No. 1029   **21 October 2005**

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Administration

Registered by Organising Field 03, Business, Commerce and Management Studies, publishes the following unit standard for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the **SAQA** web-site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the **SAQA** offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach **SAQA** at the address *below and no later than 20 November 2005.* **All** correspondence should be marked **Standards Setting – SGB for Administration** and addressed to

> The Director: Standards Setting and Development
> **SAQA**
> *Attention: Mr. E.* Brown
> Postnet Suite 248
> Private Bag X06
> Waterkloof
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DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Certificate: Leadership Development for Local Government

SAQA QUAL ID	QUALIFICATION TITLE		
50081	Certificate: Leadership Development for Local Government		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD
National Certificate	Business, Commerce and Management Studies	Public Administration

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	160	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the qualification is to enable qualifying learners to apply leadership competencies to ensure service excellence within local government.

Learners will develop competencies to utilise leadership skills to enhance service delivery in local government. Individual learners will benefit through enhancing their personal competencies, knowledge and skills so as to be able to complete tasks required in their employment contracts and by legislation, relating to:

> Applying emotional intelligence in a leadership context.
> Motivating self and others.
> Applying leadership to relationship management.
> Applying visionary thinking skills in leadership problem-solving contexts.
> Developing service culture of local government.

Rationale:

The qualification is aimed at councillors, leaders and municipal managers in local government. The typical learner will be an employee in local government, wishing to gain the competence to fulfill the requirements of his/her current job obligations or a municipal employee or councillor wishing to gain a qualification so as to advance his/her career opportunities. In addition persons seeking future employment in the local government sector may choose to complete this qualification.

Office bearers and employees at local government level are responsible for managing the provision of services to the community. The Constitution of the South Africa (Act 108 of 1996) section 27 (1) states that all South Africans have the right to access health care services; sufficient food and water and social security. Section 27(2) requires the state to take reasonable measures within its available resources to provide these basic human rights. The state is also responsible for providing education for the community and managing all of the country's resources. The Constitution therefore allows the community to demand that services are met and that government office bearers and managers have the skills to take reasonable measures in providing services.

The Exit Level Outcomes contained in this qualification are based on competencies required for people dealing with integrated development planning in a municipal context. The outcomes have been designed to fall into 8 broad areas of competence which will enable learners to:

> Deal with issues and provide strategic leadership at various levels including community.

> Build consensus amongst diverse groupings of people with various interests.
> Apply innovative, creative and flexible strategies and thinking when dealing with community issues and needs.
> Build trust between the councillors, officials, community and various competing interest groups while maintaining personal integrity.
> Manage conflict.
> Demonstrate the commitment and tenacity to achieve set objectives.
> Communicate with conviction, confidence and integrity at all levels and constituencies.

The qualification aims to provide opportunities for applied competencies in these areas and provides a basis for further qualifications in municipal and public sector management at higher levels on the NQF.

Learners will build on their existing competencies in local government. The competencies in this qualification will assist learners in their role in local government leadership and will also provide competencies which are transferable to the private sector.

The Exit Level Outcomes highlight many of the integrated and intergovernmental skills required within the public sector. Such skills and knowledge are geared towards enabling councillors, leaders and municipal managers to operate effectively and successfully in a demanding environment. Therefore, the Exit Level Outcomes and related Assessment Criteria highlight competences related to achieving leadership development for local government which is key and highly influential in state and public service delivery.

The Certificate in Leadership Development for Local Government Level 4 should produce knowledgeable, multi-skilled workers who are able to contribute to enhanced service delivery in local government. It should provide the means for current workers to receive recognition of prior learning, to upgrade their skills and achieve a nationally recognised qualification. It should also assist new entrants to the public sector. It will ensure that the quality of education and training in the public sector is enhanced and of a world-class standard.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are competent in:

> Communication at NQF Level 3.
> Mathematical Literacy at NQF Level 3.
> Computer Literacy at NQF Level 3, or the equivalent thereof.

Recognition of Prior Learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow for:

> Accelerated access to further learning at this or higher levels on the NQF.
> Gaining of credits towards a Unit Standard in this Qualification.
> Obtaining this Qualification in whole or in part.

All recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Access to the qualification:

There is open access to this qualification bearing in mind the learning assumed to be in place.

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification:

The Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training.

The qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 160 credits is required to complete the qualification.

In this qualification the credits are allocated as follows:

> Fundamental: 56 credits - 35%
> Core: 88 credits - 55%
> Electives: 16 credits - 10%
> Total: 160 credits - 100%

Table indicating the spread of Unit Standards across NQF Levels:

> Fundamental:

 > Level 3: 20 credits.
 > Level 4: 36 credits.
 > Total: 56 credits.

 > Core:

 > Level 3: 8 credits.
 > Level 4: 54 credits.
 > Level 5: 26 credits.
 > Total: 88 credits.

 > Elective:

 > Level 3: 4 credits.
 > Level 4: 18 credits.
 > Level 5: 161 credits.
 > Total: 16 credits (Minimum), 183 credits (Maximum).

 > Totals:

 > Level 3: 32 credits.
 > Level 4: 108 credits.
 > Level 5: 187 credits.
 > Total: 160 credits (Minimum).

Motivation for number of credits assigned to Fundamental, Core and Elective:

> Fundamental Component:

Unit Standards to the value of twenty credits in Communication in a First Language and twenty credits in Communication in a Second Language have been included. The inclusion of the Unit Standards in Communication in a Second Language is to enhance the ability of South Africans to communicate with each other in our multi-lingual country.

The Unit Standards for Communication in the Second South African Language are to be chosen from the following official languages: English. Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, IsiZulu and sign language. The Second Language implies a language other than the language of instruction of, or the language taken as the First Language for this Qualification. The selection of the Second Official Language should be based on the language(s) of the people to whom the Learner is most likely to deliver a service.

Sixteen credits in Mathematical Literacy have also been included in the Fundamental component.

These Fundamental Unit Standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. Their inclusion means that the Qualification conforms to the requirements for a FETC so granting the learning access to qualifications in the Higher Education band, subject to the entrance requirements applied by Providers to specific

qualifications.

All of the Fundamental Unit Standards are compulsory.

> Core Component:

Eighty-eight credits have been allocated to unit standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong Local Government Leadership Development focus. The Unit Standards classified as Core describe Local Government Leadership Development knowledge and skills that are generic to the local government sphere where Leadership Development functions of one kind or another are executed. They provide an opportunity to develop knowledge of Leadership Development in Local Government through research, formal learning and workplace practice and/or simulated situations. The unit standards encourage the application of knowledge and skills in real situations. The Core Unit Standards provide the basic knowledge and skills that all workers need to know about Leadership Development for Local Government.

All Core Unit Standards are compulsory.

> Elective Component:

These are Unit Standards totalling one hundred and eight three credits in the Elective component. These Unit Standards focus on learning areas pertinent to Leadership Development in Local Government and will enable learners to gain specialist knowledge and skills, which are particularly relevant, or of interest to the learner or a particular learning context. Learners are required to select Electives that add up to a minimum of sixteen credits. Whilst learners may choose any of the Electives *to* make up the sixteen credits, it is required that the learner choose at least three elective unit standards and furthermore, it is preferable that the learner chooses the complete set of standards listed even if this should mean that the minimum number of credits is exceeded. The learner may also select other unit standards at the level of the qualification, not listed in the qualification, but which would enhance the learner's work performance or employability, or which are of particular interest to the learner, with the approval of the relevant ETQA (Education, Training and Quality Assurance Body).

A minimum of 16 credits must be chosen from the Elective component.

EXIT LEVEL OUTCOMES

On achieving this qualification, the learner will:

1. Demonstrate an understanding of leadership skills in the local government context.

2. Apply innovative and creative strategies and visionary thinking skills in developing and implementing strategic planning.

3. Apply leadership skills to enhance service delivery.

4. Apply knowledge of ethical standards in the public sector in a leadership role.

5. Demonstrate an understanding of the role that emotional intelligence plays in leadership.

ASSOCIATED ASSESSMENT CRITERIA

On achieving this qualification, the learner will:

1:
> Leadership, its broad roles and related theories are defined in a work context.
> The difference between leadership and management is clearly explained and demonstrated with examples.
> An understanding of the role that emotional intelligence plays in leadership is explained with examples.
> The values required in a leadership role and defined and applied in own work context.
> The concepts, principles and different theories of motivation are applied in motivating self and others.

2
> The purpose of visionary thinking in a leadership context is explained with examples.
> Appropriate analyses to determine current context and future variable factors are performed in a local government context.

> Scenario plans are designed in line with analyses conducted.
> Selected scenarios are built into strategic and business planning processes.
> Management techniques are utilised to evaluate scenario efficacy.

3:
> Leadership skills and techniques are applied to relationship management.
> Knowledge management is utilised in leadership function *to* enhance service delivery.
> Leadership skills and techniques are utilised to provide contributions to community development projects and to address identified community issues.
> Strategic planning skills and plans are utilised to enhance leadership function for excellent service delivery.

4:
> The core ethical values and standards which apply to the public sector are explained with examples.
> The ethical values and standards contained in legislation and codes are outlined showing the link to the conduct of employees in the public sector.
> Areas of ethical conflict for public sector employees identified with examples.
> The importance of ethical values and standards are explained in relation to the public sector.
> The principles of Batho Pele are integrated into leadership roles.

5:
> Emotional intelligence is defined and its impacts on leadership is explained with examples.
> The ways in which emotional intelligence relates to self-awareness **is** explained with examples.
> The ways in which emotional intelligence relates to self-management is explained with examples.
> The ways in which emotional intelligence relates to social awareness *is* explained with examples.
> Techniques for responding to situations in an emotionally intelligent manner are applied in a leadership context.

Integrated assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification.

Learning, teaching and assessment are inextricably lined. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and strategic analysis and planning competencies should be conducted in conjunction with other aspects and should use authentic municipal development contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used *to* provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should asskss and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

INTERNATIONAL COMPARABILITY

The importance of leadership and leadership development within the local government context is well articulated worldwide and Internet resources, materials and assistance on this topic were both freely available and easy to find.

> General;

In most countries canvassed through the web, websites, centers and training were also easy to find and often freely available for the development of leadership qualities in a local government context. In this regard resources were accessed in Australia, Scofland, The United Kingdom and in a large number of stated in the USA.

In regard to all the materials accessed, the concepts relating to leadership, its importance and development in the context of local government were fairly consistent and ubiquitous. One can conclude that the disciplines relating to leadership, its development and importance of in local government are not unique and have reached a level of maturity in their development.

> Botswana:

A search for unit standards based qualifications was however more difficult.

The Botswana Training authority (http://w.bota.org.bw/) is not a searchable site and has a dearth of information relating to leadership training.

> United Kingdom:

The Qualifications and Curriculum Authority of the United Kingdom (http://www.qca.org.uW), and a search of the open qualifications database (http://w.openquals.org.uW) could not find any relevant qualifications pertaining to public leadership itself. It seems that the United Kingdom has only recently adopted a national strategy to develop leadership at a local government level. (http://www.idea-knowledge,gov.uk/,and has established a "Leadership Academy." However, the leadership academy for local government does not run qualification in leadership itself, but in topics areas that local government leaders must master to be effective leaders such a d political and economic governance, Public Management etc.

The University of Birmingham in the UK, for example, provides a number of advanced courses such as the Advanced Leadership Program. It also provided contextualised leadership programs such as for 'local governance' for 'development and the built environment' and 'health.' This program and similar program in the common wealth, and Africa are all at degree and post degree (MBA) level which would equate to NQF6 or higher.

> Scotland:

Similarly and investigation of the Australian Qualifications Framework (http://www.aqf.edu.au/), the Scottish Qualifications Authority (http://www.sqa.org.uk/sqa/sqa_nu_display_home.jsp;jsessionid=596144E9562BEBF4831E99B8355CD9FC?p_applic=CCC&p_service=Content.show&pContentID=457&), the National Qualifications authority of Ireland (http://www.nqai.ie/cgi-bin/search) all failed to reveal any specific qualification of a similar nature to this qualification. On the other hand general public service and local government qualifications were available.

No comparable qualification could be found internationally dealing with leadership development for local government at a level comparable to NQF4. It seems therefore, that as a separate, specialist qualification, South Africa is unique in the development of this kind of qualification. This uniqueness can be ascribed to the particular need in South Africa of having to develop human resources for leadership functions at NQF4 level.

ARTICULATION OPTIONS

This Qualification articulates vertically and horizontally with the following Qualifications:

> Business Administration.
> Generic Management.
> Public Finance Management and Administration.
> Municipal Finance Management and Administration.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the Financial Services (FASSET) ETQA.

> Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the FASSET ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

> Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the applicant needs:

> A minimum of 5 (five) years' practical, relevant occupational experience in urban and regional development and integrated development planning.
> To be declared competent in all the outcomes of the National Assessor Unit Standards **as** stipulated by South African Qualifications Authority (SAQA).
> To be in possession of a Qualification in Town and Regional Planning, Development Planning or Public Management and Administration at an NQF Level 6 or higher.
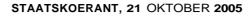
NOTES

N/A

UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
core	14534 Apply knowledge of community issues in relation to development projects	Level 3	4	Registered
core	113955 Apply the Batho Pele principles to own work role and context	Level 3	4	Registered
Core	113960 Demonstrate and apply knowledge of the ethical standards in the Public Sector	Level 4	4	Registered
Core	114585 Plan strategically to improve business performance	Level 4	4	Registered
core	120389 Explain and apply the concept, principles and theories of motivation in a leadership context	Level 4	6	Draft - Prep for P Comment
core	120390 Develop and apply a service culture to a leadership role	Level 4	8	Draft - Prep for P Comment
core	120391 Apply leadership skills to relationship management	Level 4	8	Draft - Prep for P Comment
core	120392 Apply the concept and principles of knowledge management to leadership	Level 4	8	Draft - Prep for P Comment
core	120393 Explain and apply legislation and policies applicable to leadership in a local government context	Level 4	10	Draft - Prep for P Comment
core	120394 Apply communication principles, strategies and processes in a leadership role	Level 4	6	Draft - Prep for P Comment
core	120300 Analyse leadership and related theories in a work context	Level 5	8	Draft - Prep for P Comment
Core	120305 Analyse the role that emotional intelligence plays in leadership	Level 5	8	Draft - Prep for P Comment
core	120311 Apply visionary leadership to develop strategy	Level 5	10	Draft - Prep for P Comment
Elective	113959 Identify basic employment rights and responsibilities and deal appropriately with own grievances and disputes	Level 3	4	Registered
Elective	10140 Apply a range of project management tools	Level 4	8	Reregistered
Elective	14667 Describe and apply the management functions of an organization	Level 4	10	Registered
Elective	10146 Supervise a project team of a developmental project to deliver project objectives	Level 5	14	Reregistered
Elective	11903 Co-ordinate the development and implementation of organisational social responsibility strategies	Level 5	5	Registered

[Elective	15216 Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered
Elective	114226 Interpret and manage conflicts within the workplace	Level 5	8	Registered
Elective	115395 Apply and explain the generic business process and value chain model	Level 5	12	Registered
Elective	115401 Apply the basic principles of issue management	Level 5	8	Registered
Elective	115407 Apply the principles of change management in the workplace	Level 5	10	Registered
Elective	116345 Apply the principles of budgeting within a municipality	Level 5	15	Registered
Elective	116917 Apply advanced principles of complexity theory to organisational transformation	Level 5	12	Registered
Elective	116922 Implement a value system to effect organisational transformation	Level 5	12	Registered
Elective	116924 Implement a programme of diversity management in the workplace	Level 5	14	Registered
Elective	116949 Establish how a value system underpins organisational transformation	Level 5	12	Registered
Elective	119336 Manage the development and performance of human capital in the public sector	Level 5	12	Registered
Elective	119350 Apply accounting principles and procedures in the preparation of reports and decision making	Level 5	15	Registered
Elective	120303 Apply principles of risk management	Level 5	8	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8972 Interpret a variety of literary texts	Level 3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Reregistered

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UNIT STANDARD:

SAQA US ID	UNIT STANDARD TITLE		
120389	Explain and apply the concept, principles and theories **of** motivation in a leadership context		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Administration	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the concept **of** motivation and its importance in enhancing performance levels.

SPECIFIC OUTCOME 2

Explain and apply theories of motivation in a leadership context.

SPECIFIC OUTCOME 3

Apply techniques to enhance self motivation and leadership performance.

SPECIFIC OUTCOME 4

Applying strategies to motivating others in a leadership context.

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UNIT STANDARD:

Develop and apply a service culture to a leadership role

SAQA US ID	UNIT STANDARD TITLE		
120390	Develop and apply a service culture to a leadership role		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level **4**	Regular

SPECIFIC OUTCOME 1

Explain service excellence from a leadership perspective.

SPECIFIC OUTCOME 2

Plan service excellence in a local government leadership context.

SPECIFIC OUTCOME 3

Compile and implement a service excellence.

SPECIFIC OUTCOME 4

Evaluate service delivery efficacy.

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UNIT STANDARD:

SAQA US ID	UNIT STANDARD TITLE		
120391	Apply leadership skills to relationship management		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME   1

Outline the different types of roleplayers and relationships that exist for a leader within the public sector context and outline how these relationships can be managed.

SPECIFIC OUTCOME   2

Create and build a sound communications strategy to enhance relations with key stakeholders and communities.

SPECIFIC OUTCOME   3

Enhancing institutional accountability in managing relations with stakeholders and communities.

SPECIFIC OUTCOME   4

Demonstrating an understanding of the varying dynamics in managing relationships.

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UNIT STANDARD:

Apply the concept and principles of knowledge management to leadership

SAQA US ID	UNIT STANDARD TITLE		
120392	Apply the concept and principles of knowledge management to leadership		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Analysing the concept and principles of knowledge management within a local government leadership context.

SPECIFIC OUTCOME 2

Analysing and storing information using a knowledge management system.

SPECIFIC OUTCOME 3

Present and communicate information as part of a kowledge mnagement network.

SPECIFIC OUTCOME 4

Apply knowledge management principles, techniques and tools into leadership service delivery.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain and apply legislation and policies applicable to leadership in a local government context

SAQA US ID	UNIT STANDARD TITLE		
120393	Explain and apply legislation and policies applicable to leadership in a local government context		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 4	Regular

SPECIFIC OUTCOME 1

Describe the local government context in relation to provincial and national government with regard *to* the leader's role.

SPECIFIC OUTCOME 2

Analyse the legislative framework impacting on local government leadership.

SPECIFIC OUTCOME 3

Apply creative problem-solving techniques to resolve local government policy issues.

SPECIFIC OUTCOME 4

Differentiate between the roles of the leader and the official in policy development and implementation.

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UNIT STANDARD:

Apply communication principles, strategies and processes in a leadership role

SAQA US ID	UNIT STANDARD TITLE		
120394	Apply communication principles, strategies and processes in a leadership role		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME 1

Explain communication processes and the role of the leader in this process.

SPECIFIC OUTCOME 2

Identify and utilise appropriate communication tools and strategies.

SPECIFIC OUTCOME 3

Utilise information technology to enhance communications,

SPECIFIC OUTCOME 4

Develop strategies overcome barriers to communication.

SPECIFIC OUTCOME 5

Apply the theories, principles and models of communication to a leadership role within a specific context.

SPECIFIC OUTCOME 6

Apply the principles of effective communications in media relations.