

## Module 3

# Research Skills

| Research Skills  |   |   |
|--|---|---|
| Subject Outcomes   | Learning Outcomes   | Assessment Standards  |
| 1. Conduct a needs analysis in relation to personal and community issues.                                  | <ul style="list-style-type: none"> <li>Define a needs analysis</li> <li>Identify and explain how a needs analysis is conducted</li> <li>Provide relevant examples of the above</li> <li>Conduct a needs analysis within the context of a community project.</li> </ul>                  | A needs analysis is conducted in relation to personal and community issues.                                       |
| 2. Develop a questionnaire in relation to a specific research topic.                                       | <ul style="list-style-type: none"> <li>Identify and explain, with relevant examples, how to compile a questionnaire</li> <li>Discuss the uses of a questionnaire</li> <li>Compile a questionnaire within the context of the identified community project.</li> </ul>                    | A questionnaire is developed in relation to a specific research topic.  |
| 3. Develop a research process using current media and tools.   | <ul style="list-style-type: none"> <li>Define the research process</li> <li>Identify the key elements of the research process</li> <li>Explain how a research process is developed</li> <li>Develop the research process in the context of the identified community project.</li> </ul> | A research process is developed using current tools and media.  |
| 4. Compile a concise report based on research findings in response to research questions.                  | <ul style="list-style-type: none"> <li>Define a research report</li> <li>Identify the elements of a research report</li> <li>Compile a research report based on the findings within the identified community project.</li> </ul>  | A concise report based on research findings is compiled in response to research question.                         |
| 5. Identify and describe a real life issue in order to determine the source, origin and extent of problem. | <ul style="list-style-type: none"> <li>Choose a real life problem within a community context</li> <li>Define the source of the problem, the origin of the problem and the extent of the problem.</li> </ul>   | A real life issue is identified and described in order to determine the source, origin and extent of the problem. |

| Subject: Life Orientation Level 4  |   |   |   |   |
|--|---|---|---|---|
| Module Name: Research Skills   |   |   |   |   |
| Subject Outcome 1:   | Module and Unit   | Exercises   | Assessment Methods  | Portfolio of Evidence Activity  |
| <b>Conduct a needs analysis in relation to personal and community issues.</b>  | <b>Module 3</b>   |   |   |   |
| <b>Learning Outcome 1</b>  |   |   |   |   |
| Define a needs analysis  | <b>Unit 1:</b><br>What's in a name?                         | Discover and Learn 1: Community Needs   | Test-based<br><b>Module Assessment:</b><br>Knowledge Test   | <b>Module Assessment:</b><br>Knowledge Test   |
| <b>Learning Outcomes 2 &amp; 3</b>   |   |   |   |   |
| <ul style="list-style-type: none"> <li>Identify and explain how a needs analysis is conducted</li> <li>Provide relevant examples of the above</li> </ul> | <b>Unit 1:</b><br>How to do it?<br>Which tools do you need? | Discover and Learn 2: Tools of the trade  | Test-based<br>Task-based<br>Assessment<br>Activity 1:<br>Community Needs Analysis and Questionnaire<br><b>Module Assessment:</b><br>Knowledge Test<br>Community Group Project | Assessment Activity 1: Community Needs Analysis and Questionnaire<br><b>Module Assessment:</b><br>Knowledge Test<br>Community Group Project |
| <b>Learning Outcome 4</b>  |   |   |   |   |
| Conduct a needs analysis within the context of a community project.  | <b>Unit 1:</b><br>How to do it?<br>Which tools do you need? | Discover and Learn 2: Tools of the trade  | Task-based<br>Assessment<br>Activity 1:<br>Community Needs Analysis and Questionnaire<br><b>Module Assessment:</b><br>Community Group Project                                 | Assessment Activity 1: Community Needs Analysis and Questionnaire<br><b>Module Assessment:</b><br>Community Group Project                   |
| <b>Subject Outcome 2:</b>  |   |   |   |   |
| <b>Develop a questionnaire in relation to a specific research topic.</b>   | <b>Module 3</b>   |   |   |   |
| <b>Learning Outcomes 1 &amp; 2</b>   |   |   |   |   |
| Identify and explain, with relevant examples, how to compile a questionnaire. Discuss the uses of a questionnaire  | <b>Unit 1:</b><br>How to ask questions?                     | Discover and Learn 3: Different questionnaires<br>Discover and Learn 4: Information in your questionnaire | Test-based<br>Task-based<br>Assessment<br>Activity 1:<br>Community Needs Analysis and Questionnaire<br><b>Module Assessment:</b><br>Knowledge Test<br>Community Group Project | Assessment Activity 1: Community Needs Analysis and Questionnaire<br><b>Module Assessment:</b><br>Knowledge Test<br>Community Group Project |

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|--|--|--|--|--|
| <b>Learning Outcome 3</b>  |  |  |  |  |
| Compile a questionnaire within the context of the identified community project   | <b>Unit 1:</b><br>Let's talk about stereotyping and prejudice            | Discover and Learn 5: Layout and format of your questionnaire                        | Task-based Assessment<br>Activity 1: Community Needs Analysis and Questionnaire<br><b>Module Assessment:</b><br>Community Group Project                    | Assessment Activity 1: Community Needs Analysis and Questionnaire<br><b>Module Assessment:</b><br>Community Group Project      |
| <b>Subject Outcomes 3 &amp; 5</b>  |  |  |  |  |
| <b>Develop a research process using current media and tools. Identify and describe a real life issue in order to determine the source, origin and extent of problem.</b>   | <b>Module 3</b>  |  |  |  |
| <b>Learning Outcome 1</b>  |  |  |  |  |
| Define the research process  | <b>Unit 2:</b><br>What's in a name?                                      | Discover and Learn 6: Defining research  | Test-based<br><b>Module Assessment:</b><br>Knowledge Test  | <b>Module Assessment:</b><br>Knowledge Test  |
| <b>Learning Outcomes 2 &amp; 3</b>   |  |  |  |  |
| <ul style="list-style-type: none"> <li>Identify the key elements of the research process</li> <li>Explain how a research process is developed</li> </ul>   | <b>Unit 2:</b><br>How to do research?<br>What are the tools of research? | Discover and Learn 7: Planning the research  | Task-based<br>Test-based Assessment<br>Activity 2: Conducting community research<br><b>Module Assessment:</b><br>Knowledge Test<br>Community Group Project | Assessment Activity 2: Conducting community research<br><b>Module Assessment:</b><br>Knowledge Test<br>Community Group Project |
| <b>Learning Outcomes 4, 1 &amp; 2</b>  |  |  |  |  |
| Develop the research process in the context of the identified community project. Choose a real life problem within a community context. Define the source of the problem, the origin of the problem and the extent of the problem. | <b>Unit 2:</b><br>How to do research?<br>What are the tools of research? | <u>Life@play.learn:</u><br>Team Games<br>Discover and Learn 7: Planning the research | Task-based Assessment<br>Activity 2: Conducting community research<br><b>Module Assessment:</b><br>Community Group Project                                 | Assessment Activity 2: Conducting community research<br><b>Module Assessment:</b><br>Community Group Project                   |
| <b>Subject Outcome 4:</b>  |  |  |  |  |
| <b>Compile a concise report based on research findings in response to research questions.</b>  | <b>Module 3</b>  |  |  |  |

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|--|--|--|--|--|
| <b>Learning Outcomes 1 &amp; 2</b>   |  |  |  |  |
| <ul style="list-style-type: none"> <li>Define a research report</li> <li>Identify the elements of a research report</li> </ul> | <b>Unit 3:</b><br>What's in a name?<br>Format and Layout of the Report | Discover and Learn 8: Writing the report | Test-based<br><b>Module Assessment:</b><br>Knowledge Test  | <b>Module Assessment:</b><br>Knowledge Test  |
| <b>Learning Outcome 3</b>  |  |  |  |  |
| Compile a research report based on the findings within the identified community project.                                       | <b>Unit 3:</b><br>What's in a name?<br>Format and Layout of the Report | Discover and Learn 8: Writing the report | Task-based Assessment<br>Activity 3:<br>Project report<br><b>Module Assessment:</b><br>Community Group Project | <b>Module Assessment:</b><br>Community Group Project<br>Assessment Activity 3:<br>Project report |

## 1. Tips for the facilitator!

In dealing with research skills one should avoid taking too much of an academic approach, although at Level 4 the students should acquire proper research methodology and skills. This is a critical skill. The development of the questionnaire and the report writing could be done in conjunction with the Language lecturer. Although the focus should not be on the language skills, but more on the writing skill itself, one should remember that teaching students superior communication skills should always be a priority.

The community project is the Module Assessment activity and students should be assisted to get really involved and that this does not become another paper and pen exercise. Therefore the project should be as realistic and achievable as possible.

Have fun preparing students for the future!

## 2. Guidelines for activities

### 2.1 Unit 1: A needs analysis and questionnaires



#### Discover and Learn 1: Community Needs

Needs Assessment or Community Needs Analysis provides a method of assessing the total needs of a community of people: of that community, for that community and by that community.

Community needs assessment involves assessing the needs which people have in order to live in:

1. an ecologically sustainable environment
2. a community which meets all the social and human needs of its members
3. a manner which meets their own economic and financial requirements
4. a manner which permits political participation in decisions that affect them.

Divide the class into groups and allow students to talk about the needs in their communities regarding the above. Write down the needs identified on the worksheet provided in the **Handouts** section. They will need these lists of needs later on to develop an action-learning community project (the Module Assessment and Portfolio Activity) in terms of ONE of the following:

- social justice - meeting the social, financial and economic needs people have
- participatory democracy – ensure the participation of community members in political decisions that affect them
- non-violent resolution of conflict
- ecologically sustainable development – minimising the impact of a development on the environment or making people aware of damage done to the environment.

**Media to use:**

Transparencies or presentations, worksheet.



### Discover and Learn 2: Tools for the Trade

This activity should be used to identify the tools that can be and are appropriate to use to conduct a needs assessment.

**Media to use:**

Transparencies or presentations, planning sheet.



### Discover and Learn 3: Different questionnaires

Students collect different questionnaires from workplaces and businesses and compare them in terms of:

- the purpose of the questionnaire
- the different kinds of information
- the different kinds of questions.

You may do the theory first and then assist them with the comparison.

**Media to use:**

Transparencies or presentations, questionnaires.



### Discover and Learn 4: Information in your questionnaire

Students design a questionnaire for use in the community needs assessment referred to in **Discover and Learn 1**. They decide which of the areas of community needs they are going to investigate, i.e. *social justice, political participation, economic and financial needs or the environment*. Discuss what types of information they should ask for in the questions.

**Media to use:**

Transparencies or presentations, checklist.



### Discover and Learn 5: Layout and format of your questionnaire

Students use the questionnaire for a learner survey and they identify the aspects of the layout and format as discussed. They identify the different types of information used and the different types of questions asked as well.

| Performance Task List for a Questionnaire                          |     |                |
|--|-----|----------------|
| Criterion  | Yes | Mark allocated |
| <b>Layout and Format</b>   |     | <b>(10)</b>    |
| 1. Name and Logo of organisation                                   |     |                |
| 2. Topic of questionnaire  |     |                |
| 3. Purpose of questionnaire  |     |                |
| 4. Ask politely to complete  |     |                |
| 5. Clear instructions what to do                                   |     |                |
| 6. Clearly formulated questions which relate to the subject matter |     |                |
| 7. Personal information of the respondent                          |     |                |
| 8. Signature of respondent and date                                |     |                |
| 9. A date and instructions for return                              |     |                |
| 10. Thanking the respondent  |     |                |



#### **Assessment Activity 1: Community needs analysis and questionnaire**

Students design a questionnaire in order to conduct a community needs analysis in terms of ONE of the following:

- social justice - meeting the social, financial and economic needs people have
- participatory democracy – ensure the participation of community members in political decisions that affect them
- non-violent resolution of conflict
- ecologically sustainable development – minimising the impact of a development on the environment or making people aware of damage done to the environment.

**This already forms part of their the Module Assessment and Portfolio Activity.**

As a final result the students will also do research and an investigation, and write a report as part of the community project. This needs analysis is the first step determining the needs of the community and problems relating to these needs in terms of ONE of the above areas. The purpose of the project is to see how they could address the needs or make authorities aware of them (advocacy).

**True Competency is achieved by scoring a rating of at least 5 (60 - 69%).**

You can customise this Assessment Task List in the Handouts section to suit your own needs.

| RATING CODE | RATING       | MARKS %  |
|-------------|--------------|----------|
| 7           | Outstanding  | 80 – 100 |
| 6           | Meritorious  | 70 – 79  |
| 5           | Substantial  | 60 – 69  |
| 4           | Adequate     | 50 – 59  |
| 3           | Moderate     | 40 – 49  |
| 2           | Elementary   | 30 – 39  |
| 1           | Not achieved | 0 – 29   |

## 2.2 Unit 2: The research process

### Discover and Learn 6: Defining research

Students formulate a definition and then list the activities for doing research.

**Suggested Answer:**

**Definition:** Research is a systematic process using supporting data to interpret answers to questions and resolutions to problems and results in greater understanding of phenomena.

**Activities:** Collecting information; Writing a report; Referencing; Compiling a bibliography; Drawing graphs; Using statistics; Drawing conclusions; Analysing and interpreting data; Study of literature

**Media to use:**

Transparencies or presentations, dictionary, webpage info



### Discover and Learn 7: Planning the research

Students plan their research process on the worksheet provided in the *Handouts* section. They then conduct the research and investigation as part of their community project.

**Media to use:**

Transparencies or presentations, worksheet and action plan template

### Life@play.learn: Team Games

As part of working on a community group project, students need to work effectively together as a team. You will facilitate two games (there are more) to improve their creativity for solving problems and working together as a team. Also make use of the insights regarding teamwork and leadership gained in Life Orientation, Level 3.

#### Team Game 1: Low, HIGH, MOST (card game)

Here's another game for two people with classified packs of cards. This game also involves winning tricks. However, it is possible to win a game without winning the most tricks.

### **Purpose**

Rapidly to recognise the behaviours, attitudes, thoughts, perceptions, expectations, problems, and strategies associated with the four stages of team development.

### **Participants**

**Two.** Larger groups may be divided into pairs to play the game in a parallel. If there is an odd player, the facilitator may play the game with this person.

### **Time**

5 - 10 minutes. The game may be replayed several times to determine the winner of a match.

### **Supplies**

How To Play LOW, HIGH, MOST Handout. This handout (which includes a glossary page) summarises the rules of the game. Make a copy for each player.

Four Stages of Team Development Handout. This handout summarises Tuckman's model. Make a copy for each player.

Feedback Table. This table is used for settling disputes during the game. The table lists each card number and the correct team-development stage (or stages) associated with it. Photocopy this handout to provide a copy of this table to each player.

**A deck of GROWING A TEAM Cards.** This deck contains 99 cards. Prepare your own deck by typing the numbers and statements from [this list](#) on your own cards. (See below if you don't have the patience to do this.)

### **Getting Ready to Play**

**Assemble play groups.** Organise participants into pairs. Give a pack of GROWING A TEAM cards to each pair. Also distribute a copy of the *Feedback Table* to each player, asking players to place it with the printed side down.

**Introduce the four stages.** Distribute copies of the knowledge-based handout, *Four Stages of Team Development*. Make a brief presentation, using examples which are relevant to the players.

**Brief the players.** Acknowledge that most players may not have a complete grasp of the four stages in team development. Explain that you are going to play a card game which will help them become more fluent with these stages.

**Introduce the GROWING A TEAM cards.** Ask each player to pick up a card from the deck. Ask a player to read the statement on the card and invite everyone to identify the team-development stage associated with the statement. Announce the correct stage. Explain that this is the suit of the card. Demonstrate how to verify the suit by using the *Feedback Table*.

**Explain the three attributes of each card.** Use the information from the *What Card Is That?* section of the handout. Give some practise in determining the rank, suit, and number of several cards.

**Explain the rules.** Distribute copies of the handout, *How To Play LOW, HIGH, MOST*. Walk the players through the rules.

**Monitor the game.** Ask the players at each table to select the first dealer and begin the game. Walk around the room, clarifying rules and settling disputes among players as needed.



**Facilitator Job Aid (This List)****Card Numbers and Items**

1. All members participate in all team activities.
2. Disagreements become more civilised and less divisive.
3. Feelings of us-them increases.
4. Ground rules become second nature to team members.
5. If there is a formal leader, team members tend to obey him or her.
6. Leadership is shared among different members.
7. Cautious
8. Leadership role is rotated among appropriate members.
9. Members are anxious and suspicious of the task ahead.
10. Challenging
11. Members are more committed to their sub-groups than to the team as a whole.
12. Members are more friendly toward each other.
13. Members are not committed to the group's goal.
14. Collaborating
15. Conversation is polite and tentative.
16. Each team member decides what his or her role should be.
17. Everyone begins to experience success.
18. Members are not fully committed to the team goal.
19. Members are proud to be chosen for the team.
20. Members are relieved that things are progressing smoothly.
21. Everyone is wondering, "Why are we here?"
22. Members are satisfied about the team's progress.
23. Members argue with each other—even when they agree on the basic issues.
24. Everyone wants to have his or her say.
25. Facilitator encourages team members to critique their behaviours.
26. Members attempt to figure out their roles and functions.
27. Members begin to enjoy team activities.
28. Facilitator encourages team members to discuss their negative feelings.
29. Facilitator helps team members uncover and discuss hidden agendas.
30. Members challenge, evaluate, and destroy ideas.
31. Members choose sides.
32. Members compete with each other.
33. Facilitator points out violations of ground rules and helps team members revise the ground rules, if appropriate.
34. Facilitator uses an icebreaker to help team members become acquainted with each other.
35. Members deal with each other with greater confidence.
36. Members develop great loyalty to the team.
37. Members don't have enough information to trust each other.
38. Members feel comfortable about their roles in the team.
39. Members feel confident about disagreeing with each other.
40. Team members decide on the appropriate level of risk taking.
41. Members feel empowered. They take initiative without checking with the leader.
42. Members feel excitement, anticipation and optimism.
43. Members form sub-groups which get into conflicts.
44. Members freely ask questions and express their frustrations.
45. Members have a better idea of whom to trust and whom to distrust.
46. Members have a realistic sense of trust based on their experiences with each other.

47. Members have a clear understanding of the strengths and weaknesses of each other.
48. Members take a “wait-and-see” approach.
49. Members tend to avoid the tasks and argue about ground rules.
50. Members tend to be polite to each other.
51. Members tend to become complacent.
52. Members understand the team processes.
53. Members’ feelings and attitudes keep fluctuating.
54. Most conversations are to and from the team leader.
55. Most discussions are about getting the task done.
56. Most discussions are shallow.
57. No ground rules established. Members depend on their previous team experiences to decide how to behave.
58. Regular team meetings are replaced by a variety of as-needed communications.
59. Several conflicts develop.
60. Some members become bored with the routine and begin looking for new challenges.
61. Some members demonstrate passive resistance.
62. Team members decide who should do what.
63. Some members dominate team discussions.
64. Some members still dominate team discussions.
65. Team members depend on the facilitator to explain what is going on.
66. Team members experience this stage after storming and before performing.
67. Status of members inside the team is based on their status outside.
68. Team activities become more informal.
69. Team becomes creative in accomplishing its goal.
70. Team begins celebrating its success.
71. Team begins to receive payoffs.
72. Team members feel frustrated.
73. Team members list their ground rules on a flip chart.
74. Team demonstrates greatest levels of flexibility.
75. Team establishes ground rules for interactions among the members.
76. Team generates solutions that are acceptable to all members.
77. Team members negotiate with each other to decide how the team should be structured.
78. Team members participate in a balanced and supportive fashion.
79. Team goal is unclear.
80. Team ground rules are clearly established.
81. Team holds abstract discussions of concepts and issues.
82. Team is able to prevent potential problems.
83. Team members share the leadership role.
84. Team members trust each other more because they have established clear guidelines for interaction.
85. Team is likely to suffer from groupthink and lack of objective evaluation.
86. Team is not very productive.
87. Team members are committed to the goal and to the task.
88. Team members are more natural and less self-conscious in their interactions.
89. Team members attempt to understand their goal and task.
90. Team members complain about organisational barriers.
91. Team members disagree and argue with each other.
92. Team members disagree with the leader.
93. Team members don’t participate fully.

94. Team members resolve conflicts easily.
95. Team members seek clear guidance.
96. Team members talk and argue with each other.
97. Team spends more time on task and very little time on ground rules.
98. The team becomes increasingly productive.
99. The team has a better understanding of the goal, but still needs guidance.

## Handout 1

### How To Play **LOW, HIGH, MOST**

(All words in *italics* are defined in the glossary.)

**Deal the cards.** Deal five cards to each player, one at a time. Turn the next card (the 11th card) face up. Check with the *Feedback Table* and announce the *suit* of the card. This is the *trump* suit. Place the rest of the pack face down. This becomes the *stock*.

**Object of the game.** At the end of each game, you get one point each for winning

- the most (three or more) tricks
- the trick with the lowest-ranked card
- the trick with the highest-ranked card

You win the game by scoring two or three points.

**Play the first trick.** The *non-dealer* starts the first round by playing any card from his/her hand. You *follow suit* by playing a card of the same suit. In this case, the player of the card with the higher *rank* wins the *trick*. If both cards are of equal rank, the player of the card with the higher *number* wins the trick.

If you are not able to follow suit, you may play a card from the trump suit and win the trick. Or you may *discard* (play a card of any other suit) and lose the trick.

**Play the second trick.** The winner of the first trick *leads* a card for the second trick. Play proceeds as before, with the higher ranked card of the suit led or the trump winning the trick. (If both cards are trumps, then the higher ranked trump wins the trick.)

**Continue the game.** The winner leads a card for the next trick. The game is continued as before until all five cards are played.

**Conclude the game.** The player who won three or more tricks gets a point. Both players examine the tricks they won and locate the lowest-ranked card. The winner of the trick with that card gets a point. If there is a tie for the lowest-ranked card, then the winner of the trick with the lowest-numbered card wins a point. Similarly, the winner of the trick with the highest-ranked trick (or the highest-numbered card in case of a tie) wins a point. The player with two or three total points wins the game.

**Play subsequent games.** Take turns to deal the cards. The first person to win three out of five games wins the match.

### Glossary

**Dealer.** At the beginning of the game, one of players shuffles the deck and distributes the cards one at a time. This player is the *dealer*. When more than one game is played, players alternate being the dealer.

**Discard.** During the game, playing a card that is neither of the suit *led* nor a *trump*.

**Follow suit.** Play a card of the same suit as the one that was *led* by the other player.

**Hand.** The set of five cards which each player receives at the beginning of the game.

**High.** Scoring one point by winning the trick which contains the highest-ranked card played in the game. In the case of a tie for the highest-ranked card, the winner of the highest-numbered card scores one point for high.

**Lead.** To play the first card for a *trick*.

**Low.** Scoring one point by winning the trick which contains the lowest-ranked card played in the game. In the case of a tie for the lowest-ranked card, the winner of the lowest-numbered card scores one point for low.

**Non-dealer.** The person who is not the *dealer* for this game.

**Number.** One of the three attributes of a card. This is the absolute value of the number printed on top of the card. (See also *Rank* and *Suit*.)

**Rank.** One of the three attributes of a card. The rank of the card is the last digit (units digit) of its number. Card ranks range from 0 to 9. *Example:* The rank of card 27 is 7. Cards with the numbers 8, 18, 38, 88, and 118 all have the same rank of 8. (See also *Suit* and *Number*.)

**Stock.** Cards which are not dealt at the beginning of the game.

**Suit.** One of the three attributes of a card. The suit is the category to which the printed item on the card belongs. *Example:* Forming (See also *Rank* and *Number*.)

**Trick.** The cards played by both players during a round of the game. One person plays a card face up from his/her hand. The other person plays a card from his/her hand in response, following suit if possible. (See *Winning a trick*.)

**Trump (noun).** At the beginning of the game, the dealer turns up the 11th card. The suit of this card determines the trump suit. Any card of this suit is called a trump.

**Trump (verb).** Playing a trump card in response to the card led by the other player. You may play a trump card only when you cannot follow suit.

**Winning a trick.** Each trick is won by the higher ranking card of the suit led or the trump. If both cards are of the same suit and rank, then the trick is won by the card of the higher number.

### What Card Is That?

Every playing card in the GROWING A TEAM deck has three attributes: rank, suit, and number.

Here's a sample playing card from the GROWING A TEAM deck:

The *number* of the card is the complete number on the card. The number of the sample card is 48.

The *rank* of the card is the last digit of the number on the card. The rank of the sample card is 8, which is the last digit of 48.

The *suit* of the card is the stage of the team development process associated with the statement on the card. This is not printed directly on the card; you must read the statement and decide to which suit it belongs. This sample card belongs to the forming suit because the statement belongs to the forming stage.

It is easy to determine the rank of a playing card: Just ignore the first digit of the card. So 12, 22, 32, 42, 52, 62, 72, 82, and 92 all have the same rank (that is, 2). Ranks run from 0 (the lowest) to 9 (the highest).

It takes some effort to determine the suit of a GROWING A TEAM card. Read the statement on the card, analyse it and classify it correctly.

Some statements may describe more than one stage of team development. These playing cards belong to more than one suit. When you play one of these cards, you may choose the suit to which the card belongs.

## Handout 2

### Four Stages of Team Development

In 1965 B. W. Tuckman, who had been studying the behaviour of small groups, published a model that suggests that all teams go through four distinct stages in their development:

**Forming.** The first stage in a team's development is *forming*. During this stage, the team members are unsure about what they are doing. Their focus is on understanding the team's goal and their role. They worry about whether the other team members will accept them. Team members frequently look for clarification from their leader.

**Storming.** The second stage in a team's development is *storming*. During this stage, the team members try to get organised. This stage is marked by conflict among the members and between the members and the leader. Through this conflict, the team attempts to define itself.

**Norming.** The third stage in a team's development is *norming*. This stage follows storming, after the team members have succeeded in resolving their conflicts. They now feel more secure with one another and with their leader. They effectively negotiate the structure of the team and the division of labour.

**Performing.** The fourth stage in a team's development is *performing*. During this stage the team members behave in a mature fashion and focus on accomplishing their goals. This stage is marked by direct, two-way communication among the team members.

**Handout 3****Feedback Table**

| Card. Suit | Card. Suit | Card. Suit | Card. Suit | Card. Suit |
|------------|------------|------------|------------|------------|
| 1. P       | 21. F      | 41. P      | 61. S      | 81. F      |
| 2. N       | 22. P      | 42. F      | 62. N      | 82. P      |
| 3. N       | 23. S      | 43. S, N   | 63. F, S   | 83. P      |
| 4. P       | 24. S      | 44. S      | 64. S      | 84. N, P   |
| 5. F       | 25. N      | 45. N      | 65. F      | 85. P      |
| 6. P       | 26. N      | 46. N, P   | 66. N      | 86. F, S   |
| 7. F       | 27. P      | 47. P      | 67. F      | 87. P      |
| 8. P       | 28. S      | 48. F      | 68. P      | 88. P      |
| 9. F       | 29. N      | 49. S      | 69. P      | 89. N      |
| 10. S      | 30. S      | 50. F      | 70. P      | 90. F      |
| 11. S      | 31. S      | 51. P      | 71. P      | 91. S      |
| 12. N, P   | 32. S      | 52. P      | 72. F      | 92. S      |
| 13. F      | 33. N      | 53. S      | 73. N      | 93. F, S   |
| 14. P      | 34. F      | 54. F      | 74. P      | 94. P      |
| 15. F      | 35. N      | 55. P      | 75. N      | 95. F      |
| 16. N      | 36. N, P   | 56. F      | 76. P      | 96. S      |
| 17. P      | 37. F      | 57. F      | 77. N      | 97. P      |
| 18. F      | 38. N, P   | 58. P      | 78. P      | 98. N, P   |
| 19. F      | 39. N, P   | 59. S      | 79. F      | 99. N      |
| 20. N      | 40. N      | 60. P      | 80. N, P   |            |



## Team Game 2

### PROVERBS

Miguel de Cervantes said, “A proverb is a short sentence based on long experience.”

All cultures, languages, and nationalities have encapsulated their core values in collections of proverbs. I enjoy locating these proverbs and using this activity to observe similarities and differences among basic cultural values.

PROVERBS is a textra game. Textra games combine the effective organisation of well-written documents with the motivational impact of training games. In a typical textra game, participants read a book, a chapter, an article, or a handout, and play a game that uses peer pressure and peer support to encourage recall and transfer of what they read. PROVERBS is an unusual example of a textra game because it incorporates a very short proverb as the basic reading assignment.

### Key Idea

Each participant studies two proverbs from an international collection and makes a reflective presentation on their meaning and application. The distribution of proverbs is arranged in such a way that two participants present their personal interpretation of each proverb.

### Index Tags

Textra game. Cultural diversity. Inter-cultural communication. Reflective thinking. Presentation skills. Proverbs.

### Purpose

To reflect on important values and principles embedded in proverbs from different cultures.

### Participants

Minimum: 2

Maximum: 30

Best: 5 to 15

### Time Requirement

20 to 45 minutes

### Handouts

- Proverb cards (see below)
- Handout, *Proverbs from Around the World*

### Preparation

**Create proverb cards.** Print or write each proverb from the handout on a separate card. Make a duplicate copy of each proverb card.

### Flow

**Distribute proverbs.** At the beginning of the session, select as many proverb cards (and their duplicates) as there are participants. Distribute the proverb cards so that

- each participant gets two different proverbs
- each proverb is given to two different participants.

*Example: In a recent session, we had 17 participants. So we created two copies each of the first 17 proverbs listed in the handout. Here's how we distributed the proverbs:*

| Participant | Proverbs |
|-------------|----------|
| 1           | 1 and 2  |
| 2           | 2 and 3  |
| 3           | 3 and 4  |
| 4           | 4 and 5  |
| 5           | 5 and 6  |
| 6           | 6 and 7  |
| 7           | 7 and 8  |

*We continued this approach until we reached the last (17th) participant. We gave this person proverbs 17 and 1 to close the loop.*

**Invite reflection.** Explain that proverbs encapsulate the core values of different cultures. Ask the participants to reflect on each proverb, discover its deeper meaning for the members of the culture, and identify its universal application. Warn the participants that they will be asked to make a short presentation on both proverbs they received.

**Call for first pair of presentations.** After a suitable pause, randomly select one of the proverbs from the list. Read this proverb (or display it on the screen). Ask the two participants who received cards with that proverb to take turns and make their presentations.

**Encourage discussion.** If appropriate, ask the participants to vote (by their applause) to identify the better presentation. Invite comments from the other participants.

**Continue the activity.** Repeat the procedure with other randomly selected proverbs.

**Conclude the activity.** If you have a large group, it is not necessary that you must invite every participant to make a presentation. After a few paired presentations, invite participants who have important insights to share to make their presentations. Conclude the activity by distributing a copy of the handout, *Proverbs from Around the World* to each participant. Encourage participants to read and reflect.

### **Adjustments**

**Distributed presentations.** Instead of conducting all paired presentations at the same time, distribute them throughout the workshop session. For example, you may conduct two paired presentations after each coffee break and lunch break.

### Game Plan

| Step   | Facilitator   | Participants  |
|--|---|---|
| 1. Distribute proverb cards. (2 minutes)             | Give two proverb cards to each participant. Also make sure that each proverb is given to two different participants.                | Receive the cards and read the proverbs.  |
| 2. Invite reflection. (5 minutes)                    | Ask participants to reflect on the two proverbs and get ready to make presentations.  | Think about the significance and universality of the two proverbs. Plan for presentations.                              |
| 3. Call for first pair of presentations. (5 minutes) | Randomly select a proverb and announce it to the participants. Invite two participants to take turns in making their presentations. | If you are one of the selected participants, make the presentations. Other participants, listen to these presentations. |
| 4. Encourage discussions (3 minutes)                 | Give instructions.  | If appropriate, clap for the winning presentation. Discuss your personal insights and reactions.                        |
| 5. Continue the activity. (10 minutes)               | Repeat the previous two steps.  | Repeat the previous two steps.  |
| 6. Conclude the activity. (3 minutes)                | Distribute the handout, <i>Proverbs from Around the World</i> .   | Study the proverbs at your leisure and reflect on them.   |

## Handout

### Proverbs from around the World

1. A leaky house may fool the sun, but it can't fool the rain. — Haitian
2. A man that talks too much accomplishes little. — Ilocano
3. A man who pays respect to the great paves the way for his own greatness. — Chinese
4. A stumble may prevent a fall. — English
5. A young tree is easy to straighten, but when it's big it is difficult. — Ilocano
6. Better one day as a lion than a hundred as a sheep. — Italian
7. By the time the fool has learned the game, the players have dispersed. — Ashanti
8. Do not look where you fell, but where you slipped. — Chinese
9. Every path has its puddle. — English
10. Give me a fish, I have food for the day. Teach me how to fish and I will have food for every day. — Egyptian
11. He who excuses himself accuses himself. — French
12. If it's work, do it fast. If it's food, eat it little by little. — Ilocano
13. It is the calm and silent water that drowns a man. — Ashanti
14. It's no time to go for the doctor when the patient is dead. — Irish
15. One flower does not bring spring. — Afghan
16. Pull a mountain by tying a hair to it. If you succeed you will get a mountain; if you lose you will only lose a hair. — Tamil
17. Sometimes you have to be silent to be heard. — Swiss
18. Talk does not cook rice. — Chinese
19. Tell me who you hang out with and I'll tell you who you are. — Spanish
20. The first day you meet, you are friends; the next day you meet, you are brothers. — Afghan
21. The mouth which eats does not talk. — Chinese
22. The squash on a page cannot be cooked. — Tamil
23. The tongue has no bone but it breaks bones. — Italian
24. What is bad luck for one man is good luck for another. — Ashanti
25. What the eyes do not see the heart does not feel. — Spanish
26. When spiders unite, they can tie down a lion. — Ethiopian
27. Where there are flowers there are butterflies. — Ilocano
28. Worry often gives a small thing a big shadow. — English
29. You can find out if a pot of rice is cooked by testing a single grain. — Tamil
30. You will never plough a field by turning it over in your mind. — Irish

### Team Game 3

#### A Cryptogram

Here is an encrypted definition of an interactive strategy for improving performance. Solve this cryptogram puzzle:

DZISJNXIDBS VXSIRJSG DZBKVBS FNJIDXDFNZIG DZ IUS VSNJZDZO FJKXSGG TUDVS  
 FJKBDYDZO XKQFVVIS XKZIJKV IK IUS DZGIJRJKJ. IUSGS NXIDBDIDSG SZNMVS N  
 CRDXA NZY SNGH XKZBSJGDKZ KP N FNGGDBS FJSGSZINIDKZ DZIK NZ DZISJNXIDBS  
 SLFSJDSZXS. YDPPSJSZI IHFSG KP DZISJNXIDBS VXSIRJSG DZXXJFKJNIS MRDVI-DZ  
 CRDEESG, DZISJGFSJGSY INGAG, ISNQTJKA DZISJVRYSG, NZY FNJIDXDFNZI XKZIJKV KP  
 IUS FJSGSZINIDKZ.

#### How To Solve Cryptograms

In a cryptogram, each letter in a message is replaced by another letter of the alphabet. For example,

LET THE GAMES BEGIN may become this cryptogram:  
 YZF FOZ JUKZH CZJVQ

In the cryptogram *Y* replaces *L*, *Z* replaces *E*, *F* replaces *T*, and so on. Notice that the same letter substitutions are used throughout this cryptogram: Every *E* in the sentence is replaced by a *Z*, and every *T* is replaced by an *F*.

Here are some hints for decoding a cryptogram:

#### Letter Frequency

The most commonly used letters of the English language are *e*, *t*, *a*, *i*, *o*, *n*, *s*, *h*, and *r*. The letters that are most commonly found at the beginning of words are *t*, *a*, *o*, *d*, and *w*. The letters that are most commonly found at the end of words are *e*, *s*, *d*, and *t*.

#### Word Frequency

One-letter words are either *a* or *I*. The most common two-letter words are *to*, *of*, *in*, *it*, *is*, *as*, *at*, *be*, *we*, *he*, *so*, *on*, *an*, *or*, *do*, *if*, *up*, *by*, and *my*. The most common three-letter words are *the*, *and*, *are*, *for*, *not*, *but*, *had*, *has*, *was*, *all*, *any*, *one*, *man*, *out*, *you*, *his*, *her*, and *can*. The most common four-letter words are *that*, *with*, *have*, *this*, *will*, *your*, *from*, *they*, *want*, *been*, *good*, *much*, *some*, and *very*.

#### Word Endings

The most common word endings are *-ed*, *-ing*, *-ion*, *-ist*, *-ous*, *-ent*, *-able*, *-ment*, *-tion*, *-ight*, and *-ance*.

#### Doubled Letters

The most frequent double-letter combinations are *ee*, *ll*, *ss*, *oo*, *tt*, *ff*, *rr*, *nn*, *pp*, and *cc*. The double letters that occur most commonly at the end of words are *ee*, *ll*, *ss*, and *ff*.

#### Punctuation

A comma is often followed by *but*, *and*, or *who*. It is usually preceded by *however*. A question often begins with *why*, *how*, *who*, *was*, *did*, *what*, *where*, or *which*. Two words that often precede quotation marks are *said* and *says*. Two letters that usually follow an apostrophe are *t* and *s*.

#### A Hint for the Cryptogram

The first word is INTERACTIVE.

#### Cryptogram Solution

INTERACTIVE LECTURES INVOLVE PARTICIPANTS IN THE LEARNING PROCESS WHILE PROVIDING COMPLETE CONTROL TO THE INSTRUCTOR. THESE ACTIVITIES ENABLE A QUICK AND EASY CONVERSION OF A PASSIVE PRESENTATION INTO AN INTERACTIVE EXPERIENCE. DIFFERENT TYPES OF INTERACTIVE LECTURES INCORPORATE BUILT-

IN QUIZZES, INTERSPERSED TASKS, TEAMWORK INTERLUDES, AND PARTICIPANT CONTROL OF THE PRESENTATION.

### Key

ABCDEFGHIJKLMN OPQRSTUVWXYZ  
K VQIZPSY TROXBAGFMUEWHLJCDN



#### Assessment Activity 2: Conducting Community Research

Students make use of the planning done in *Discover and Learn 7* and the needs analysis and questionnaire completed in *Assessment Activity 1* to conduct research into a problem in their community. .

For example: They have done their community needs analysis on what is needed to live in a community where there is social injustice. They focused their questions in the questionnaire on identifying the needs and expectations of the people in the community. One of the dominant needs is to eliminate or decrease the occurrence of crime (the problem). Their research questions will be about ways to make the authorities and community aware of the kinds of crime that occur and to see if that has any effect on the crime rate. The investigation and research should explore the establishment and the effect of the crime awareness campaign. Their final report will reflect the results of their investigation and research.

**True Competency is achieved by scoring a rating of at least 5 (60 - 69%).**

| RATING CODE | RATING       | MARKS %  |
|-------------|--------------|----------|
| 7           | Outstanding  | 80 – 100 |
| 6           | Meritorious  | 70 – 79  |
| 5           | Substantial  | 60 – 69  |
| 4           | Adequate     | 50 – 59  |
| 3           | Moderate     | 40 – 49  |
| 2           | Elementary   | 30 – 39  |
| 1           | Not achieved | 0 – 29   |

## 2.3 Unit 3: Research Report



### Discover and Learn 8: Writing the report

All the activities in this unit are numbered as *Discover and Learn 8: Writing the report* and are aimed at assisting the students with writing the different parts of the report.

#### Media to use:

Transparencies or presentations and research materials, sources, resources and collected data and information.



### Assessment Activity 3: Project Report

Students write the report which will be the final step of the community project including the needs analysis, the subsequent research and investigation and the conclusions reached. Recommendations and solutions are also recorded.

Use the *Report and Research rubric* to assess.

**True competency is achieved by scoring a rating of at least 5 (60 -69%).**

| Rating code | Rating       | Marks %  |
|-------------|--------------|----------|
| 7           | Outstanding  | 80 – 100 |
| 6           | Meritorious  | 70 – 79  |
| 5           | Substantial  | 60 – 69  |
| 4           | Adequate     | 50 – 59  |
| 3           | Moderate     | 40 – 49  |
| 2           | Elementary   | 30 – 39  |
| 1           | Not achieved | 0 – 29   |

## RESEARCH AND REPORT RUBRIC

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

TOPIC: \_\_\_\_\_

| Criterion   | Marks: 0   | Marks: 1-2   | Marks: 3-4  | Marks: 5  |        | Total:       |
|---|--|--|---|---|--------|--------------|
| <b>Assignment:</b><br>Handed in on time<br>In file<br>Title page<br>Index page<br>All evidence included | Late<br>No file<br>No title page<br>No index<br>No evidence                  |  |   | Handed in on time<br>In file<br>Title page<br>Index page<br>Evidence  | X1     | 5            |
| <b>Research:</b>  | It is obvious that no research was done.                                     | Little research was done.  | Research was done, but simply copied with no real understanding.  | Topic is researched thoroughly and is presented in own words. Information is presented in a logical and coherent manner.                                    | X2     | 10           |
| <b>Report</b>   |  |  |   |   |        |              |
| <b>Terms of Reference</b>   | No attempt to state the terms of reference.                                  | Some effort to state the terms of reference.   | 1 or 2 details regarding the terms of reference still incomplete.   | Complete terms of reference.  | X2     | 10           |
| <b>Procedure</b>  | Not enough information regarding the methods used.                           | Majority of points glossed over, some relevant points regarding the methods used.        | Majority of points discussed in depth, most points are relevant to the methods used.  | Thorough and well structured points and relevant to the methods used  | X3     | 15           |
| <b>Findings</b>   | Not enough information is given, findings not relevant, thoughts don't flow. | Majority of points glossed over, some relevant points are made, some logic demonstrated. | Majority of points discussed in depth, most points are relevant to research question, ideas are clear.  | Thoroughly listed and logical presentation of data relating to research question, ideas well structured and relevant. Sufficient findings provided.         | X5     | 25           |
| <b>Conclusion</b>   | No relevant conclusion.  | Conclusion summarises some ideas.  | Conclusion is a good summary of main findings.  | Strong, thought provoking conclusion which motivates and relates to findings and recommendations.   | X2     | 10           |
| <b>Recommendations</b>  | No possible solutions to the problem suggested.                              | Very few possible solutions to the problem suggested.                                    | Some recommendations for each finding are provided. The writer attempts to give a personal, honest opinion of how the problem can best be solved. | The writer provides at least one recommendation for each finding listed. The writer gives a personal, honest opinion of how the problem can best be solved. | X3     | 15           |
| <b>Language usage, spelling and punctuation</b>   | Almost illegible, ideas are not communicated clearly.                        | Some major grammatical, spelling and punctuation errors occur.                           | Language usage is very good, few minor grammatical, spelling and punctuation errors occur.  | Grammatically correct, spelling and punctuation are edited, excellent expression of own ideas. Audience is convinced.                                       | X2     | 10           |
|   |  |  |   |   | Total: | 100/2<br>=50 |



### 3. Handouts

#### Module 3, Unit 1: Discover and Learn 1: Community Needs

| Community Needs Analysis Worksheet   |  |
|--|--|
| <i>We need a community that is</i>   | <i>Needs people have</i>   |
| an <u>ecologically sustainable</u> environment   | e.g. People do not pollute rivers with washing and sewerage. For example, they have running water available on tap in their homes. |
| a community that meets all the <u>social and human needs of its members</u> in a just manner |  |
| one that meets our own <u>economic and financial</u> requirements                            |  |
| a group that permits <u>political participation</u> in decisions that affect them            |  |

### Module 3, Unit 1, Assessment Activity 1: Community Needs Analysis and Questionnaire

| Assessment Task List for Community Needs Assessment and Questionnaire   |      |         |
|---|------|---------|
| Performance Indicators  | Mark | Comment |
| <b><u>Phase 1: Planning the Needs Analysis</u></b> (5)<br><i>Did students determine and provide evidence of</i> |      |         |
| 1. the target population (audience)?  |      |         |
| 2. the methods of collecting the data and executing the needs analysis plan?                                    |      |         |
| 3. how much time it would take to collect all the data?   |      |         |
| 4. how to analyse the data (strategy)?  |      |         |
| 5. what is to be done and delivered (draw up an action plan)?   |      |         |
| 6. what information and data they collected?  |      |         |
| <b><u>Phase 2: Collecting Data</u></b> (5)<br><i>Did students determine and provide evidence of</i>             |      |         |
| 7. a representative sample group?   |      |         |
| 8. records of all the information collected?  |      |         |
| 9. which techniques were used?  |      |         |
| <b><u>Questionnaire</u></b> (20)<br><i>Did students provide evidence of</i>                                     |      |         |
| 10. using at least 10 <u>different</u> kinds of questions which were clearly formulated? (10)                   |      |         |
| 11. adhering to all the layout and format requirements for a questionnaire? (10)                                |      |         |
| <i>Use the Performance Task List in Discover and Learn 5 to assess this.</i>                                    |      |         |

**Module 3, Unit 2: Discover and Learn 7: Planning the research**

| <b>Research Planning Worksheet</b>   |   |
|--|---|
| <i>Steps of the Research</i>   | <i>Actions planned or Outcome</i><br><i>Remember a full action plan can be drafted to include as evidence of the planning. A template or sample of such a plan will follow.</i> |
| 1. Identify a problem based on what you've learned from the community needs analysis. Write it down. This is the reason for your research. |   |
| 2. Formulate and write down a goal for your research. – what will the outcome be?  |   |
| 3. Complete your action plan for the research and investigation. Think about what you need to do to obtain the end result.                 |   |
| 4. Divide the research problem into smaller sub-problems   |   |
| 5. Formulate the research question or hypothesis.  |   |
| 6. List all the assumptions you have worked on.<br><i>This may be challenging but give it a go!</i>  |   |
| 7. List the tools you are going to use to do your research and investigation.  |   |
| 8. Start the investigation.  |   |



**Module 3, Unit 2:      Assessment Activity 2: Conducting Community Research**

*You can customise this Assessment Task List for your own purposes.*

| Assessment Task List for Research and Investigation   |      |         |
|---|------|---------|
| Performance Indicators  | Mark | Comment |
| <i>Did the students</i>   |      |         |
| 1. Identify a problem based on what they've learned from the community needs analysis?  |      |         |
| 2. Formulate and write down a goal for their research?  |      |         |
| 3. Complete their action plan for the research and investigation?<br>Think about what they needed to do to obtain the end result. |      |         |
| 4. Divide the research problem into smaller sub-problems?   |      |         |
| 5. Formulate the research question or hypothesis?   |      |         |
| 6. List all the assumptions they worked with?   |      |         |
| 7. List the tools they used to do their research and investigation?   |      |         |
| 8. Start with the investigation?  |      |         |

## 4. Module Assessment

### 4.1 Community Group Project

1. Students form groups of no larger than 4.
2. They conduct a *Community Needs Analysis*, using a questionnaire they developed. (**Assessment Activity 1**)
3. They conduct an *investigation or research* into how to address the problem identified. For example, address the need community members have or make authorities aware of this need. (**Assessment Activity 2**)
4. Students compile a *written report* in which all their findings are summarised as discovered in steps 2 and 3. (**Assessment Activity 3**)
5. They present this report as a group.

**Range of community issues to be investigated and/or researched:**

- social justice - meeting the social, financial and economic needs people have
- participatory democracy – ensure the participation of community members in political decisions that affect them
- non-violent resolution of conflict
- ecologically sustainable development – minimising the impact of a development on the environment or making people aware of damage done to the environment.

*Please remember this range does not exclude any other options they may have.*

**The marks will be allocated as follows:**

- Community Needs Analysis and Questionnaire (30)
- Evidence of planned research (10)
- The project report (50)
- The feedback and presentation (10)

**Total: 100**

**Adapt this task checklist to assess. True competency is achieved by scoring a rating of at least 5 (60 -69%).**

| Community Project Assessment   |      |         |
|--|------|---------|
| Performance Indicators   | Mark | Comment |
| <b>Community Needs Analysis and Questionnaire (30)</b><br>Remember to use the Assessment Task List from Assessment Activity 1 to assess. |      |         |
| <b>Evidence of Planned Research (10)</b><br>Remember to use the Assessment Task List from Assessment Activity 2 to assess.               |      |         |
| <b>The Project Report (50)</b><br>Remember to use the Report and Research Rubric to assess this.   |      |         |
| <b>The Feedback and Presentation (10)</b><br>Use the following rubric to assess.   |      |         |

| Presentation Rubric                         |   |  |  |  |               |                  |
|---|---|--|--|--|---------------|------------------|
| Criterion                                   | Marks: 0  | Marks: 1-2   | Marks: 3-4   | Marks: 5   |               | Total:           |
| <b>Presentation</b><br>Verbal communication | Mumbles, no enthusiasm, cannot hear, not varied at all, shows no interest by varying voice and tone.                | Monotonous, not always audible, not varied throughout the presentation, not interesting.   | Good voice projection most of the time, enthusiasm, pronunciation not always correct, tone sometimes monotonous. | Excellent voice projection with varying tone, demonstrating enthusiasm. Voice is very clear and audible.   | X2            | 10               |
| Non-verbal communication                    | No attempt to make eye contact, notes are read, no rapport with audience, very nervous with distracting mannerisms. | Some eye contact is made; no rapport is built with audience. Some mannerisms. No gestures. | Sufficient eye contact is made, audience is involved. Gestures not natural.                                      | Lively facial expression with excellent rapport with audience and natural eye contact that is maintained. Posture shows confidence. Gestures are natural and support what is said. | X2            | 10               |
| Visual aids                                 | No visual aids to support what is said.   | Visual aids are relevant, presenter interferes with aid, not legible, mistakes occur.      | Relevant and neat, not always legible, few mistakes, not well-managed.   | Relevant, very interesting, supports what is said, well-prepared, legible, no mistakes, managed with confidence.   | X2            | 10               |
|   |   |  |  |  | <b>Total:</b> | <b>30/3 = 10</b> |

#### Rating for competency and achievement:

| Rating code | Rating       | Marks %  |
|-------------|--------------|----------|
| 7           | Outstanding  | 80 – 100 |
| 6           | Meritorious  | 70 – 79  |
| 5           | Substantial  | 60 – 69  |
| 4           | Adequate     | 50 – 59  |
| 3           | Moderate     | 40 – 49  |
| 2           | Elementary   | 30 – 39  |
| 1           | Not achieved | 0 – 29   |

## 4.2 Knowledge Test

### Module 3: Knowledge Test (Research Skills)

**Total: 50**

Study the following questionnaire and answer the questions that follow.

#### Questionnaire

Impala Inn would like to welcome you to this hotel and hope that you enjoy your stay with us. We are constantly striving to improve our standards and it would greatly assist us if you could spare a few minutes to complete this questionnaire. Enjoy your day!

| Name:   | Room No: |    |
|---|----------|----|
| Answer  | Yes      | No |
| Was your registration handled promptly and courteously? |          |    |
| Was your luggage handled efficiently?                   |          |    |
| Comments:   |          |    |
| <b>Your room:</b><br>Did you find your room             |          |    |
| Ready?  |          |    |
| Clean?  |          |    |
| Properly supplied?                                      |          |    |
| Comments:   |          |    |
| <b>Room Service:</b>                                    |          |    |
| Was your order delivered promptly and courteously?      |          |    |
| Was the quality satisfactory?                           |          |    |
| Comments:   |          |    |
| <b>Restaurant:</b>                                      |          |    |
| Was the service prompt and courteous?                   |          |    |
| Was your meal of good quality?                          |          |    |
| Comments:   |          |    |



| <b>Other Services:</b><br>Where used, how do you rate the service in the following departments: |               | <b>Unsatisfactory</b>     | <b>Satisfactory</b> | <b>Excellent</b> |
|---|---------------|---------------------------|---------------------|------------------|
| Reception   |               |                           |                     |                  |
| Telephone   |               |                           |                     |                  |
| Bars  |               |                           |                     |                  |
| Housekeeping  |               |                           |                     |                  |
| Valet   |               |                           |                     |                  |
| Laundry   |               |                           |                     |                  |
| <b>Value</b>  |               | <b>Yes</b>                |                     | <b>No</b>        |
| Do you feel this Hotel represents value for money?  |               |                           |                     |                  |
| Will you make use of:   | a dinner rate | a bed & breakfast rate or | both?               |                  |
| Do you have any comments or suggestions that would assist us to improve our standards?          |               |                           |                     |                  |

1. This questionnaire is part of a needs analysis survey. Give a definition of a needs analysis. (2)
- 2.1 Explain, with examples, why a needs assessment is conducted. (3x2=6)
- 2.2 Why is such an assessment done by Impala Inn? (1)
3. Will the data collection strategy be qualitative or quantitative in this scenario? Motivate your answer. (3)
4. Name TWO other methods which could be used to collect data in this case? (2)
5. In the questionnaire, identify the information which was requested by referring to or quoting the item or question.
  - 5.1 Details about the need or problem
  - 5.2 Items that ask for feelings or motivation
  - 5.3 Items that ask information about the respondent
  - 5.4 Items that ask for the cause of the problem
  - 5.5 Items that provide proof or solutions (5x1=5)
6. Name FOUR types of questions that can be used in a questionnaire. Give an example from the questionnaire of each type. (4x2=8)
7. Criticise the layout and format of the questionnaire and state with reasons whether you think this questionnaire is well-structured or not. (4)
8. Give a definition for research. (2)
9. Explain the research cycle. (8)
10. An investigation is conducted into complaints of guests staying at the Impala Inn.
  - 10.1 What would the main parts of the report be? (5)
  - 10.2 Most of the guests rated the housekeeping as unsatisfactory and complained about the high rates. Write TWO recommendations to address these complaints. (4)

### Memo for Knowledge Test

1. Needs analysis can be described as a process of identifying a problem which exists between what is real and what is ideal (need) and then selecting an appropriate solution to address the need. (2)  
*Any appropriate definition.*
- 2.1
  - **Performance problems**  
For example, workers constantly arrive late for work. (2)
  - **New stuff**  
For example, a change in the environment or new technology which is developed may cause different kinds of needs like those people have regarding cellphone technology. (2)
  - **Mandates**  
For example, the instruction to conduct a market survey before a new product is launched. (2)
- 2.2 To indentify performance problems regarding the service at the Impala Inn. (1)
3. Quantitative (1), because they are going to work with statistics and numerical data gathered in this survey. (2)
4. Interviews with guests  
Suggestion box (2)
- 5.1 Any of the items on the registration, the rooms, room service, the restaurant and other services.
- 5.2 Items on 'Other Services' that are rated or the question on the value the hotel represents
- 5.3 Items that ask for name and room number
- 5.4 Items that ask for comments about registration, the room, room service, restaurant and other services
- 5.5 Last question asked for suggestions to improve standard. (5)
6. Multiple choice  
Closed  
Open  
Semantic differential (4)  
Examples:  
Multiple choice: Questions about dinner, bed & breakfast rates  
Closed: Any question with a 'Yes' or 'No' answer  
Open: The questions in which the name and room number or comments are requested  
Semantic differential: Questions for 'Other Services' where rating is done (4)
7. Sometimes the instruction is unclear.  
No logo, name not very prominent.  
No attention-grabbing topic or heading for questionnaire.  
Does not thank guests for completing questionnaire or instruct what to do after completing the questionnaire.  
Not dated.  
*Any three comments and then an opinion expressed based on that.* (4)
8. Research is a systematic process using supporting data to interpret answers to questions and resolutions to problems and results in greater understanding of phenomena  
*Any appropriate definition.* (2)
9. The research process begins simply and follows a cycle.

- A question is raised in a particular situation.
  - The answer to that question becomes formally stated as a problem.
  - Information is gathered about the problem.
  - The data seems to point to a tentative solution of the problem.
- A guess is made: a hypothesis or guiding question is formed.
- The quest for more data continues.
  - The body of data is processed and interpreted.
  - A discovery is made; a conclusion is reached.
  - Research poses tentative solutions to the problem(s). The tentative hypothesis is either supported by the data or is not supported; the question is partially/completely answered or not.
- The cycle is complete. (8)
- 10.1 Terms of reference, Procedure, Findings, Conclusion, Recommendations (5)
- 10.2 Any TWO appropriate logical solutions or suggestions on how to address the problem of poor housekeeping and high rates. Use the future tense in the written answers. All recommendations must start with 'should'. (4)

**Total:50**

## 5. Bibliography and Websites!

These books and publications were used or can be used as resources:

1. Erasmus – Kritzinger L, Swart M, Mona V, 2000. *Advanced Communication*. Cape Town: Nasou via Africa
2. Leedy P, 1997. *Practical Research. Planning and Design*. USA: Prentice-Hall Inc

### Web articles:

1. *Needs Assessment Tools* by Peggy Sleeth, Health Sciences Librarian, Matthews-Fuller Health Sciences Library, Dartmouth-Hitchcock Medical Centre
2. *Needs Assessment* by Steven J McGriff
3. *Needs Assessment Resources* by A Rossett

### Websites to Visit:

*Use the key words “research”, “needs analysis” and “training games”, and you will find websites such as these. Explore them.*

[Research](#) - Wikipedia, the free encyclopedia

[Research Tools](#) - iTools

[Basic Steps to Creating a Research Project- CRLS Research Guide](#)

[Developer’s Toolkit: Conducting a Needs Analysis](#)

[Needs Assessment](#)

[Looking at needs analysis](#)

[Needs Analysis](#)

[Training Games](#)

[Training Games](#) - Icebreakers Team Building Games to Train ...