**13874 & 10354 FORMATIVE ASSESSMENT PACK**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evidence Checklist:**

The following unit standards have been identified and aligned to this training (please refer to your evidence matrix and Portfolio of Evidence for more information):

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Std ID No.** | **Unit**  **Standard**  **Title** | **Specific Outcome** | **Assessment Criteria** | **NQF**  **Level**  **&**  **Credits** | **Evidence**  **Provided/**  **Referenced** | **Learner Notes/ Comments** | **Assessment**  **Decision**  **C/NYC** |
| 13874 | **Work as a member of a Contact**  **Centre team** | SO 1:  Communicate with all relevant stakeholders to  enhance teamwork | 1. Communication methods are identified and demonstrated 2. Communication is clear and concise 3. Views of other team members is listened to 4. Feedback is given on all communication received 5. Communication Barriers are identified and dealt with as they arise | NQF 4  (5) |  |  |  |
| **Unit Std ID No.** | **Unit**  **Standard**  **Title** | **Specific Outcome** | **Assessment Criteria** | **NQF**  **Level**  **&**  **Credits** | **Evidence**  **Provided/**  **Referenced** | **Learner Notes/ Comments** | **Assessment**  **Decision**  **C/NYC** |
|  |  | SO2:  Report on team progress to appropriate authority and team | 1. Frequency of progress report is established. 2. Progress report is constructed using facts 3. Progress report is fit for purpose in accordance with organisational requirements 4. Report is presented verbally or in writing and is clear and accurate. 5. Progress report is presented within agreed time frames and format |  |  |  |  |
| SO3:  Display tendencies to work with others as a member of a Contact Centre NOTES:  Display tendencies to work with others as a member of a Contact Centre team | 1. A range of tendencies for team work are identified and described 2. Behaviours are in line with established behaviours of a team member 3. Team members are consulted on all Contact Centre related issues 4. Decisions are based on team consensus |  |  |  |
| SO4: Handle and resolve areas of conflict. | 1. Areas of possible conflict are identified 2. Achievable options to resolve the conflict are generated 3. Options or combination of options that will resolve the conflict are jointly selected 4. The needs and expectations of all team members are taken into account 5. Conflict between team members is resolved using collaborative facilitation methods |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Assessor Sign Off: |  | Learner Sign Off & Date (Feedback): |  |
| Date: |  | Coach Sign Off & Date: |  |
| Decision |  | Moderator Sign Off & Date: |  |

Comments/Notes:

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Std ID No.** | **Unit**  **Standard**  **Title** | **Specific Outcome** | **Assessment Criteria** | **NQF**  **Level**  **&**  **Credits** | **Evidence**  **Provided/**  **Referenced** | **Learner Notes/ Comments** | **Assessment**  **Decision**  **C/NYC** |
| 10354 | **Contribute to a diverse working environment in a Contact**  **Centre** | SO 1:  Communicate  within a diverse environment - internal and external | 1. Personal communications are conducted without prejudice both within a Contact Centre and to customers. RANGE: Words and tone of voice 2. Personal communications are conducted in a manner, which is sensitive to others' diversity both within the   Contact Centre and to external customers | NQF 2  (8) |  |  |  |
| SO2:  Interact within a diverse environment both within a Contact Centre and to external customers | 1. All personal behaviours are conducted without prejudice. 2. Personal behaviour reflect respect for all diverse groupings 3. All individuals are treated consistently and with respect. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Assessor Sign Off: |  | Learner Sign Off & Date (Feedback): |  |
| Date: |  | Coach Sign Off & Date: |  |
| Decision |  | Moderator Sign Off & Date: |  |

Comments/Notes:

|  |
| --- |
|  |

# SECTION ONE

Activity 1:

Answer the following questions:

1.1 We have discussed team work and how a team can perform effectively. How would you define the word “TEAM” from what we have discussed?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

1.2 Define the word communication?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

1.3 Can you name two types of communication and **explain** each?

.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

1.4 When is communication successful? **Explain** your answer.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

1.5 To get your message across to a team/team member there are certain steps you

need to take, can you name and explain five of these steps.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

1.6 What are the two most powerful communication tools we have to use? Can you **explain** why these two tools are so necessary in effective communication?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

1.7 What are the guide lines for effective listening? Name four and explain each.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

1.8 Constructive listening plays a major part in being an effective team/team member. Can you name four activities/skills you must do to be able to listen constructively.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

1.9 Describe the process of giving feedback with examples.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

1.10 What is a muddle message? – Explain using an example.

|  |
| --- |
|  |
|  |
|  |

1.11 Can stereotyping be a barrier to communication? Give reasons for your answer.

|  |
| --- |
| . |
|  |
|  |

1.12 If a person says you have poor listening skills – what do they mean? Explain your answer

|  |
| --- |
|  |
|  |
|  |
|  |

**SECTION TWO**

2.1 Name at least eight reports that can be drawn from a Contact Centre by management

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

2.2 What is a Progress report why does it have to” fit the purpose? Should a progress report also have a specific time frame, meet deadlines and should the writing be clear and accurate. **Explain** your answer.

|  |
| --- |
|  |
|  |
|  |
|  |

2.3 Can you **describe** the meaning of the word ATTITUDE?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

# SECTION THREE

3.1 Can you name four useful attitudes and the really useless attitudes?

|  |  |
| --- | --- |
| **Really Useful Attitudes** | **Really Useless Attitudes** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

3.2 Name **six** of the 9 C’s that are important in Team Building and **explain each**.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Vn 4 (2015)

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

3.3 Is it important to get to know your team – can you **explain** what you need to do to get to know your team and the reasons **why** you would need to?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

3.4 Can you **explain** why it is important to consult as a team?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

3.5 Team consensus is important to both you and the team can you **explain** **why.**

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

# SECTION FOUR

4.1 In your workgroup, brainstorm suggested replacements for the following terms:

|  |  |
| --- | --- |
| **Instead of…** | **Try…** |
| Black sheep |  |
| Guys (when referring to a group with both males and females) |  |
| Oriental |  |
| Acting like wild Indians |  |
| Bitching like a woman |  |
| Girls (when referring to females over 16) |  |
| Policeman |  |
| Mailman |  |
| Handicapped |  |
| Retarded |  |
| Gifted children |  |
| Uneducated |  |
| No culture |  |
| Little woman or the wife |  |
| Old people |  |
| Bitchy |  |
| White lie |  |
| Blacklisted |  |

4.2 Answer the following question:

Read the following statement and reflect on whether it is true or not. Write down your thoughts and provide a suitable explanation to support your answer.

*“The more you discover about your co-workers and clients, and the more you look for opportunities to encourage them to use their skills, explore their networks and offer their opinions, the better service you will be able to offer”.*

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

4.3 You will be assigned one of the following situations to role play.

## Scenario One

Cindy and Bob are in a one-on-one meeting to discuss Bob’s performance review (Cindy is his direct manager). Cindy is reviewing some new reports that Bob has had difficulty preparing on time and correctly. Bob replies, “Geez, you’re right uptight, are you pregnant? Quit shouting at me!”

## Scenario Two

Tom is the company’s administrative assistant. He is blind. He has noticed that his manager, Samantha, has a unique way of introducing herself: she comes up behind him and squeezes his shoulders. He often finds this startling and uncomfortable.

## Scenario Three

Mark is one of the company’s senior accountants. He is preparing a major report for the company’s CFO. When he asks Tom, his manager, to review his figures, Tom says, “It’ll be alright; you’re an Asian so you must be good at maths.”

## Scenario Four

As a Catholic, Mary does not eat meat on Fridays. Her co-workers are aware of this belief. One Friday, she attends a company lunch and is dismayed to find that the menu items are meatballs and beef lasagna. One of her co-workers says, “Geez, I’m sure God will forgive you for eating meat on a Friday.”

## Scenario Six

You have just started a new job in a multi-storey office building. You are in a wheelchair, and you’ve found the entrance ramp a little tricky, but you’ve figured it out. However, one of your co-workers often comes up behind you and starts to push your chair without saying anything.

4.3.1 Jot down your planning notes/scenario/observations.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Discuss the following in your groups and answer the questions:

4.3.2 How did the offender feel, being obviously rude?

|  |
| --- |
| . |
|  |
|  |
|  |

4.3.3 How did people feel receiving that type of behavior?

|  |
| --- |
|  |
|  |
|  |
|  |

4.3.4 What lessons will you take away from this to apply in your work environment?

|  |
| --- |
|  |
|  |
|  |
|  |

4.4 How would you demonstrate acceptance in these scenarios:

Your company has beer and pizza every Friday at lunch. Your newest employee does not eat meat nor drink beer for religious reasons.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

Your new supervisor is from Uganda where tradition is very strong. Some of the other members of your team make jokes about this person’s dress and the unusual similes he uses.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

# SECTION FIVE

5.1 How do we define conflict? **Explain your answer.**

|  |
| --- |
|  |
|  |
|  |
|  |

5.2 Can communication both be the cause and solution in conflict? Explain your answer.

|  |
| --- |
|  |
|  |
|  |
|  |

5.3 Can you name six of the steps you need to take to find a workable solution in the workplace?

|  |
| --- |
|  |
|  |

5.4 What is meant by the “needs and expectations” of a team must be taken into consideration to avoid conflict.  **Explain** your answer.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

5.5 What benefits can resolved conflict bring about – **Explain** your answer.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |