
Citrus Business Management Programme

Module 1

Learner Induction and
Orientation

Learner Guide

Copyright ©



P.O. Box 461, Hillcrest, 3650
(031) 765-3410

Scientific  Roets



© Citrus Academy 2014

Content originator:

Scientific Roets (Pty) Ltd, P.O. Box 461, Kokstad, 4700

Additional content and adaptation:

Citrus Academy

Learning programme and material developer:

Carol Harington (Rapid Skills Warehouse)

Disclaimer

By accepting this document and reading its contents you agree to be bound by the terms of this disclaimer.

The use of the contents of this document is at your own risk. Neither the Citrus Academy nor Scientific Roets (Pty) Ltd nor the Citrus Growers' Association warrant that the content of this document is suitable for your intended use or that it is free of inaccuracies or omissions. The opinions and advice expressed in this document are not necessarily those of the Citrus Academy, Scientific Roets (Pty) Ltd or the Citrus Growers' Association. The Citrus Academy, Scientific Roets (Pty) Ltd and the Citrus Growers' Association, their directors, officers, employees, agents and contractors shall not be liable for any loss or damage of any nature suffered by any person as a direct or indirect result of the use of, or inability to use, any advice, opinion or information contained in this document, or any misrepresentation, misstatement or omission, whether negligent or otherwise, contained in this document.

You indemnify the Citrus Academy, Scientific Roets (Pty) Ltd and the Citrus Growers' Association against any claim by any third party against the Citrus Academy, Scientific Roets (Pty) Ltd and the Citrus Growers' Association, their directors, officers, employees, agents or contractors arising from, or in connection with, the use of, or reliance on, the contents of this document. It is your responsibility to determine suitability of the contents of this document for your intended use.

Contents

Directions	5
Unit Standard Information	5
Using the Learner Guide	7
Learning Outcomes	7
Chapter 1 Learning Resources	9
Available Learning Resources	9
Using Learning Resources	10
Learner Guide	10
Formative Portfolio of Evidence (PoE) Guide	11
Summative Portfolio of Evidence (PoE) Guide	12
Critical Thinking	12
Referencing	13
Chapter 2 Learning Strategies	15
Appropriate Learning Techniques	15
The Learning Environment	16
Systematic Approach to Learning	16
Time Management	16
Self-Assessment	16
Conclusion	17
Chapter 3 Occupational Learning Material	18
Organising Learning Material	18
Learning Guides	18
Layout and Presentation	18
Technical Terminology	19
Chapter 4 Research and Analysis	20
The Need for Information	20
Systematic Information Gathering	20
Chapter 5 Teamwork	21
Qualities of a Team	21
The Benefits of Teamwork	21
Team Development Phases	22
Forming	22
Storming	22
Norming	22
Performing	23
Types of Team Members	23
Constituting a Team	23
Managing a Team	24
Building Trust with Team Members	24
Continued Functionality	24
Team Moderation	24
Outcomes of Teamwork	25
Chapter 6 Workplace and Occupational Context	26
Sector and Organisation Type	26
Occupational Environment	27

The Citrus Sector	27
References	29
Self-Assessment and Progress Check	30



Directions

Unit Standard Information

Use language and communication in occupational learning programmes

SAQA US ID	UNIT STANDARD TITLE			
119467	Use language and communication in occupational learning programmes			
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
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
8973	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5	Complete

PURPOSE OF THE UNIT STANDARD

The purpose of this unit standard is to facilitate learning and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes, and other learning programmes. Many adult learners in the FET band have not been in a learning situation for a long time, and need learning and study strategies and skills to enable successful progression.

Learners competent at this level will be able to deal with learning materials, to access and use useful resources, to seek clarification and help when necessary, and apply a range of learning strategies. They do this with an understanding of the features and processes of the workplace and occupations to which their learning programme refer.

- Access and use suitable learning resources
- Use learning strategies
- Manage occupational learning programme materials
- Conduct basic research, analyse and present findings
- Function in a team

- Reflect on how characteristics of the workplace and occupational context affect learning

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 full spectrum of language knowledge and communication skills laid down in the Revised National Curriculum Statements and unit standards up to NQF level 2.

UNIT STANDARD RANGE

Learning materials appropriate to the learners in a given context.

The complexity of the texts in the learning programme are appropriate to the levels of the learning programme, which will in turn influence the application of this unit standard.

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

Use language and communication in occupational learning programmes

SAQA US ID	UNIT STANDARD TITLE			
119467	Use language and communication in occupational learning programmes			
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
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
8973	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5	Complete

PURPOSE OF THE UNIT STANDARD

The purpose of this unit standard is to facilitate learning and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes, and other learning programmes. Many adult learners in the FET band have not been in a learning situation for a long time, and need learning and study strategies and skills to enable successful progression.

Learners competent at this level will be able to deal with learning materials, to access and use useful resources, to seek clarification and help when necessary, and apply a range of learning strategies. They do this with an understanding of the features and processes of the workplace and occupations to which their learning programme refer.

- Access and use suitable learning resources
- Use learning strategies
- Manage occupational learning programme materials
- Conduct basic research, analyse and present findings
- Function in a team
- Reflect on how characteristics of the workplace and occupational context affect learning

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 full spectrum of language knowledge and communication skills laid down in the Revised National Curriculum Statements and unit standards up to NQF level 2.

UNIT STANDARD RANGE

Learning materials appropriate to the learners in a given context.

The complexity of the texts in the learning programme are appropriate to the levels of the learning programme, which will in turn influence the application of this unit standard.

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

Using the Learner Guide

This learning material has been developed to assist the learner wishing to complete this unit standard. The guide contains all necessary learning to ensure that the learner will attain the competencies required by the unit standard.

The learner guide is accompanied by formative and summative portfolio of evidence (PoE) guides. Please ensure that you have access to these guides as well. The learner guide was designed to be used by a learner during the presentation of a skills programme based on the unit standard and to be kept afterwards by the learner for reference purposes. The PoE guides were designed to be completed during and after the presentation of the skills programme and forms part of the assessment process.

Learning Outcomes

This learner guide has the following learning outcomes:

1. Access, use and manage suitable learning resources.
 - 1.1. Relevant learning resources are identified.
 - 1.2. Learning resources are used effectively and managed through appropriate selection and cross-referencing of information and acknowledgement of sources.
2. Formulate and use learning strategies.
 - 2.1. Learning strategies are formulated by selection of specific, tried techniques.
 - 2.2. Information is summarised and used in the learning process.
 - 2.3. Answers pertaining to relevant questions are synthesised and contextualised.

- 2.4. Texts are read / viewed for detail, interpreted, analysed and synthesised for a given context.
- 2.5. Verbal interaction is interpreted, analysed and synthesised for a given context.
- 2.6. Learning takes place through communicating with others in groups or as individuals.
3. Manage occupational learning materials.
 - 3.1. Occupational learning materials are organised and used for optimum learning.
 - 3.2. Layout, presentation and organisational features of learning materials are understood and used effectively.
 - 3.3. Technical language / terminology is engaged with and clarification sought if needed.
4. Conduct research and analyse and present findings.
 - 4.1. Appropriate or relevant topic and scope is identified and defined.
 - 4.2. Research steps are planned and sequenced appropriately.
 - 4.3. Research techniques are applied.
 - 4.4. Information is sifted for relevance.
 - 4.5. Information is classified, categorised and sorted.
 - 4.6. Research findings are analysed and presented in the appropriate format.
 - 4.7. Conclusions and recommendations are made in the appropriate format.
5. Lead and function in a team.
 - 5.1. Active leading and participation takes place in group learning situations.
 - 5.2. Responsibilities in the team are taken up and group work conventions are applied in learning situations.
 - 5.3. Conflict management and negotiating techniques are practised in diverse contexts.
 - 5.4. Teamwork results in meaningful products, outcomes or goals.
6. Reflect on how characteristics of the workplace and occupational context affect learning.
 - 6.1. Sector and organisation type is identified.
 - 6.2. Features of the occupational environment are described and discussed.
 - 6.3. Ways in which these features affect learning processes and / or application of learning are described and discussed.

Keep these learning goals in mind throughout your work related to this module.

There is an opportunity for self-assessment and a progress check at the end of this learner guide. Make time to assess yourself and ask the facilitator, assessor, your workplace mentor or coach for help if you are unsure of the answers.

Chapter 1

Learning Resources

Finding and using learning resources during the course of this learning programme

Available Learning Resources

Familiarising yourself with possible learning resources available to help you on your learning journey

The purpose of this learning programme is to ensure that you improve your skills and knowledge related to the business management aspects of citrus production, in order to ensure that you can manage a business unit in an optimal manner to produce high-quality fruit and maintain optimal profitability and productivity.

This is an occupational learning programme. That means that the learning programme is designed assuming that you will have access to an operational workplace. It is important to ensure that you communicate with the owner/s and / or management of your workplace about this learning programme. You will need their support and guidance at times, as the practical activities may call for you to use materials, examples, data or expert knowledge from your workplace.

The learning materials supplied to you includes the following guides:

- ❖ Learner guide
- ❖ Formative portfolio of evidence guide (PoE)
- ❖ Summative portfolio of evidence guide (PoE)

You may also find additional resources by accessing the internet, visiting the Citrus Resource Warehouse at www.crw.org.za, consulting the Citrus Production Guidelines, using other Citrus Academy learning resources or learning material, or reading trade journals such as the SA Fruit Journal.

The Citrus Academy has a detailed website and friendly personnel who will be able to refer you to additional learning resource centres such as libraries at agricultural colleges or Universities or even industry experts who may be able to assist you.

information

Supplementary learning and sources of information

There are many other sources of learning and information available to you, such as:

- Resource centres
- General texts
- Printed and visual media

- Internet
- Other people

The Citrus Academy also has many other technical learning resources available such as:

- Citrus Resource Warehouse (www.crw.org.za)
- The Citrus Nursery Worker's Programme
- Citrus Production Learning Material
- Citrus Post-Harvest Series (audio-visual material with electronic learner guides)
- Integrated Pest Management for Citrus (audio-visual material with electronic learner guides)
- Institutional Orientation Programme (electronic learner guide), aimed at providing an introduction to the South African citrus industry and to the wider business world.

Using Learning Resources

Making sure that you are able to access and use identified resources correctly and accurately

As mentioned above, this learning programme is supported by three guides. It is important to know the purpose of each guide and how to use it effectively.

Learner Guide

This is the textbook, and it contains all the information you need to guide you in your learning. This does not mean that it contains every scrap of information about the subject. It does contain all the information you will need to reach competence in the associated learning outcomes and standards, in order to achieve the credits required during your assessment. The learner guide contains technical references to the registered qualification, associated unit standard, its specific outcomes and the credit values you can achieve towards your qualification.

You will find features within the learner guide to attract your attention or highlight important elements:

definition

This indicates that an important term or concept is defined. It is important to pay attention to these definitions, as they often form part of the foundational knowledge assessment.

practical

This indicates that you should refer to your formative PoE guide for detailed instructions in order to complete an experiential learning task. It is important to complete every task accurately and as per the instructions because all the tasks in this guide are marked and evaluated and form a part of your assessment. If you have not completed and received feedback on these tasks, then you should not undertake the final assessment as explained in the summative PoE.

information

This block contains possible additional information or may refer you to additional sources of information such as specific websites or media references.

example

This tag indicates that a concept is explained with a practical or work-related example, to help you understand it better.

At the end of the study guide, you will find a self-assessment section that looks like the example below. You can use this as a checklist to help you prepare for the assessment. If you are unsure of any of the points indicated in the checklist, you should ask the facilitator for help. You may also indicate to the assessor that you are not yet ready for assessment, and they may assist you to find the help you need to prepare properly.

example

Self-Assessment and Progress Check

Access, use and manage suitable learning resources.

☐ I have the answer and am ready to start with assessment

☐ I am still not sure of this and am not ready to start assessment

Formative Portfolio of Evidence (PoE) Guide

This guide works in concert with the learner guide. It is a template that will guide you through all the practical learning activities that are required to help you gain practical knowledge and understanding towards competence in the subject field.

It is important that you work through the guide step-by-step and complete ALL the sections meticulously, as this guide forms part of your assessment. Please take care to fill in all the forms, recording dates, and signatures carefully. The assessment will be incomplete without those elements.

This formative PoE should be your own work and should be completed in black or blue pen. Once it has been completed, you will hand it to the assessor for evaluation as part of your assessment.

If you complete all the activities in the formative PoE carefully, it will help you to develop the competence measured in the final, or summative, assessments.

Summative Portfolio of Evidence (PoE) Guide

This guide is like the “exam paper”. The assessor or evidence collecting facilitator will brief you on what is required from you in order to complete this guide.

Once again it is important to ensure that you complete all the sections of this guide carefully and meticulously, including dates and signatures. It should be completed in ink, and you should complete the prescribed assessment instruments individually. This means you cannot work on knowledge questionnaires or presentations with other classmates, and you cannot ask a workplace supervisor to provide you with the answers to the questions.

This guide may also include instructions for practical assessments. Practical assessment means that you will need to “show and tell” the assessor in order to prove that you are competent. Practical assessments normally have a checklist of exactly what the assessor will be looking for during the assessment. You can use those checklists and any attached skills sheets to help you prepare for the assessment.

Critical Thinking

Developing critical thinking methods for evaluating the information your find

As part of this learning programme, you will undertake many different learning activities that will help you to learn the skills of ‘critical thinking’. This is an invaluable skill to have if you want to progress rapidly in the business world.

definition

Critical thinking

Critical thinking is a way of deciding whether a claim is true, partially true, or false.

One of the most important ways in which you could practice critical thinking is in evaluating all information you find or are presented with, and how it is relevant to the subject that you are currently working on.

example

Critical thinking

If you are asked to do research on the subject of the citrus production cycle, you may decide to access the worldwide web for more information. You will find many resources and a lot of information. It is now important to evaluate each of the resources and to see whether it is correct in a South African context. If you know that citrus is generally harvested in the winter season in South Africa, and yet the resource refers to harvest production weeks in December, then you should conclude that the reference may be unsuited for your research as it refers to the production cycle of countries in the Northern Hemisphere.

Referencing

Ensuring that you acknowledge resources in the correct and legal manner

Referencing is a system used in the academic community to indicate where ideas, theories, quotes, facts and any other evidence and information used to undertake an assignment, can be found. You need to reference all the information that you have used in your assignment. It is essential to make a note of all the details of the sources that you use for our assignment as you go along.

Written work is referenced in order to:

- ❖ Avoid plagiarism, a form of academic theft.
- ❖ Give appropriate credit to the sources and authors that you have used to complete your assignment.
- ❖ Demonstrate that you have undertaken wide-ranging research in order to create your work.
- ❖ Enable the reader to consult for themselves the same materials that you used.

It is also important to remember that when you use knowledge resources and research articles, you should acknowledge them as the original work of the authors and not as your own. This is especially true if you quote references verbatim. It also lends credibility to your work if you can back it up with original and scientific references.

For the purpose of this learning programme, the Harvard referencing system is the most common style of referencing.

information

Harvard referencing

Harvard is known as the Author and Date system.

Citations in the text of your assignment should be made following the in-text guidelines given in the examples in the detailed guide from Staffordshire University that you can access on the internet at http://www.staffs.ac.uk/assets/harvard_quick_guide_tcm44-47797.pdf

example

Harvard referencing

Harvard examples in this guide are based on guidance in:

BRITISH STANDARDS INSTITUTE. (2010). BS ISO 690:2010. Information and documentation - Guidelines for bibliographic references and citations to information resources. Switzerland: ISO Copyright Office.

NEVILLE, C. (2010) The Complete Guide to Referencing and Avoiding Plagiarism. 2nd Ed. Maidenhead: Open University Press.

practical

Complete the following formative assessment:

F119467.1 – Group Brainstorming Session and Mind Map and Key Notes.



Chapter 2

Learning Strategies

Appropriate Learning Techniques

The main aim of learning is to understand and remember, and to be able to apply the information that you have learned where necessary. This purpose can be achieved if learning strategies are applied which include:

- ❖ Asking questions
- ❖ Reading and listening for detail
- ❖ Summarising
- ❖ Synthesizing
- ❖ Skimming
- ❖ Scanning
- ❖ Mind maps
- ❖ Pictures
- ❖ Note-taking
- ❖ Drafting and redrafting
- ❖ Memorising
- ❖ Working in co-operation with others
- ❖ Working alone

Whatever learning strategy is applied, the ultimate aim is to achieve a high level of understanding and recall ability. For example, it is a good practice to ask yourself questions when you come across a subject, then whatever you learn under that subject, will answer the questions you have already raised within yourself.

In order to achieve effective learning, one needs to develop an effective learning process and commit to it and follow it. This will assist in self-management and time management, which will, in turn, help you achieve learning tasks efficiently and effectively. Learning tasks may involve:

- ❖ Group work
- ❖ Individual class work
- ❖ Homework assignments
- ❖ Study time

To develop an effective learning process, two important aspects are an effective learning environment and developing a systematic approach to learning.

The Learning Environment

Managing yourself for learning involves preparing an environment that is conducive to learning, organising the resources that you need in your study and creating convenient access to your learning material and resources.

If you do not have a study place where you can learn undisturbed, you will always find your learning frustrating and unsuccessful. Concentration is very critical when you are studying. This means that you should switch off your cell phone and be alone at your study place. Commitment to a learning process also means that you should have a proper storage or filing system for your learning materials. This is because you should always try and take notes when you are studying.

Systematic Approach to Learning

A systematic approach to learning includes managing time and completing learning tasks. As an adult person, there are a number of commitments that we need to accommodate in our personal lives. For example, you might be working whilst studying, or you are an entrepreneur, you have a family to take care of, you have a responsibility in your church etc.

These commitments are all important to you and you need to give each one of them enough time to lead a balanced lifestyle. Therefore you need to find time for each responsibility including your studies. This means you should draw up a chart or timetable of all your activities so that you can allocate time to all your activities every weekday.

Completion of tasks in a timely manner is the ultimate aim of a commitment to a learning process. To achieve this you need to break down your learning objectives into smaller tasks so that you know how much learning you need to do at a given time. Keep yourself going, avoid distractions when you are learning.

Other strategies for developing a systematic approach include writing notes to avoid distractions while you are studying, using highlighters, and identifying the keyword or phrase in each paragraph. This helps you to keep your focus and understand the flow of arguments in each chapter.

Time Management

You need to make the best of the time available to you. Some learning tasks require more time than others. This may result in an overlap in the time allocated for other learning tasks (e.g. reading a chapter which is difficult to understand). These types of learning tasks need to be attended to whilst your brain is still fresh and you have a little more extra time ahead.

The purpose of this information is to teach you to manage time efficiently during your learning. Be honest with yourself and complete all the work assignments within given time frames. Set time for yourself and make sure that class, group, individual exercises, and homework assignments are completed within the allocated time frames.

Self-Assessment

After completing each learning task, you must check if you did not exceed the time given for it. Assess yourself if you understand the concept of learning in each learning task, assess your ability to apply learning guidelines and also assess if the timetable that you developed is working for you.

This self-assessment also helps you to see where you went wrong and correct your own mistakes. The main aim is to reach a level where you are fully able to manage yourself and your time during learning.

Conclusion

In this session, you applied several learning techniques without us even having to teach you about them!!

Can you see that you learned by:

- ❖ Working in groups and learning from each other?
- ❖ Working on your own and thinking about a topic?
- ❖ Reviewing some texts and summarising information out of them?
- ❖ Listening to the classroom feedback from the other learners?
- ❖ Asking questions in class?

practical

Complete the following formative assessment:
F119467.2 – Paired Research and Class Presentations

Chapter 3

Occupational Learning Material

Organising Learning Material

Learning material serves the purpose of reference and reading during the learning process. Every learner should add to and develop his/her own learning material further than just the material provided by the training facilitator.

In institutions such as universities, learning material can be developed by giving the students the study guides, framework and reference material. They then use these materials to collect further learning information by themselves.

For this programme, learning material is provided to you. It is important to ensure that the learning material is kept safe and neat for reference purposes and well organised for ease of reading.

Learning Guides

Occupational learning material for a particular subject normally consist of more than one guide, each with a different purpose and used by different people. The learning material that has been prepared for this programme consist of five guides for each module:

- ❖ A **learner guide** meant for the learner, containing all the information you need to know in order to achieve competence in the module.
- ❖ An **implementation guide** to assist the facilitator, containing information about the qualification, learning outcomes, implementation timeframes, etc., along with additional learning resources.
- ❖ A **formative portfolio of evidence (PoE) guide**, meant to be used by the learner, in which assessment activities are completed as the module is being facilitated, either in the classroom or as homework.
- ❖ A **summative PoE guide**, in which the learner will complete a final assessment. The two PoE guides also contain forms that need to be completed in the process of being assessed for competency.
- ❖ An **assessor guide**, providing the assessor with all the information that he or she requires to assess the learner against the learning outcome, including a number of forms that need to be completed.

Layout and Presentation

The layout of learning material is a very important aspect of organising information for learning. The layout and presentation of a document differs depending on the document itself. It allows for ease of reading and to easily follow the content and flow of facts in the document or book. This applies to books, study guides, magazines, articles, journals, newspapers etc. When you take notes during learning, one must organise information in a particular order and sequence that is easy to follow and understand.

Technical Terminology

In any area of learning, there is inevitably technical terms and even jargon that one needs to be familiar in order to communicate effectively. In most learning material such terms are defined in a way that makes it easy to look up. For this learning programme, a glossary of such terms has actually been prepared.

practical

Complete the following formative assessment:

F119467.3 – Team Discussion, Examples, and Key Notes



Chapter 4

Research and Analysis

The Need for Information

Information is a very important resource for empowering people. Information is used in different aspects and areas of life and serves different purposes.

Information can be in qualitative or quantitative form and refers to all ideas, findings, research, reports, and rules etc., which have been developed by people in the past with the purpose of making life easier for themselves and for future generations. Without information it is difficult to make decisions in life. Information is the backbone of innovation which makes things easier for ourselves, helps us fight poverty, increase healthy living, fight diseases, create jobs, and improve the economy of our country.

In business information helps to improve efficiency and profitability, helps us to find markets, develop new exciting products and to find more effective tools for the task.

Systematic Information Gathering

It is believed that you are doing this course because you want to improve your knowledge and skills as an agri-entrepreneur. However, you may also see these studies as a way to improve your understanding of the world around you or to use this as a basis for further studies. Have you given some thought to how you would like to spend your life? Do the next exercise to demonstrate your ability to search for information, analyse it, and convey it to the reader in written form. This exercise will demonstrate your ability to use basic research skills.

practical

Complete the following formative assessment:

F119467.4 – Team Research Presentation with Reflective Mind Map

Chapter 5

Teamwork

Qualities of a Team

A team is a group of individuals who have been selected based on their skills and capabilities to perform certain tasks in order to achieve a common goal. Teamwork plays an important role in the learning process, but teamwork will also stand you in good stead in your future career in the agricultural sector. No agricultural venture can be successful without the cooperation and motivation of every member of the team.

The qualities of a team are as follows:

- ❖ A team is a group with a defined task or tasks.
- ❖ Each person in a team is dependent on the efforts of others in the team.
- ❖ The members of a team are willing to work together.
- ❖ Members of a team are selected to perform different roles and have different responsibilities.
- ❖ A team is governed by a set of rules.
- ❖ A team is diverse (gender, race, age, experience, perceptions, etc.).
- ❖ Team members respect and value each other.

The Benefits of Teamwork

The following are some of the benefits of teamwork and collaboration:

- ❖ Working as a team helps you to perform some tasks, jobs or activities in the business that cannot be achieved if you are working as an individual.
- ❖ Certain goals cannot be achieved individually and thus necessitates a variety of talents being pooled together. Therefore individual talents and skills become invaluable in the business.
- ❖ Being part of a successful agribusiness team gives pride and status to its employees. People want to be recognised by the status of the business or employer for which they work.
- ❖ People join the place of work because they want to feel secure because they are part of a business which protects them and their livelihoods.
- ❖ Social needs can be fulfilled if people are employed to work in a business that provides them with regular interaction with other people at work and where they feel part of a successful team.
- ❖ Collaboration builds an awareness of interdependence. When people recognise the benefits of helping one another and realise it is expected, they will work together to achieve common goals.
- ❖ Your employees will stimulate each other to higher levels of accomplishment. Fresh ideas are generated and tested, and the team's productivity exceeds any combined efforts of employees working individually.

- ❖ Collaboration builds and reinforces recognition and mutual support within the team. Team members have an opportunity to see the effect of their efforts and the efforts of others on achievement.
- ❖ Collaboration leads to a commitment to support and accomplish new venture or organisational goals. People gain personal power in the form of confidence when they know others share their views.

To ensure effective teamwork one should aim to build an atmosphere conducive to open communication, cooperation, and trust, not only within the team but also between the team, other units of the organisation (if it is a large organisation) and the client. This can only be achieved by bringing the team members together to collaborate on tasks of mutual interest, and to generate interest, ideas, and suggestions for the improvement of productivity of the new venture.

Collaboration can be encouraged and supported in the following ways:

- ❖ Identify areas of interdependence that make collaboration appropriate. Involve team members in planning and problem-solving to help them identify where collaboration is needed.
- ❖ Keep lines of communication open between everyone involved in a problem, project or course of action.
- ❖ Let them know in advance that teamwork will positively influence individual recognition.

Team Development Phases

- ❖ Forming
- ❖ Storming
- ❖ Norming
- ❖ Performing

Forming

During the forming stage, the team is at the beginning of its existence, getting familiar with the task asked of them and raising questions. The team seeks rules and directions and its members are very self-aware while they seek their place and status in the team. Members tend to not participate freely as they are still sizing each other up.

Storming

In the storming stage, the team has set preliminary rules and puts them to the test. The team members may, however, enter into conflict over leadership, goals, and behaviour, and may begin to reveal personal agendas.

Norming

At this point, the team has gone through its conflict phase, and a pecking order begins to emerge. Team members accept each other, develop a feeling for the team and accept it, seek team harmony, and accept team rules and practices.

Performing

At this stage, the team has reached maturity and is ready to achieve its potential. The team members have found their mark in the team and fulfil their team roles, have learnt to relate to each other, and bring their insights to the team.

The team only reaches maturity and is able to perform optimally if it goes through the first three phases. The storming phase, if not well managed by the team, can leave it crippled and unable to achieve its potential. In the case of ad hoc teams, the team's full development may not coincide with the time constraint of its mission.

Types of Team Members

To get the full benefit of teamwork, a team should be made up of different types of people that are able to take different roles in the team.

Type	Characteristics and Role
Coordinator	Confident, listens well, promotes decisions, may be manipulative
Energy plant	Ideas source, creative, may lack practicality
Implementer	Works hard, logical, disciplined, reliable, may lack imagination, may need instruction
Resources investigator	Fixer, extrovert, makes contacts, may be undisciplined and have short attention span
Shaper	Positive, dynamic, pressurizer, may be argumentative, can bully people
Monitor / evaluator	Analytical, rarely wrong, may be unexciting and lacking in imagination
Councillor	Perceptive, promotes harmony, may be indecisive
Sweeper	Good at detail, deadlines, may worry too much about small things
Specialist	Source of rare knowledge, can be a loner and contribute on narrow front

Constituting a Team

A team should consist of:

- ❖ The product / project champion: This person is often the "inventor" or originator of the idea. He'll ensure there are not any unnecessary delays. But he may not see faults in his "baby", he'll more likely have a blinkered approach to the project. He'll actively lead the team, especially in the initial phases.
- ❖ The enabler: This is someone who can get things done, cut red tape and barge through inaction and lethargy - for the entire project duration. Enablers tend to badger the other members.
- ❖ The devil's advocate: He keeps the team's feet on the ground and plays 'what if...' Devil's advocates look for potential problems.
- ❖ The gatekeeper: He is the arbiter who ensures "fair play" and keeps the other members to the rules.

Managing a Team

Once a team has been constituted, its success will depend on strong leadership. The first important step is to build trust among team members, after which the function of the team must be monitored on a continuous basis.

Building Trust with Team Members

- ❖ Be truthful and trustworthy with everyone, even when it is difficult.
- ❖ Always give your team members reasons and the rationale for your thought processes and decisions.
- ❖ Confront bad behaviour and poor performance with your team members in a timely fashion.
- ❖ Protect the interest of all your team members. Do not talk about anyone that is not present and do not tolerate blaming or finger-pointing in your team.
- ❖ Listen to your team members with respect. Give them your full attention. Show empathy and sensitivity to their needs.
- ❖ Take thoughtful risks to improve service and products for the customer.
- ❖ Display competence in leading your team. Know what you are talking about, and when you do not, admit it.

Continued Functionality

The type of functional behaviour that helps teams progress all involve improving communication and bringing the team together. It is important to initiate, propose, suggest, seek information and opinion, harmonise, reduce tension, look for common ground, listen, encourage, respond, compromise, and accept.

Dysfunctional behaviour creates conflict and unease in the team. It is important not to: be aggressive, assert one's rights excessively, block, argue at length, reject ideas and consensus, compete, polarise discussions, disrupt, clown around excessively, interfere with others' concentration, withdraw, be indifferent or passive.

Team Moderation

Team moderation is the same as team facilitation. Moderating means channelling the team's energy and preventing it from deviating from its own objectives and goals.

Team facilitation means 'making it easy' for the team to work together. Facilitating and moderating aim at the same goals and entail the same responsibilities.

The main goals of moderation are to guide teams in:

- ❖ Developing their own answers
- ❖ Meeting their objectives
- ❖ Using an effective process

A moderator has six responsibilities, namely:

- ❖ Establishing a learning environment for the team
- ❖ Promoting effective meeting behaviour

- ❖ Leading team discussions
- ❖ Bringing the team to an appropriate decision strategy
- ❖ Providing and encouraging feedback
- ❖ Managing the team process

Most team conflicts arise from the members' emotional attachment to their subjects. Being a moderator means being oneself moderate and objective, and having some distance in relation to the subject.

Team members find it difficult to concentrate on both the contents and the processes of their discussion. Being a moderator means being able to concentrate on facilitating the processes for the benefit of the team.

Outcomes of Teamwork

Some common features of successful teams include:

- ❖ Goals are understood and committed to
- ❖ A climate of trust
- ❖ Open and honest communication among members
- ❖ A sense of belonging and pride in accomplishments
- ❖ Diversity of opinions and ideas is encouraged
- ❖ Creativity and risk-taking is encouraged
- ❖ Team is constantly learning and improving itself
- ❖ Procedures are developed to diagnose, analyse, and solve problems
- ❖ Participative leadership is practiced
- ❖ Decisions are supported and made together

practical

Complete the following formative assessment:

F119467.5 – Team Strategy Presentation

Chapter 6

Workplace and Occupational Context

Sector and Organisation Type

In the beginning of this unit standard, we discussed the importance of finding learning opportunities in many aspects of everyday life. Learning should not only be a formal classroom process. You should try to learn something new every day.

Can you think of the problems that would occur if a medical doctor studied for 5 years and then practiced for the next 50 years without learning any new techniques or skills in his or her profession?!!!

The National Skills Development Strategy of the Department of Higher Education of the Republic of South Africa will put forth a plan for the education and skilling of the people of our nation for the 2011 to 2016 period, building on the lessons learned and successes of the previous 10 years of the National Skills Development Strategy.

The vision of the NSDS is "Skills for sustainable growth, development, and equity". Its mission is to contribute to sustainable development of skills growth, development and equity of skills development institutions, by aligning their work and resources to the skills needs for effective delivery and implementation.

The principles on which the NSDS II is based include:

- ❖ Support economic growth for employment creation and poverty eradication.
- ❖ Promote productive citizenship for all by aligning skills development with national strategies for growth and development.
- ❖ Accelerate broad-based black economic empowerment and employment equity (85% black, 54% women and 4% people with disabilities, including youth in all categories). Learners with disabilities to be provided reasonable accommodation such as assistive devices and access to learning and training material to enable them to have access to and participate in skills development.
- ❖ Support, monitor and evaluate the delivery and quality assurance systems necessary for the implementation of the NSDS.
- ❖ Advance the culture of excellence in skills development and lifelong learning.
- ❖ To advance the vision and mission of the NSDS, Sector Education and Training

Authorities were tasked with a series of objectives, which include:

- ❖ Prioritising and communicating skills for sustainable growth, development, and equity
- ❖ Promoting and accelerating quality training for all in the workplace.
- ❖ Promoting employability and sustainable livelihoods through skills development.
- ❖ Assisting designated groups, including new entrants to participate in accredited work, integrating learning and work-based programmes to acquire critical skills to enter the labour market and self-employment.
- ❖ Improving the quality and relevance of provision.

Occupational Environment

You will be in the wonderful position to learn while you work in the sector where you are aiming to spend the rest of your career.

South Africa has a dual agricultural economy, with both well-developed commercial farming and more subsistence-based production in the deep rural areas.

Covering 1.2-million square kilometres of land, South Africa is one-eighth the size of the United States and has seven climatic regions, from Mediterranean to subtropical to semi-desert.

This biodiversity, together with a coastline 3 000 kilometres long and served by eight commercial ports, favours the cultivation of a highly diverse range of marine and agricultural products, from deciduous, citrus and subtropical fruit to grain, wool, cut flowers, livestock, and game.

While 12% of South Africa's land can be used for crop production, only 22% of this is high-potential arable land. The greatest limitation is the availability of water, with uneven and unreliable rainfall. Around 1.3-million hectares are under irrigation, and around 50% of South Africa's water is used for agriculture.

Agricultural activities range from intensive crop production and mixed farming in winter rainfall and high summer rainfall areas to cattle ranching in the Bushveld and sheep farming in the arid regions. Maize is most widely grown, followed by wheat, sugarcane, and sunflowers. Citrus and deciduous fruits are exported, as are locally produced wines and flowers.

South Africa is not only self-sufficient in virtually all major agricultural products but is also a net food exporter.

Other important export groups are citrus, wine, maize, grapes, sugar, apples, pears and quinces. Important export products include agro-processing products, such as under-matured ethyl alcohol and hides and skins.

The Citrus Sector

It is important that you know something about the citrus sector, as you will be completing your occupational learning programme attached to the citrus production and post-harvest activities.

In summary:

- ❖ In 1906 the first South African export citrus arrived in London.
- ❖ In 1914, the Fruit Export Act was passed and prescribed regulations to which all export citrus fruit had to conform.
- ❖ In July 1922, the Fruit Growers' Exchange of South Africa was established, which was a cooperative organisation, and which established the PPECB.
- ❖ In April 1926, the Citrus Exchange was constituted.
- ❖ By 1950, the Citrus Exchange was regulating the packing and forwarding of fruit, purchasing packing material on behalf of its members, distributing and marketing fruit locally and overseas, pooling the proceeds of the sales and paying out growers, providing inputs for fruit quality, grading and packing regulations, and providing a technical advisory service.

- ❖ In 1939, the Citrus Board was established under the Marketing Act, which was a statutory body that all growers had to belong to, and who appointed the Citrus Exchange as secretaries.
- ❖ In 1936, the first citrus was exported under the trademark Outspan.
- ❖ The Citrus Exchange conducted citrus-related research, provided technical support services to citrus growers, and published the Citrus Production Guidelines.
- ❖ The South African citrus industry is export oriented and is the third largest exporter of citrus in the world.
- ❖ Control over local marketing was finally deregulated in the 1990s.
- ❖ In spite of many challenges, the South African citrus industry has grown consistently over the past 100 years in terms of both exports and production.
- ❖ In 1996, the Citrus Exchange was converted into a public company called Outspan International.
- ❖ In 1997, the Citrus Board was dissolved in accordance with the new marketing act.
- ❖ In 1997, the Citrus Growers' Association of Southern Africa was established by the citrus growers of South Africa, Swaziland, and Zimbabwe.
- ❖ In March 2001, statutory levies for the CGA were approved.
- ❖ About 70% of the levy income of the CGA is spent on research, for which Citrus Research International is responsible.
- ❖ The CGA has established the Citrus Academy to create an enabling environment for skills development, as well as the CGA Grower Development Company to promote transformation in the citrus industry.
- ❖ The Citrus Industry Trust manages the funds that were held by the Citrus Board at the time of its dissolution.

practical

Complete the following formative assessment:

F119467.6 – Team Workplace Research Questionnaire and Presentation

References

GILES, K. and N. HEDGE. 1998. The Manager's Good Study Guide. Open University: Milton Keynes. Pp. 294.

ORLEK, J, 1995. Language Skills for Life. Maskew Miller Longman: Cape Town. Pp 150.

Profitable small business ideas. www.mysmallbiz.com



Self-Assessment and Progress Check

Access, use and manage suitable learning resources.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Relevant learning resources are identified.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Learning resources are used effectively and managed through appropriate selection and cross-referencing of information and acknowledgement of sources.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Formulate and use learning strategies.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Learning strategies are formulated by selection of specific, tried techniques.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Information is summarised and used in the learning process.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Answers pertaining to relevant questions are synthesised and contextualised.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Texts are read / view for detail, interpreted, analysed and synthesised for a given context.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Verbal interaction is interpreted, analysed and synthesised for a given context.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Learning takes place through communicating with others in groups or as individuals.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Manage occupational learning materials.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment

Occupational learning materials are organised and used for optimum learning.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Layout, presentation and organisational features of learning materials are understood and used effectively.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Technical language / terminology is engaged with and clarification sought if needed.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Conduct research and analyse and present findings.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Appropriate or relevant topic and scope is identified and defined.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Research steps are planned and sequenced appropriately.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Research techniques are applied.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Information is sifted for relevance.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Information is classified, categorised and sorted.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Research findings are analysed and presented in the appropriate format.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Conclusions and recommendations are made in the appropriate format.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Lead and function in a team.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment

Active leading and participation takes place in group learning situations.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Responsibilities in the team are taken up and group work conventions are applied in learning situations.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Conflict management and negotiating techniques are practised in diverse contexts.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Teamwork results in meaningful products, outcomes or goals.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Reflect on how characteristics of the workplace and occupational context affect learning.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Sector and organisation type is identified.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Features of the occupational environment are described and discussed.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment
Ways in which these features affect learning processes and / or application of learning are described and discussed.	☐ I have the answer and am ready to start with assessment	☐ I am still not sure of this and am not ready to start assessment