

Learner Guide

Professional Values And Ethics

US ID: 8648

NQF Level: 5

Credits: 4



Table of Contents

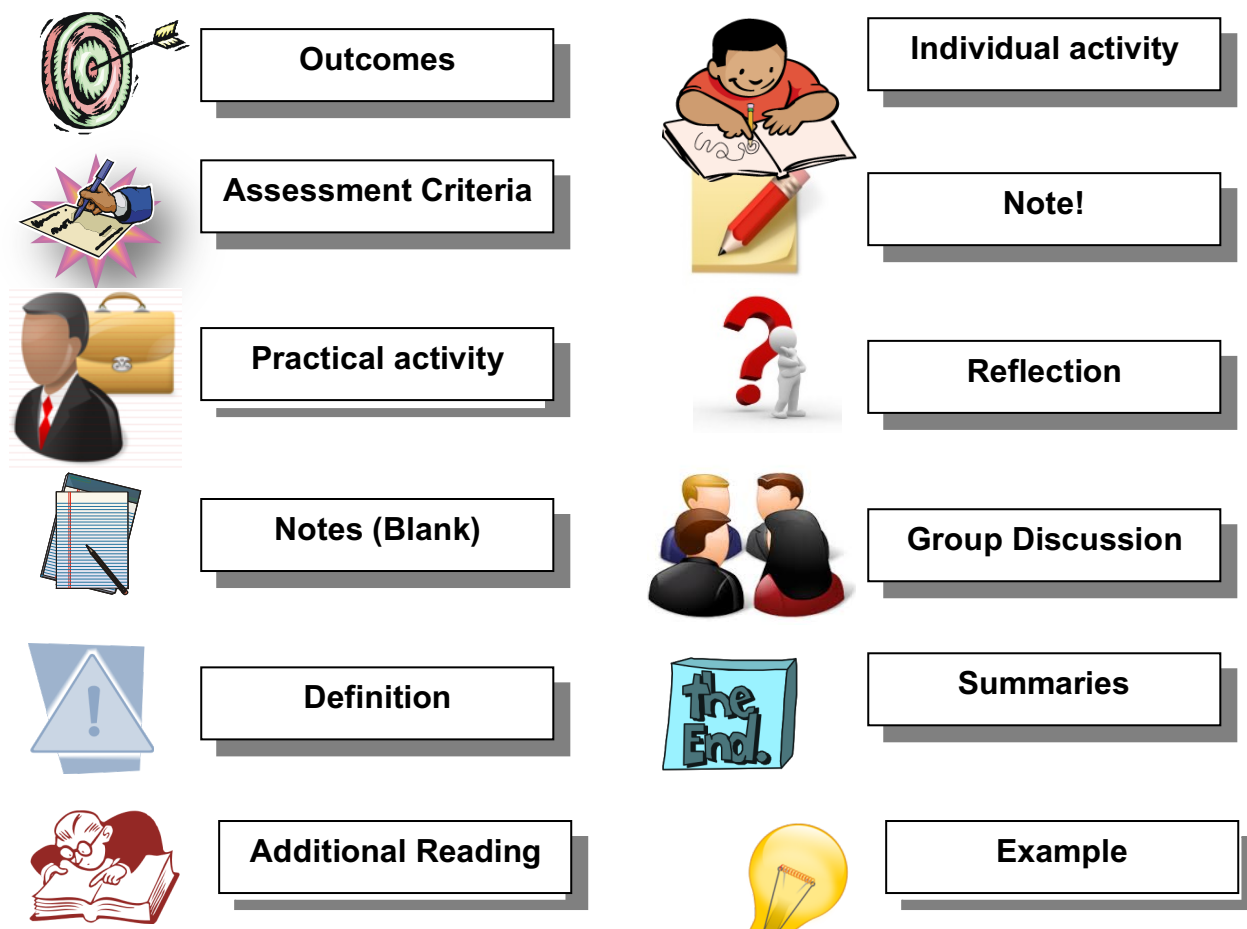
HOW TO USE THIS GUIDE	3
ICONS.....	3
PROGRAMME OVERVIEW.....	4
PURPOSE	4
LEARNING ASSUMPTIONS	4
HOW YOU WILL LEARN	4
HOW YOU WILL BE ASSESSED.....	4
FORMATIVE ASSESSMENT	5
SUMMATIVE ASSESSMENT	5
SECTION 1: UNDERSTANDING PROFESSIONAL VALUES ARE AND THEIR ORIGINS OR SOURCES	8
1 INTRODUCTION	9
1.2 UNDERSTANDING PROFESSIONAL VALUES (N1, N2).....	10
1.3 ORIGIN OF PROFESSIONAL VALUES IN THE PRIVATE SECTOR (N2).....	13
1.4 CODE OF CONDUCT FOR PUBLIC SERVANTS (N2).....	17
SECTION 2: PROFESSIONAL ACCOUNTABILITY	24
2 INTRODUCTION	25
2.1 PROFESSIONAL ACCOUNTABILITY DEFINED	25
2.2 SERVICE ETHICS (N3).....	26
2.4 COLLECTIVE RESPONSIBILITY (N4).....	27
2.5 TRUST RELATIONSHIP WITH CLIENTS/COMMUNITIES (N2).....	28
2.6 PROFESSIONAL DEVELOPMENT (ON-GOING LEARNING) (N5)	29
SECTION 3: POSITIONING PROFESSIONAL VALUES WITHIN AN ORGANISATIONAL CONTEXT.....	30
3 INTRODUCTION	31
3.1 TYPES OF RELATIONSHIPS OF TRUST (N1)	31
3.3 CONSTRAINTS ON PROFESSIONALISM (N2)	34
SECTION 4: CONFLICTS IN THE WORKPLACE.....	35
4 INTRODUCTION	36
4.1 VALUE CONFLICTS (N1).....	36
4.2 VALUE BASED CONFLICTS AT WORK (N1).....	38
SECTION 5: MANAGING VALUE-BASED CONFLICTS	39
5 INTRODUCTION	40
5.1 FEATURES OF MORAL/VALUE CONFLICT (N1)	41
5.2 DEALING WITH VALUE CONFLICTS (N2).....	42
5.3 CONFLICT RESOLUTION STRATEGIES (N2).....	44
REFERENCE.....	47

HOW TO USE THIS GUIDE

This workbook belongs to you. It is designed to serve as a guide for the duration of your training programme and as a resource for after the time. It contains readings, activities, and application aids that will assist you in developing the knowledge and skills stipulated in the specific outcomes and assessment criteria. Follow along in the guide as the facilitator takes you through the material, and feel free to make notes and diagrams that will help you to clarify or retain information. Jot down things that work well or ideas that come from the group. Also, note any points you would like to explore further. Participate actively in the skill practice activities, as they will give you an opportunity to gain insights from other people's experiences and to practice the skills. Do not forget to share your own experiences so that others can learn from you too.

ICONS

For ease of reference, an icon will indicate different activities. The following icons indicate different activities in the manual.



PROGRAMME OVERVIEW

PURPOSE

At the end of this training session you will be able to develop an understanding of a professional service ethic in the organisation or workplace. The person will therefore be perceptive to incidents of value conflict and be better equipped to deal with such conflict. The person will contribute to a more ethical culture in the industry and workplace.

LEARNING ASSUMPTIONS

A learner attempting this unit standard is assumed to have acquired the competence described in "Values and Ethics Level 2".

HOW YOU WILL LEARN

The programme methodology includes facilitator presentations, readings, individual activities, group discussions, and skill application exercises.

HOW YOU WILL BE ASSESSED

This programme has been aligned to a registered unit standard. You will be assessed against the outcomes of this unit standard by completing self-tests, group exercises, quizzes, assignments, on the job tasks and theoretical tests that covers all specific outcomes, assessment criteria and the essential embedded knowledge stipulated in the unit standard. You will be required to collect and keep all evidence of assessments until you are done and then submit them in the format of a Portfolio of Evidence which will have to be signed off by your manager. When you are assessed as competent against the unit standard, you will receive a certificate of competence and you will be registered on the NLRD (National Learner Record Database) as having achieved 4 credits.

ASSESSMENT INFORMATION

In order to be declared competent for this learning programme the following is required of you:

- a. Ensure that you attend all training sessions for the full duration.
- b. Ensure that all tasks are completed as they are being done in the training session and if not, then it must be completed as homework.
- c. Ensure that all on the job assessments are completed under the supervision of your manager and are signed off by the same manager.

- d. Ensure that all assessments, be they formative, summative, theory or practical are completed and submitted as part of your POE.
- e. Work smart, not hard!!!

FORMATIVE ASSESSMENT

In each Learner Guide, several activities are spaced within the content to assist you in understanding the material through application. Activities in the learner manual are not for assessments. Formative assessments are in a separate module written formative assessment. Please make sure that you complete ALL activities in the Formative Assessment Guide, Formative activities must be completed at the end of each section.

SUMMATIVE ASSESSMENT

You will be required to complete a Portfolio of Evidence for summative assessment purposes. A portfolio is a collection of different types of evidence relating to the work being assessed. It can include a variety of work samples. The Portfolio of Evidence Guide will assist you in identifying the portfolio and evidence requirements for final assessment purposes. You will be required to complete Portfolio activities on your own time, using real life projects in your workplace environment in preparing evidence towards your portfolio.

Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment. There are three levels of competence:

- Foundational competence: an understanding of what you do and why.
- Practical competence: the ability to perform a set of tasks in an authentic context.
- Reflexive competence: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action.

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a relevant SETA accredited assessor.

You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed. To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which both the assessor and the candidate only agree when they both feel the candidate is ready.

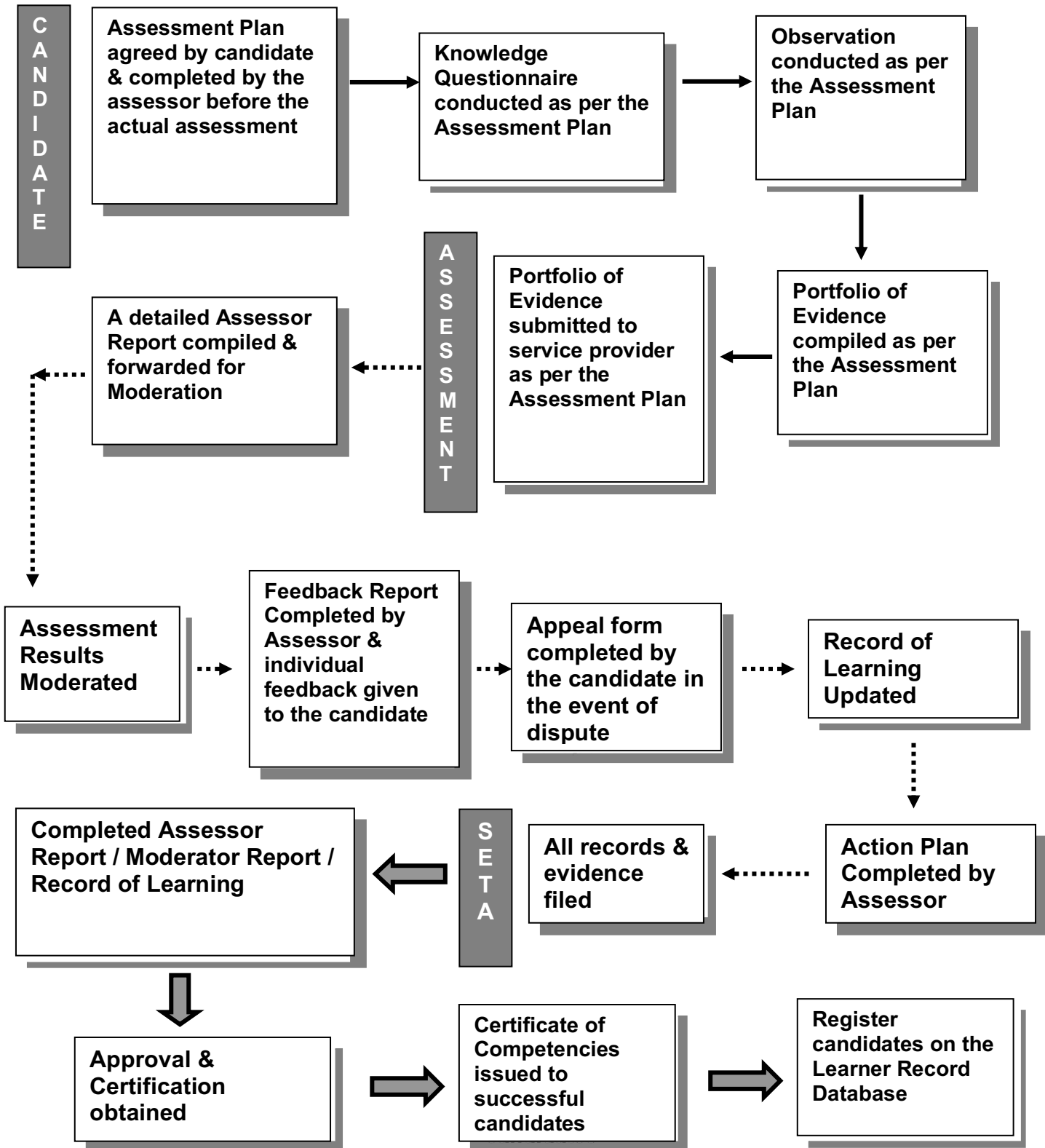
Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments. When learners have to undergo re-assessment, the following conditions will apply:

- Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.
- Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.
- Only the specific outcomes that were not achieved will be re-assessed.
- Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues.

In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts. The POE guide directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

NOTE YOUR POE GUIDE HAS MORE INFORMATION ON THE ASSESSMENT PROCESS

Assessment Process Flow



SECTION 1: UNDERSTANDING PROFESSIONAL VALUES AND THEIR ORIGINS OR SOURCES



Specific Outcome

On completion of this section you will be able to Describe and reflect on what professional values are and where they come from. .



Outcomes range

On completion of this section you will be able to know:

- ❖ What it means to be professional.
 - ❖ Professional values and origins
-
- When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit Standards being assessed.
 - They must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.
 - As each situation is different, it will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment; formative and summative assessment.
 - The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a practitioner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a practitioner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should not be assessed as competent.

1 INTRODUCTION

Each person has his own personal values. Values in what we believe, what we think is meaningful to us. Values may guide us, motivate us, and confirm us in our beliefs. We may handle values superficially or do take them by heart. Values may give our life sense and satisfaction. They will lead us to accomplishment and success. A common phrase that is repeated often is, “actions speak louder than words.” When considering the issue of personal values and ethics, we must focus primarily on the actions and choices we take rather than just on stated values. Our actions are the fruit of our lives that flow from our roots or our values and morals. Having clearly defined values and morals are what ultimately guides our decision making process in life.

1.1 Definition of key terms

- I. **Values:** are important and enduring beliefs or ideals shared by the members of a culture about what is good or desirable and what is not. Values exert major influence on the behaviour of an individual and serve as broad guidelines in all situations. In simple terms, values are those things that really matter to each of us ... the ideas and beliefs we hold as special. Many of us learned our values at home, at church or synagogue or at school.

- II. **Personal values:** are the beliefs, values, and philosophies that we hold about life, its purpose, and our own purpose. As we grow up, we take on board the personal values of others around us until we reach the teen years and start to accept or reject such values as being a part of who we are, or not a part of our own selves.

- III. **Ethics:** are the standards, beliefs or motivation for behaviours that are valued by you as an individual or valued by a group to which you may belong. Ethics are similar to morals and are “internal”. However, the law is concerned with prescribing conduct and is “external” to individuals. These values, beliefs and attitudes each of us has about:
 - How things should be in the world
 - How people should act in certain circumstances
 - How the important aspects of life are handled (e.g. Money, family, relationships, power, male and female roles).

1.2 UNDERSTANDING PROFESSIONAL VALUES (N1, N2)

If you want to be successful, you will have to get used to being a professional. How you look, talk, write, act and work determine whether you are a professional or an amateur. Here is example;

Two different sales men ring your door bell,

- The first one is wearing shorts, a scruffy untucked shirt, a baseball cap backwards, unshaven and nervous, with an old pair of sandals on and no paperwork... would you buy anything off him?
- Take the sales man that is dressed sharp, in a suit and tie, hair neat, clean shaven, faint smell of fresh aftershave, a little neat briefcase with all paper work in order. I'm guessing you would be more inclined to buy off the second salesman then the first. WHY? Because of his appearance.

As a professional, you need to take responsibility for yourself and your work. Here are the basics to create a professional manner.

- Be courteous and have good manners
- Be punctual, get into the habit of being on time
- Keep confidential details confidential
- Do what needs to be done, do not leave it for others to do
- Listen to others
- Apologise for any errors or misunderstandings
- Speak clearly and in language others can easily understand
- Be honest - avoid even the smallest of lies at all costs
- Do what you say. If you commit to something, then follow through with it
- When communicating, ensure you have made yourself clear to avoid any misunderstandings.
- Be reliable and dependable
- Demonstrate self-control and avoid public arguments and disagreements



1.2.1 DEFINITIONS OF PROFESSIONALISM

- Merriam-Webster's defines professional as characterized by or conforming to the technical or ethical standards of one's profession."
- David Maister states that professionalism is, "...believing passionately in what you do, never compromising your standards and values, and caring about your clients, your people, and your own career."

1.2.2 PROFESSIONAL VALUES DEFINED

Professional values are the guiding beliefs and principles that influence work behaviour. While these values may change over time and around different life events, your core beliefs should stay the same. Your professional values are usually an extension of your personal values--things like honesty, generosity and helpfulness.



Professional values are a set of moral principles and standards of conduct, supporting the moral prestige of professional groups in society.

Universal Professional Values

Although some values are considered more important than others in certain professions, there are some universal values that should be, and usually are, held and practiced in all of them. While these values may seem intuitive, failure to adhere to these five principles is at the root of much of the economic and social damage that brought the entire world's economy nearly to its knees in 2008. These universal values are:

- Do no harm;
- keep it simple;
- honesty is the best policy;

1. Do not harm

Think carefully before taking any action. Investigate whether it could have any negative effects. If so, determine whether the negative effects of taking no action at all outweigh the effects of the action you are considering. If they are equal, or if doing nothing will have fewer negative effects, do not take the action.

2. Keep it simple

Transparency and openness are vital in every profession. This means keeping things simple. If you, as a member of your profession, do not understand the processes that dictate the actions you take, the processes should be simplified or the actions should not be taken. If there is duplication of effort, examine how those efforts can be combined.

Provide clear explanations of decisions and actions. Describe what is being done and why it needs to be done. Detail what the benefits of a given action are and to whom those benefits will flow. Discuss in detail what potential harm could arise, what the effects of that harm might be, and how

the benefits of an action outweigh any potential harm. These explanations should be written in plain language and be understandable to the average citizen.

3. Honesty is the best policy

If you tell customers your product/service will solve all their problems, you are clearly lying. No one thing is a solution to everything. If you say nothing at all, but include substances in your product to make it easier or cheaper to produce, store and transport, you are not lying outright, but you could be lying by omission.

Do not allow your marketing to become institutionalized lying. If your product has known negative effects, your company should be leading the charge to alleviate or eliminate them.

TOP VALUES IN THE WORKPLACE

Dependability and Responsibility

Employers value employees who come to work on time, are there when they are suppose to be, and are responsible for their actions and behaviour. It's important to keep supervisors abreast of changes in your schedule or if you are going to be late for any reason. This also means keeping your supervisor informed on where you are on all projects you have been assigned. Being dependable and responsible as an employee shows your employer that you value your job and that you are responsible in keeping up with projects and keeping them informed of the things that they should know about.

Possessing a Positive Attitude.

Employers seek employees who take the initiative and have the motivation to get the job done in a reasonable period of time. A positive attitude gets the work done and motivates others to do the same without dwelling on the challenges that inevitably come up in any job. It is the enthusiastic employee who creates an environment of good will and who provides a positive role model for others. A positive attitude is something that is most valued by supervisors and co-workers and that also makes the job more pleasant and fun to go to each day.

Possessing a Positive Attitude.

Employers seek employees who take the initiative and have the motivation to get the job done in a reasonable period of time. A positive attitude gets the work done and motivates others to do the same without dwelling on the challenges that inevitably come up in any job. It is the enthusiastic employee who creates an environment of good will and who provides a postive role model for others. A positive attitude is something that is most valued by supervisors and co-workers and that also makes the job more pleasant and fun to go to each day.

Self – Motivated

Employers look for employees who require little supervision and direction to get the work done in a timely and professional manner.

Supervisors who hire self-motivated employees do themselves an immense favour. For self-motivated employees require very little direction from their supervisors. Once a self-motivated employee understands his/her responsibility on the job, they will do it without any prodding from others. Employers can do their part by offering a safe, supportive, work environment that offers employees an opportunity to learn and grow. Working in a supportive work environment and taking the initiative to be self-directive will provide employees with a better sense of accomplishment and increased self-esteem.

Strong Self – Confidence

Self-confidence has been recognized as the key ingredient between someone who is successful and someone who is not. A self – confident person is someone who inspires others. A self-confident person is not afraid to ask questions on topics where they feel they need more knowledge. They feel little need to have to impress others with what they know since they feel comfortable with themselves and don't feel they need to know everything.

The self-confident person does what he/she feels is right and is willing to take risks. Self- confident people can also admit their mistakes. They recognize their strengths as well as their weaknesses and are willing to work on the latter. Self-confident people have faith in themselves and their abilities which is manifested in their positive attitude and outlook on life.

1.3 ORIGIN OF PROFESSIONAL VALUES IN THE PRIVATE SECTOR (N2)

The following are the key sources of professional values in the private sector.

1. Business executives

It is the executive managers who set the tone and direction of a company's operations. As business leaders, they are also the ones to shape the ethical culture of their firms while business leaders across an entire industry maintain standards for ethical conduct. As a consequence, leaders of business define what ethics and other values mean for their industries, companies, and subordinates. Unfortunately, this means a lack of ethics among successful businessmen, and women, can undermine ethical standards for generations to come.

2. The organisation

The organisation is a source of the professional values and ethics; it is where individuals within a business environment focus on group conduct.

The organisation has the code of ethics; these codes are a set of rules that guide individuals in decision-making and behaviour. There are normally 2 types of codes;

- An aspirational code is a statement of ideals to which professionals should strive.
- The educational code seeks to buttress understanding of its provisions with extensive commentary and interpretation.

3. Mentors

The long term experience that is associated with long serving employees can be used as a source of professional ethics and values. Employees who have worked for companies for a long period have developed an exceptional mentoring in skills, ethics and moral practices. They are identified by the management and used to mentor the new worker force generation.

4. Role models (Top Achievers)

The company can use the employees who perform remarkably well in order to obtain tactics behind their stern performance and apply the ethics behind it to the other employees. Role models are driven by intrinsic personal characters which can be emulated by other to achieve better results. Role models may not necessarily have worked for a long period of time; however, they possess extraordinary characters that enable them to excel above the rest.

5. Individual personality

The foundation of professional values is usually formed with influence from the personality. An individual's values may come from previous work experiences, future objectives, or personal satisfaction. Previous work experience can be a great opportunity to identify what someone values through a trial and error type of exploration. Future objectives, or aspirations, develop professional values by creating goals for an individual to work toward, putting emphasis on what is trying to be achieved. Professional values stem from a person's personality; therefore, personal satisfaction plays a big role. When considering a career, one of the many decision-making factors will be based upon whether or not that particular career will satisfy that individual.

6. Corporate researchers

Business organisations are applying the tool of research to identify ethics and values which are useful in a business environment. They obtain the information from the scholars who have carried out an in-depth research on company ethics. The information age has greatly contributed to research in different fields. Internet is today relied upon in providing information on business ethics and values.

7. Other companies

The role companies have played in enhancing professional ethics and values can be applied by other companies.

This is however a retrogressive approach, which is not based on creative and critical thinking as well as innovative strategic goals. Organisations should be head-thinkers in the corporate world. Business ethics applied by successful companies may provide a framework within, which other organisations can formulate their professional ethics and values

8. Professional bodies

The most common source of professional values are professional bodies. For example SAICA-charted accounts, SAIPA- Public accountants among others. These bodies usually draw up a code of conduct that all members must abide by.

1.3 ORIGIN OF PROFESSIONAL VALUES IN THE PUBLIC SECTOR (N2)

Professional values in the public service originate from a number of sources which include;

- Constitution of the Republic of South Africa.
- Values of the society.
- Legal rules
- Batho-Pele principles

a) The constitution and the authority of Parliament

Principles of public administration are drawn from the constitution and the authority of the parliament.

- **Constitution as the supreme law**

The constitution is the supreme law of South Africa. Section 40(2) of the Constitution provides that all levels of government must observe and adhere to principles of cooperative government. These principles are set in Section 41 of the Constitution. This implies that their activities must be conducted within the parameters set out in Chapter 3 of the constitution. These provisions in the Constitution establish the principle that binds and directs the activities of every government, with its different institutions, every political and elected office-bearer and every government official. In addition, to ensure that the Constitution is the supreme law, provision has been made for the establishment of the Constitutional court. The professional values must therefore be created in line with the constitution of the Republic.

- **Authority of the Parliament**

Section 44 of the constitution gives the Parliament the authority to make laws for the Republic but they must be in line with the Constitution. This therefore means, all activities of the government

must be made in line with the Constitution and the authority of Parliament. The Parliament has the following ways to ensure that office bearers respect their decisions.

- Allocation of money through budgeting,
- Controls for example through the Auditor- General.
- Personnel provision and utilisation- for example a hierarchy of officials.
- Determination of the structure of governments

Due to the existence of accountability, politicians and public office bearers must retain the favour of the electorate to keep their positions; otherwise they will lose their positions to represent the society. One of these favours is creating and respecting professional values.

b) Values of the society

In a heterogeneous society like South Africa, there is a degree of consensus on principles and values (what is good and desirable). Therefore, if these values direct the lives of the majority of South Africans, then these principles serve as guidelines for governing and for officials to carry-out their work. The following are examples of societal values in South Africa;

- **Reasonableness and fairness;** government officials must always act fairly and reasonably towards the public and one another.
- **Balance;** all factors relating to an issue must be considered before a decision is made or action taken.
- **Truth;** includes various norms which politicians and government officials must adhere to when performing their tasks. These norms include reliability, integrity, tolerance, level-headedness.
- **Efficiency;** means government institutions must achieve their objectives economically and as efficient as possible.

c) Legal rules

These can be defined as law-given rule which direct and which can be used as a code of conduct for government officials in fulfilling their responsibilities. The following are some of the legal rules

- **Rules of natural justice;** means that the other party must also be heard.
- **Bona fide act;** means act in good faith.
- **Ultra vires doctrine;** means government officials should not exceed their powers.

Therefore, government officials must conduct their work in line with rules of natural justice; bona fide and ultra vires doctrine.

d) Batho-Pele principles

These are principles that are set in the White Paper on Transforming Service Delivery. The purpose is, among others, to provide a policy framework and a practical implementation strategy for the transformation of public service delivery. Some of the principles include;

- Consultation
- Service standards
- Access
- Courtesy
- Information
- Transparency and openness
- Redress
- Value for money

In summary, they are moral guidelines and values in terms of which public servants must deliver to the public

1.4 CODE OF CONDUCT FOR PUBLIC SERVANTS (N2)

The Code of Conduct for Public Servants was promulgated in 1997 with the aim of providing public servants with guidelines on the behaviour expected of them in the course of their duties. The code of conduct also reinforces the professional values for public servants in South Africa.

Ethics in public administration also apply to local governments in their economic developments. That is, as they undertake various initiatives designed to help poor people directly meaning they need to respect these ethics and rules of conduct. The following are some of the ethical principles and rules of conduct that apply to local economic development.

1. An employee puts the public interest first in the execution of his or her duties.

This stipulation means that where decisions have to be made or discretion has to be exercised, due consideration should be given to putting the interests of the public first. The public servant's own interests or any other sectarian interest must always be placed subordinate to the public interest.



The majority of staff working at a municipal office indicates their desire to take their annual leave during December. If the leave was granted, this would mean that the office would not be able to render proper development services to the community. A compromise will have to be reached

between management and the relevant employees, entailing that some of the officials will remain on duty to ensure continued service rendering.

2. An employee loyally executes the policies of the Government of the day in the performance of his or her official duties as contained in all statutory and other prescripts.

The Bill of Rights in the Constitution, *inter alia*, protects each citizen's political rights, which includes the right to associate with and belong to the political party of his or her choice. The election process will result in the political party drawing the majority vote taking office. This might mean that a specific public servant's personal preferences might not be reflected in the outcome of an election. It could also mean that the priorities, programme of action and policies adopted by the Government of the day may differ from the personal priorities of individual public servants. Public service employees are nevertheless required to serve the elected Government of the day in a dedicated, skillful and faithful manner in executing such policies.



A public servant personally believes that primary health care should be the highest policy priority in the country and also supports a political party which shares this view. The Government of the day, however, adopts as its policy priorities the provision of housing and the combating of crime. The employee will be expected to accept the Government's prioritisation. This does not, however, mean suppressing ideas or creativity.

3. An employee strives to be familiar with and abides by all statutory and other instructions applicable to his or her conduct and duties.

In order to faithfully and efficiently serve the Government of the day, as well as the public, employees are required to know their job content, the policies in accordance with which their jobs have to be done and the procedures to be followed. Supervisors are responsible for ensuring that employees are familiar with their job content. Employees are equally responsible for making an effort to become knowledgeable workers, able to perform efficiently and in accordance with the prescribed policies and procedures applicable in their work environment, in the best interests of the public and the communities they serve.



Not being familiar with the public service financial prescripts, an official approves the purchasing of a caterpillar for local road construction without obtaining the required Treasury approval. Such an action would mean unauthorised expenditure and could give rise to costly and wasteful legal action and claims for damages.

4. An employee will serve the public in an unbiased and impartial manner in order to create confidence in the public service.

The public service serves the total community, and the public expects to be treated equally, efficiently, professionally and in a friendly manner. Employees are therefore required to live up to this expectation by treating those with whom they work and those they serve equally, in a manner that will not only create trust in the public service, but will also establish an appreciation for the quality and efficiency of services rendered.



An employee occupies a position in a department where applications for loans for small businesses are done. The employee's neighbour is aware of the fact that he or she can influence the process and approaches him or her with the request to assist in speeding up an application. The employee will have to consider this situation very carefully, as any action taken to assist the neighbour could be seen to favour the neighbour over other applicants.

5. An employee has regard for the circumstances and concerns of the public in performing his or her official duties and in the making of decisions affecting them.

Although the needs and/or concerns of members of the public might, in the eyes of employees, not seem to be as serious as the members of the public think, employees must calmly and efficiently provide help, information or even guidance to bring about solutions to their problems. Concerns expressed by individuals or groups must be taken into account. Following a consultative and transparent process in these issues can contribute considerably to accommodating the circumstances and concerns of the public.



A primary health care clinic is being planned for a rural community but there is also the alternative of providing a mobile unit. The community should be consulted to determine their preference. This would ensure a sound decision and also involve the community at an early stage.

6. An employee executes all reasonable instructions by persons officially assigned to give them, provided these are not contrary to the provisions of the Constitution and/or any other law.

It is important that employees should carry out all reasonable instructions, in order to ensure that services are rendered to the community in a well structured and orderly manner. Large organisations such as public service departments can only function effectively if there are proper lines of authority which are respected by subordinates. If all legal instructions are carried out timeously and efficiently the organisation as a whole will function well.



If an employee is instructed by a superior to place an order for the purchase of equipment where the proper tender procedures have not been followed, the employee may ask that the matter be referred to the accounting officer for a decision.

7. An employee strives to achieve the objectives of his or her institution cost-effectively and in the public's interest.

In their day to day functioning, employees should continually ask themselves whether what they are doing really contributes to delivering the services or results for which their organisational component is responsible. This, of course, requires all employees to have a thorough knowledge of the goals and objectives of their components and the institution and, importantly, also their specific duties within the component.

Supervisors/managers at all levels should also continually ask themselves whether the functions their components are performing really contribute to delivering the services for which their institution is responsible. Both employees and supervisors/managers should also guard against duplicating work that should actually be performed by another institution.



A budget programme manager or responsibility manager must be careful to use the public funds entrusted to him or her to achieve the objective of the programme. These requires proper planning and the avoidance of ad hoc or spur of the moment decisions.

8. An employee does not engage in any transaction or action that is in conflict with or infringes on the execution of his or her official duties.

In order to bring about and maintain trust in the public service, all employees are expected to serve in a loyal and dedicated manner. This requires employees not to get involved, either on or off duty, in matters or activities that could:

- (a) Be regarded as being fraud or theft;
- (b) interfere with the carrying out of their duties;
- (c) Influence the way in which they do their work;
- (d) Influence their objectivity in making decisions;
- (e) Create embarrassment for the State as employer

Employees' behaviour on and off duty should be such that the Government of the day and members of the public will trust them to loyally do their work, with the only objective being the best interests of the community.



An employee may not serve on the board of an organisation/ business with which his or her department does business.

9. An employee is honest and accountable in dealing with public funds and uses the public service's property and other resources effectively, efficiently, and only for authorized official purposes.

The general public trusts public servants with the assets, property and funds of the State, expecting employees to handle these in a responsible and honest manner. Employees are also expected to bring about savings for the taxpayer in the way that they handle public property and

funds. It is important that employees realise that the lower the State's expenses can be kept, the more and better quality services can be rendered to the country within the limits of the available resources.



An employee uses State property (anything from paper and pencils to cars) for his or her private purposes. This is not in the interest of the public because the person is not only stealing from the State and the taxpayer, but also making the public lose respect for the public service.

10. An employee does not use or disclose any official information for personal gain or the gain of others.

Employees, who in their official duties come into contact with sensitive, confidential or even secret information from time to time, may not disclose this information without the necessary authority to do so. Information may not be made available or utilised for personal gain or the gain of others or to support a personal vendetta against others. It is important that employees consider whether the disclosure of information would be in the interest of the public service. Employees must understand that transparency does not mean indiscriminately providing or disclosing information. Since it is impossible to provide full guidelines as to what information can be made available to whom, employees are urged to always seek prior approval from higher authority when they are uncertain.



If an employee, because of the nature of his or her job, has knowledge of a local government project that will increase property values in a particular area, the employee may not in any way make use of such information to enrich himself or herself or his or her relatives or friends.



- a) Define and explain the term professional with examples.

b) What are professional values? Give examples.

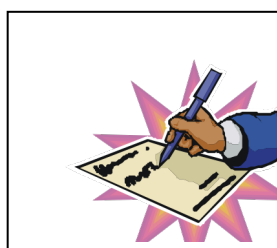
c) Explore the origins of professional values.

SECTION 2: PROFESSIONAL ACCOUNTABILITY



Specific Outcome

On completion of this section you will be able to describe professional accountability



Outcomes notes

The following shall be covered:

- ❖ Knowledge and expertise
- ❖ A trust relationship with clients/communities
- ❖ A service ethic
- ❖ Collective responsibility for standards
- ❖ On-going learning and upgrading

- When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit Standards being assessed.
- They must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.
- As each situation is different, it will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment; formative and summative assessment.
- The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a practitioner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a practitioner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should not be assessed as competent.

2 INTRODUCTION

In today's 24/7 driven global world, accountability is becoming a more frequently heard word in any industry. Every individual is being asked to produce more, be more responsible, all under the umbrella of accountability. This word by just being spoken creates fear; causes individuals to flinch or perspire; become hostile and close their minds to all logical reason.

So why this reaction? Why isn't this word viewed positively instead of negatively? Possibly the answer lies within the word and each person's individual experiences. Being accountable implies Action. No action creates no results. Facing the fear of inactivity is not easy. This results in the individuals having to ask some hard questions specific to the actions that there are or are not taking. And the most fearful question is Why.

With action, comes **Commitment** and more questions. What does commitment look like to you? Is your commitment like the occasional spring breezes or is it constant like the changing of the seasons? Are you truly committed to doing what it takes to reach beyond that next level of excellence? Commitment is the result of making good **Choices** and tough decisions. Choices come from the ability to create new possible **Opportunities** allowing more of our potential to be realized.

2.1 PROFESSIONAL ACCOUNTABILITY DEFINED

Professional accountability is the criteria against which professionals can be held accountable. These are embodied in the normative standards of their particular profession and are expressed in ethics guidelines or codes of conduct for each specialty area.



Accountability is a concept in ethics and governance with several meanings. It is often used synonymously with such concepts as responsibility, answerability, blameworthiness, liability, and other terms associated with the expectation of account-giving.

As an aspect of governance, it has been central to discussions related to problems in the public sector, non-profit and private (corporate) worlds. In leadership roles, accountability is the acknowledgment and assumption of responsibility for actions, products, decisions, and policies including the administration, governance, and implementation within the scope of the role or

employment position and encompassing the obligation to report, explain and be answerable for resulting consequences.

Accountability is frequently described as an account-giving relationship between individuals, e.g. "A is accountable to B when A is obliged to inform B about A's (past or future) actions and decisions, to justify them, and to suffer punishment in the case of eventual misconduct, Accountability cannot exist without proper accounting practices, in other words absence of accounting means absence of accountability.

Professional accountability can be achieved by;

- A trust relationship with clients/communities
- A service ethic
- Collective responsibility
- On-going learning and upgrading



Define the term professional accountability and explain its importance to professionals.

2.2 SERVICE ETHICS (N3)

For instance, in South Africa the code of conduct for public servants was created as a service ethic to give practical effect to the relevant constitutional provisions relating to the Public Service, and all employees are expected to comply with the Code of Conduct ('the Code'). The Code acts as a guideline to employees as to what is expected of them from an ethical point of view, both in their individual conduct and in their relationship with others. Compliance with the Code can be expected to enhance professionalism and help to ensure confidence in the Public Service. An employee shall be guilty of misconduct in terms of Section 20 (t) of the Public Service Act, 1994, and may be dealt with in accordance with the relevant sections of the Act if he or she contravenes any provision of the Code of Conduct or fails to comply with any provision thereof.

Therefore, service ethics like the code of conduct outlines the criterion and methods of ensuring that professionals are held accountable for their actions. In addition, where there is professional ethics there is efficiency, effectiveness, economical use of resources, equitable service delivery, impartiality, fairness, accountability, development orientation, good HRM and career development

practices, transparency, accountability, responsiveness to people's needs and redress just as the Constitution requires.

In summary, professional ethics cover;

- Efficiency
- Transparency
- Honesty
- Integrity
- Commitment
- Accountability
- Loyalty



These become the criterion upon which a professional in public service can be held accountable.



Although the Code of Conduct was drafted to be as comprehensive as possible, it does not provide a detailed standard of conduct. Heads of department are, in terms of section 7(3)(b) of the Act, inter alia responsible for the efficient management and administration of their departments and the maintenance of discipline. They may therefore, after the matter has been consulted in the appropriate Chamber of the Public Service Bargaining Council, and without derogating from it, supplement the Code of Conduct provided for in this Chapter in order to provide for their unique circumstances. Heads of department should also ensure that their staffs are acquainted with these measures, and that they accept and abide by them.

2.4 COLLECTIVE RESPONSIBILITY (N4)

Collective responsibility is a concept or doctrine, according to which professionals are to be held responsible for other professional's actions by tolerating, ignoring, or harbouring them, without actively collaborating in these actions. Collective responsibility is done to protect the individual professions from disrepute because of their actions.

If a practitioner fails to embrace and respect collective responsibility of the professional body, disciplinary actions can be levelled against the member. This can result in the deregistration of the practitioner.



For example, Tim, a doctor who is a member of the South Africa Doctors Association (professional body) can benefit from collective responsibility of the profession if he negligently carry's out an operation that leaves a patient paralyzed for life.

That is, the South African Doctors Association and its members can protect Tim from the public by supporting his negligent operation as being the best that any doctor could do given his circumstances. Obviously, after being protected from bad publicity, Doctor Tim might be disciplined by the South African Doctors Association so as to protect the profession from abuse by negligent Doctors.



Explain the following terms with examples:

- a) A trust relationship with clients/communities
- b) A service ethic
- c) Collective responsibility for standards

2.5 TRUST RELATIONSHIP WITH CLIENTS/COMMUNITIES (N2)

A relationship of trust with clients and the community is incredibly important all the time, but it becomes incredibly important when things go wrong. People want things fixed (e.g. houses built, roads maintained, jobs created) but they also want to know how, and why, things went wrong and they want the truth, no matter what it is.

Clients/community know that people are human, and if you explain where the problem happened in a way they can understand and explain what you've done to mitigate the failure, it helps. By outlining what you're going to do to prevent it from happening, you give your client the chance to evaluate your response, and you let them know that you take what happened to them seriously. If it was a fluke, explain why – they comprehend more than you think. If it's a change that needs to be made, explain it. They'll appreciate that your organisation is addressing an issue and not just putting a band-aid on a wider problem.

Trust can also be promoted through:

- Attentiveness
- Competence
- comfort measures



- personality traits, and
- provision of information.

Once a professional creates and maintains a relationship of trust with his /her client that becomes professional accountability.

2.6 PROFESSIONAL DEVELOPMENT (ON-GOING LEARNING) (N5)

Individuals may participate in professional development because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, enhance career progression, keep abreast of new technology and practice, or to comply with professional regulatory organisations.

Most professional bodies have regulatory requirements towards continuous learning and personal development and failure which might result in deregistration of the practitioner. Therefore, on-going learning and upgrading becomes a form of professional accountability of the practitioner to the professional body.



Examples include;

- *The Actuarial Society of South Africa requires that members comply with its Continuing Professional Development (“CPD”) requirements and non compliance will lead to sanctions as determined by the Council from time to time, including termination of membership, as set out in the bye laws.*
- *Prince2 practitioners are required by APM Group (professional body) to seat for a practitioner examination after every 5 years to renew their registration and accreditation.*
- *Teachers in Indiana are required to earn 90 Continuing Renewal Units (CRUs) per year in order to maintain professional registration*



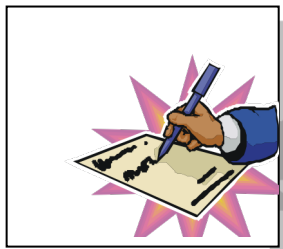
Explain the importance of continuous professional development.

SECTION 3: POSITIONING PROFESSIONAL VALUES WITHIN AN ORGANISATIONAL CONTEXT



Specific Outcome

On completion of this section you will be able to position professional values within an organisational context.



Outcomes notes

- ❖ Identify different relationships of trust that exist in the workplace
 - ❖ Identify constraints on professionalism
-
- When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit Standards being assessed.
 - They must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.
 - As each situation is different, it will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment; formative and summative assessment.
 - The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a practitioner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a practitioner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should not be assessed as competent.

3 INTRODUCTION

A fiduciary duty is a legal or ethical relationship of confidence or trust regarding the management of money or property between two or more parties, most commonly a fiduciary and a principal. In a fiduciary relation one person, in a position of vulnerability, justifiably reposes confidence, good faith, reliance and trust in another whose aid, advice or protection is sought in some matter. In such a relation good conscience requires one to act at all times for the sole benefit and interests of another, with loyalty to those interests.

A fiduciary is someone who has undertaken to act for and on behalf of another in a particular matter in circumstances which give rise to a relationship of trust and confidence-

Wikipedia,

A fiduciary duty is the highest standard of care at either equity or law. A fiduciary is expected to be extremely loyal to the person to whom he owes the duty (the "principal"): he must not put his personal interests before the duty, and must not profit from his position as a fiduciary, unless the principal consents.

Professional values are critical in safeguarding different types of relationships of trust that occur within the organisation. The following are the types of relationship of trust in the local government environment.

3.1 TYPES OF RELATIONSHIPS OF TRUST (N1)

The following are the different types of relationships of trust in an organisation;

I. **Employer-employee relationship**

A contract of service, or employer-employee relationship, generally exists when a worker agrees to work for an employer, on a full-time or part-time basis, for a specified or indeterminate period of time, in return for wages or a salary. The employer has the right to decide where, when and how the work is to be done.

For example, the employer can trust the employee to manage the finances of the organisation without the day to day guidance of the later and this reflects a relationship based on trust. If the employee steals the organisation's funds then the relationship of trust will be broken.

II. Organisation- external consultant's relationship

A contract for service, or business relationship, generally exists when a worker/organisation agrees to perform specific work for a payer in return for payment. The self-employed worker is not normally required to perform the services personally.

The relationship of trust comes in because the organisation has given the consultant the authority over a certain area of the organisation for a given time frame with the hope of a solution or reward to the organisation. This means the consultant is being trusted with organisational resources for a given time period.



For example, a relationship of trust is created if the municipality contracts a computer networking consultant to identify and solve networking problems in the municipal computer system in return for a fee. The municipality is trusting that the consultant will give them a solution to their problem and that the consultant will work honestly and diligently. But, if the consultant executes the job negligently and worsens the municipal computer networking system, the relationship of trust would have been broken.



In order to determine whether a worker is an employee under a contract of service or self-employed under a contract for service, reference must be made to common law principles. The terms and conditions of the worker's employment are examined and analyzed as they relate to the following four factors:

- (a) control*
- (b) ownership of tools*
- (c) chance of profit/risk of loss and*
- (d) Integration.*

It is important to note that one factor alone is not conclusive in the determination.

III. Directors-management relationship

A board of directors is a body of elected or appointed members who jointly oversee the activities of a company or organisation. Typical duties of boards of directors include governing the organisation by establishing broad policies and objectives; selecting, appointing, supporting and reviewing the performance of the chief executive; ensuring the

availability of adequate financial resources; approving annual budgets; accounting to the stakeholders for the organisation's performance and setting their own salaries and compensation.

The directors in turn entrusts the day-to day running of the organisation to the management with the hope of good management and maximisation of revenue or service delivery.

This means the management is given the authority and responsibility to run the organisation in accordance with the broad policies set by the directors. Since, the management have been given the authority by directors; they are accountable to the later for their actions and decisions.

Later on, if the management commits fraud against the organisation then the director-management relationship of trust would have been broken.

IV. Organisation-community relationship

All public organisations have a mission that they must follow for the benefit of the community. For instance, a council is responsible for district-wide planning, capacity-building and ensuring welfare of the community members in the district.

These public organisations are set up with the mandate of the people to enhance service delivery. Therefore, public organisations are in a relationship of trust with the community or beneficiaries in which the community trusts these organisations to provide on their needs. If the public organisation deviates from its mission, then the relationship of trust would have been broken.

V. Politian-voter relationship

Another common relationship of trust in government organisations exists between politicians and voters. Voters trust politicians to deliver services that improve their lives in return for a vote. In essence, as politicians run government organisation, they are carrying out the mandate of voter/public.



For example, councilors are trusted by their constituencies/wards to represent their interests in local government. But, if the councilor misappropriates public funds through tender fraud and fails to deliver on his mandate, the relationship of trust would have been broken.

3.3 CONSTRAINTS ON PROFESSIONALISM (N2)

There are a number of factors that put constraints on professionalism.

The following are some of them

I. Demands from the client

In some cases a client can make an unreasonable demand which might force a professional to cut corners in order to make the client happy. Since, the client comes first and the organisation is concerned about keeping the client professionalism can come under intense pressure.

II. Resource constraints

Resources can also put pressure on professionalism. In certain instances if a professional is made to deliver given minimal resources (time and money) this leads to low standards conflicting with professional standards. For example, a professional school teacher is forced to teach without a classroom, chalks, chalk boards and textbooks and produces a 10% pass rate. In terms of professionalism the 10% pass rate does not reflect on professionalism.

III. Conflicts

Internal conflicts within the organisation can put immense pressure on professionalism. Often when there is conflict it continues for a long period because the individuals involved in the conflict do not take the time to listen to each other. In addition, the conflict can result in lack of communication, support and sabotage between professionals who depend on each other and this compromise on professionalism.

IV. Lack of support and buy-in from top management

Lack of support and buy in from top management in an organisation can also be a constraint to professionalism. That is, if the top management does not support professionalism and constantly requires employees to;

- cut-corners,
- Do more with minimal resources then professionalism will suffer.



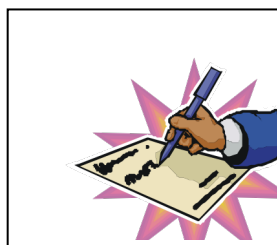
Using your own life experiences, identify factors that negatively influence professionalism.

SECTION 4: CONFLICTS IN THE WORKPLACE



Specific Outcome

On completion of this section you will be able to Describe why value conflict occur in the workplace



Outcomes notes

❖ Different client and organisational demands that give rise to conflict in the workplace environment

- When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit Standards being assessed.
- They must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.
- As each situation is different, it will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment; formative and summative assessment.
- The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a practitioner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a practitioner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should not be assessed as competent.

4 INTRODUCTION

Conflict is a process that begins when one party perceives that another party has negatively affected, or is about to negatively affect, something that the first party cares about. Conflict is not something that is abnormal. It occurs in all organisations and teams, unless there is a culture of compliance which means little questioning occurs.

Conflicts must be managed so that it becomes creativity and not a destructive force. It should be stressed that conflict in itself is not always unavoidable. Neither is conflict necessarily bad. In fact, conflict can be the source of personal growth. It is only when conflict is not handled properly that personal injury or damage (physical or mental) can result. The objective is then to avoid conflict that gets out of control.

Conflicts in an organisation can be caused by differences in;

- Interest
- Understanding
- Value
- Style
- Opinion
- Objective/goals
- Power and
- Limited resources



4.1 VALUE CONFLICTS (N1)

Since effective persuasive arguments are usually based on common values, profound differences in values between conflicting parties can make effective persuasion difficult. If a conflict is primarily value based--that is, if it revolves around differing concepts of good and bad, right and wrong it can be very difficult to craft an effective persuasive argument. That is because values usually cannot be changed simply by reason.

Values are deeply held beliefs-usually based on cultural traditions, long-held family and religious teachings and long-lasting memories of personal experiences. Given their sources, people's values seldom change, even when their more superficial desires (for instance, their interests) are modified.

"Asking someone to adjust his values is like asking him to alter his sense of reality," explain mediators Susan Carpenter and W.J.D. Kennedy.

While this can happen, it doesn't happen often or easily. For this reason, values usually cannot be negotiated, nor can they be changed through persuasive arguments.

Value conflicts are even more difficult to deal with because the people in conflict may not only disagree about the substance of a dispute, but they will often disagree about the appropriate method of dispute resolution or dispute management as well. Given the lack of agreement on both process and substance, parties involved in value conflicts tend to turn to force-based conflict options more often than negotiation or persuasive approaches, because force seems to be the only common language that both sides understand and honour.



In groups of five or six, identify the value conflicts in the following scenarios

- i. Can you believe what Coach Anderson did last week? Our football team was in the last minute of the fourth quarter of a playoff game, and we were only three points behind. Well, one of our runners got tackled close to the goal line and the referee called it a touchdown, but the coach saw that one of our players was offside before the play and told the ref. Because of that, we lost the touchdown and the game! I think the coach should be fired for costing us the championship.
- ii. Conscientious objectors are traitors to their country and should be either arrested or deported to somewhere that will tolerate them. When one's country is in danger of foreign domination, there is no time for cowardice or reflection. The freedom of every citizen is in danger when a war is on, and it is every citizen's duty to contribute to that freedom's defense. Conscientious objectors put everyone at risk, and they must not be allowed to do so with impunity.
- iii. South African youth are being cheated out of their educational future by narrow-minded budget cuts. Legislatures have apparently forgotten that learning requires a network of support and that those who facilitate the learning process require resources to do their jobs effectively. Unless teachers feel that their work is appreciated, they may find it hard to get up each day, excited about the challenge of encouraging as much learning as they know how. Direct government support for students is one more area where the cutbacks are harmful. When students cannot afford higher education, they certainly lose, but so do we all. The creativity and talents that would have been developed through higher education are lost to all of us. Just because a student is not born into a rich family, should they be unable to attend college? Where is our sense of justice and opportunity?

4.2 VALUE BASED CONFLICTS AT WORK (N1)

The workplace setting is fertile breeding ground for value based conflicts because of the dynamics and interdependency of the employee-to-employee, customer-to-employee, and employee-to-outside vendor relationships. Recognizing and addressing the factors that give rise to the potential for conflict can have a positive impact on workplace and the productivity in the workplace.

Reasons for workplace value-based conflicts

Each of the stakeholders involved in an organisation have their own values that they deem important.

- Broadly speaking, the management of the company wants to keep expenses as low as possible while achieving business objectives. This means the organisation might value cost effectiveness.
- The employees want psychological needs while working for the organisation meaning they might value money.
- Customers need to be satisfied meaning they might value professionalism; value-for money; integrity and customer service.

A problem exists when the values and objectives of the different stakeholder groups involved in the organisation are in conflict with each other. For example,

- Employees value money but the employer values cost cutting.
- The customer values professionalism but the company values cost cutting which might mean dropping professionalism.



Explain the reasons why value based conflicts occur in your organisation.

SECTION 5: MANAGING VALUE-BASED CONFLICTS



Specific Outcome

On completion of this section you will be able to analyse cases of value conflict in the workplace and suggest ways of dealing with them.



Outcomes notes

- ❖ Identify differences in values in at least one instance of interaction in a workplace or service environment.
- ❖ Describe how the conflict was handled and describe an alternative with reference to underpinning values.
 - When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit Standards being assessed.
 - They must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.
 - As each situation is different, it will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment; formative and summative assessment.
 - The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a practitioner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a practitioner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should not be assessed as competent.

5 INTRODUCTION

In the environment of interpersonal relationship there will always be difference, and conflict will be the norm not the exception. We need to manage conflict in order to obtain profitable return from it. Managing conflict requires that we consider not only the required guidance and control to keep conflict at an acceptable--yet not too high--level but also the activity to encourage proper conflict when the level is too low. Moreso, the need to manage the negative effects of conflicts is one of the reasons. In order to manage a value based conflict, one must analyse the conflict to have a better understanding of the values involved. Below is an example of a conflict of values and how it can be analysed;

Case study

For the sake of simplicity, let's narrow the focus of this conflict to a dispute between the developmental writing instructors and the counselling staff over the issue of whether the English placement policy is to be applied rigidly, based on test scores in all cases, or is to allow for exceptions based on other evidence available to counsellors who interview and register all incoming freshmen. Contributing to the problem is the language of the policy itself, which is ambiguous and does lend itself to either interpretation. The instructors have confronted members of the counselling staff, harsh words have been exchanged, and the hostility is so intense that neither the division chair nor the academic dean has been able to resolve the dispute through normal channels with the director of student services. The president of the college, a neutral party, becomes the mediator of last resort.

The analysis of the situation determines that the conflict is

- One of values, personality, and goals in that order of importance.
- The developmental instructors believe strongly in the value of their writing program for students and believe that students' completion of that program greatly enhances their chances of success not only in English Composition but in most all other courses as well.
- On the other hand, the student services staff is less enthusiastic about the value of the course. Both the student services staff and the instructors perceive themselves as student advocates, but in different ways.
- The instructors believe in the validity of the placement procedure; the counselling staff is sceptical of the validity, especially in individual cases where evidence other than the placement test indicates that the student may not need the remediation.
- The counsellors value the students' right to make their own choices, when possible, after considering the options, while the instructors view the prompt remediation of verbal deficiencies as essential to students' success at the community college and beyond, regardless of the students' perception of their own need for remediation.

5.1 FEATURES OF MORAL/VALUE CONFLICT (N1)

The features of value conflicts are important when finding ways of dealing with them. The following are the most common features;

1. Misunderstandings

The first general feature is the tendency for each side to misunderstand the words and actions of the other. People from unequal traditions may have trouble communicating because they rely on different systems of meaning, norms of communication, and behavioural expectations.

One possibility is that the participants use the same vocabulary but define and use these key terms differently. For example, the word "honour" might mean martial excellence to one party and economic success to the other. But it is also possible that the groups simply rely on radically different vocabularies that stress the importance of different values. If one party regards the key terms used by the other as unimportant, communication between them will be quite strained. All of this contributes to misunderstanding and makes it very difficult for participants to "articulate the logic of the other sides' social world in ways that the other side will accept." [16]

2. Mistrust

The second general feature of moral conflict is that group members tend to develop feelings of mistrust and suspicion toward the other group even a sense that the other group poses a danger to their very survival. Given the groups' different values and systems of meaning, actions taken by one side to defuse or resolve the conflict may often be perceived as threatening by the other party. This second party is likely to be stunned and offended by the other's action, and to respond in a negative way. This serves to perpetuate and/or intensify the conflict. Thus, the groups' different conceptions of morality lead to misunderstanding, which in turn contributes to conflict escalation.

3. Negative Stereotyping

Discourse often involves sweeping generalizations about members of the other group. People in moral conflicts tend to invidiously categorize and denounce the personalities, intelligence, and social manners of those with whom they disagree.

They may form negative stereotypes and attribute moral depravity or other negative characteristics to those who violate their cultural expectations, while they ignore their own vices and foibles, perceiving their own group to be entirely virtuous. This is what social psychologists call the attribution error.

4. Non-negotiability

These belief systems pull together fundamental assumptions and global viewpoints that are in general not up for compromise. Strict adherence to ideology can make it particularly difficult for individuals to approach those with differing worldviews with an open mind. They come to see the conflict entirely in win-lose terms. They may even get to the point that the goal of harming the other becomes more important than helping oneself.

5.2 DEALING WITH VALUE CONFLICTS (N2)

As highlighted earlier on, value conflicts are more difficult to deal with because the people in conflict may not only disagree about the substance of a dispute, but they will often disagree about the appropriate method of dispute resolution or dispute management as well. The following are some of the popular ways of solving value conflicts.

1. Changing the Stories

In some cases, each party can heighten its understanding of the other's world-view through new forms of communication. Some suggest that moral conflict be viewed as a particular form of communication and pattern of interaction. At various points in a moral conflict, people have the ability to handle their conflict differently. One way in which people can change the pattern of conflict is by telling different stories about what they are doing. By using narratives and story-telling to communicate they can enrich the views that each side has about the other, often revealing commonalities in the midst of all the differences.

2. Reframing

Third parties can sometime help the disputants to redefine or reframe their conflict, focusing more on attainable interests and less on non-negotiable positions or negative stereotypes. They can also help parties to seek mutually beneficial outcomes rather than competitive, win-lose outcomes. Even if the moral differences cannot be eliminated, sometimes the parties share interests or needs. All sides, for example, have a need for security, and increasing the feeling of security of one side does not diminish the security of the other side, as is commonly believed. Rather the opposite is generally true: the more secure one side feels, the less it feels a need to attack the other side; hence the more secure the other side is likely to feel. Therefore, reframing the conflict as a problem (at least in part) of security can sometimes help to get the parties to focus on something they can achieve together rather than on their non-negotiable differences.

3. Dialogue

Similar to story-telling, dialogue is a process of in-depth communication that allows parties to get to know each other better and to find commonalities with the other side.

Although there are many forms and contexts of dialogue, all seek to replace the ubiquitous "diatribe" of moral conflicts with respectful communication, empathic listening, improved understanding, and respect. In some cases, these new forms of communication may help parties to see that their moral disagreements are less deep and fundamental than they previously thought. However, in other cases, the substantive issues will truly be beyond compromise. Some suggest that in these sorts of cases, parties must strive to develop a space for citizenly public discourse. Even though the parties have radically different world-views and do not agree about the relevant issues, they can nevertheless reach an agreement about how to contend with moral and political differences in a constructive way. In other words, they can come to an agreement about how to disagree. They can thereby find a way to manage their conflict in a way that minimizes the costs to both parties.

3. Face Saving

Face saving is a strategy for limiting the sacrifice trap by making it easier for a party to change its behaviour without overtly admitting that they made a mistake in the past.

4. Develop Interdependence

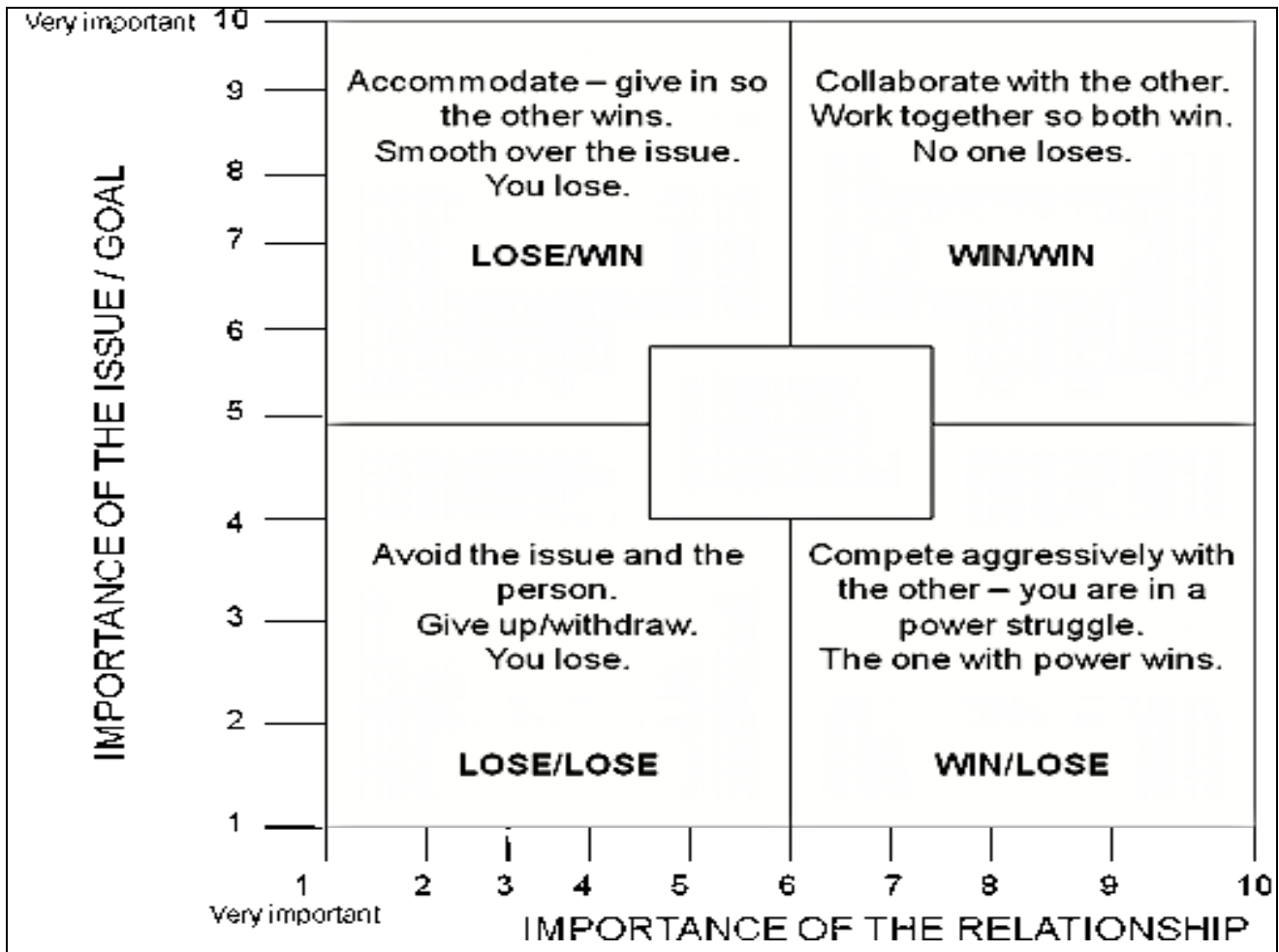
Groups which are interdependent are less able to sever ties in a severe conflict. Thus the development of interdependence is an escalation-avoidance strategy. It is also an approach to de-escalate a conflict, as interdependence encourages cooperation, which then encourages peace building efforts.

5. Stereotype-Breaking Actions

Unrealistic and overly hostile stereotypes can often be broken or at least limited when a party unexpectedly takes some type of conciliatory action which would have been unthinkable had the stereotype been true. Sometimes called "disarming" moves (though they have nothing to do with military disarmament), these are actions that are surprisingly reasonable. They help break down negative stereotypes as they prove that the enemy is actually reasonable and likable.

5.3 CONFLICT RESOLUTION STRATEGIES (N2)

Below are some of the ways you can use to deal with value conflicts.



What are the different ways we deal with value conflicts?



Avoidance (Flight):

- We MOVE AWAY or withdraw from the situation of conflict.
- We allow the other party to get away with his/her behaviour.
- We hope that the conflict will disappear.
- WIN-LOSE



Aggression (Fight):

- We MOVE AGAINST our opponent, escalating the conflict.
- We want to do things our way, using force to overpower our adversary.
- We view winning as an indication of strength, losing as a weakness.
- WIN-LOSE or LOSE-LOSE



Accommodation (Give Up or Give In):

We give up our goals to maintain "harmony" in the relationship.

We give in because we realised that the other person is right.

We concede because we have very little chance of winning.

WIN-LOSE

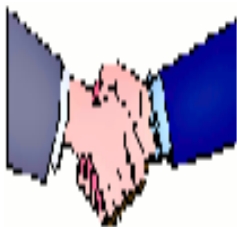


Compromise (Give Half):

We negotiate to find the middle ground.

We give up part of our goals to protect what is most important.

50 - 50.



Collaborate (Face):

We MOVE TOWARDS the adversary.

We make dialogue, negotiating for a mutually beneficial solution.

We collaborate in finding constructive ways to solve the conflict.

WIN-WIN

TIPS IN CONFLICT MANAGEMENT

- ✓ Know the cause of the problem
- ✓ The objective is a win-win!
- ✓ See if you can resolve the conflict on your own or seek the help of a third party.
- ✓ Discuss the issue in private, not in public
- ✓ Address a situation before it heats up.
- ✓ Be sure that the agreement you've reached addresses the original conflict and hasn't gotten sidetracked.
- ✓ If you are very angry, wait a bit before trying to resolve the conflict.
- ✓ Put the past aside and agree not to accuse the other person of past wrong doing.
- ✓ Be solution focused-not problem focused.
- ✓ Use active listening skills until you really understand the other person's needs.



- I. Make a list of value conflicts between you and your close friend, parents and colleagues.
- II. What are some of the ways that you can use to deal with these value conflicts?

REFERENCE

Howard R (1st 2008), *Ethics for the real world: creating a personal code to guide decisions in work and life (H/C)*, Publisher: Harvard Business School Publishing, ISBN Number: 9781422121061

Rossouw D (4th 2013), *Business ethics in SA*, ISBN Number: 9780199056064

Rao A (1st 2007), *Business Ethics and Professional Values*, Publisher: Excel Learning, ISBN Number: 9788174464798

Halberstam, Joshua. *Everyday Ethics: Inspired Solutions to Real-Life Dilemmas*. New York: Penguin Books, 1993.

Martin, Mike W. *Everyday Morality: An Introduction to Applied Ethics*. 2nd ed. Belmont, Calif.: Wadsworth Publishing Co., 1995.

Thompson, Mel. *Ethics*. Lincolnwood (Chicago), Ill.: NTC Publishing Group, 1994.

Armstrong, Michael. *A Handbook of Human Resource Management Practice*. Kogan Page Limited, 1999.

[Define Professional Values | eHow.com http://www.ehow.com/about_5335914_define-professional-values.html#ixzz178IRssKy](http://www.ehow.com/about_5335914_define-professional-values.html#ixzz178IRssKy)

<https://www.ahmpnet.org/content/ehss-professional-development>

<http://www.speakersroundtable.com/article/building-trust/fiduciary-standard/>

<http://www.beyondintractability.org/essay/intolerable-moral-differences>