 1 THEORY**1. LEADERSHIP TRAITS****Learning unit 1: Introduction To Organisational Behaviour And The Fundamental Nature Of Organisation Structure And Functions****Specific Outcome: Identify various leadership styles**Intelligence

- Intelligence includes having good language skills, perceptual skills and reasoning ability.
- Intelligent leaders are well informed. They are aware of what is going on around them and understand the job that needs to be done.
- They have to obtain information about what their leadership role entails and learn as much as possible about their work environment.
- More knowledge about leadership positions provides information needed for better leadership.

Confidence

- Confident people feel self assured and believe they can accomplish their goals.
- They have a sense of certainty and believe that they are doing the right thing.

Charisma

- Refers to a leader's charm and appeal, that gives the leader exceptional powers to influence others.
- Leaders serve as a strong role model for the values they desire others to adopt.
- Charismatic leaders show competence in every aspect of leadership, so others trust their decisions.
- Charismatic leaders articulate clear goals and strong values.
- Charismatic leaders communicate high expectations for followers and show confidence in their abilities to meet these expectations.

- They are an inspiration, they can excite and motivate others to become involved in real change.

Determination

- Determined leaders are very focused and attentive to tasks.
- They know where they are going (vision) and how they intend to get there (goal clarification).
- Determination includes characteristics such as initiative, persistence and drive.
- People with determination are willing to assert themselves, they are proactive and have the capacity to persevere during obstacles.
- Determination includes showing dominance especially in situations where others need direction.

Sociability

- The ability to establish pleasant social relationships.
- Leaders who show sociability are friendly, outgoing, courteous, tactful and diplomatic.
- Sensitive to others' needs and show concern for others' wellbeing.
- Sociable leaders have good interpersonal skills.

Integrity

- Effective leaders have integrity.
- Integrity has qualities of honesty and trustworthiness, adherence to a strong set of principles
- Leaders with integrity inspire confidence because they can be trusted to do what they say they are going to do.
- Integrity makes a leader believable and worthy of trust, it is the core aspect of a leader's ability to influence.

2. FOUR PRINCIPLES OF CONFLICT NEGOTIATION

Learning unit 4: Leadership and Communication

Specific Outcome: Apply various management skills communicating change in organisations

Principle 1: Separate the people from the problem

Our personalities, beliefs, and values are intricately interwoven with our conflicts. However, principled negotiation says that people and the problem need to be disentangled. By separating people from the problem, we enable ourselves to recognize others' uniqueness. Everyone has his or her own distinct thoughts and feelings in different situations. Because we all perceive the world differently, we have diverse emotional responses to conflict. By focusing directly on the *people aspect* of the problem, we become more aware of the personalities and idiosyncratic needs of those with whom we are in conflict.

Application: Lerato and Faith should not make the problem a personal problem and they should separate their personal feelings from the situation. Lerato should not use the fact that her brother had Covid-19 as a motivation to argue with Faith.

Principle 2: Focus on interests, not positions.

Positions represent our stand or perspective in a particular conflict. *Interests* represent what is behind our positions. Stated another way, positions are the opposing points of view in a conflict while interests refer to the relevant needs and values of the people involved.

Application: Both Lerato and Faith agree that Covid-19 had a major impact on the world and they are both good news reporters with strong values. They should focus on their common values and needs as opposed to focusing on their opposing positions.

Principle 3: Invent options for mutual gains.

The third strategy in effective conflict negotiation presented by Fisher and Ury (1981) is to invent options for mutual gains. This is difficult to do because

humans naturally see conflict as an “either-or” proposition. We either win or lose; we get what we want, or the other side gets what it wants. We feel the results will be favorable either to us or to the other side, and we do not see any other possible options.

Application: Both Lerato and Faith want to write a good article and they both want the article to focus on Covid-19 and the impact thereof. If they write an article that focuses on the impact of Covid-19 on Europe and South Africa then both of them will get an opportunity to write about what they initially wanted to write about.

Principle 4: Insist on using objective criteria

Finally, Fisher and Ury (1981) say that effective negotiation requires that objective criteria be used to settle different interests. The goal in negotiation is to reach a solution that is based on principle and not on pressure. Conflict parties need to search for objective criteria that will help them view their conflict with an unbiased lens.

Application: In the past the conflict between Faith and Lerato was resolved through compromise. This can be an objective criteria, because this is how the conflict was resolved in the past. They can also ask a manager to decide on what the article should focus on. This is almost like asking a court to decide who is right.

There are several important leadership traits, however research points to six key traits. Discuss the six key leadership traits and explain how each trait will help the leaders in Absa to manage and guide their employees through the rebranding process.

Criteria	Novice	Competent	Good	Brilliant
Professionalism and video quality	0-3	4-5	6-7	8-10
	<p>The video was not very professional and the audio, text or image quality was not good. The viewer was unable to view all the images or text used in the video. The video included several spelling, grammar and language mistakes.</p>	<p>The video was fairly professional, however there is some room for improvement, because the audio or images were not of a high quality at all times. Some audio, text and images were vague or unclear. The video included several spelling, grammar and language mistakes.</p>	<p>The video was professional and the audio, text and image quality was good at all times. There was perhaps one or two instances where the audio was slightly unclear or one image was a out of focus, but overall the video was professional and of a high quality. The video included a few spelling, grammar and language mistakes.</p>	<p>The video was very professional. The audio, text and image quality was brilliant and there is very little to no room for improvement. The video included no spelling, grammar and language mistakes.</p>

Discussion	0-8	9-17	18-23	24-30
during the video	The student was unable to follow the guidelines provided. The video submitted did not adhere to the guidelines provided and it is clear that the student does not understand the content being evaluated.	The student followed the guidelines provided to some extent, however there is some room for improvement. The video submitted did not adhere to all the guidelines provided and it is clear that the student does not understand all the content being evaluated.	The student followed the guidelines provided to a large extent, however there is still some room for improvement. There are a few guidelines that were not adhered to or there is some of the content that the student did not fully understand.	The student submitted a brilliant video where the guidelines were all followed and it is clear that the student understood the content being evaluated. The student provided a creative and insightful video.

Voice and language – Articulate and projects with confidence	0-3	4-5	6-7	8-10
	The student did not project with confidence and the language articulation was not professional.	At times the student projected and articulated with confidence, however for the majority of the video the student did not project with confidence and the language articulation was not professional.	For the majority of the video the student projected and articulated with confidence, however there were a few instances during the video where the student did not project with confidence and the language articulation was not professional.	During the entire video the student projected and articulated with confidence. The projection and language articulation was professional.

The following penalties will apply:

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- If the assessment is submitted after 11:00 on 29 July 2021 then students will lose 5% for every day that they are late.

VIDEO 2 THEORY

1. VISION STATEMENT

Learning unit 3: Managing human capital

Specific Outcome: Understand organisational change

A picture

- Picture of a future that is better than the status quo.
- Ideal image of where a group or an organisation should be going.
- Image of a situation that is more exciting, affirming or inspiring.
- Sometimes limited guidance or general direction.

A change

- New ways of doing things, better than the past.
- Use the existing system to strengthen in pursuit of a new goal.
- Applies to rules, procedures, goals, values or rituals among others.
- Leader may experience resistance to the articulated vision.

Values

- Define Values?
- To advocate for change within a group or organisation requires an understanding of one's values, values of others and values of the organisation.
- Visions are about changes in those values = better values.
- How does the vision relate to dominant values in the organisation.

A map

- As maps, what is the purpose of visions?
- Visions provide a guiding philosophy too.
- When people know the goals, principles and values of an organisation , it provides an identity and they know where they fit.

A challenge

- Transcend the status quo to do something to benefit others.

- To do good cultivates inspiration and commitment to the task.
- Whether it is to improve the group, organisation or community, people like to be challenged to help others.

2. MANAGING RESISTANCE TO CHANGE

Learning unit 5: Leadership and change in organisations

Specific Outcome: Apply various management skills communicating change in organisations AND understand how leadership communication affects people management practices



<https://www.youtube.com/watch?v=q9FbCsVe5So>

3. COMMUNICATING FOR CHANGE

Learning unit 6: The changing landscape of organizational leadership

Specific Outcome: Understand organisational change AND apply various management skills communicating change in organisations

- An important tool in the hands of change leaders? Why?
- A change process without positive and open communication between management and workers is doomed from the start.

- Leaders at every level should play a part in the proposed change. In order to improve the quality of inputs and communication from the leaders during the change process, selection criteria should include leadership and human skills. Continuous training of leaders, delegation to leaders.
- Early warning signals - leaders should prepare their people for change.
- Trust - give people an experience of trust (walk the talk).

4. CREATING A CULTURE OF CHANGE

Learning unit 6: The changing landscape of organizational leadership

Specific Outcome: Understand organisational change AND apply various management skills communicating change in organisations

- Seek feedback and employee engagement
- Recognise all reactions to change
- Lead employees by example
- Maintain a sense of community
- Train employees appropriately

VIDEO 2 MARKING RUBRIC**50 MARKS**

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