Citrus Business Management Programme

Module 4

Launch and Grow your Business

Formative PoE Guide

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Contents

Assessor Orientation

Background Information

The main theme of this module is to guide entrepreneurs when obtaining finance for their business and to assist them in understanding the art and discipline of contract negotiation.

The module will cover aspects such as:

- Financing a new business.
- Step-by-step through negotiating deals and contracts.
- Critical reading and comprehensions skills required for understanding financial and contractual documents.

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

3. Demonstrate an understanding of basic economics within a market economy.
    - 3.1 An understanding is demonstrated of new venture financing sources and opportunities.
    - 3.2 An understanding is demonstrated of the principles of micro and macro-economics.
    - 3.3 Potential threats and opportunities within the economic environment are identified for future business decision making.
    - 3.4 An understanding is demonstrated of business competitiveness.

Range: Business competitiveness includes but is not limited to factors such as inflation, exchange rates, interest rates, economic indicators and competition.

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

This module is aligned to unit standards:

Finance a new business	114584	Finance a new venture	C	4	5
Negotiation	13948	Negotiate an agreement or deal in an authentic work situation	C	4	5
Critical reading and comprehension	119457	Interpret and use information from texts	C	4	5

Unit Standard Information

Finance a new venture

SAQA US ID	UNIT STANDARD TITLE			
114584	Finance a new venture			
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	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 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 intended for learners who need to make decisions and recommendations about financing options for a new venture.

The qualifying learner will be able to:

- Determine the capital requirements of the new venture.
- Identify and compare all short term and long term funding options and services offered by the finance industry for new ventures.
- Compile personal income and expenditure and assets and liabilities statements.
- Identify the requirements and processes to access the selected financing option for the new venture.
- Identify alternative sources to secure finance for a new venture.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners accessing this qualification should be competent in Computer Literacy, mathematical Literacy and Communication at NQF Level 4 or equivalent.

UNIT STANDARD RANGE

- Funding requirements and capital structure include working, fixed, debt and equity capital.
- Banking and financial institutions may include but are not limited to registered banks, merchant banks, and micro-finance institutions.
- Alternative funding options.

Negotiate an agreement or deal in an authentic work situation

SAQA US ID	**UNIT STANDARD TITLE**			
13948	Negotiate an agreement or deal in an authentic work situation			
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	5
REGISTRATION STATUS		**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
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PURPOSE OF THE UNIT STANDARD

This unit standard is intended as part of a qualification for managers of small businesses and junior managers of business units in larger organisations. The term business unit in this unit standard implies a small business, cost centre, section or department. The unit standard could be useful for any employee who is involved in situations where negotiation skills are required.

Junior managers include, but are not limited to team leaders, supervisors, first line managers and section heads. The position or term is used to describe the first level of management in an organisation at which an employee has other employees reporting to him/her.

The qualifying learner is capable of:

- Explaining the need for negotiation skills in business.
- Explaining the steps in the negotiation process.
- Applying the steps in the negotiation process to an authentic situation.
- Explaining strategies that could be used in negotiation.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

There is open access to this unit standard.

Learners should be competent in Communication and Mathematical Literacy at NQF Level 3.

UNIT STANDARD RANGE

- For the purpose of this unit standard the term business unit is used to mean a cost centre, department or small business.
- Steps in the negotiation process include preparation, presentation, probing, bargaining and closing.

- Different types of closure include but are not limited to, concession close, summary close, adjournment close, or-else close and either-or close.

Interpret and use information from texts

SAQA US ID	**UNIT STANDARD TITLE**			
119457	Interpret and use information from texts			
ORIGINATOR				
SGB GET/FET Language and Communication				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			**SUBFIELD**	
Field 04 - Communication Studies and Language			Language	
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular-Fundamental	Level 3	NQF Level 03	5
REGISTRATION STATUS		**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
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This unit standard replaces:

US ID	**Unit Standard Title**	**Pre-2009 NQF Level**	**NQF Level**	**Credits**	**Replacement Status**
8969	Interpret and use information from texts	Level 3	NQF Level 03	5	Complete

PURPOSE OF THE UNIT STANDARD

Learners at this level read and view a range of texts. People credited with this unit standard are able to read and view a variety of text types with understanding and to justify their views and responses by reference to detailed evidence from texts. They are also able to evaluate the effectiveness of different texts for different audiences and purposes by using a set of criteria for analysis.

Learners credited with this unit standard are able to:
- Use a range of reading and viewing strategies to understand the literal meaning of specific texts
- Use strategies for extracting implicit messages in texts
- Respond to selected texts in a manner appropriate to the context
- Explore and explain how language structures and features may influence a reader/viewer

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: Level 2 unit standards entitled Access and use information from texts.

UNIT STANDARD RANGE

A variety of written and/or signed/visual texts used in socio-cultural, learning and workplace contexts.

Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

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

SAQA QUAL ID	**QUALIFICATION TITLE**			
66249	Further Education and Training Certificate: New Venture Creation			
ORIGINATOR				
Task Team - New Venture Creation				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			**NQF SUB-FRAMEWORK**	
SERVICES - Services Sector Education and Training Authority			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	**FIELD**		**SUBFIELD**	
Further Ed and Training Cert	Field 03 - Business, Commerce and Management Studies		Generic Management	
ABET BAND	**MINIMUM CREDITS**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**QUAL CLASS**
Undefined	149	Level 4	NQF Level 04	Regular-Unit Stds Based
REGISTRATION STATUS		**SAQA DECISION NUMBER**	**REGISTRATION START DATE**	**REGISTRATION END DATE**
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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 standard 114584, 13948 and 119457.

What will be expected of me during the 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 the 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
  - F114584.1 – Team Research Worksheet
  - F114584.2 – Team Research Worksheet and Class Presentation
  - F114584.3 – Paired Work Sample Presentation
  - F114584.4 – Team Mind Map with Key Notes
- Section 2 Formative Assessment Activities
  - F13948.1 – Class Discussion with Key Notes
  - F13948.2 – Team Flowchart and Rulebook Presentation
  - F13948.3 – Team Role-play and Key Notes
  - F13948.4 – Team Brainstorming Session and Mind Map Presentation
- Section 3 Formative Assessment Activities
  - F119457.1 – Team Practice Worksheet
  - F119457.2 – Paired Work Sample

Summative assessment includes the following assessment instruments:

- Section 1 Summative Assessment Activities
  - S114584.1 – Research Questionnaire
  - S114584.2 – Research Questionnaire and Work Sample
  - S114584.3 – Work Sample Presentation and Reflective Questionnaire
  - S114584.4 – Knowledge Questionnaire
- Section 2 Summative Assessment Activities
  - S13948.1 – Knowledge Questionnaire
  - S13948.2 – Work Sample Schematic and Knowledge Questionnaire
  - S13948.3 – Reflective Diary
  - S13948.4 – Knowledge Questionnaire
- Section 3 Summative Assessment Activities
  - S119457.1 – Reflective Questionnaire

- S119457.2 – Work Sample

What do I need?

For your 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

For your summative assessment you will need:

- Your summative PoE guide
- A dictionary
- Access to the internet
- Stationery

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 I know if the process is complete?

What will happen once I 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

F114584.1 – Team Research Worksheet

- ✓ Work as a team to complete this activity.
- ✓ Analyse the questions, statements and choices given and complete the worksheet.
- ✓ Time to spend on this activity: 1 hour.

Questions:

1. Where would you start if you were told to determine the capital requirements of a citrus farm?

2. Brainstorm to come up with a list of possible funding requirements for a typical agricultural business venture.

3. What is "capital" and how would you go about determining the capital structure and requirements of a new business?

4. Brainstorm to make a list of fixed assets that would be required by a citrus production unit or a citrus packhouse.

5. Explain what you think the term "pre-operating" costs means, and give some examples of these types of costs in terms of starting an agricultural venture.

6. How would you ensure that you calculate the correct value of pre-operating costs accurately?

7. Explain what you think the term “operating” costs means, and give some examples of these types of costs in terms of starting an agricultural venture.

8. How would you determine the break-even point of a business?

9. If the business break-even point is unrealistic, how would that influence your decision to continue with the start-up of the business?

F114584.2 – Team Research Worksheet and Class Presentation

- ✓ Work as a team to complete this activity.
- ✓ Do research by accessing the internet, reading in your learner guide and visiting financial institutions in the nearest town.
- ✓ Use the research questions and / or statements to guide you.
- ✓ Once you have completed your research, take turns to present your findings and conclusions in a 5-minute presentation to the rest of the class.
- ✓ Time to spend on this activity: 2 hours.

Research Questions:

1. If you decided to start a new packhouse for citrus, you would require start-up financing. Do research as a team to make a list of as many possible sources for financing your business as you can find.

2. Visit a commercial bank and ask them to give you information on at least two different financing options available to entrepreneurs in the primary and secondary agricultural sector. Attach the information leaflets or summaries of your information below.

3. How does the cost of the two different funding options compare? Which do you think would be more suitable for an entrepreneur in the primary agricultural sector and why?

4. Brainstorm as a team to list possible short and long-term advantages and disadvantages of the two different financing options that you presented above.

4.1. Option 1

Advantages	**Disadvantages**

4.2 Option 2

Advantages	**Disadvantages**

F114584.3 – Paired Work Sample Presentation

- ✓ Work in pairs to complete this activity.
- ✓ As an entrepreneur seeking finance for a new business, you will be required to submit personal financial statements. This will include a personal income statement and an assets and liabilities statement.
- ✓ Time to spend on this activity: 1 hour.

Questions:

1. Draft the frameworks for each of the following documents considered personal financial statements, with key notes explaining what kind of information should be included, present your pair's framework to the rest of the class:

   1.1. Personal income and expenditure statement

1.2. Personal assets and liabilities statement.

2. Brainstorm to make a list of possible times when you may be asked to present your own personal assets and liabilities statement.

3. Explain in your own words what you understand by the concept of interest and repayments in terms of business finance.

F114584.4 – Team Mind Map with Key Notes

- ✓ Work as a team to complete this activity.
- ✓ Draft a detailed mind map and then record key notes in response to each of the information statements and questions below.
- ✓ Now discuss the following questions and record your conclusions in a mind map to present to the rest of the class.
- ✓ Time to spend on this activity: 2 hours.

Mind Map:

1. There are different sources and alternatives available to entrepreneurs in terms of financing options, but each option requires a structured application process and key elements and considerations in order to obtain the finance needed.

   Draft a mind map explaining the requirements and processes required by commercial banks when applying for finance.

2. Explain what collateral is.

3. What kind of collateral would you think suitable to put up against financing a new packhouse?

4. Would the collateral requirements be different if you were seeking finance to start a labour-broking business and needed to buy a vehicle? Explain your answer.

5. Make a list of possible documentation that is normally required to back up financing applications.

6. What is the role of a business plan in terms of seeking financing and how will you use it to make decisions on the best possible financing option to use?

7. Give two examples of laws, regulations, rules and procedures covering the provision and use of financial services in South Africa.

8. If your first attempt at applying for finance through a commercial bank was unsuccessful, what alternative options may be available to you?

9. Explain what the difference is between a loan and equity.

10. Give an example of an alternative source of equity that you may use to help establish a new business.

11. Give examples of at least two problems in raising finance or equity you may face as an entrepreneur.

12. Make a list of as many government and NGO schemes as you can find where you may be able to source finance or equity investment.

13. What is the difference between interest repayments on loans and using equity as an option to finance your business?

Section 2: Formative Assessment Activities

F13948.1 – Class Discussion with Key Notes

- ✓ Work as a team to complete this activity.
- ✓ The facilitator will lead a class discussion posing some key questions and making statements.
- ✓ Contribute to the discussion as a team.
- ✓ Draw conclusions and record key notes on each question and statement.
- ✓ Time to spend on this activity: 30 minutes

Questions:

1. Define the concept of negotiation.

2. In your opinion, is it important to have good negotiation skills? Motivate your answer.

3. List at least three examples of situations where an entrepreneur would be required to negotiate.

4. Give an example of a situation where a lower level manager may need to negotiate in the workplace.

5. How may the negotiation process and skills level of an entrepreneur vs. a lower level manager differ?

F13948.2 – Team Flowchart and Rulebook Presentation

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 2 hours.

Instructions:

1. Work as a team to design a detailed flow chart explaining the steps in the negotiation process.

2. Brainstorm to make a list of possible reasons that negotiations fail.

3. Now design a simple set of rules (rulebook) that can help a person to develop the skills and abilities of a negotiator during the negotiation process to avoid failure and enhance the chances of successful negotiations.

F13948.3 – Team Role-play and Key Notes

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 1 hour.

Instructions:

1. The facilitator will pair off the teams.

   Teams will then simulate the negotiation process, where teams will play the following roles:

   - ❖ Team A – Management of citrus packhouse
   - ❖ Team B – Workers in a citrus packhouse

Scenario for the role-play and simulation:

It is harvest time and the management of the packhouse needs the workers to work full steam ahead at optimal productivity. There is a public holiday coming up the following Wednesday.

The management wants the workers to work on the Wednesday and take the day off at a later stage. They do not want to pay the workers double pay for working on a public holiday.

The workers all want the day off or the double pay. They may be prepared to negotiate having a long weekend the following weekend in lieu of taking working the Wednesday, but by a long weekend, they mean having both Friday and Monday off.

Role-play the negotiation process to solve the problem.

The facilitator will periodically freeze-frame the role-play and lead a discussion on certain key elements and concepts around the negotiation process.

Pay close attention to these discussions in order to record key notes and answer the following questions about the simulated negotiation process.

2. Give an example of each of the following from the role-play:

   2.1. A "favoured outcome"

   2.2. A "settlement point"

2.3. "Point beyond which you cannot go".

3. Give an example of a point where each of the parties to the negotiation are at a disadvantage.

4. Possible points that each of the parties to the negotiation may raise.

5. An example of a proposal presented during the negotiation process.

6. A point-by-point analysis and description of the elements of the proposal presented.

7. How to ensure that the parties have a mutual understanding of the content and intent of the proposal.

8. One example of each of the following during the simulated negotiation:

    8.1. Shared interests

8.2. Opportunities for cooperation, and

8.3. Common principles

9. An example of how the position of one of the parties was amended without compromising fundamental principles.

10. An example of a question that one of the parties asked for clarification purposes.

11. An example of a question that one of the parties asked for purpose of summarising their understanding of a position.

12. An example of demands made by one of the parties.

13. An example of a concession made by one of the parties.

14. A summary of the conclusion to the negotiation.

F13948.4 – Team Brainstorming Session and Mind Map Presentation

- ✓ Work in pairs to complete this activity.
- ✓ Read the instructions carefully and prepare the mind map as instructed.
- ✓ Time to spend on this activity: 1 hour.

Instructions:

1. Hold a brainstorming session to list as many negotiation strategies and tactics as you can come up with.

2. Now prepare a mind map with key notes explaining the following elements of negotiation strategy:

    2.1. Tactics to delay negotiations

    2.2. Methods to break a deadlock in negotiations

    2.3. Examples of different types of negotiation closure and when each may be appropriate.

Record your own sample of the team mind map below:

Section 3: Formative Assessment Activities

F119457.1 – Team Practice Worksheet

- ✓ Work as a team to complete this activity.
- ✓ Make sure to attach copies of teamwork and key notes on the different presentations.
- ✓ Time to spend on this activity: 1 hour.

Instructions:

Select any article from the SA Fruit Journal or similar resource, concerning the citrus industry.

1. Make a list of unfamiliar words in the article. For each word listed write down what you think the meaning of that word is, by looking at clues from the words and sentences around it, as well as from the main message of the article.

2. Look up the meaning of each of the following words or concepts in the dictionary and write down the meaning:

   2.1. Borrowed words / signs

2.2. Complex terms

2.3. Acronyms

2.4. Neologisms

2.5. Colloquialisms

2.6. Slang

2.7. Jargon

2.8. Dialect

2.9. Now find at least two examples in the article, of any of the types of words listed in 2.1 - 2.8 above.

3. Explain what the word "ambiguity" means.

4. In your opinion, what is the main idea of the article?

4.1. Explain what it means if you are asked to "paraphrase" something.

4.2. Write down the steps you would follow in order to summarise this article.

5. Give an example of any graphic information you may find in the article.

5.1. Why do you think the author/s added it? In other words, what is the purpose of this graphic information?

6. What do you think we refer to when talking about the "visual features" of the article?

6.1. Give one example of a "visual" feature that was used, and explain what the impact on you as the reader was.

F119457.2 – Paired Work Sample

- ✓ Work in pairs to complete this activity.
- ✓ Make sure to attach copies of teamwork and key notes on the different presentations.
- ✓ Time to spend on this activity: 2 hours.

Instructions:

Refer to the latest Citrus Academy Annual Report (available at www.crw.org.za or www.citrusacademy.org.za), in order to answer these questions.

1. What do you think the main purpose / message of an annual report is?

2. Who do you think the intended audience of this management report is?

3. What is the source of this document?

3.1. How do you know that the source is reliable?

3.2. In some cases, information in texts or articles may be biased. Explain with an example, what you understand "bias" to mean.

4. Refer to the management report written by Jacomien de Klerk. In your opinion, what kind of attitudes, beliefs and intentions are expressed and implied in this management report?

4.1. Find an example where the author expresses her point of view directly.

5. The main audience for this document would be business people and stakeholders of the Citrus Academy. Refer to the whole annual report, and find examples of each of the following, that shows that it is appropriate for the intended audience:

   5.1. Sentence length

   5.2. Punctuation / non-manual features (NMFs)

   5.3. Diction / choice of words

   5.4. Use of figurative language

   5.5. Use of jargon

5.6. Use of technical terms

5.7. Use of irony, humour, satire or sarcasm

5.8. Use of legalisms

5.9. Choice of visuals
