
Citrus Business Management Programme

Module 9

Improve Your Business
Performance

Formative PoE Guide

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Scientific√Roets



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Assessor Orientation

Background Information

The main theme of this module is management and leadership in terms of business strategic business planning, production management and day-to-day operations management functions.

It centres on the core management functionality and management sciences that are applied to improve and grow a business. Note that this module has been contextualised for agribusiness.

The module will cover aspects such as:

- ❖ Design of production / operations layout for agribusiness
- ❖ Effective production / operations scheduling
- ❖ Resource management within agribusiness
- ❖ Quality management within agribusiness
- ❖ The concept of strategic planning in managing business performance
- ❖ The role of the various functional strategies in business performance
- ❖ Business performance supervision and monitoring
- ❖ How to monitor, measure and report on business performance
- ❖ How to identify and rectify performance problems occurring in business

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

5. Demonstrate an understanding of the role of leadership and management.

- 5.1 Knowledge is demonstrated of how management and leadership principles are applied to improve business effectiveness and efficiency.
- 5.2 Knowledge is demonstrated of the differences between leadership and management in terms of managing a business.
- 5.3 Knowledge is demonstrated of leadership and management styles in relation to their impact on business performance.
- 5.4 Leadership and management principles and techniques are applied in order to enhance business performance.

This module comprises of 2 unit standards and attracts 10 credits.

This module is aligned to unit standards:

Section 1	Production Management	263434	Plan and manage production / operations in a new venture	C	4	6
Section 2	Strategic Planning for Business Improvement	263456	Plan strategically to improve new venture performance	C	4	4

Unit Standard Information

Plan and manage production/operations in a new venture

SAQA US ID	UNIT STANDARD TITLE			
263434	Plan and manage production/operations in a new venture			
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	6
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
114618	Monitor productivity in a business venture	Level 4	NQF Level 04	5	Complete
114588	Develop, implement and monitor a quality policy for a new venture	Level 4	NQF Level 04	4	Complete

PURPOSE OF THE UNIT STANDARD

This unit standard is for learners who are responsible for planning and managing production/operations function of a new venture. Learners acquiring this unit standard will be equipped with knowledge and skills to optimise productivity of a business.

Learners credited with this unit standard will be able to:

- Design a production/operations layout for a new venture.
- Apply effective production/operations scheduling.
- Apply resource management within a new venture.
- Apply quality management within a new venture.

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

Production includes but is not limited to:

- Acquisition of raw material.
- Storage of raw material.
- Transforming raw material into marketable products.

Operations include but are not limited to processes involved in delivering a marketable service.

Plan strategically to improve new venture performance

SAQA US ID	UNIT STANDARD TITLE			
263456	Plan strategically to improve new venture performance			
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	4
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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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
114585	Plan strategically to improve business performance	Level 4	NQF Level 04	4	Complete

PURPOSE OF THE UNIT STANDARD

This Unit Standard is intended for learners who are required to implement and monitor a strategic plan to improve the performance of a new venture.

Learners credited with this unit standard will be able to:

- Describe the concept of strategic planning in managing business performance.
- Explain the role of the various functional strategies in business performance.
- Apply business performance supervision and monitoring.
- Monitor, measure and report on business performance.
- Identify and rectify performance problems occurring in business.

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

N/A

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			QQSF - 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
Reregistered		SAQA 10105/14	2015-07-01	2018-06-30
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 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 263434 and 263456.

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
 - F263434.1 – Team Research Presentation
 - F263434.2 – Team Work Sample Framework Presentation
 - F263434.3 – Team Brainstorming Session and Mind Map
 - F263434.4 – Team Research Summary
- ❖ Section 2 Formative Assessment Activities
 - F263456.1 – Team Class Discussion and Presentation
 - F263456.2 – Team Flow Diagram, Organogram and Mind Map Presentation
 - F263456.3 – Team Framework Presentation
 - F263456.4 – Team Research Example Presentations
 - F263456.5 – Team Research Key Notes

Summative assessment includes the following assessment instruments:

- ❖ Section 1 Summative Assessment Activities
 - S263434.1 – Work Sample
 - S263434.2 – Work Sample and Reflective Knowledge Questionnaire
 - S263434.3 – Knowledge Questionnaire
 - S263434.4 – Research Questionnaire
- ❖ Section 2 Summative Assessment Activities
 - S263456.1– Knowledge Questionnaire
 - S263456.2– Work Samples
 - S263456.3– Work Samples
 - S263456.4– Workplace Research Questionnaire
 - S263456.5– Workplace Report

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
- ❖ Access to the workplace and workplace experts in contracting and marketing
- ❖ Access to workplace mentors, coaches
- ❖ Access to workplace standard operating procedures manuals, organograms and financials

For your summative assessment you will need:

- ❖ Your summative PoE guide
- ❖ A dictionary
- ❖ Access to the internet
- ❖ Stationery
- ❖ Access to the workplace and workplace experts in contracting and marketing
- ❖ A copy of a workplace contract

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.

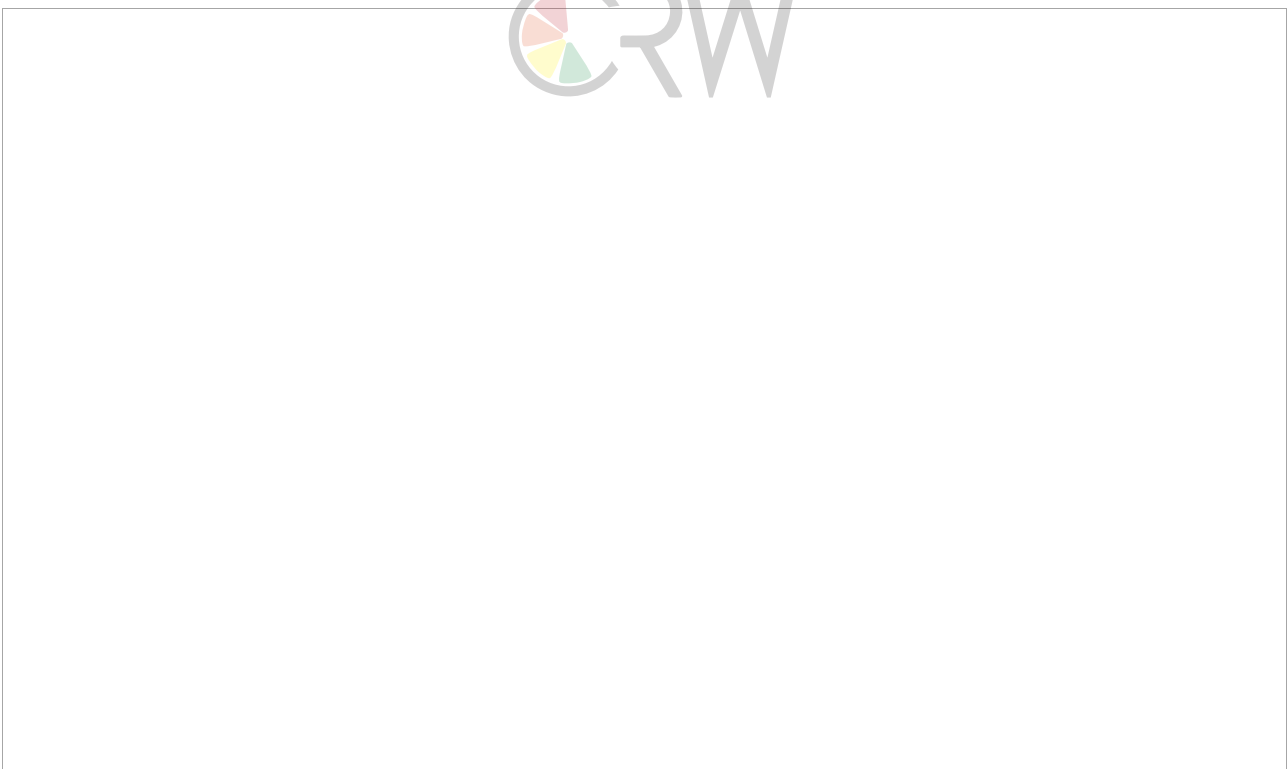
Section 1: Formative Assessment Activities

F263434.1 – Team Research Presentation

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 1 hour.
- ✓ Do research, discuss concepts and draft a mind map for presentation to the rest of the class.

Instructions:

1. Imagine you were employed as a production manager for a new citrus production unit and you were asked to design a production plan for the farm.
2. Discuss the following concepts and questions, write key notes and then work as a team to produce a mind map that reflects your understanding of the task.
 - 2.1. Explain the concept of productivity in a competitive citrus production unit.
 - 2.2. Describe the production cycle of citrus.
 - 2.3. Give examples of the operational elements involved in running a citrus production unit.
 - 2.4. How to use a production plan to schedule and optimise workflow.
 - 2.5. Why it is important to analyse market potential and limitations to plan for the capacity needed to operate a citrus production unit profitably, including limitations such as expertise, capital (finance and infrastructure), equipment, technology.
 - 2.6. Attach a picture or copy of the team mind map to the next page, and label it "Production Planning Mind Map".





The image contains two logos. The top logo is for 'citrus academy', featuring a green spiral icon above the word 'citrus' in a bold, lowercase, sans-serif font, with 'academy' in a similar font below it. The bottom logo is for 'CRW', featuring a stylized 'C' that incorporates a citrus fruit slice with red, yellow, and green segments, followed by the letters 'RW' in a bold, uppercase, sans-serif font.

F263434.2 – Team Work Sample Framework Presentation

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 2 hours.
- ✓ Do research, discuss concepts and draft production schedule framework for presentation to the rest of the class.

Instructions:

1. Discuss how you would go about applying effective production scheduling to a citrus production unit, by answering the following question:
 - 1.1. Why is it necessary to have effective production scheduling in agribusiness?

2. Work as a team to design the framework of a production schedule (matched to the annual production cycle), for a citrus production unit. Make provision for the following elements in your framework:

- 2.1. Workforce
- 2.2. Ordering of stock and raw materials
- 2.3. Deliveries
- 2.4. Maintenance activity

3. Apply your experience in working on a citrus farm to highlight possible bottlenecks that may occur, on the framework that you have designed.
 - 3.1. Present your team's framework to the rest of the class.
 - 3.2. Attach a picture or copy of the team's framework to this page, and label it "Production Schedule Framework".



F263434.3 – Team Brainstorming Session and Mind Map

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 90 minutes.
- ✓ Hold a team brainstorming session to conclude answers to some of the questions posed, and then draft a mind map for presentation.

Questions:

1. What does "resource management" in agribusiness entail?

2. What kinds of resources need to be managed?

3. What role would recordkeeping play in agricultural resource management?

4. How would you go about developing a recordkeeping system to ensure that all the correct resource management records are kept?

5. How would you guarantee that effective maintenance systems are developed to ensure that the business can produce sustainably and run smoothly?

6. Now present your team's mind map to the rest of the class. Attach a picture or copy of the team's mind map to this page, and label it "Resource Management Mind Map".



- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 2 hours.
- ✓ Do research, discuss concepts and summarise your findings.

1. Consider the following statements and questions to guide you in your research:

- 1.1. How is quality management applied and managed in agribusiness in South Africa?
- 1.2. What are the fundamentals of quality management?
- 1.3. How would you ensure that your production quality (produce and packaging) matches market requirements?
- 1.4. How would you ensure that you measure and monitor the quality standards that you have set, at each step of the production process?

The image contains two logos. The top logo is for 'citrus academy', featuring a green spiral icon above the word 'citrus' in a bold, sans-serif font, with 'academy' in a smaller, lowercase font below it. The bottom logo is for 'CRW', featuring a stylized orange slice icon with a green leaf above the letters 'CRW' in a bold, sans-serif font.

2. Now summarise your team's research findings in one page below:

Section 2: Formative Assessment Activities

F263456.1 – Team Class Discussion and Presentation

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

Instructions:

1. Hold a class discussion and conclude answers to the questions below. Then present your answers to the rest of the class.
 - 1.1. Describe the concept of strategic planning for an agribusiness.

- 1.2. Explain the benefits of strategic planning and performance monitoring.

1.3. What elements would you look for in a good strategic plan?

1.4. In your opinion, is there a relationship between the timing of a strategic plan and the performance of the business unit?

F263456.2 – Team Flow Diagram, Organogram and Mind Map Presentation

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

Instructions:

1. Work as a team to develop a flow diagram to represent the typical process followed in strategic planning. Ensure that you show all the elements included in a typical strategic plan and reference which method you applied. Attach a picture or copy of the team's flow diagram to this page, and label it "Strategic Planning Flow Diagram".



2. Now draft an organogram representing the typical departments that you would include in a citrus production unit that also packs its own fruit. Attach a picture or copy of the team's organogram to this page, and label it "Organogram".



3. Use the organogram designed to extend it into a mind map. On the mind map make notes of the following:
 - 3.1. Key notes on the areas of responsibility for each of the departments indicated on the organogram.
 - 3.2. Key notes on possible business functional strategies for each of the departments identified.
 - 3.3. Attach a picture or copy of the team's mind map to this page, and label it "Functional Strategies Mind Map".



F263456.3 – Team Framework Presentation

- ✓ Work as a team to complete this activity.
- ✓ Time to spend on this activity: 2 hours.
- 1. You have been tasked with designing a business performance monitoring and evaluation plan and instrument.
- 2. Work as a team to design a framework for this plan. Include the following elements in your framework:
 - 2.1. A list of business performance monitoring tools you intend to use
 - 2.2. A strategy and description of how you intend to evaluate supervision practices in the agribusiness
 - 2.3. A strategy and description of how you intend to evaluate the supervision of expenditure in the agribusiness
 - 2.4. A strategy and description of how you intend to analyse the marketing expenditure in accordance with the objectives of the agribusiness
 - 2.5. A description of how you will use the project plan to monitor the business progress and identify attributes that need development against a project plan
- 3. Attach a picture or copy of the team's framework and plan behind this page, and label it "Monitoring and Evaluation Framework".

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

1. Work as a team to do workplace research and find examples from the workplace for the following:
 - 1.1. How is business performance monitored, measured and reported on in the citrus sector?
 - 1.2. Give an example of an instrument or report that shows qualitative and / or quantitative performance indicators for your agribusiness.
 - 1.3. How does citrus production units typically measure and report on financial indicators?
 - 1.4. How does a citrus production unit typically monitor and report on customer satisfaction?
 - 1.5. Give examples of some typical reporting lines within a citrus production unit.
 - 1.6. Give examples of some typical reporting priorities in citrus production.
 - 1.7. How frequently is business progress monitored and reported on in a typical citrus production unit?
2. Now present your team's findings to the rest of the class.
3. Write key notes on the different presentations:



F263456.5 – Team Research Key Notes

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

Questions:

1. Work as a team to do workplace research and find examples from the workplace for the scenarios below.
2. Find an example of a typical performance or production problem that has taken place or is currently taking place, in the citrus production unit where you are completing your training. Write a brief summary of the problem.

2.1. Who are the stakeholders that should be notified of the problem?

2.2. How would you go about notifying the stakeholders to make sure that there is a clear record of the notification?

2.3. How did you first determine whether there was a problem? What symptoms did you look for?

2.4. How would you recommend that the management team of the citrus production unit go about solving the problem?

2.5. What timeframe would you recommend for the team to set to ensure that the problem is resolved?

2.6. How would you recommend the team follow up on the action plan to determine whether the problem has now been resolved?
