

**CAPACITY BUILDING TRAINING FOR CATCHMENT MENTORS (CHAMPIONS)**

**COMMUNICATION AND CONFLICT RESOLUTION SKILLS -  
MODULE 1**

**SECTION 1: SAQA COMPLIANCE**

**Integrated Water Resources Management  
Strategies, Guidelines and Pilot Implementation in Three Water Management Areas,  
South Africa**

**Department of Water Affairs and Forestry  
South Africa**

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## COMMUNICATION AND CONFLICT RESOLUTION SKILLS – MODULE 1

This learning material forms part of the Capacity Building Training for Catchment mentors

### 1. ENGAGE IN SUSTAINED ORAL COMMUNICATION AND EVALUATE SPOKEN TEXTS

#### 1.1 SAQA COMPLIANCE

**Note:** Please refer to Chapter 1 of the Learners Guide on Communication and Conflict Resolution Skills

<b>MODULE NAME</b>	Communication and Conflict Resolution Skills
<b>UNIT STANDARD TITLES</b>	Engage in sustained oral communication and evaluate spoken texts
<b>NQF LEVEL</b>	4
<b>CREDITS</b>	5
<b>TYPE OF GUIDE</b>	LEARNER GUIDE
<b>ENTRY LEVEL REQUIREMENTS</b>	None
<b>TIME ALLOCATION (per module)</b>	50 hours
<b>PURPOSE</b>	Competence at this level will enable learners to participate effectively in oral communication in most situations. Learners at this level are aware of their audiences and purpose of communication. They are able to adopt the style and language register required in different situations. They can usually identify the assumptions and inferences in what people say. They speak fluently and confidently in both formal and familiar settings and can articulate their purpose and meaning clearly. They can use language to convey detailed information, and to express their ideas and feelings. They control complex sentence structures and the use of tenses in their spoken communications.
<b>LEARNING STRATEGY</b>	Off the job in groups, group work, individual work
<b>DELIVERY METHODS</b>	Group work, presentation, facilitation, discussions
<b>PRESCRIBED RESOURCES</b>	Learners guide, Assessment guide and case studies
<b>EQUIPMENT/TRAINING AIDS</b>	Overhead projector, presentations, flipcharts, transparencies

<b>LEARNING ENVIRONMENT</b>	Classroom
<b>EVALUATION METHODS</b>	❖ Practical demonstration of competence ❖ Group Assessment
<b>SPECIFIC OUTCOMES ATTACHED TO THIS UNIT STANDARD</b>	
<b>Specific Outcome 1</b>	Respond critically yet sensitively as a listener
<b>Specific Outcome 2</b>	Analyse own responses to spoken texts and adjust as required.
<b>Specific Outcome 3</b>	Use strategies to be an effective speaker in sustained oral interactions
<b>Specific Outcome 4</b>	Evaluate spoken discourse

## 1.2 LEARNING OUTCOMES

At the end of this unit you should be able to:

- ❖ Clearly develop understanding of complex issues under discussion in one-on-one or group situations by looking at responses
- ❖ Sensitively manage discussions and/or conflicts in a manner that supports the goal of the group or one-on-one interaction
- ❖ Identify the underlying assumptions, points of view and subtexts in spoken texts
- ❖ Analyse one's responses to spoken texts in relation to audience, purpose and context
- ❖ Put forward own position with confidence when confronted by opposing views
- ❖ Make sure that tone, approach or style is appropriate to context, and is adapted so as to maintain oral interaction
- ❖ Identify characteristics of a speaker's style and tone that attract or alienate an audience
- ❖ Analyse and use the impact of non-verbal cues/body language and signals on audiences
- ❖ Analyse and use the influence of rhetorical devices on audiences
- ❖ Identify point of view in spoken texts and describe meaning in relation to context and purpose of interaction
- ❖ Identify values, attitudes and assumptions in discourse and their influence on the interaction described
- ❖ Identify techniques used by speakers to evade or dissipate responsibility for an issue
- ❖ Describe, explain and judge the impact (e.g. clarity of purpose)

## 1.3 RECOGNITION OF PRIOR LEARNING

In order to be assessed against this unit standard the learner should demonstrate competence in the stated learning outcomes. Any learner who feels that they already have all or some of the skills, knowledge, attitudes and values covered by this module should apply for Recognition of Prior Learning and supply appropriate information.

## 1.4 PORTFOLIO OF EVIDENCE

This programme is outcomes based and uses continuous assessment strategies. One of the strategies is for the learner to develop a portfolio of evidence. This means that all learners must keep a portfolio for this course. It will demonstrate their competencies during the course and the application of these competencies. The portfolio should contain:

- ❖ Learner detail form
- ❖ Application for Assessment
- ❖ Candidate's Guidelines
- ❖ Assignment on theoretical knowledge; e.g.:
  - The LGWSETA Sector skills plan
  - The Bill of Rights
  - Equity
  - Alternative ways of providing information to learners
- ❖ Assessment documents and guides; e.g.:
  - Master Assessment plan
  - Preparation of Candidate for assessment
  - Assessment evidence
  - Feedback
  - Appeal form
  - Review form

## 1.5 CRITICAL CROSS-FIELD OUTCOMES

The following critical cross-field outcomes have been included in the learning material. (✓ The ones that have been covered in the module)

<b>CRITICAL CROSS-FIELD OUTCOMES</b>	
Identify and solve problems:	✓
Work effectively with others in teams	✓
Organise and manage oneself and one's activities responsibly and effectively	✓
Collect, analyse, organise and critically evaluate information	✓
Communicate effectively using visual, mathematical and/or language skills	✓
Use science and technology effectively and critically	✓
Understand the world as a set of inter-related parts of a system	✓
Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process	✓

## 1.6 TIME FRAME:

10 hours

## 2. WRITE FOR A WIDE RANGE OF CONTEXTS

### 2.1 SAQA COMPLIANCE

**Note:** Please refer to Chapter 2 of the Learners Guide on Communication and Conflict Resolution Skills

<b>MODULE NAME</b>	Communication and Conflict Resolution Skills
<b>UNIT STANDARD TITLES</b>	Write for a wide range of contexts
<b>NQF LEVEL</b>	4
<b>CREDITS</b>	5
<b>TYPE OF GUIDE</b>	LEARNER GUIDE
<b>ENTRY LEVEL REQUIREMENTS</b>	None
<b>TIME ALLOCATION (per module)</b>	50 hours
<b>PURPOSE</b>	This unit standard will be useful to learners who communicate confidently and fluently in writing in almost any formal and informal situations. Competence at this level will help people to analyse and make judgements about complex, human, personal, social and environmental issues. Learners at this level write expressively and with conviction on topics of interest. They cope well with the exploration of complex themes and issues in a variety of writing styles that stimulate and maintain the interest of their readers. Through a drafting and editing process their writing shows significant improvement
<b>LEARNING STRATEGY</b>	Off the job in groups, group work, individual work
<b>DELIVERY METHODS</b>	Group work, facilitation, presentation, discussions
<b>PRESCRIBED RESOURCES</b>	Learners guide, Assessment guide and case studies
<b>EQUIPMENT/TRAINING AIDS</b>	Overhead projector, presentations, flip charts, transparencies
<b>LEARNING ENVIRONMENT</b>	Classroom
<b>EVALUATION METHODS</b>	<ul style="list-style-type: none"> <li>❖ Practical demonstration of competence</li> <li>❖ Group Assessment</li> </ul>
<b>SPECIFIC OUTCOMES ATTACHED TO THIS UNIT STANDARD</b>	
<b>Specific Outcome 1</b>	Write effectively and creatively on a range of topics
<b>Specific Outcome 2</b>	Choose language structures and features to suit communicative purpose/s.
<b>Specific Outcome 3</b>	Edit writing for fluency and unity

## 2.2 LEARNING OUTCOMES

At the end of this unit you should be able to:

- ❖ Make sure that imaginative texts are convincing, and appropriate to the topic and purpose
- ❖ Make sure expository/factual texts are convincing and well developed with respect to clearly articulated purposes
- ❖ Make sure that writing on personal interest is convincing in terms of issues and concerns addressed.
- ❖ Choose the narrative voice appropriate to context, purpose and audience
- ❖ Make sure that points in argument are logically and deliberately sequenced to build up to a convincing conclusion
- ❖ Employ devices to create particular rhythmic or tonal effects
- ❖ Effectively use stylistic devices that enhance meaning
- ❖ Check text for coherence, logical sequence and structure and identify weaknesses and/or errors
- ❖ Rearrange information in ways that promote interest in, and impact of, the text for a defined target audience
- ❖ Check layout, spelling, punctuation and syntax for accuracy and readability
- ❖ Check the whole, completed text against the purpose for writing to verify that these purposes have been satisfied

## 2.3 RECOGNITION OF PRIOR LEARNING

In order to be assessed against this unit standard the learner should demonstrate competence in the stated learning outcomes. Any learner who feels that they already have all or some of the skills, knowledge, attitudes and values covered by this module should apply for Recognition of Prior Learning and supply appropriate information.

## 2.4 PORTFOLIO OF EVIDENCE

This programme is outcomes based and uses continuous assessment strategies. One of the strategies is for the learner to develop a portfolio of evidence. This means that all learners must keep a portfolio for this course. It will demonstrate their competencies during the course and the application of these competencies. The portfolio should contain:

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  - The Bill of Rights
  - Equity
  - Alternative ways of providing information to learners

- ❖ Assessment documents and guides; e.g.:
  - Master Assessment plan
  - Preparation of Candidate for assessment
  - Assessment evidence
  - Feedback
  - Appeal form
  - Review form

## 2.5 CRITICAL CROSS-FIELD OUTCOMES

The following critical cross-field outcomes have been included in the learning material. (✓ The ones that have been covered in the module)

<b>CRITICAL CROSS-FIELD OUTCOMES</b>	
Identify and solve problems:	✓
Work effectively with others in teams	✓
Organise and manage oneself and one's activities responsibly and effectively	✓
Collect, analyse, organise and critically evaluate information	✓
Communicate effectively using visual, mathematical and/or language skills	✓
Use science and technology effectively and critically	✓
Understand the world as a set of inter-related parts of a system	✓
Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process	✓

## 2.6 TIME FRAME:

15 hours

### 3. PARTICIPATE IN THE MANAGEMENT OF CONFLICT AND IDENTIFY AND RESPOND TO CONFLICT

#### 3.1 SAQA COMPLIANCE

**Note: Please refer to Chapter 3 of the Learners Guide on Communication and Conflict Resolution Skills**

<b>MODULE NAME</b>	Communication and Conflict Resolution Skills
<b>UNIT STANDARD TITLES</b>	Unit standard 1 - Participate in the Management of Conflict Unit standard 2 - Identify and Respond to Conflict
<b>NQF LEVEL</b>	No suitable Level 4 Unit Standards exists for Conflict resolution. The Unit Standards "Identify and respond to conflict" (CCC02-level 2) and "Participate in Management of Conflict" (CCC07-level 5) were used a basis for describing the Specific Outcomes for this training component.
<b>CREDITS</b>	Unit standard 1 = 4 Unit standard 2 = 4
<b>TYPE OF GUIDE</b>	LEARNER GUIDE
<b>ENTRY LEVEL REQUIREMENTS</b>	None
<b>TIME ALLOCATION (per module)</b>	Unit standard 1 = 40 hours Unit standard 2 = 40 hours
<b>PURPOSE</b>	<p>The qualifying learner assessed as competent against this unit standard will be able to analyse and interpret conflict in their area of operation and contribute towards a conflict resolution/management strategy. This competence contributes towards better understanding of communities and effective intervention strategies. Achievement of this unit standard will enhance the learner's ability to guide a community development project to its successful implementation and enhance employment opportunities in Conservation and Community Conservation.</p> <p>The qualifying learner assessed as competent against this unit standard will be able to identify and respond on existing and potential conflict. This competence contributes to effective execution of work. Achievement of this unit standard will enhance the skill and confidence of the individual working in community development initiatives.</p>

<b>LEARNING STRATEGY</b>	Off the job in groups, group work, individual work Off the job in groups, group work, individual work
<b>DELIVERY METHODS</b>	Group work, facilitation, presentation, discussions, role play Group work, facilitation, presentation, discussions
<b>PRESCRIBED RESOURCES</b>	Learners guide, Assessment guide and case studies Learners guide, Assessment guide and case studies
<b>EQUIPMENT/TRAINING AIDS</b>	Overhead projector, presentations, flip charts, transparencies Overhead projector, presentations, flip charts, transparencies
<b>LEARNING ENVIRONMENT</b>	Classroom
<b>EVALUATION METHODS</b>	Unit standard 1 - Practical demonstration of competence Role play Unit standard 2 - Practical demonstration of competence Role play
<b>SPECIFIC OUTCOMES ATTACHED TO UNIT STANDARD PARTICIPATE IN THE MANAGEMENT OF CONFLICT (CCC07)</b>	
Specific Outcome 1	Identify and describe existing and potential conflict situations
Specific Outcome 2	Participate in a conflict resolution/management process.
Specific Outcome 3	Evaluate conflict resolution/management process
Specific Outcome 4	Monitor and respond to conflict resolution/management process
<b>SPECIFIC OUTCOMES ATTACHED TO UNIT STANDARD IDENTIFY AND RESPOND TO CONFLICT (CCC02)</b>	
Specific Outcome 1	Describe existing and potential conflict
Specific Outcome 2	Participate in the analysis of the conflict situation.
Specific Outcome 3	Participate in the construction of a conflict management and/or conflict resolution strategy
Specific Outcome 4	Provide feedback on post monitoring activities on conflict resolution

### **3.2 LEARNING OUTCOMES TO PARTICIPATE IN MANAGEMENT OF CONFLICT**

At the end of this unit you should be able to:

- ❖ Identify and describe existing and potential conflict situations e.g. causes of conflict, different value systems
- ❖ Participate in a conflict resolution / management process
- ❖ Evaluate win-win vs. No win vs. lose-lose situations
- ❖ Make recommendations for future improvement
- ❖ Monitor and respond to conflict resolution / management process e.g. conflict timelines, various sources of conflict.

### **3.3 LEARNING OUTCOMES TO IDENTIFY AND RESPOND TO CONFLICT**

At the end of this unit you should be able to:

- ❖ Describe existing and potential conflict – for example
  - Conflict over natural resources
  - Identify and report the causes and sources of existing and potential conflict
- ❖ Participate in the analysis of the conflict situation – for example:
  - Participate in actions where a timeline of the conflict and stakeholder analysis are used to get an understanding of the conflict
- ❖ Participate in the construction of a conflict management and/or conflict resolution strategy – for example
  - Contribute to the development of action plans to resolve conflict
  - Role clarification
  - Manage own involvement in escalating situations
- ❖ Provide feedback on post monitoring activities on conflict resolution
  - Written reports
  - Verbal Feedback

### **3.4 RECOGNITION OF PRIOR LEARNING: (same for both units)**

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### 3.5 PORTFOLIO OF EVIDENCE: (same for both units)

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  - Assessment evidence
  - Feedback
  - Appeal form
  - Review form

### 3.6 CRITICAL CROSS-FIELD OUTCOMES (same for both units)

The following critical cross-field outcomes have been included in the learning material. (✓ The ones that have been covered in the module)

<b>CRITICAL CROSS-FIELD OUTCOMES</b>	
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Organise and manage oneself and one's activities responsibly and effectively	✓
Collect, analyse, organise and critically evaluate information	✓
Communicate effectively using visual, mathematical and/or language skills	✓
Use science and technology effectively and critically	✓
Understand the world as a set of inter-related parts of a system	✓
Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process	✓

### **3.7 TIME FRAME**

15 hours