Citrus Business Management Programme

Module 2

Think like an Entrepreneur

Formative PoE Guide

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Contents

Learner Orientation

Background Information

This PoE guide is associated with the learning cluster for the Citrus Business Management Module 2. The main theme of this module is to stimulate entrepreneurial thought and introduce the "habits" of typical entrepreneurial behaviours.

The module will introduce the concepts of entrepreneurship and encourage the learner to profile their personal entrepreneurial strengths and weaknesses.

The module then moves on to introduce typical "PESTLE" forces via a numeracy module (7468), which lends itself well to entrepreneurial style research and principles of economics as well as an introduction to healthy debating.

This module contributes to the exit level outcome and associated criteria:

1. Demonstrate an ability to identify and create a new venture.
    - 1.1. An understanding is demonstrated of the importance of a paradigm shift from a job-seeking attitude to a business opportunity seeking attitude.
    - 1.2. Business opportunities are identified and evaluated in terms of its potential viability.
    - 1.3. Problems-solving techniques and principles are applied within a business start-up and operation context.

This module comprises of 3 unit standards and attracts 15 credits.

This PoE guide includes evidence gathering towards the following unit standards:

Entrepreneurship	263356	Demonstrate an understanding of an entrepreneurial profile	C	4	5
Innovation	114600	Apply innovative thinking to the development of a small business	C	4	4
Financial Aspects	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	F	4	6

Unit Standard Information

Demonstrate an understanding of an entrepreneurial profile

SAQA US ID	**UNIT STANDARD TITLE**			
263356	Demonstrate an understanding of an entrepreneurial profile			
ORIGINATOR				
Task Team - New Venture Creation				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			**SUBFIELD**	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	NQF Level 04	5
REGISTRATION STATUS		**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
114598	Demonstrate an understanding of an entrepreneurial profile	Level 4	NQF Level 04	5	Complete

PURPOSE OF THE UNIT STANDARD

This unit standard is for learners who are required to identify and develop within themselves, the personal characteristics of an entrepreneur that ensure the successful operation of a new venture. The unit standard also introduces the learner to the economic, administrative and behavioural (psycho-social) barriers that contribute to the success in starting and sustaining an enterprise. The learner will develop strategies to work effectively in a group and set personal goals in an entrepreneurial context.

Learners credited with this unit standard will be able to:

- Describe entrepreneurship.
- Describe the characteristics of a successful entrepreneur.
- Develop individual entrepreneurial characteristics.
- Explain methods to enhance an entrepreneurial profile.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that the learner has the following knowledge and skills:

- Communication at NQF Level 3.

UNIT STANDARD RANGE

- The individual`s context may include family, community, spaza, organisation or business.
- Entrepreneurial characteristics include, but are not limited to commitment, energy, need to achieve, tolerance for stress, decisiveness, and ability to deal with failure, ability to identify opportunities, to make informed decisions, ability to manage risk and time management.
- The role of entrepreneurship in social development: Job creation, empowerment, local wealth creation, urbanisation and negation of migrant labour.
- Address shortcomings: Skills training, assertiveness training or equivalent programmes.
- Aptitude and personality tests. Psycho-social barriers contributing to failure.
- Group work and group dynamics.

Apply innovative thinking to the development of a small business

SAQA US ID	**UNIT STANDARD TITLE**			
114600	Apply innovative thinking to the development of a small business			
ORIGINATOR				
SGB Generic Management				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			**SUBFIELD**	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular-Fundamental	Level 4	NQF Level 04	4
REGISTRATION STATUS		**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
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2019-06-30		2022-06-30		

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This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

This Unit Standard is aimed at giving the learners a fundamental understanding of the importance of innovation in business success. The learner will gain knowledge of specific techniques for releasing creativity in the development a viable business venture.

It will also address the behavioural (psycho-social) barriers that contribute to failure in starting and sustaining an enterprise.

The qualifying learner will be able to:

- Develop specific techniques for releasing creativity in developing ideas/opportunities for a new venture.
- Determine the role of innovation in the development and growth of a new venture.
- Apply principles and practices of innovation in the development and growth of a new venture.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners accessing this qualification will have demonstrated competence in Computer Literacy, Mathematical Literacy and Communications at NQF level 3 or equivalent.

UNIT STANDARD RANGE

- Thinking Skills and idea generating techniques.
- Analytical and creative thinking in a business context.
- The individual's context may include family, community, spaza, organisation or business.
- Entrepreneurial characteristics include, but are not limited to commitment, energy, need to achieve, tolerance for stress, decisiveness, and ability to deal with failure.

Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues

SAQA US ID	UNIT STANDARD TITLE			
7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues			
ORIGINATOR				
SGB Math Literacy, Math, Math Sciences L 2 -4				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			**SUBFIELD**	
Field 10 - Physical, Mathematical, Computer and Life Sciences			Mathematical Sciences	
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular-Fundamental	Level 4	NQF Level 04	6
REGISTRATION STATUS		**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
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This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

This unit standard will be useful to people who aim to achieve recognition at some level in Further Education and Training or to meet the Fundamental requirement of a wide range of qualifications registered on the National Qualifications Framework.
People credited with this unit standard are able to:

- Use mathematics to plan and control financial instruments including insurance and assurance, unit trusts, stock exchange dealings, options, futures and bonds
- Use simple and compound interest to make sense of and define a variety of situations including mortgage loans, hire purchase, present values, annuities and sinking funds
- Investigate various aspects of costs and revenue including marginal costs, marginal revenue and optimisation of profit
- Use mathematics to debate aspects of the national and global economy, including tax, productivity and the equitable distribution of resources.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit value is based on the assumption that people starting to learn towards this unit standard are competent in Mathematics and Communications at NQF level 3.

UNIT STANDARD RANGE

Range statements are provided for specific outcomes and assessment criteria as needed.

information

Unit Standard References

The SAQA registered unit standards associated with this learning program are included in this guide for your information.

Please do not hesitate to ask the facilitator or assessor to explain anything that you do not understand or need help with.

Associated Qualification

This unit standard forms part of the learner support materials for the following qualification:

Further Education and Training Certificate: New Venture Creation

<table>
<tr><th>SAQA QUAL ID</th><th colspan="4">QUALIFICATION TITLE</th></tr>
<tr><td>66249</td><td colspan="4">Further Education and Training Certificate: New Venture Creation</td></tr>
<tr><th colspan="5">ORIGINATOR</th></tr>
<tr><td colspan="5">Task Team - New Venture Creation</td></tr>
<tr><th colspan="3">PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY</th><th colspan="2">NQF SUB-FRAMEWORK</th></tr>
<tr><td colspan="3">SERVICES - Services Sector Education and Training Authority</td><td colspan="2">OQSF - Occupational Qualifications Sub-framework</td></tr>
<tr><th>QUALIFICATION TYPE</th><th colspan="2">FIELD</th><th colspan="2">SUBFIELD</th></tr>
<tr><td>Further Ed and Training Cert</td><td colspan="2">Field 03 - Business, Commerce and Management Studies</td><td colspan="2">Generic Management</td></tr>
<tr><th>ABET BAND</th><th>MINIMUM CREDITS</th><th>PRE-2009 NQF LEVEL</th><th>NQF LEVEL</th><th>QUAL CLASS</th></tr>
<tr><td>Undefined</td><td>149</td><td>Level 4</td><td>NQF Level 04</td><td>Regular-Unit Stds Based</td></tr>
<tr><th colspan="2">REGISTRATION STATUS</th><th>SAQA DECISION NUMBER</th><th>REGISTRATION START DATE</th><th>REGISTRATION END DATE</th></tr>
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This qualification replaces:

Qual ID	Qualification Title	Pre-2009 NQF Level	NQF Level	Min Credits	Replacement Status
23953	Further Education and Training Certificate: New Venture Creation (SMME)	Level 4	NQF Level 04	162	Complete

Learner Details

First name:	
Surname:	
ID number:	
Mobile phone contact number:	
E-mail address:	
Postal address:	
Dates on which you completed this formative PoE guide:	
Declaration:	I hereby confirm that: • I received the assessment plan and schedule. • I understand my rights in terms of special needs, re-assessment, feedback and appeals against assessment decisions. • I completed the formative assessment independently without assistance from anyone else.
Date:	
Place:	
Signature:	
Signature of Assessor:	

information

Important

Please remember that this document is seen as legal evidence of your competence. It is very important that you sign and date each section where requested. Your signature confirms that this work is your own and that you have not committed fraud in any way.

Learner Assessment Plan and Schedule

What?

What is it that I will be assessed in?

- You will be assessed in the outcomes for unit standards 263356, 114600 and 7468.

What will be expected of me during formative assessment?

- You have to complete ALL the activities in the formative portfolio of evidence guide during the course of the learning.
- If you are assigned a teamwork or paired practice activity, it is your responsibility to attach key notes, a copy, a picture or a sample of the evidence produced by your team. (Please do NOT leave blank activities).
- Please write in pen at all times.
- Please make sure that you sign and date the pages where requested.

What will be expected of me during summative assessment?

- Please work alone to complete these activities and questionnaires. If you copy work from others or let them copy your work, you will automatically be declared not yet competent.
- Please do NOT leave blank activities.
- Please write in pen at all times.
- Please make sure that you sign and date the pages where requested.

Where?

Where will the assessment take place? (Venue)

- All assessments will take place at the training centre in the training room under supervision of the evidence collecting facilitator.

Who?

Who is the assessor?

- The assessors are Zama Madikizela and Mpho Mazubane.

How can I contact the assessor if something unforeseen happens?

- You can contact them at the Scientific Roets office on (039) 727-1515 or via email: zama@scientificroets.com or mpho@scientificroets.com.

When?

On which date and at what time will the assessment take place or should my formative PoE be handed in?

- The formative assessment activities are completed during the presentation of the learning programme module.

- Your completed formative portfolio of evidence has to be handed in on Friday of this training week at the close of the day.
- The summative assessments take place after the completion of each chapter.
- The facilitator will put up a schedule of times for summative assessments in the classroom.
- Please check it carefully and make sure you prepare by revising the information in your formative PoE and by completing the self-assessment exercise in your learner workbook.

How?

How will I be assessed, and what kinds of assessment instruments are included in this PoE?

Formative assessment includes a range of team and individual learning activities as follows:

- Section 1 Formative Assessment Activities
  - F263356.1 – Group Worksheet, Presentation and Key Notes
  - F263356.2 – Paired Case Study Analysis, Brainstorming and Conclusion
  - F263356.3 – Self-Assessment
  - F263356.4 – Brainstorm and Personal SWOT Analysis
  - F263356.5 – Personal Goal Setting Worksheet
  - F263356.6 – Self-assessment, Improvement Strategy Mind-map and Affirmation Statement
- Section 2 Formative Assessment Activities
  - F114600.1 – Group Brainstorming, List and Key Notes
  - F114600.2 – Team Discussion and Conclusion
  - F114600.3 – Team Lateral Thinking Exercise
  - F114600.4 – Team Creative Problem Solving Exercise
- Section 3 Formative Assessment Activities
  - F7468.1 – Team Discussion and Conclusion
  - F7468.2 – Team Research Questionnaire and Calculations
  - F7468.3 – Team Research Questionnaire
  - F7468.4 – Debate and Key Notes

Summative assessment includes the following assessment instruments:

- Section 1 Summative Assessment Activities
  - S263356.1 – Knowledge Questionnaire
  - S263356.2 – Entrepreneurial Profile and Strategic Action Plan
- Section 2 Summative Assessment Activities
  - S114600.1 – A1 Poster with Mind-map
  - S114600.2 – Knowledge Questionnaire
  - S114600.3 – Focus Group Survey Questionnaire and Report

- Section 3 Summative Assessment Activities
  - S7468.1 – Personal Financial Goal Setting, Budgeting and Planning
  - S7468.2 – Knowledge Questionnaire, Worked Example and Calculations
  - S7468.3 – Research Report
  - S7468.4 – Media Search and Worked Example

What do I need?

For formative assessment you will need:

- Your formative PoE guide
- Your learner guide
- A dictionary
- Access to your learning team members
- Access to the internet
- Stationery
- Isometric paper
- A protractor and callipers

For your summative assessment you will need:

- Your summative PoE guide
- A dictionary
- Access to the internet
- Stationery
- Isometric paper
- A protractor and callipers

Who else may be involved?

Are there other people who need to be involved in this assessment process?

For the formative assessment, you may work with the other members of your learning team.

For the summative assessment the following people will form part of the process:

The evidence collecting facilitators:

- Their role is to guide and support you in the collection of the evidence and to prepare you for summative assessment.

The assessor:

- The assessor will evaluate all the formative and summative evidence of assessment that you include in your portfolios and determine if it shows that you are competent in the outcomes of the unit standard(s).
- He / she will also give you feedback on your competence and guide you in case you need to submit additional evidence of your competence.

The moderator:

- The moderator will do spot checks on evidence and make sure that the assessment process has been completed correctly.

How will we know if the process is complete?

What will happen once we have completed this assessment process and the workbook has been handed in?

- The portfolios are submitted to the assessor for marking and evaluation.
- During the week when you are at home you will receive feedback via telephone call, SMS or email from the assessor.
- On your first day back in class, you will receive the formal written feedback document from the assessor. You need to read it carefully and sign it off. It is important to complete the supplementary activities or re-assessment as communicated by the assessor to be able to reach competence.
- The process is only complete after you have received feedback and a final competence declaration from the assessor.

What if?

What if I am not ready to be assessed?

- If you feel that you are not ready to be assessed, you should contact the evidence collecting facilitator to make alternative arrangements.
- You should also inform the assessor via email of the reasons why you feel that you are not ready for assessment, and confirm what alternative arrangement has been agreed.
- Attach a copy of your written request to the first page of this portfolio of evidence.

What if I have a special need, for example, a translator or I struggle to write?

- If you have a special need (you need a translator or you struggle to write fast or you are living with a disability), then it is important that you inform the evidence collecting facilitator and the assessor at the BEGINNING of the learning week in writing, please.
- Attach a copy of your written request to the first page of this portfolio of evidence.

What if I get sick on the day of assessment?

- If you are sick on the day of assessment, you should contact the evidence collecting facilitator to make alternative arrangements.
- You also need to submit a doctor's note.
- You should also inform the assessor via email of the fact that you were sick and confirm what alternative arrangement has been agreed.
- Attach a copy of your written request and the doctor's note to the first page of this portfolio of evidence.

What if I am not happy with the assessor's decision?

- You have the right to appeal the assessor's competence decision.
- The appeals procedure and application form is available from the evidence collecting facilitator on request.

Section 1: Formative Assessment Activities

F263356.1 – Group Worksheet, Presentation and Key Notes

- ✓ Work as a team to answer the questions and complete this activity. The team should prepare to present and share their answers to the questions as part of a class discussion.
- ✓ The facilitator will ask each team in turn to present their answers.
- ✓ Listen carefully and add key notes to extend your knowledge and understanding.

Questions:

1. Think of as many examples of entrepreneurial business in your community as you can come up with.

2. Explain the difference between being an entrepreneur and being employed in an existing business in your own words.

3. In your opinion, what are the advantages of being an entrepreneur? (List at least 3 points)

4. In your opinion, what may some of the disadvantages be of being an entrepreneur? (List at least 3 points)

5. Now think of an example of an agribusiness venture that was started by an entrepreneur (or grower / emerging farmer) you may know about. Give a brief description of this business.

6. In your opinion, is this agribusiness an example of a successful entrepreneurial venture? Explain your answer.

7. Think about the example of the entrepreneurial agribusiness you described above. Now make a list of possible jobs that has been created through this kind of venture. (List minimum of 3)

8. What would you describe as important components and elements that form the cornerstones of business?

9. Give at least two reasons why you think that some businesses fail and others succeed?

10. How can a business plan contribute to the success of a business?

11. Brainstorm with a partner to make a list of characteristics and skills that an entrepreneur might need in order to maximise his business' potential.

F263356.2 – Paired Case Study Analysis, Brainstorming and Conclusion

- ✓ Work in pairs to complete this activity.
- ✓ First read the case study below, then brainstorm and discuss the given questions with a partner.
- ✓ Draw your own conclusions and write down the answers.

Profile of Entrepreneurship - Fruit & Veg City: Michael and Brian Coppin
By Juliet Pitman on November 10, 2009, Entrepreneur Magazine

I meet with Fruit & Veg City founders, Brian and Michael Coppin, just a few hours before they're set to open a new store in Lenasia. These days, it's a process that runs without a hitch and Lenasia allows them to mark off the 98th store on their target list of 200stores by 2010. But for all their casual relaxed attitude, there can be no denying the hard work that the Coppin brothers have put into making Fruit & Veg City what it is today.

Their story starts in 1993 when the first Fruit & Veg City opened in Cape Town; but to understand what's made them such a success, one needs to go further back. The Coppin family has a long history in retail. Coppin senior was a director of OK Bazaars for around 40 years and the brothers followed in his footsteps, working their way through the ranks to trainee managers and then managers within the group.

But experience in an industry doesn't always equip you to run your own business, as Brian and Michael discovered in1983. "We knew a lot about running retail stores and in '83 we left to open two of our own supermarkets. But we were trying to take on big retailers with what was essentially a small café. We were young, probably had more balls than brains, and the venture didn't work," explains Brian.

The brothers were sufficiently undeterred by this early failure to pluck up the gumption to approach a creditor who had lost money in their previous business and convince him to reinvest in their latest venture – a pre-packed fruit and vegetable business. "Somehow we convinced him it was a great way to make his money back, and he took a share in the business," says Michael.

The company started out small, supplying a single retail outlet, before building up some capital which allowed the Coppins to open their own retail outlet. "That was the first Fruit & Veg City, which was created when we bought an existing business called The Carrot King and converted it," says Brian.

The business was successful from the word go. At the time, their vision was to have one store only that provided fruit and vegetables exclusively. "We recognised the importance of remaining focused on one thing at that time," says Brian, adding that they had identified a gap in the market for such a store.

Michael adds: "At the time the supermarkets had the bulk of the fruit and veg business and there were no really big players who were only doing fruit and veg, so that's where we concentrated. Back then, we didn't have bakeries, nuts, meat – anything other than fresh fruit and vegetables. That was our focus."

But in spite of the absence of other big players in the fruit and veg market, the large retail chains represented competition enough, and the Coppins needed a strategy to establish a foothold in the market.

Drawing on relationships they had built up with suppliers, they sourced their stock directly from the farmers and from municipal markets. "We were very aggressively priced from the start, while still focusing on quality and range. We bought the best we could get but we sold it at the best possible price and this meant we were able to price our goods between 20% to 25% below the supermarket prices," explains Brian.

Their pricing structure was made possible by the fact that Fruit & Veg City has no rebate system and runs very low-cost distribution centres. "They're run at about 4, 5% margins," says Brian, "and we continually focus on cost containment." Typically, distribution centres make the profit, with a mark-up of around 25% but with their own centre from their pre-packed business, the company was able to cut out the middle man.

The Coppins ran the Access Park store for18 months before going on to open three more stores in the Cape. Michael explains some of the challenges this growth spurt precipitated: "In those early days we were running everything ourselves and it took time to get the model right. Running one store is very different to running a business with four or five stores. It means training up managers and making sure that controls are in place that ensure things are run according to your system."

Brian adds: "I think the biggest challenge was controlling wastage and culling. We wanted to have big, colourful displays of fruit and veg but if you couldn't turn the product fast enough, you'd end up having to throw away." He adds that culling and wastage typically accounted for a 5% loss of product, already below industry average.

If the company was not able to keep stock wastage levels down, its pricing would be adversely affected and it would lose its competitive edge. Taking the bull by the horns Brian and Michael implemented a system that other industry players believed to be practically impossible. "We did stock take once a week, instead of once a month or once every three months," says Brian.

Although franchising was not a route they'd originally planned on, the company's reputation was growing and its next development phase steered it towards these unchartered waters. Brian explains: "Someone from Port Elizabeth approached us in 1995, wanting to open a Fruit& Veg City there. At that time we were only in Cape Town and we only had company-owned stores. But we felt that the model was right and the distribution centre was running smoothly by that time. We'd overcome the teething problems –so we went for it."

On the back of its successful Port Elizabeth franchise venture, Fruit & Veg City opened franchises in East London, Durban, Bloemfontein and Pretoria. "Initially we took it slowly, only opening two or three a year for the first five years and then we really started pushing it."

Franchising brought with it a whole new set of challenges. "The biggest challenge in franchising is to get a franchisee to listen. Any franchisor will tell you the same thing," jokes Michael, adding that they needed a system of controls to ensure that standards were met by franchisees.

Unusually, Fruit & Veg franchised stores are not treated any differently to company-owned stores. They are all visited once a week by the regional manager, who scores store managers and franchisees on a number of performance indicators like quality, freshness and cleanliness. "These scores are amalgamated by head office weekly and sent out, and those stores that are at the bottom of the scale for their region will get more visits from the regional manager until things are up to par," explains Brian.

In spite of the challenges it posed, he feels that going the franchising route was worthwhile. "It got us to the point we are now where we have 100 stores, something we wouldn't have been able to achieve if we were financing the growth ourselves," he says.

But while the brothers were happy to franchise stores in the country's smaller centres, they had other plans for Johannesburg.

"From the start we decided that if we were going to open in Johannesburg, all the stores would be company-owned like they are in Cape Town, and we'd build a second distribution centre, specifically for the Johannesburg market," says Michael, who moved to Gauteng for five years to see the project properly implemented.

The first Johannesburg-based store – and their most ambitious venture to date – was opened at Bruma Lake in 1999. "We invested a great deal of money in that store and took a big risk. It was by far the biggest store we'd ever attempted," says Brian. But the returns were more than pleasing. In the first four days, the store's turnover hit the R1 million mark.

What followed was a huge growth spurt. Today, the company has 20 corporate stores, 78 franchises, a turnover of R2, 1billion and 6 500 employees. In spite of the growth, the company structure has remained remarkably flat.

Brian is the MD, Michael handles the roll-out of new stores and they are assisted by an operations director, a financial director, an admin team and seven regional managers. Many franchisees own more than one store and some sit on the company's board. Although its growth has meant more controls need to be put in place, Fruit & Veg City has been careful not to lose its competitive edge in price. "We are still the biggest buyers on the municipal markets where we get between 40% to 60% of our goods, while our competitors get around 90% to95% of their supply direct from the farmers. The markets are still the biggest determining factor of price so keeping our finger on the pulse there means we can anticipate price changes – and react to them – far more quickly than our competitors," explains Brian.

"Because all the store managers and franchisees are at the markets every day, and integrally involved in the buying, the entire company is able to read where the market is going as it happens. And we don't have to wait to put the new prices into the system and then notify everyone of the change – our reaction times are immediate."

Over time, Fruit & Veg City has expanded its product range, shifting its focus from fruit and vegetables to all things fresh. "We have never wanted to be – and don't believe we are now – just another supermarket, but over time we started to evolve beyond fruit and veg into other fresh produce, things like fresh fruit juice, meat, deli, cheese and baked products. These are known as our Fresher Food Stores and they form the core of our business," explains Brain.

This led to a new vision – to be a first-class destination for all fresh produce. "But while we were experts at fruit and veg, we knew we had to do some homework on the other segments, so we conducted extensive research overseas, sourcing the best ideas and people we could find."

Inspired by what they saw, the brothers returned home to open the first Fruit & Veg City Food Lovers Market in Hillfox, a milestone store that boasts 3 600m2 of fresh food options. Three times the size of a normal store, the Food Lovers Markets opened up a whole new segment for the company, complete with bakery, butchery, cheese, deli counter, pizza, pasta, fresh fish, sushi and chocolatiers. "Some of these stores now also have a limited essential grocery range," says Brian.

There are 12 Food Lovers Markets open to date, and the company draws on the expertise of specialists in each 'fresh' department to ensure the smooth opening and roll-out of new stores.

Fresh-Stop Stores followed, adding free-standing counters that focus on fresh, healthy takeaways and smoothies to the company's mix. Situated mainly in the Western Cape at the moment, plans are afoot to roll out these stores elsewhere in the country. "It's a great summer-brand but it has its challenges in winter, which is something we're working on," says Brian.

The company's buying power, particularly in importing products from overseas, led directly to the formation of its international import/export arm in 2005. "We've also become quite a big exporter as well, to countries like Spain and Russia. And if anything affects cash flow and forces you up a learning curve, it's exporting!" says Brian. But the venture is worthwhile and this year will do R200 million turnover, with exporting making up 80% of that amount. In May this year, the company open edits first overseas store in Sydney, Australia. "We have partners there and we own 50% of the business, so we go over there once a month and the plan is to roll out more stores once this one has found its feet. It's a very similar market to ours," says Brian.

Fruit & Veg City is still rolling out ten stores a year and the Coppins are adamant that there are opportunities to be found in the current economic conditions. "We're a value-driven business so we expect to see more customers – not less – when times get tough. We started during difficult times so this is not new territory," says Brian, concluding, "This year we're trading 23% up on last year."

Questions:

1. Work with a partner to brainstorm and discuss possible answers to the following questions:

   1.1. Brian and Michael Coppin are examples of successful entrepreneurs. Consider the article above and summarise briefly in your own words the types of characteristics that you think successful entrepreneurs such as the Coppin brothers might display that may add to the success of their business. (ac201)

1.2. Now brainstorm with your partner and come up with an example of another successful entrepreneur you know or may have heard about. (Note that some of the most successful entrepreneurs you know may be situated in your own area).

Write down who they are, and what kind of business they are in.

Write down some of the characteristics you think may contribute to the success of their business. (ac201)

1.3. Below follows a list of skills, aptitudes, values and characteristics that are typically associated with successful entrepreneurship.

Consider the article above or think about the example of a successful entrepreneurial business you listed.

Then describe examples of possible business scenarios and situations in which the following characteristics would be important for an entrepreneur. (ac202; ac203)

Characteristic	Situation where it would be important for an entrepreneur
Extreme optimism or positive outlook	
Enthusiastic and passionate	
Persistent and determined	
Responsible	
Risk-taker	
Decision maker	

Characteristic	**Situation where it would be important for an entrepreneur**
Team-building ability	

1.4. Now think about the business venture you are involved in.

Consider the strategies listed in column A.

Give an example in column B of the type of strategy that you as an entrepreneur think may be useful in terms of the type of business you are involved in.

In column C, rate yourself in terms of your current level of ability or capacity to deliver this example of entrepreneurial strategy listed. (ac204)

	Example of how this could be applied in a positive manner for my type of business	**How I rate my current ability or capacity to deliver on this kind of strategy:**		
Technical skills strategy		On top of it	Still working on it	I need to start concentrating on this
Business strategic planning		On top of it	Still working on it	I need to start concentrating on this
Managerial expertise		On top of it	Still working on it	I need to start concentrating on this
Personal balance and wellness		On top of it	Still working on it	I need to start concentrating on this

F263356.3 – Self-Assessment

- ✓ Work individually to complete this activity.
- ✓ Think of your life and your skills, abilities and characteristics and how it relates to your work as an entrepreneur.
- ✓ Complete the following statements. Take time to really think about each statement before sharing your personal conclusions.

Personal conclusions:

1. I feel motivated to ______________________________

when ______________________________

2. I feel disappointed in myself when ______________________________

However, my reaction is ______________________________

3. If I were to describe myself in one sentence, I would say ______________________________

____

because ______________________________

____

4. My best personal quality is ______________________________

This helps me to ______________________________

5. I think of myself as a person who ______________________________

6. People who really know me, think ______________________________

because

7. I think my peers (friends and co-workers) like me when

because

8. I like myself when

9. And I dislike myself when

10. I get irritated with

because

11. When I find some time alone, I like to

12. When I find myself with unfamiliar people, I

because

13. When I am participating in a group process, I tend to

That is why I expect my team members to

14. During this sharing exercise, I felt

F263356.4 – Brainstorm and Personal SWOT Analysis

- ✓ Brainstorm on your own and make a list of what you consider to be your personal strengths and weaknesses.
- ✓ Team up with a classmate and discuss the lists you have made. Ask them to tell you a little about their strengths and weaknesses, and share the same information about yourself with them.
- ✓ Discuss ways in which you can improve on your weaknesses and further develop your strengths. Come up with practical, everyday ways in which to improve your abilities.

Strengths	**Strategies for Further Development**
Weaknesses	**Strategies for Improvement**

F263356.5 – Personal Goal Setting Worksheet

- ✓ Consider the list of personal strengths and weaknesses you listed in the previous activity, as well as the strategies to improve on it.
- ✓ Now set some personal goals for yourself in order to improve and maximise your personal development as an entrepreneur.
- ✓ Research and add some skills or learning programmes that you may undertake to help you in achieving these goals.

Personal Improvement Goals and Action items	**Within 2 weeks**	**Within 2 months**	**After 2 months**

Possible skills programmes or training I can undertake to help me achieve these goals and strategies:

F263356.6 – Self-assessment, Improvement Strategy Mindmap and Affirmation Statement

- ✓ Work individually to complete this activity.
- ✓ Consider each statement in the self-assessment questionnaire below and tick off the column which is most applicable to you. (Be as honest as you can, there is no "wrong" answer.)
- ✓ Once you have completed the self-assessment, add up your score. Items where you scored a 4 indicate a high level of entrepreneurial interest and competence. Scores lower may indicate development areas and weaknesses.

Does this sound like you?	**That is definitely not me.**	**Sometimes that's me.**	**That's me most of the time.**	**Wow! That's me exactly!**
	1	**2**	**3**	**4**
Nobody has to tell me to get to work. I figure out what has to be done and do it before I am asked.				
I like to be in control of whatever jobs I am doing.				
I am rarely satisfied with the way things are. I want to change them, make them better.				
I am good with people. I enjoy creating teams of people to tackle a challenging task.				
I rarely take no for an answer. I am known to be very persistent because I know I cannot accomplish much on the first try. I just keep on trying.				
If I am told something is impossible to do, I often cannot resist seeing if it is true. I do not mind failing if I learn something in the process.				
Whatever job I have, I need to feel that I am accomplishing something, not just putting in time.				
More than anything else, I love to earn money. It gives me freedom and power.				
When I am working for someone else, I am always thinking of how I would change things if it were my business.				
I am willing to accept responsibility and take the heat if my decisions are wrong, but I want the credit (or rewards) when I make decisions that produce the right results.				
When I am doing work I really like, I do not mind working hard for long hours. In fact, it does not even seem like work.				

Does this sound like you?	**That is definitely not me.**	**Sometimes that's me.**	**That's me most of the time.**	**Wow! That's me exactly!**
	1	**2**	**3**	**4**
I have dreams I want to pursue, and I will not be satisfied until I find out whether or not I can achieve them.				
Totals				

Questions:

The higher your score, the closer you are to take the leap into being an entrepreneur.

1. Now prepare a mindmap that you can use to draft a strategic plan to move yourself from thinking like an employee to thinking like an employer (an entrepreneur).

    1.1. In the centre of your mind map, write down your "vision" of success.

    1.2. Other elements to include in your mind map:

    1.2.1. Which of the areas in the self-assessment do you feel need improvement or change in order to improve your entrepreneurial profile?

    1.2.2. What steps will you take to change your personal mindset from employee to entrepreneur?

    1.2.3. How will you make sure that you are financially secure during your entrepreneurial journey?

    1.2.4. How will you ensure that you work in a disciplined and consistent manner every day?

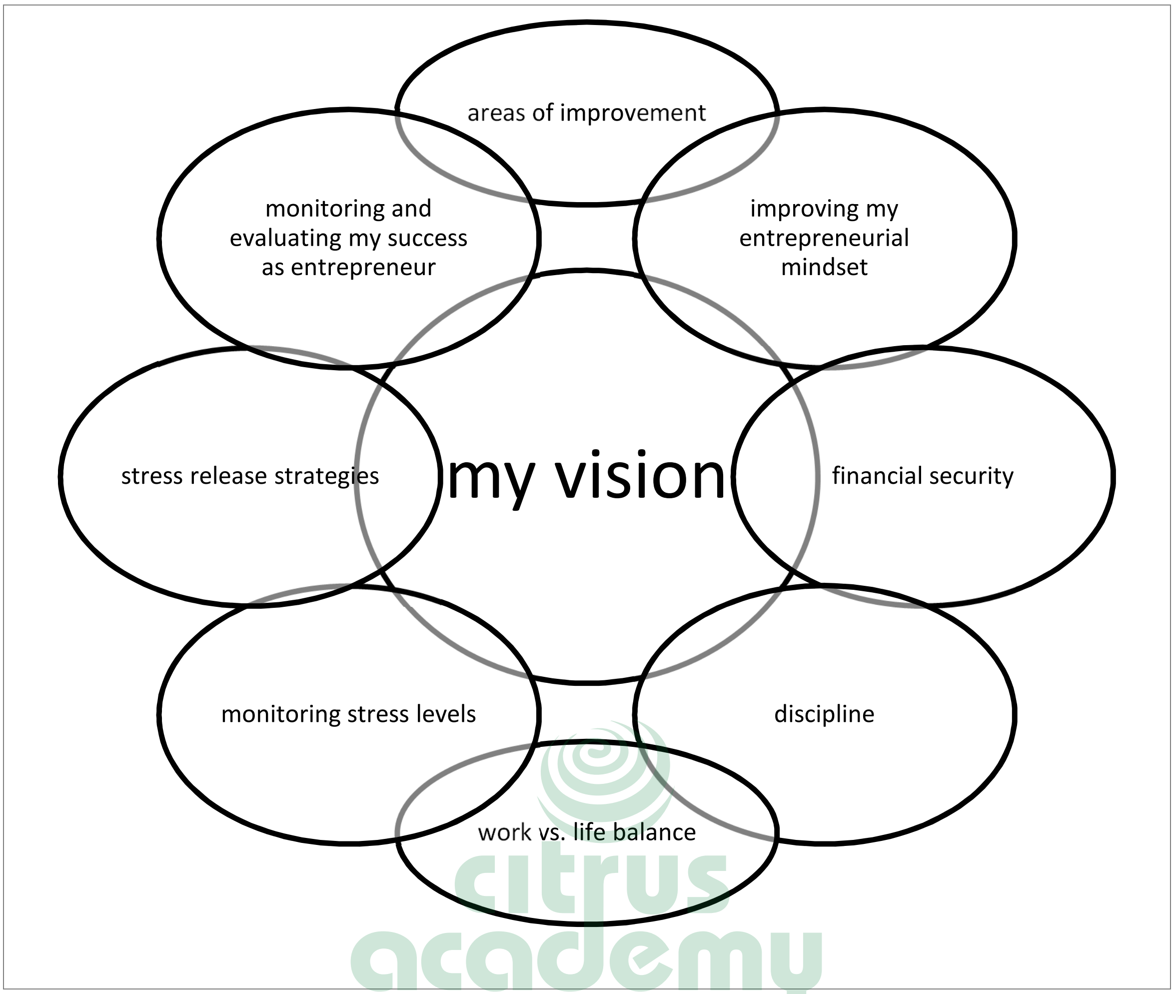
    1.2.5. How will you ensure that you maintain life vs. work balance?

    1.2.6. How will you know if your stress level is high?

    1.2.7. What will you do if you get to a point where your stress level is too high?

    1.2.8. How will you know when you are successful as an entrepreneur?

On the next page is an example of the dimensions to cover in your mind map:


areas of improvement
monitoring and evaluating my success as entrepreneur
improving my entrepreneurial mindset
stress release strategies
my vision
financial security
monitoring stress levels
discipline
work vs. life balance

2. Now research the concept of "positive affirmations" by searching the World Wide Web. Use the following web address to research the steps to follow in order to write a positive affirmation: http://www.wikihow.com/Write-an-Effective-Affirmation

   2.1. Now write down at least one positive affirmation below.

Section 2: Formative Assessment Activities

F114600.1 – Group Brainstorming, List and Key Notes

✓ Work as a team to complete this activity.

Questions:

1. Think about the production cycle, agricultural inputs, citrus marketing and citrus packhousing practices. There are some businesses that seem to be more successful than others. These businesses are often at the cutting edge innovation and creativity. Hold a team brainstorming session to come up with as many creative ideas to improve the quality, yield or profitability of a citrus production unit.

   1.1. List the ideas your team came up with and present them to the rest of the class.

   1.2. Now listen carefully and record key notes on the three ideas presented that you consider to be most innovative and creative.

2. Explain in your own words, why you think that innovation and creativity are important concepts in a modern agribusiness.

F114600.2 – Team Discussion and Conclusion

- ✓ Work as a team to complete this activity.
- ✓ You have recently been successful in securing additional development funding from the LRAD fund. You have enough land, and all the resources needed to establish an additional 80 ha of orchards. The challenge is that the funding agreement requires that you create employment for an additional 120 local community members.
- ✓ You do not have enough staff and need to recruit more.
- ✓ You have no idea what levels of technical skills or experience exist in the local communities.

Questions:

1. Find an analytical and a creative solution to the problem, and record your conclusions in the appropriate space:

   1.1. Analytical method of recruiting more staff

   1.2. Creative method of recruiting more staff

1.3. Think about a typical week in the workplace. If you had to deal with this same challenge, would you go about it in the same manner?

YES	NO

1.4. Discuss and make a list of possible barriers to creative thinking

F114600.3 – Team Lateral Thinking Exercise

Lateral thinking is solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic. The term was coined in 1967 by Edward de Bono.

According to de Bono, lateral thinking deliberately distances itself from standard perceptions of creativity as either "vertical" logic (the classic method for problem-solving: working out the solution step-by-step from the given data) or "horizontal" imagination (having a thousand ideas but being unconcerned with the detailed implementation of them).

Critical thinking is primarily concerned with judging the true value of statements and seeking errors. Lateral thinking is more concerned with the movement value of statements and ideas. A person uses lateral thinking to move from one known idea to creating new ideas. Edward de Bono defines four types of thinking tools:

- Idea generating tools that are designed to break current thinking patterns – routine patterns, the status quo
- Focus tools that are designed to broaden where to search for new ideas
- Harvest tools that are designed to ensure more value is received from idea generating output
- Treatment tools that are designed to consider real-world constraints, resources, and support

Random Entry Idea Generating Tool: The thinker chooses an object at random, or a noun from a dictionary, and associates it with the area they are thinking about. For example, if they are thinking about how to improve a website, an object chosen at random from the environment around them might be a fax machine. A fax machine transmits images over the phone to paper. Fax machines are becoming rare. People send faxes directly to phone numbers. Perhaps this could suggest a new way to embed the website's content in emails and other sites.

Provocation Idea Generating Tool: The thinker uses any of the provocation techniques—wishful thinking, exaggeration, reversal, escape, distortion, or arising. He / she creates a list of provocations and then uses the most outlandish ones to move their thinking forward to new ideas.

Movement Techniques: The thinker develops provocation operations by the following methods: extract a principle, focus on the difference, moment to moment, positive aspects, special circumstances.

Challenge Idea Generating Tool: A tool which is designed to ask the question "Why?" in a non-threatening way: why something exists, why it is done the way it is. The result is a very clear understanding of "Why?" which naturally leads to fresh new ideas. The goal is to be able to challenge anything at all, not just items which are problems. For example, one could challenge the handles on coffee cups. The reason for the handle seems to be that the cup is often too hot to hold directly. Perhaps coffee cups could be made with insulated finger grips, or there could be separate coffee cup holders similar to beer holders.

Concept Fan Idea Generating Tool: Ideas carry out concepts. This tool systematically expands the range and number of concepts in order to end up with a very broad range of ideas to consider.

Disproving: Based on the idea that the majority is always wrong (as suggested by Henrik Ibsen and John Kenneth Galbraith), take anything that is obvious and generally accepted as "goes without saying", question it, take an opposite view and try to convincingly disprove it. This technique is similar to de Bono's "Black Hat" of the Six Thinking Hats, which looks at the ways in which something will not work.

- ✓ Work as a team to complete this activity.
- ✓ Select any one of the critical thinking methods discussed above. Practice this method to try and generate as many questions and answers to solve the riddle, as possible.

Puzzle 1:

1. Which method did you choose?

Random Entry Idea Generating Tool	❑	Provocation Idea Generating Tool	❑
Movement Techniques	❑	Challenge Idea Generating Tool	❑
Concept Fan Idea Generating Tool	❑		

2. A man walks into a tavern and asks the owner for a drink of water. The owner pulls out a gun, points it at the man, and cocks it. The man says "Thank you" and leaves.

   What happened? (Some initial questions and answers are provided to get you going.)

Question	**Answer**
Could the owner hear him?	Yes
Was the owner angry for some reason?	No
Was the gun a water pistol?	No
Did they know each other from before?	Irrelevant
Was the man's "Thank you" sarcastic?	No, he was genuinely thankful
Did the man ask for water in an offensive way?	No
Did the man ask for water in some strange way?	Yes

Puzzle 2

1. Which method did you choose?

Random Entry Idea Generating Tool	❑	Provocation Idea Generating Tool	❑
Movement Techniques	❑	Challenge Idea Generating Tool	❑
Concept Fan Idea Generating Tool	❑		

2. You walk into the room. Jay-Z is lying dead on the floor in a puddle of water and Beyoncé is lying asleep on the bed.

   What happened?

Question	**Answer**

Puzzle 3:

1. Which method did you choose?

Random Entry Idea Generating Tool	❑	Provocation Idea Generating Tool	❑
Movement Techniques	❑	Challenge Idea Generating Tool	❑
Concept Fan Idea Generating Tool	❑		

2. A Kenyan government agent agrees to meet with an evil Al Shabaab representative to discuss terms of an agreement to prevent the destruction of another mall in Kenya.

   They decide to meet on neutral ground in a tavern in Jozi.

   The Al Shabaab terrorist leader orders a whisky "on the rocks", and to be diplomatic, the Kenyan government agent orders the same.

   At the start of the conversation, the Al Shabaab terrorist leader suggests totally ridiculous terms of agreement – he will not send suicide bombers into the Nairobi mall if the Kenyan government agrees to withdraw all troops from Somalia within 12 hours and pay Al Shabaab 20 million US Dollars.

   The Kenyan government agent is immediately insulted, he knocks back his drink, and storms out of the bar. The Al Shabaab terrorist leader remains in the bar for another hour, contemplating his next move and sipping his drink.

   The next morning, Al Shabaab terrorist leader is found dead in his bed. The Kenyan government agent is fine, fit and ready for his next adventure.

   What happened?

Question	Answer

F114600.4 – Team Creative Problem Solving Exercise

✓ Work as a team to complete the task below.

Questions:

1. Do a media search or find a definition in a dictionary for the concept of "creativity":

2. Choose any one of the following business-related problems.

   2.1.1. The fruit packing cooperative is concerned about the substance-abuse amongst its employees. This abuse takes place during and after office hours.

   2.1.2. An accountant has a problem that clients are not paying their accounts or paying their accounts very late.

   2.1.3. A small irrigation engineering firm has a problem retaining qualified and experienced engineers due to the general shortage of engineers and the large remuneration packages offered by the bigger organisations.

   2.1.4. An entrepreneur started a new juice extraction plant. He needs creative ways of marketing and distributing the products his operation on a limited budget.

   2.2. Indicate which scenario you chose.

2.3. Please name all the participants of the exercise at the start of the assignment.

2.4. Choose someone to lead the exercise (this person must act as a moderator or facilitator) – Choose wisely! – State the name of this person at the start of the assignment.

3. Use any one of the Creativity Techniques to come up with a possible solution or possible solutions to the problem.

3.1. Indicate which of the creativity and innovation techniques you chose to use:

Concept fan	❑	Random input	❑
Provocation	❑	Brainstorming	❑
Reverse brainstorming	❑	Edward de Bono's 6 thinking hats	❑
Force-field analysis	❑	The 5-whys?	❑

4. Document the entire process that your team used.

4.1. Record all the results.

4.2. Document the final solution chosen.

4.3. Ensure that the process is captured in an orderly manner so that the facilitator can understand how the process unfolded.

Section 3: Formative Assessment Activities

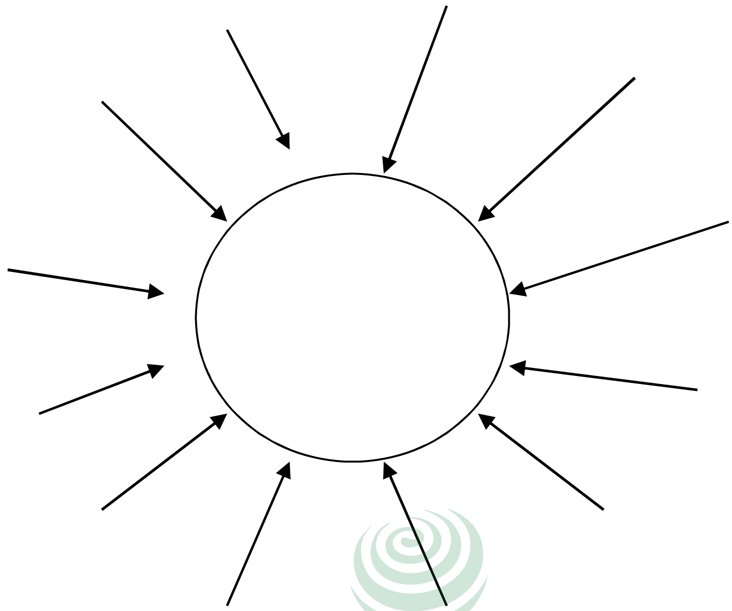
F7468.1 – Team Discussion and Conclusion

- ✓ Form four teams. Do this by assigning everyone a number from one to four. All the "ones" form one team, all the "twos" form the next team, all the "threes" form the third team and all the "fours" form the fourth team.
- ✓ When you are in your teams, elect one person to be the team's scribe (the person who will write down the points of your discussion), elect one person to be the team's time-keeper (this person reminds the team that they are running out of time for the exercise) and one person who will be the team's reporter (the person who will explain your findings to the class).
- ✓ Work as a team to discuss the questions and statements posed below. Answer the questions and draw conclusions to complete this activity. The team should prepare to present and share their answers to the questions as part of a class discussion.
- ✓ The facilitator will ask each team in turn to present their answers.
- ✓ Listen carefully and add key notes to extend your knowledge and understanding.

Questions:

1. If you decided to engage in a "personal financial planning", where would you start and what do you think you should consider?

2. Brainstorm to complete the mindmap below to list all the Authorised Financial Service Providers that you are aware of.



3. What kind of assistance do you think one could expect from a financial planner?

4. Think about the way in which you conduct your financial affairs each month. Now consider each of the following statements and mark on the rating scale how applicable it may be to your life.

I live from hand-to-mouth, and struggle to afford all the things I need			
I have more than enough money to enjoy my life, my job pays well			
I have thought about investments and I would like to make sure my financial future is secure			
I budget my expenses every month and I check how closely I stick to my budget			
I ensure that I save some money every month to provide in case of emergency			
I have made provision for the cost of a funeral and to provide financially for my family in case of my death or if I should become disabled, by taking out a life assurance policy			
I have insurance on my assets such as vehicles and property			
I have investigated the use of unit trusts before and I have purchased some / would purchase some			
I know what the purpose of a retirement annuity is and I have one / intend to invest in one			
I know how one could invest in the stock exchange and what the advantages and disadvantages may be			
I understand what the term "futures" mean and I have invested in futures before / intend to invest in "futures"			
I know and understand how one can acquire a bond, and I would purchase a bonded property			

F7468.2 – Team Research Questionnaire and Calculations

✓ Work as a team to complete this research questionnaire, and then go to the website of the Standard Bank of South Africa (www.standardbank.co.za). Study the home page of this website.

Questions:

1. List at least five financial instruments offered by this financial institution.

- ❖ Now click on "Borrowing" on the Home page.
- ❖ On the left-hand menu click on "Tools and Calculators."
- ❖ Then click on "Car payments calculator."
- ❖ Now, using the calculator find the answers to the following problems:

2. John wants to buy a car of R 80 000 and pay it off over 48 months. The current interest rate is 11%. He decides that his balloon payment (the final instalment he will pay) will be 10% of the loan amount.

How much will he be expected to repay every month?	
How much money will he pay, in total, for the car?	

3. The economy takes a bad turn (after a nationwide industrial strike) and the interest rate shoots up to 15%. If all the other factors stays the same,

What will be John's monthly repayments?	
What is the total amount that John will pay for the vehicle?	

4. The good times are rolling. President Zuma is impressive in the international arena and Minister Gordhan continues to deliver inspiring national budget speeches! The interest rate drops to 8%. What effect does this have on John's payments?

How much must he pay off on his loan per month?	
How much does he pay for his car in total?	

5. John feels that he cannot afford to pay the amounts as calculated in 3 above. He decides to test how paying off the vehicle loan over a longer term will affect his repayments. He changes the repayment period to 60 months (which means a balloon payment will not be required = 0%).

How much will his monthly instalment be over a longer term?	
How much will his vehicle cost him in total?	

6. Do the following calculations and show all your steps for each.

   6.1. You borrow R 200 000 from the bank at an interest rate of 9% to be repaid over a period of five years.

   Work out the total that you will have paid back to the bank over the period of five years.

   6.2. How much more money did you pay than the actual loan amount? What do you call this extra amount that you paid to the bank?

   6.3. Why did the bank charge you this money?

6.4. Work out what percentage of your loan this extra money is?

6.5. Now divide this percentage by five, to work out the average annual interest that you were charged.

6.6. Do you know what you could do to reduce the amount of interest you paid to the bank (and ultimately the final total amount you will pay back)? Explain your understanding.

7. Match the term in column A to the correct definition in column B.

Column A		**Column B**
1. Insurance and assurance	A:	A system by which a buyer pays for a thing in regular instalments while enjoying the use of it, although not owning it until the final instalment is paid.
2. Unit trusts	B:	A means of repaying funds that were borrowed through a bond issue. The issuer makes periodic payments to a trustee who retires part of the issue by purchasing the bonds in the open market.
3. Stock exchange	C:	An entity which provides "trading" facilities for stock brokers and traders, to trade stocks and other securities
4. Options	D:	A monetary benefit to a decedent's family or other designated beneficiary, and may specifically provide for income to an insured person's family, burial, funeral and other final expenses.

Column A		**Column B**
5. Futures	E:	A standardised contract to buy or sell a specified commodity of standardised quality at a certain date in the future and at a market-determined price
6. Mortgage loans	F:	Money that is lent to you by the bank if you want to buy property
7. Hire purchase	G:	Pooled resources of thousands of investors who have entrusted their money to a management company.
8. Present values	H:	Issued by a national government denominated in the country's own currency.
9. Annuities	I:	Insurance against the possibility that a retiree will outlive his or her financial resources.
10. Sinking funds	J:	Traders use options to speculate, while hedgers use options to reduce the risk of holding an asset.
11. Bonds	K:	How much is a future sum of money worth today?

1		7	
2		8	
3		9	
4		10	
5		11	
6			

F7468.3 – Team Research Questionnaire

- ✓ Work as a team to conduct workplace research in order to answer the questions below.
- ✓ When you return to the class, appoint someone from the team to present your findings and answers to the rest of the class.
- ✓ Listen carefully, compare information found from different sources and add key notes to enhance your understanding.

Questions:

1. Give a brief overview of the citrus type (s) that is handled / produced by your organisation.

2. Details of the markets that are targeted for your fruit.

3. Draw a flow chart identifying the links in the value chain for the fruit, including detailed information on the actions taken at each link and the persons / service providers responsible for those actions.

4. Now draft a data table detailing the percentage cost associated with each link in the value chain.

5. Write down the formula for calculating the profit of a citrus production unit.

6. Calculate the following using the information below:
   - ❖ Turnover for the past season was R 650 000.00.
   - ❖ The pack out was 3 125 100 cartons.
   - ❖ The cost was R 589 000.00

   Show all formula and workings.

   6.1. The profit before tax

6.2. The average cost per carton

6.3. The cost as a percentage of turnover

6.4. The profit as a percentage of turnover

7. Use the data in the table to draw a pie graph detailing cost breakdown analysis linked to the value chain.

8. Interview the financial manager at your place of work and record their answers to the following questions:

8.1. How do we decide what price to charge for a carton of fruit?

8.2. Can you give me an example of the total sales for any specific cultivar for the last season?

8.3. How do we know what costs are associated with this same cultivar?

8.4. How do we know whether we made a profit for the sales of this specific cultivar?

8.5. What could we do to improve our marginal costs?

8.6. In your opinion, is there anything we could do to improve our profitability?

F7468.4 – Debate and Key Notes

✓ Divide the class into two groups and prepare for a debate.

Debate Procedure and Rules:

The debate will take the form of timed individual and / or group presentations and responses separated by timed group work periods. The rules applied may deviate from the formal rules of debating. When questions arise, the judgment of the facilitator will provide the definitive ruling.

- Each team will have 30 minutes to do research and prepare their argument for debate.
- Each team has a maximum of 5 minutes to present their arguments.
- After both teams have presented, the opposing teams have 2 minutes to ask as many questions as possible. The defending team will not answer the questions immediately, they should confer and answer. The answers may not exceed another 5 minutes.

Prior to the beginning of the class period, both teams are to position their desks facing each other at the front of the room. Each team is to write its team name, debate position, and debate position statement on the blackboard behind their desks. Note that absolutely no changes may be made to the position statements presented below. You must argue them exactly as written!

Team members may speak either from their desks or from the podium, as they desire. Audio-visuals may be used at any time, including, but not limited to, handouts, flipcharts, transparencies, slides, audio and videotapes. While a team is not required to use all of the time allocated to each debate component, speakers must stop immediately when the allocated time runs out. Team members are prohibited from speaking to the audience or opposing team except at the times specifically allocated to them. Thus, there can be no immediate, reciprocal interchange of comments between the teams. The sequence of the position summaries will be determined by a random procedure at the conclusion of the final work period. Note that no new information may be introduced during the summary. Doing so may result in disqualification of the offending group. If either team feels that their opponents are introducing new information during the summary, they may challenge them immediately and request a ruling from the facilitator.

At the end of the debating period, everyone will have an opportunity to vote (individually) for a topic as the argument they support. The facilitator will adjudicate the voting process.

Debate Topics:

Team A: In the current economic climate, it is better to produce citrus for the export market.

Team B: In the current economic climate, it is better to stay away from international markets and just produce for the domestic market.

Aspects to research and include in your debating arguments:

1. Exchange rates
2. Domestic market vs export market
3. Comparative effectiveness of currency in relation to turnover, profitability and benefits to the workforce in terms of remuneration.
4. Explain challenges vs benefits of monetary policy on exports and foreign currency vs trading in the domestic market.
5. The impact that inflation may have on your decisions to purchase the inputs, packaging materials and transport export goods vs comparative inputs for the domestic market.

6. Write down key notes on the arguments presented by the different teams.

Team A: In the current economic climate, it is better to produce citrus for the export market.

1. Exchange rates

2. Domestic market vs export market

3. Comparative effectiveness of currency in relation to turnover, profitability and benefits to the workforce in terms of remuneration.

4. Explain challenges vs benefits of monetary policy on exports and foreign currency vs trading in the domestic market.

5. The impact that inflation may have on your decisions to purchase the inputs, packaging materials and transport export goods vs. comparative inputs for the domestic market.

Team B: In the current economic climate, it is better to stay away from international markets and just produce for the domestic market.

1. Exchange rates

2. Domestic market vs export market

3. Comparative effectiveness of currency in relation to turnover, profitability and benefits to the workforce in terms of remuneration.

4. Explain challenges vs benefits of monetary policy on exports and foreign currency vs trading in the domestic market.

5. The impact that inflation may have on your decisions to purchase the inputs, packaging materials and transport export goods vs. comparative inputs for the domestic market.