

LEARNER GUIDE



Sakhisisizwe Projects

lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Use Language And Communication In Occupational Learning Programmes

Unit Standard 119467
NQF Level - 3 Credits - 5

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PERSONAL INFORMATION

<i>NAME</i>	
<i>CONTACT ADDRESS</i>	
<i>Code</i>	
<i>Telephone (H)</i>	
<i>Telephone (W)</i>	
<i>Cellular</i>	
<i>Learner Number</i>	
<i>Identity Number</i>	
<i>EMPLOYER</i>	
<i>EMPLOYER CONTACT ADDRESS</i>	
<i>Code</i>	
<i>Supervisor Name</i>	
<i>Supervisor Contact Address</i>	
<i>Code</i>	
<i>Telephone (H)</i>	
<i>Telephone (W)</i>	
<i>Cellular</i>	

INTRODUCTION

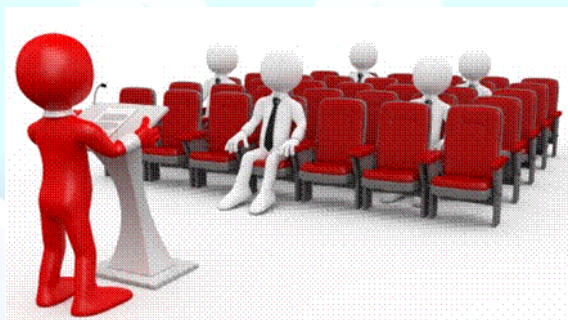
Welcome to the learning programme

Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take notes and share information with your colleagues. Important and relevant information and skills are transferred by sharing!



This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you!

Programme methodology



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

Know what you want to get out of the programme from the beginning and start applying your new skills immediately. Participate as much as possible so that the learning will be interactive and stimulating.

The following principles were applied in designing the course:

- Because the course is designed to maximise interactive learning, you are encouraged and required to participate fully during the group exercises
- As a learner you will be presented with numerous problems and will be required to fully apply your mind to finding solutions to problems before being presented with the course presenter's solutions to the problems

- Through participation and interaction the learners can learn as much from each other as they do from the course presenter
- Although learners attending the course may have varied degrees of experience in the subject matter, the course is designed to ensure that all delegates complete the course with the same level of understanding
- Because reflection forms an important component of adult learning, some learning resources will be followed by a self-assessment which is designed so that the learner will reflect on the material just completed.

This approach to course construction will ensure that learners first apply their minds to finding solutions to problems before the answers are provided, which will then maximise the learning process which is further strengthened by reflecting on the material covered by means of the self-assessments.


Different role players in delivery process


- Learner
- Facilitator
- Assessor
- Moderator

What Learning Material you should have

This learning material has also been designed to provide the learner with a comprehensive reference guide.

It is important that you take responsibility for your own learning process; this includes taking care of your learner material. You should at all times have the following material with you:

<p><i>Learner Guide</i></p> 	<p><i>This learner guide is your valuable possession:</i></p> <p>This is your textbook and reference material, which provides you with all the information you will require to meet the exit level outcomes.</p> <p>During contact sessions, your facilitator will use this guide and will facilitate the learning process. During contact sessions a variety of activities will assist you to gain knowledge and skills.</p> <p>Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take and share information with your colleagues. Important and relevant information and skills are transferred by sharing!</p> <p>This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be</p>
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	taken away from you!
<p>Formative Assessment Workbook</p> 	<p>The Formative Assessment Workbook supports the Learner Guide and assists you in applying what you have learnt.</p> <p>The formative assessment workbook contains classroom activities that you have to complete in the classroom, during contact sessions either in groups or individually.</p> <p>You are required to complete all activities in the Formative Assessment Workbook.</p> <p>The facilitator will assist, lead and coach you through the process.</p> <p>These activities ensure that you understand the content of the material and that you get an opportunity to test your understanding.</p>






Different types of activities you can expect

To accommodate your learning preferences, a variety of different types of activities are included in the formative and summative assessments. They will assist you to achieve the outcomes (correct results) and should guide you through the learning process, making learning a positive and pleasant experience.



The table below provides you with more information related to the types of activities.

<i>Types of Activities</i>	<i>Description</i>	<i>Purpose</i>
<i>Knowledge Activities</i> 	You are required to complete these activities on your own.	These activities normally test your understanding and ability to apply the information.
<i>Skills Application Activities</i> 	You need to complete these activities in the workplace	These activities require you to apply the knowledge and skills gained in the workplace
<i>Natural Occurring Evidence</i> 	You need to collect information and samples of documents from the workplace.	These activities ensure you get the opportunity to learn from experts in the industry. Collecting examples demonstrates how to implement knowledge and skills in a practical way

Learner Administration



Attendance Register

You are required to sign the Attendance Register every day you attend training sessions facilitated by a facilitator.

Programme Evaluation Form

On completion you will be supplied with a "Learning programme Evaluation Form". You are required to evaluate your experience in attending the programme.

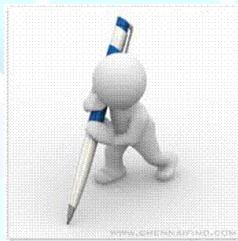
Please complete the form at the end of the programme, as this will assist us in improving our service and programme material. Your assistance is highly appreciated.

Assessments

The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners' ability to perform a task.

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

This programme has been aligned to registered unit standards. You will be assessed against the outcomes as stipulated in the unit standard by completing assessments and by compiling a portfolio of evidence that provides proof of your ability to apply the learning to your work situation.



How will Assessments commence?***Formative Assessments***

The assessment process is easy to follow. You will be guided by the Facilitator. Your responsibility is to complete all the activities in the Formative Assessment Workbook and submit it to your facilitator.

Summative Assessments

You will be required to complete a series of summative assessments. The Summative Assessment Guide will assist you in identifying the evidence required for final assessment purposes. You will be required to complete these activities on your own time, using real life projects in your workplace or business environment in preparing evidence for your Portfolio of Evidence. Your Facilitator will provide more details in this regard.

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

Learner Support

The responsibility of learning rests with you, so be proactive and ask questions and seek assistance and help from your facilitator, if required.



Please remember that this Skills Programme is based on outcomes based education principles which implies the following:

- You are responsible for your own learning – make sure you manage your study, research and workplace time effectively.
- Learning activities are learner driven – make sure you use the Learner Guide and Formative Assessment Workbook in the manner intended, and are familiar with the workplace requirements.
- The Facilitator is there to reasonably assist you during contact, practical and workplace time for this programme – make sure that you have his/her contact details.
- You are responsible for the safekeeping of your completed Formative Assessment Workbook and Workplace Guide
- If you need assistance please contact your facilitator who will gladly assist you.
- If you have any special needs please inform the facilitator

Learner Expectations

Please prepare the following information. You will then be asked to introduce yourself to the instructor as well as your fellow learners



Your name:
The organisation you represent:
Your position in organisation:
What do you hope to achieve by attending this course / what are your course expectations?

UNIT STANDARD 119467

This learning programme is aligned to the following unit standard:

SAQA Number

119467

Unit Standard

Use language and communication in occupational learning programs

NQF Level

3

Credits

5

Learning Assumptions

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 national curriculum statements up to NQF level 2.

Outcomes And Assessment Criteria

Specific Outcome 1: Access and use suitable learning resources

Assessment criteria

- ✓ Relevant learning resources are identified Resource centres, general texts, printed and visual media, internet, other people
- ✓ Learning resources are used effectively through appropriate selection of information and acknowledgement of sources

Specific Outcome 2: Use learning strategies

Assessment criteria

- ✓ Information is summarised and used for learning purposes
- ✓ Specific techniques are selected and applied appropriately: Group activities such as brainstorming, group analysis, peer and self-assessment mind maps, note taking, memorising, key words, underlining, skimming and scanning
- ✓ Relevant questions are asked: Checking understanding, clarifying meaning, getting information, confirming accuracy of information.
- ✓ Texts are read/viewed for detail, interpreted and analysed for a given context
- ✓ Spoken/signed input is listened to/viewed for detail, interpreted and analysed for a given context
- ✓ Learning takes place through communicating with others in groups or as individuals: Facilitators, other learners, colleagues

Specific Outcome 3: Manage occupational learning materials

Assessment criteria

- ✓ Occupational learning materials are organized for efficient use: Videos, internet, texts, handouts, textbooks, charts, maps, plans, diagrams
- ✓ Layout and presentation of learning materials are understood and used effectively: Index, contents page, glossaries, electronic texts
- ✓ Technical language/ terminology is engaged with, and clarification sought if needed

Specific Outcome 4: Conduct basic research and analyse and present findings

Assessment criteria

- ✓ Appropriate or relevant topic and scope is identified and defined
- ✓ Research steps are planned and sequenced appropriately
- ✓ Research techniques are applied: Gathering information, reading/viewing, interviewing, observing, using appropriate electronic sources
- ✓ Information is evaluated for relevance
- ✓ Information is classified, categorized and sorted
- ✓ Research findings are analysed and presented in the appropriate format

Specific Outcome 5: Function in a team

Assessment criteria

- ✓ Active participation takes place in group learning situations: Meetings, site/field visits, excursions, discussions, activities, workshops
- ✓ Responsibilities in the team are taken up and group work conventions are applied in learning situations: Turn taking, rotation of roles: conducting, chairing, recording, reporting
- ✓ Conflict management and negotiating techniques are practised in a defined context
- ✓ Team work results in meaningful product or outcomes: Reaching consensus, completed tasks

Specific Outcome 6: Reflect on how characteristics of the workplace and occupational context affect learning.

Assessment criteria

- ✓ Sector and organisation type is identified: Sector/occupational focus: Services, manufacturing, financial, educational, etc. Organisation type: Government, parastatal, heavy/light industry, large organisation, small business
- ✓ Features of the occupational environment are described and discussed
- ✓ Ways in which these features affect learning processes and/or application of learning are described and discussed

Critical Cross-Field Outcomes

- ✓ Identify and solve problems using learning programme material and learning tasks to solve problems
- ✓ Working effectively with others and in teams: using interactive speech and roles in activities, discussions and projects.
- ✓ Organise and manage oneself and one's activities responsibly and effectively: through organisation of learning materials and assignments.
- ✓ Collecting, analysing, organising and critically evaluating information: through application of information processing skills in study.
- ✓ Communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations. .
- ✓ Use science and technology effectively and critically: using electronic media for learning
- ✓ Reflect on and explore a variety of strategies to learn more effectively. Explore education and career opportunities



LEARNING RESOURCES

Specific outcome

Access and use suitable learning resources

Assessment criteria

On completion of this section you will be able to ensure that:

- ✓ Relevant learning resources are identified Resource centres, general texts, printed and visual media, internet, other people
- ✓ Learning resources are used effectively through appropriate selection of information and acknowledgement of sources

Resource Centres

The Merriam-Webster dictionary defines a resource as: ***a source of information or expertise*** and a centre as : ***a facility providing a place for a particular activity or service***

A resource centre is therefore a place where you will find sources of information.

Libraries are the most used and well-known resource centres. In libraries, you will find:

- ✓ Text books
- ✓ Encyclopaedias
- ✓ Magazines
- ✓ Newspapers
- ✓ Videos
- ✓ Connection to the Internet
- ✓ Assistants you can ask for help
- ✓ Biographies, autobiographies
- ✓ Works of fiction

All the above are sources of information.

However, many companies also have resource centres where text books, magazines, reports, etc. are stored.

Libraries

Libraries stock most of the magazines and newspapers read in their areas. There are also encyclopaedias, textbooks on any subject, biographies and autobiographies and, of course books of fiction available in libraries.

If you are unsure where to find a book about a specific subject, you can ask the librarian to assist you.

Certain books can be taken out of the library, but the so-called reference books may only be used inside the library.

Many bigger organisations have in-house libraries. These libraries typically contain books about the industry in which the organisation operates, as well as operational procedures and training manuals.

Textbooks

A textbook is a book that is used as a standard work for the study of a subject. We all used textbooks in school in order to study the grammar, spelling and language rules for English, Afrikaans, Sotho or Zulu, we also used textbooks to study economics, history, geography and so on.

Having a textbook for a language is a valuable reference resource, because you can refer to the textbook to solve issues

Of course, you get more kinds of textbooks than language textbooks. As stated, you get textbooks about geography, history, architecture, interior decorating, garden landscaping, computer software and hardware. There are textbooks about arts and crafts, woodworking, driving, just about anything that you want to learn about.

If you look up the word textbook in a thesaurus, you will find the following list:

- ✓ Schoolbook
- ✓ Manual
- ✓ Workbook

In other words, a textbook, or manual, contains information about a subject. This means that you can use a textbook to look up information about a subject. This learner guide is an example of a textbook or manual.

Using Textbooks To Collect Information

You could read the entire book and hope you get the specific information you are looking for, but there are easier ways.

Textbooks are divided into chapters. Each chapter will contain information about a specific subject. The chapters can be subdivided into sections and, if the manual is comprehensive, even sub-sections.

Contents Page

The writers who compile textbooks always try to make it easy for us to find specific information about a certain subject. Every textbook will have a contents page or table of contents, which will give the main headings of the different chapters or sections of the textbook.

Each entry in the table of contents will refer to a page number. You can then turn to that page and look at the contents from that page on.

If you want to get an idea what a textbook or manual is about, the table of contents should give you the main points of the contents in a simple and understandable format.

Following is a contents page from a textbook about General Management.

Condensed contents

Part 1 Introduction

Chapter 1 Management and managers	3
Chapter 2 The evolution of management thought	25
Chapter 3 The management environment	61
Chapter 4 Forecasting and scenarios	85
Chapter 5 Management ethics and social responsibility	105

Part 2 Planning

Chapter 6 Planning	125
Chapter 7 Goals and management by objectives	147
Chapter 8 Strategic planning and implementation	169
Chapter 9 Decision-making	189
Chapter 10 Co-ordination and productivity	209

Part 3 Organising

Chapter 11 Principles of organisational design	231
Chapter 12 Organisation structures	253
Chapter 13 Delegation, authority and power	279
Chapter 14 Groups and committees	303
Chapter 15 Staffing	321

Part 4 Activating

Chapter 16 Motivation	347
Chapter 17 Leadership	387
Chapter 18 Communication	407
Chapter 19 Organisational development, conflict and creativity	429
Chapter 20 Labour relations	453

Can you see that subjects are grouped together in a sensible manner? Can you see that it is easy to obtain information about a specific subject?

If I need information about motivation, I will go to page 347, as indicated in the contents page. Here I will see that the chapter is further divided into sections, which are indicated by text typed in bold.

16	MA DU TOIT
Motivation	
<hr/>	
16.1 Introduction	
<p>By planning and organisation the management determines what needs to be done by the enterprise, when and how it should be done and by whom. Management should therefore be able to make managers and personnel work together purposefully towards achieving the objectives of the enterprise.</p> <p>Management should not only co-ordinate the activities of and within the enterprise, but also get the available selected personnel to do the work allocated to them. The selected plans should be brought into operation by and with the assistance of others. This means that management should be able to move people to perform or to motivate them to perform.</p> <p>Because man can be very complex, the encouragement of people is certainly one of the most difficult functions of management. Management has no choice but to work through and with people. Management effectiveness and leadership remain largely dependent on the ability to motivate, influence, lead and communicate with subordinates.</p>	
16.2 Meaning of motivation	
<p>Motivation particularly concerns the "why" of human behaviour. Subordinates must be motivated to reach an acceptable level of performance, management itself should be motivated to effective performance and people should be motivated to join the enterprise (Donnelly <i>et al.</i>, 1984:308).</p> <p>The word motivation is derived from the Latin <i>movere</i>, which literally means "to move". This can be regarded as the influences that urge people to make an effort (Newman <i>et al.</i>, 1985:547). Motivation is that which causes, channels and maintains human behaviour. Management should</p>	
347	

Now I can page through the chapter, looking only at the headings of sections until I find the information I am looking for. Did you notice that the headings in this textbook are also numbered? All this is done to make it easy for you to find the information again. I would make a note of the page number, as well as the heading number: p347, 16.2 Meaning of motivation.

All this makes it easy for you to find the information the first time and also to refer back to the information afterwards.

Index

Most textbooks also contain an Index, situated at the back of the book. Using the Index, you can look up information by looking for a specific word. The Index is always sorted alphabetically, so if I want to look up the word motivation, I will have to go to M in the Index.

From the Index, under M, I can see that there are references to motivation on pages 10 as well as 347. I can therefore find information about motivation on page 10 and 347.

Management's time allocation 15, 16	Nominal group technique 204
Manager 7	
Managerial grid 390	O
Managerial levels 13, 131, 282	Objectives 6, 137, 140, 149, 154, 155, 179, 213, 314, 322
Managerial roles 17	individual 106, 156
Managerial skills 17	enterprise 106
Managing director 13	requirements for 150
Manpower needs 324	Opportunities 62, 63, 80, 126, 175, 178
Manpower planning 321	Organisation 231
components of 323	Organisation structure 8, 179, 231
process 322	design 246, 249
Manpower sources 326	divisional 234
Market 78	flat structure 245
Market or task environment (see management environment)	formal 254
Market research 91	functional 233
Marketing goals 155	informal 254
Marketing management 5	mechanistic 247
Marketing mix 5	organic 247
Marketing strategy 5	steep structure 245
Maslow A 45	Organisation structures 253
Maslow's hierarchy of needs 351	conglomerate 270
Mayo 349	free form 269
McClelland D 375	functional 260
McGregor D 354	line 255
Methods 141	line and staff 258
Micro-management environment (see management environment)	matrix 264
Middle management 15, 132	modern 269
Mission (see enterprise mission)	project 261
Motivation 10, 347	sectoral 270

Encyclopaedia

An encyclopaedia is a book or a set of books giving information about many subjects.

Encyclopaedias are organised alphabetically, according to subject, from A to Z. When you are looking for information in an encyclopaedia, you have to refer to the Index Book first.

The Index Book is organised like an index in a textbook. It is a lot bigger, since an encyclopaedia contains information about every known subject.

You will use the Index Book in an encyclopaedia the same way as the Index section in a textbook. First, you will identify the subject you are looking for: **helicopters**. Then you go to the Index Book and look under H for helicopters.

The Index Book will then tell you in which book, on which page and where on the page you will find the information you require on the subject, in this case helicopters.

From this example of an Index book, you can see what information you can find about helicopters.

<p>MOTH HELICOPTER (aero.) 11-314b cargo transfer experiments 18-254a civil aviation 2-896a air mail 18-314d development 2-907d landing base 1-446b lifesaving 5-983c military 2-544b; 10-748a aircraft carriers 1-424c fol. air cavalry division 7-516a Korea 15-960a; 21-616c marines 14-892d medical services 15-82d mil. transport il. 1-466N mine sweeper 15-499c nuclear war 1-823b sonar in submarine detection 21-343b Vietnam war 10-1037c; 21-616Ad propeller 1-213a Sikorsky 20-509a vertical flight 1-445c water operation 20-131b Helicorubin 6-93Dc Helicostyla (zool.) 20-375c</p>	<p>5. Helicopter Armament.—One of the most important tactical developments of the war in Vietnam was the use of the helicopter in a host of different roles. The helicopter had seen some service in Korea but not with offensive armament. As a result of the Vietnam experience the arming of helicopters for offensive action against ground targets was well under way by 1970. Armament on early models included 7.62-mm. machine guns, 40-mm. grenade launchers, and 2.75-in. rockets. The U.S. Army announced in 1969 that on one type, the Cheyenne, a 40-mm. grenade launcher capable of firing at the rate of more than 400 rounds per minute was installed in the nose turret and a rapid-firing 30-mm. automatic gun was mounted in the belly turret. In addition, the Cheyenne, which had short fixed wings as well as rotors, could carry 2.75-in. rockets or wire-guided antitank missiles in its wings. Depending on the warhead used, the 2.75-in. rockets were as powerful as 105- or 155-mm. howitzers. The trend in helicopter armament in the early 1970s was definitely toward larger caliber weapons capable of firing heavier charges to greater distances.</p>
--	--

If you want information about military helicopters, you will go to book 2 of the encyclopaedia, then page 544, section b of the page.

This particular encyclopaedia is called Encyclopaedia Britannica and it consists of 27 books filled with information, plus the Index book.

Many people are fortunate enough to own encyclopaedias. If you don't own one, you can go to your local library and use their encyclopaedias to look for information.

These days you can also find encyclopaedias on DC-ROM and DVD-ROM.

Internet

You can also search the Internet for information. The Internet is like a very large library. Where a library is filled with books containing information, the Internet is made up of web sites that are filled with information.

Searching the Internet is a lot like using an Index book: you go online to a website such as Mweb or Google and you will find a Search option somewhere on the first page, that is also called the Home page of the website.

The Search option will give you space in which to enter a keyword or keywords, just like you would look in an Index. You then click on a button and the computer searches for websites that contain information about the word you typed in.

Because the Internet is a worldwide resource of information, there is an awful lot of information to be found out there, so you have to be very specific when you search for information on the Internet.

If you, for example, enter dogs as your keyword, you will end up with a couple of million hits. It is impossible for you to visit all those websites, so you have to narrow down your search, for example by typing in the specific breed of dog you want information on: golden retriever or whatever breed of dog you want information on. This will give you less hits, hopefully only about twenty or thirty websites, which is much more manageable.

Some websites you can use:

www.wikipedia.com this is a free encyclopaedia

www.howstuffworks.com

www.answers.com

Magazines And Newspapers

Magazines and newspapers always contain a lot of information. You will find information about developments in the business world such as labour unrest, technology as well as industry specific information.

Most newspapers and magazines have sections about: business, sport, new developments, technology, books, music, art, general news and more.

You will also find industry specific magazines that are about computers and IT, language and culture, transport industry, training and education, mining, marketing and advertising, the HR industry, the retail industry, etc.

Then there are magazines dedicated to geography, aviation, wildlife, animals, the Internet, computer games, sport, fashion, home improvements, gardening – in short for just about any subject you will find a magazine.

Other People

Friends, family, colleagues at work are all sources of information. Often, if they cannot give you the information or confirm the information, they can tell you who will be able to give you the information. Or, they can tell you where to find the information – in the operations manual, the training manual, the in-house library or which magazines or books contain the information.

Never be afraid to ask someone if you need help to gather information.

Acknowledgement Of Sources

When you are doing research it is important to use more than one source of information. This way you can check the factual correctness of the statements made by the author.

You will often find information in a book, magazine article or even a web site that someone else has written. When you use this information, you have to give credit to the person whose written work you are using, even if you get the information from the Internet.

Sometimes you have to get the approval of the author or publisher of the book before you are allowed to use the information. If this is the case, you have to contact them and get their permission before you can use the information.

Mostly, though, it is sufficient to acknowledge the original author and publisher by quoting their details in your work. This is called a bibliography.

A bibliography is a record of the resources and sources you used during your research. Follow the following format when quoting the sources of your information:

- ✓ Author surname and initials
- ✓ The year it was published
- ✓ The title of the book
- ✓ Where it was published
- ✓ The name of the publisher

When you quote the author directly, you have to add the following to your text where you use the quote: (Sayles & Chandler, 1971:185)

- ✓ Sayles & Chandler are the authors
- ✓ 1971 is the year the book was published
- ✓ 185 is the page number where the quote appears

Then, of course, you have to add the details of the book to the bibliography.

LEARNING STRATEGIES

Specific outcome

Use learning strategies.

Assessment criteria

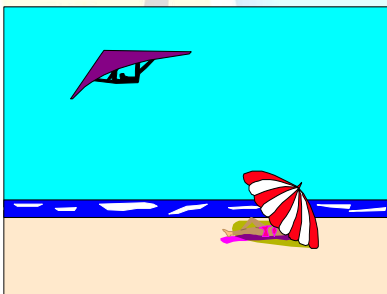
On completion of this section you will be able to ensure that:

- ✓ Summarise information for learning purposes
- ✓ Select and apply specific techniques appropriately: group activities such as brainstorming, group analysis, peer and self-assessment mind maps, note taking, memorising, key words, underlining, skimming and scanning
- ✓ Ask relevant questions: Checking understanding, clarifying meaning, getting information, confirm accuracy of information
- ✓ Read/ View, interpret and analyse texts for detail for a given context
- ✓ Listen to spoken input/ view signed input for detail, then interpret and analyse input for a given context
- ✓ Ensure that learning takes place through communicating with others in groups or as individuals: Facilitators, other learners, colleagues

How You Remember

Association

In the antique world, Aristotle named four kinds of associations that stimulate the memory :



- ✓ Things that are close to each other, such as the sea and the beach
- ✓ Things that happen at the same time, such as teenage years and pimples
- ✓ Things that are similar, such as ice skates and roller skates
- ✓ Things that are different, contrasts such as rural and urban areas

James D Weinland added a couple of items to this list:

- ✓ Cause and effect : fire and heat
- ✓ Part and whole : nose and face
- ✓ Detail and general: bee and insect
- ✓ Numbers that lie next to each other: 5 and 6

The Three Stages Of Memory

All the memory stages have two characteristics : how much information can be stored and the time it can be stored.

- ✓ The **immediate memory**: lasts about two seconds and makes it possible for us to undertake continuous activities such as walking. Volume: thousands.
- ✓ **Short Term Memory**: volume 7 things and time stored: thirty seconds to two days. When you memorise, you transfer knowledge from your short term memory to your long term memory.

- ✓ **Long Term Memory:** Volume unlimited, time stored forever.

The Three Kinds Of Memory

You need to know how you remember things in order to choose the best memorising technique for you.

Verbal

situated in the left half of the brain. People who remember like this, see the words L I O N, spelling lion, when someone says "lion".

Visual

situated mainly in the right half of the brain. This person sees a picture of a lion, teeth, feet, muscles, etc.

Children usually remember visually until they develop language skills and then they change to verbal codes.



Kinesthetic (Muscle Memory)

This is when we remember with our muscles, e.g. when driving a car, playing tennis or tying shoelaces. Blind people use this sort of memory a lot, as does dancers, athletes, musicians, etc. How often have you waved your arms in the air to try and describe something? At that moment, you remembered through your muscles.

Humans tend to remember muscle skills longer and better than visual or verbal skills, just think of riding a bicycle. Humans cannot really function without a measure of kinaesthetic memory.

It would appear that we actually use all three kinds of memory, which can be an indication that we use both sides of the brain, but that we use one more than the other. By fitting your memorising technique to your memory type, you will make the learning process easier for yourself.

Think about this: is it the thought of the taste of strawberries that recall the word or does the word remind us of the taste? Smell, taste and touch are all important tools to store information and recall it at a later stage.

The Three Stages Of Remembering

When you have stored information in your long term memory, you have to be able to find this information again. It is not good enough just to store information in your long term memory, you have to be able to recall it again. The steps of learning are mentioned below, very shortly:

Register

You receive the information. You cannot forget something that you never knew to begin with. Be careful of interruptions when you are busy taking in information

Storing

When you store information, you are creating the ability to recall it. You registered something and the information successfully completed the trip from your short term to your long term memory and it has been filed. Now the fun starts.

Recall (Recall, Recognise)

You can find the information later, or recognise it if you come across it. There are two ways of finding information again – through recall or recognition.

When you recall, the information comes back to your conscious thoughts. You can choose to recall it, or it can happen spontaneously – a friend's face or the words of a song.

When you recognise information, you did not try to bring it back, or you were not successful in bringing it back; but when you encounter it you recognise it. For example, you will recognise the Eiffel Tower when you see it, but without a picture of it in front of you will find it difficult to draw it.

The biggest part of remembering is recognising and we can also recognise more than we can recall. This means that when we are studying, we do it in such a way that we can find the information again when we need it. This is why we use associations and why it is not necessary to learn your work word for word.

The reason you study for tests and exams is to transfer the information from your short term memory to your long term memory. As with everything else in life, you need to make the right choices. You can acquire new strategies and structures or you can carry on as you always have. Please bear in mind that, if you don't change direction, you will surely end up where you are headed! In other words, if your current study method is not helping you get the marks you can get, and you don't change it, you will never do as well as you can.

There are many techniques to help you to memorise. We will first focus on strategies to remember – plans you make in order to better remember things.

- ✓ Be **emotional** about what you are studying. We remember the rugby or soccer score because we get emotional about it!
- ✓ Be **logical** and create structures to help you to remember: sequence, categories or whatever.
- ✓ **Reward** yourself: when you have done well, finished your studies on time and you know the work, reward yourself. Also reward yourself when you have done well in a test.
- ✓ Use as many **senses** as you can: see, hear, feel, smell, taste.

Structures To Remember

The brain wants structures in order to store information in the long term memory and to be able to recall it later.

Sequence

Number the information so that they follow logically; you can number from 1-10, from A to Z, from birth to death or chronologically. Learn events and happenings in the sequence they happen, the brain does not like facts that are mixed up.

Formative Assessment 1

Categorise The Information

Group things that are similar together. If you have to remember 25 animals, remember them as follows: 4 birds, 3 farm animals, 6 reptiles, etc.

Formative Assessment 2

Visualise Similar Things

Connect things that are visually similar, such as everything that is round or red or even everything that reminds you of Christmas, etc.

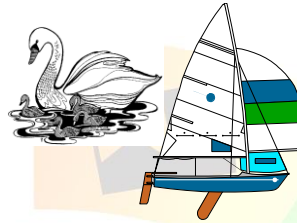
Formative Assessment 3

Associations

Numbers

There are a couple of ways to remember long lists or rows of numbers: One method is associations.

- ✓ Think of 1 as a pen,
- ✓ 2 as a swan
- ✓ 3 as a double chin
- ✓ 4 as a sailboat
- ✓ 5 as a fish hook
- ✓ 6 as a golf club
- ✓ 7 as a precipice
- ✓ 8 as an hourglass
- ✓ 9 as a pipe
- ✓ 10 as a bat and ball



These are just examples, you can create your own associations. Of course, this method works well for a visual memory.

To use the association technique for a verbal memory:

- ✓ 1 bun
- ✓ 2 shoe
- ✓ 3 knee
- ✓ 4 floor
- ✓ 5 dive
- ✓ 6 sticks
- ✓ 7 heaven
- ✓ 8 gate
- ✓ 9 pine
- ✓ 10 hen

Once again, these are examples, you can create your own associations.

Rhythm And Rhyme

We're not all poets, but those who are should use this technique to their advantage. A rhyme is when you take the first letter of every fact and arrange them in a rhyme that is easier to remember. When you remember the rhyme during the test, you will also remember the facts.

Rhythm is similar but different. The most well-known example is the spelling of the word Mississippi : mr M mr I mr S S I mr S S I mr P P I. If you have the knack of working out a rhythm, use it to your advantage.

Formative Assessment 4

Abbreviations

Some of us can make abbreviations of the first letter of the facts that have to be memorised.

If you think about well-known abbreviations that we know, like UNISA or CNA and even AIDS, it is clear that it is a good technique to use. Please ensure that the abbreviations make sense to you, otherwise you are likely to store the information in the wrong place. Once you have stored information in the wrong place, chances are that you will not be able to recall the information when writing the exam.

Formative Assessment 5

Do You Know The Following Study Method?

- ✓ **Overview** – quickly scan the chapter to give you a general idea of the contents
- ✓ **Questions** – ask yourself general questions about the chapter
- ✓ **Read** – now read the chapter with the view to summarising it
- ✓ **Summary** – make a brief and to the point summary, preferably using mind maps. Your summary should not take longer than 5 to 10 minutes for each hour's worth of studying. Do not write down whole sentences, use keywords that will help you to remember the facts.
- ✓ **Memorise** – memorise the summary
- ✓ **Revise** – test your knowledge through revision

If Your Study Method Does Not Work, Change It!

- ✓ Move your desk or study in another room
- ✓ Change the way you are studying.
- ✓ Change your attitude toward studying

If it's not working for you, change it!

The Process Of Learning

The learning process works as follows:

- ✓ Summarise by means of mind maps
- ✓ Determine how much time you have to memorise and how much work there is per mind map
- ✓ Set a time limit per mind map
- ✓ Memorise
- ✓ Break
- ✓ Revise
- ✓ Memorise new work

When you read through something very quickly, noting only the main points, or to pick out words in capital letters, bold or underlined, you are skimming. We tend to do this when we are in a hurry, or when we are not interested enough in the writing to read the whole article. We skim, looking only for the main points, and do not take notice of the body of the writing.

As an example let's take a newspaper article about a crime that took place. Very often, I only read the basic details of the crime: what happened, where and when did it happen, were the criminals caught. I do not read what witnesses and bystanders or even the victims of the crime had to say about it. I am only interested in certain aspects of the article and I therefore skim through it.

Skimming allows you to go through a lot of reading material, that might not be relevant to your need for information, in a very short time.

Scanning

Look at quickly in order to find a particular piece of information. This is different from skimming: when you skim, you look for the main points of the reading material, when you scan you look for information that is important to you. This information may not be included in the main points.

For example, this morning I skimmed the newspaper article about the crime, now it's evening and I want to know what one specific eye witness said. I'm not going to read the entire article, instead I scan only for the witness's name in order to get to the part that I am interested in.

Summaries

A summary is a brief statement of the main points of something.

The purpose of using reading strategies and then rereading a piece of written word is to separate the main ideas from supporting information and also to identify the author's purpose.

At the first cracks of gunfire, the villagers of Nyamlell in southern Sudan dropped their hoes and scattered into the bush. Abuk Marou Keer also heard the guns. But the blind Dinka woman could only pull her seven-year-old son and twelve-year-old daughter close. Shaking with fear, they hid in their windowless hut and prayed.

If we take the first paragraph of the article about slavery, we can summarise as follows, using the who what where when how and why questions:

What happened? **Where** did it happen? **Who** fled? **Why** did Abuk not flee with her children?

During the day, the villagers heard gunfire and fled. A blind Dinka woman could not flee, so she and her children hid in their hut.

I have now summarised a 54-word paragraph into a 24-word paragraph, quoting only the main ideas of the paragraph. Everything else is supporting information: the villagers dropping their hoes indicate that they were working in the fields, so it must be daytime. The blind woman's name is supporting information, as well as the ages of her children. The last sentence is also supporting information.

The purpose of a summary is to take a big piece of text and break it into smaller parts that are easy to understand and, when you are learning something, memorise it easily, separating main ideas from supporting information.

In everyday life we break big things into smaller parts all the time: when you have a big piece of steak in your plate, you don't put the whole steak into your mouth, you cut it into smaller pieces so that you can eat it. We also do this with big tasks: doing the weekly washing, we break it into smaller pieces by sorting clothes into colours and materials and then we wash them, using more than one load. When we mow the lawn, we start with one piece, once that is finished we do the next piece, and so on.

It therefore makes sense to do this with reading material as well.

A summary can take many forms:

- ✓ As per the example above, which is called paraphrasing. Paraphrasing is when you rewrite something using your own words.
- ✓ You can summarise in point form

- ✓ When you summarise a large volume of text, you will make use of headings and sub-headings. This manual is an example of using headings and sub-headings to break a big piece of text into smaller pieces.
- ✓ Another method of summarising is using a mind-map.

Highlighting And Underlining

While you are reading text you are always looking for the main points. You can make notes of the main points while reading, or you can highlight them. Highlighting can be done by making a note in the margin of the book, by underlining the relevant passages or you can use a highlighting pen.

If the book is your property or belongs to your organisation, feel free to highlight important points. When the book belongs to someone else or a library, please don't use the highlighting technique – make photo copies of the pages you require and highlight important points on these.

You can also use **various coloured highlighters** to distinguish between different main points or headings and sub headings. How you use the different colours is up to you, as long as there is method and order in the way you use colour.

You can, for example, highlight all the points relating to one topic in blue, all the points relating to another topic in yellow and so on. Or you can highlight all the main points, irrespective of topic, in blue, all the supporting information in yellow.

Feel free to experiment but make sure that you have your system worked out before you start using your highlighter.

Taking Notes

As mentioned, while you are scanning or skimming or reading a piece of text, always look for the main points and key words. Key words are words that you have to remember. When you are summarising, taking notes or drawing a mind map, for the purpose of studying, you do not have to write down full sentences. Writing down the only the main points and key words will help you to recall the entire idea when you have to.

Of course, if you summarise this way, you have to understand what you are reading. If you do not understand, main points and key words will not help you to recall the facts or the main ideas of the text.

Ask And Answer Questions

Using this technique will help you to recognise when you are confused and it encourages active learning.

- ✓ Before reading, think about the subject based on the title, chapter heads and visual information. Make notes about anything you are curious about.
- ✓ While reading, pause and write down any questions. Be sure to write down questions if you are confused.
- ✓ Look for the answers while reading. Pause and write down the answers.
- ✓ Were all your questions answered? Could the answers come from other sources?
- ✓ While you are taking notes, make sure that you understand what is being said.
- ✓ If there are words you don't understand, look up their meaning in a dictionary
- ✓ Always make sure that your information is accurate. You will do this by checking more than one source: e.g., not only a website but a textbook as well.



Mind-Map

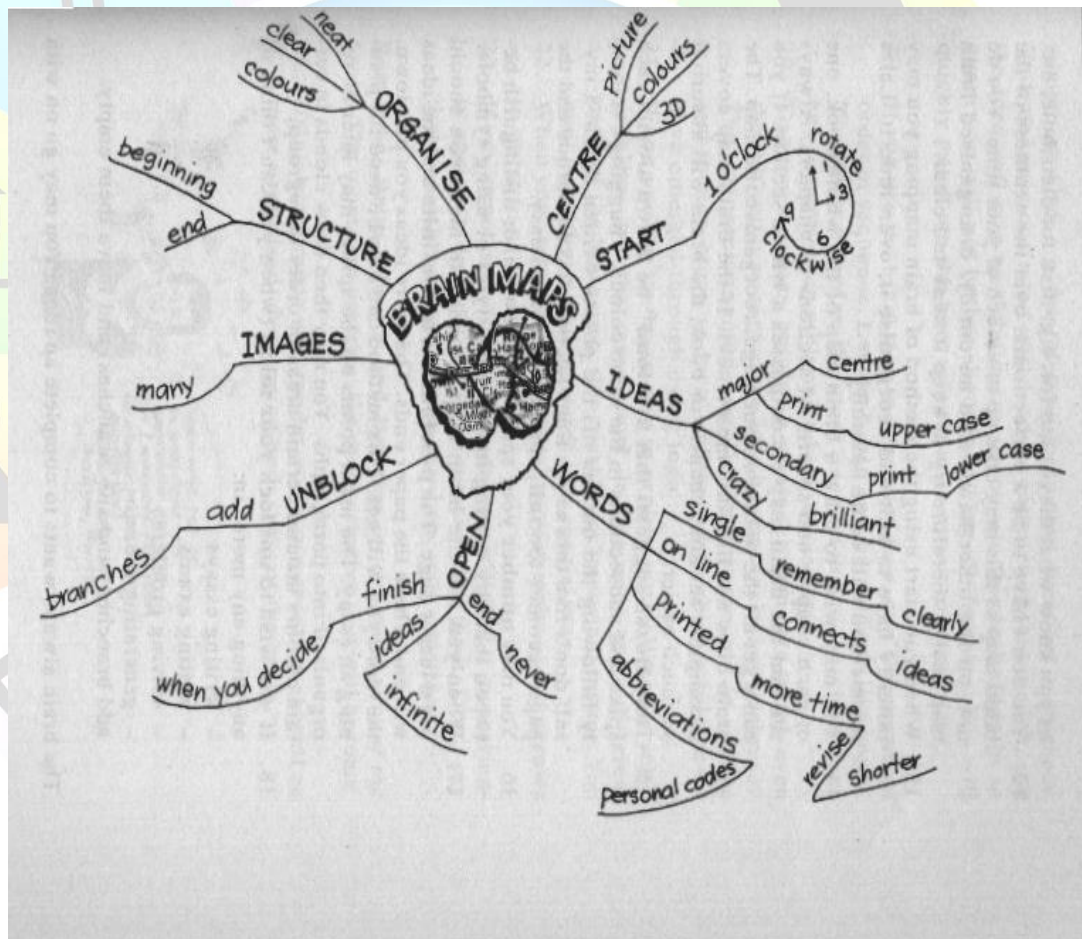
A mind-map is a summary that looks like a diagram. When you are learning and trying to memorise facts, a mind-map is your easiest and best method of summarising.

A mind-map is more effective for studying than summarising facts in points, underneath each other, since the human brain is capable of absorbing facts in all directions, not only from top to bottom, but also from left to right.

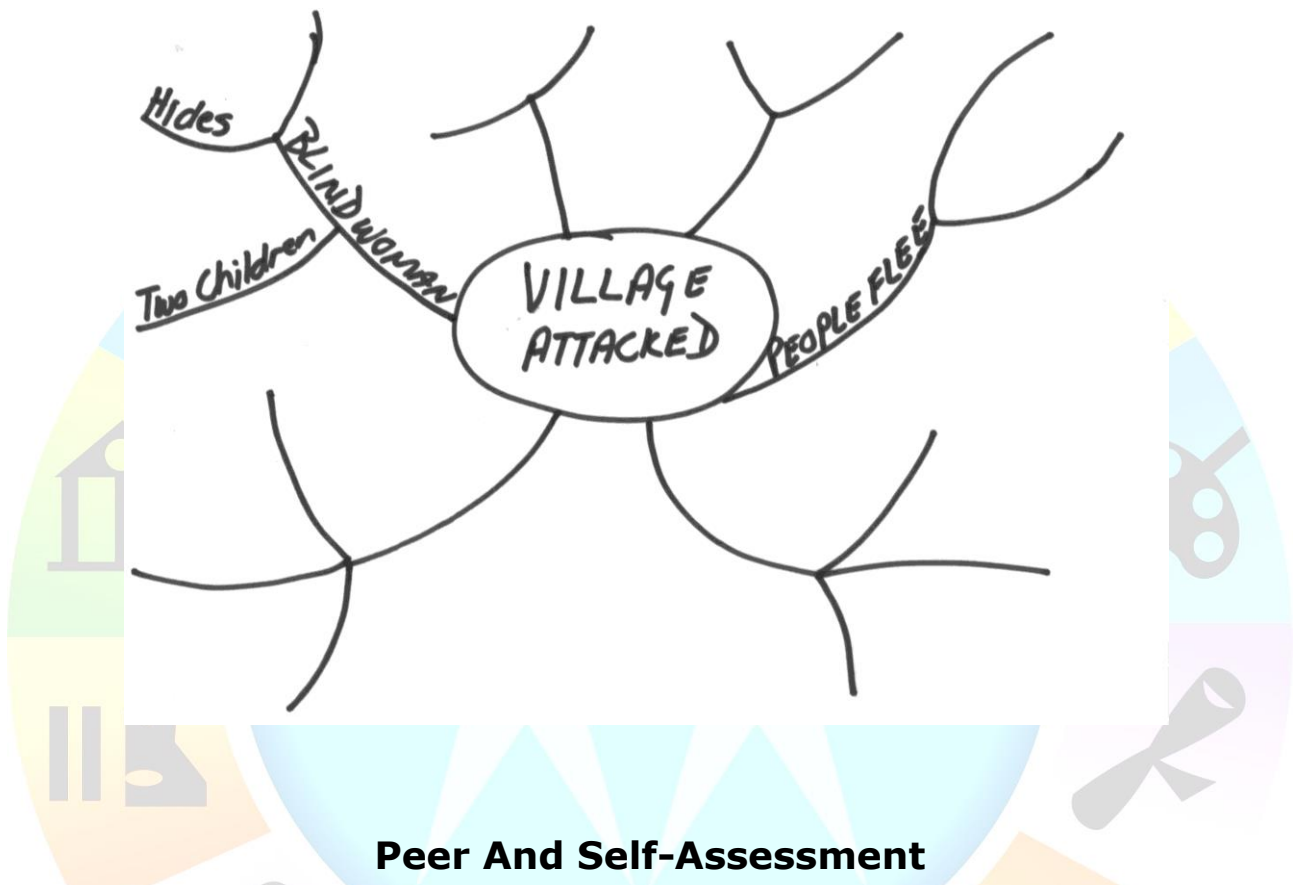
With a mind-map, you follow the same procedures as for any other summary. You take a big piece of writing, break it into smaller parts by using headings and sub-headings, and then you summarise in point form or paragraph form.

A mind-map looks different, since it resembles a diagram. The one main point of the summary is quoted in the middle. This would be a heading in your summary.

The sub-headings are written on lines that flow out of the main point. Any further points would branch out from the lines that contain sub-headings.



If we were to summarise our example in a mind-map, it would look like this:



Peer And Self-Assessment

It is always a good thing to check your notes, summaries, mind maps and understanding of the work.

You can do a self-assessment by reading through the main text again and comparing your notes to what you understand from the main text.

Then compare your notes and understanding to the notes and understanding of your colleagues and fellow students. When you find points that you do not agree on, you then go through the main text together, ask questions and make notes in order to clarify your understanding.

If you still do not agree, go to the facilitator or another colleague or fellow student. Carry on in this way until you all agree about what the content of the text is. Use all the strategies you have learnt to clarify the meaning of text.

Communicating With Others

Studying and the learning process does not have to be an individual activity. In fact, if you do it alone, without consulting your facilitator, colleagues and fellow students, you are making it hard on yourself.

There is always a collective knowledge, where the total knowledge in the group is more than the knowledge of individuals: you might know something about computers that the other

group members do not know, while some other members of the group may have more knowledge about Labour Law, etc.

Talk to your facilitator, your colleagues and your fellow students if you do not understand a subject.

In the same way, you must be willing to share the knowledge you have with the group. In the end, everyone benefits from working .

Brainstorming

This is one technique the group can use to clarify text and make sure that everyone understands the subject.

It involves the generation of a large number of unconventional ideas whilst eliminating the usual tendencies to criticise or prematurely reject these unusual ideas.

The Brainstorming Process.

Selection

Select a topic for brainstorming and also select the members of the group.

The Topic

The group is given advance notice of the topic in the form of a brief description of one or two sentences. The group facilitator discusses with the group a limited amount of background information relating to the problem.

Warm-Up Session

Members are introduced to the concepts of brainstorming in a relaxed manner. The group discussion should try to identify the barriers of creative thinking and show how they can be overcome. The purpose of brainstorming is to generate as many ideas as possible in a short period of time. It does not matter if the ideas are silly, this is actually the purpose of brainstorming.

The actual brainstorming process, and the four rules of brainstorming:

- ✓ Free association: participants must state the first idea that came into their heads, no matter how silly or absurd it may seem.
- ✓ Clarification: the person whose idea it was can elaborate on the idea, or someone else can, as one idea leads to another. No evaluation of the idea is allowed at this time.
- ✓ Suspension of judgement: nobody is allowed to pass any comment on anyone else's ideas. This is not the purpose of brainstorming at all.
- ✓ Speed: brainstorming should happen as quickly as possible.

Short practice-runs will demonstrate how little time it takes to produce 50 to 100 ideas. At the end of the warm-up session, the original problem is restarted in as many ways as possible. For example, the problem of reduced profit could be redefined as how to beat competitors, or how to improve marketing. All statements are written down by the leader.

It should develop in a light-hearted, easy-going atmosphere. Brainstorming is a fun thing to do and it should be so for everyone.

The facilitator reads out the statements and calls for ideas. As they flow, they are numbered and written up on a large flipchart with a large felt-tip pen.

Each sheet is torn off when full and displayed elsewhere in the room. Freedom of expression should be encouraged. The ideas may number from 150 to 600, or more.

There should be pre-set timescale for this session.

Now the solutions can be considered for practicality and so on.

Listening For Detail

When you are attending a class, a seminar or a workshop, you can bring a lot of knowledge with you when you leave by:



- ✓ Taking notes of main points and key words while the presenter is talking
- ✓ Summarising what he said
- ✓ Drawing a mind-map of what he said.

If you are unsure about anything, ask questions of the presenter. They will usually leave time for a question and answer session. Do not leave without making sure that you understand what was said.

Then check your understanding with that of your classmates and colleagues.

Formative Assessment 6



MANAGE OCCUPATIONAL LEARNING MATERIALS

Specific outcome

Manage Occupational Learning Materials

Assessment criteria

On completion of this section you will be able to ensure that:

- ✓ Ensure that occupational learning materials are well organised: Videos, internet, texts, handouts, textbooks, charts, maps, plans, diagrams
- ✓ Understand and discuss the layout and presentation of learning materials and use them effectively: Index, contents page, or glossaries, electronic texts
- ✓ Use technical language/ terminology and seek clarification if needed

Occupational Learning Materials

There are many types of learning materials available:

- ✓ Training videos and DVD's
- ✓ Textbooks
- ✓ Charts
- ✓ Maps
- ✓ Plans
- ✓ Diagrams
- ✓ Handouts
- ✓ Internet

A Filing System

This material has to be stored in a safe place and a record of everything must be kept, so a filing system for the learning materials is necessary. A good filing system has certain essential features:

Simplicity	Appropriate classification
Accessibility	Selection of suitable equipment
Safety in terms of minimizing loss	Safety in terms of avoiding damage by fire, water, dust
Safety in terms of maintaining confidentiality	Compactness – using space efficiently
Elasticity – it must be able to expand if required	Speed of retrieval
Trained staff	Economical in terms of time, cost of equipment and accessories
Sufficient cross-referencing	An "out" guide or "tracer" system should be incorporated

Thinning out should be performed on a regular basis	Daily filing
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Methods Of Classification

Alphabetical Order



- ✓ Items are grouped alphabetically. The file for Mahotsi would be placed before that for Ndengwe, because m comes before n. Baker would be placed before Barker, as bak comes before bark
- ✓ Should more than one client have the same name, their files would be arranged in order of initials: Mahotsi, C would be placed before Mahotsi T
- ✓ Short before long: if all the other letters in a name are the same, you arrange the shorter name in front of the longer: Cole will be placed before Coleman.
- ✓ Prefixes before surnames, such as de der le van von O, etc are considered part of the name: du Plessis will be placed alphabetically with D and not P, so will van der Merwe be placed with V.
- ✓ Should more than one client have the same name and initials, a number could be added after the initials: Mahotsi T1 would be followed by Mahotsi T2
- ✓ Impersonal names, such as company names are placed in the order they are written: Gilbert Enterprises will be filed with G and Tiger Brands with T.
- ✓ Official or descriptive names: the most important word is the first filing unit: The Hotel Shelly will be filed as Hotel (The) Shelly and City of Durban will be filed as Durban City (of).

Numerical Order

- ✓ A number is allocated to each item, regardless of surname and initials. This is how banks file our records.
- ✓ Files are then arranged numerically
- ✓ As it is not possible to remember each client's number, a separate card index is kept to record clients' personal details and file numbers
- ✓ New clients receive the very next number after the last allocated number. The new file is placed last in the drawer.



Alpha-Numeric Filing

mom031z

the number M6

- ✓ This consists of a combination of alphabetical and numerical filing systems
- ✓ Files are placed alphabetically, but not strictly so
- ✓ Each file is labelled with the client's name and a number, e.g.. J Maxwell could be M5. The next file could be B Mason, with
- ✓ You will find this form of numbering used for example for spare parts of cars or motorbikes
- ✓ A separate index system is used to record files and this will be arranged alphabetically.

Then there must be a form of control over the "lending" of the material by individuals, so that the material can be traced if someone else needs it.

Selecting A Classification System

Occupational learning materials will usually be sorted according to subject, with cross-references to the authors, publishers and date of publishing.

If you have access to a computer, draw up a database of learning materials, so that items can be searched for according to subject, author, publisher, etc.

Lending Of Learning Materials

- ✓ Ensure that the "out" cards are completed and signed for before handing over the files.
- ✓ It will also be your responsibility to ensure that the item is returned. Follow up on outstanding items on a weekly or daily basis, depending on the procedure in your organization.
- ✓ When the item is returned, remember to sign it in again.

OUT CARD			
NAME OR SUBJECT	DATE	TAKEN BY	DATE RETURNED AND INITIALS
Smith James	15/05/05	NDP	31/05/05 NDP
Tiger Brands	15/05/05	BJP	26/05/05BJP
ABC Trading Co	26/05/05	ISN	

Technical language

Words or phrases that are complex and usually technical and relate to a specific industry or sector.

- ✓ Electrocardiograph: monitors the heartbeat
- ✓ Government fiscal matters: to do with the governments budget and how they spend the money that we pay in taxes.
- ✓ The metallurgist in charge is Karis Allen, 35, a specialist in fractions and corrosion: a metallurgist is a person who specialises in studying metals, fractions and corrosion in this instance means how metal, such as steel, breaks and corrodes.

Technical language is the terminology used in a field or understood by a trade, profession or group of people, e.g. in metal -working, the term "pig" means a mould for casting metal. It differs from jargon in being more generally understood and used, for example, by many people rather than a few and it does not have the negative connotations that the word "jargon" carries.

The locksmithing trade , for example, has specific terms and language, such as:

- ✓ Mortise locks
- ✓ Cracking a safe
- ✓ Key duplicating
- ✓ Coded keys
- ✓ Unsafe acts
- ✓ Unsafe conditions, etc.

Formative Assessment 7

CONDUCT RESEARCH AND PRESENT FINDINGS

Specific outcome

Conduct basic research and analyse and present findings.

Assessment criteria

On completion of this section you will be able to ensure that:

- ✓ Identify and define the appropriate or relevant topic and scope
- ✓ Plan and sequence research steps appropriately
- ✓ Apply research techniques: Gathering information, reading, interviewing, using appropriate electronic sources
- ✓ Evaluate information for relevance
- ✓ Classify, categorise and sort information
- ✓ Analyse and present research findings in the appropriate format

Steps In Research

The Merriam-Webster dictionary defines research as:

- ✓ studious inquiry or examination ; *esp.*: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws
- ✓ the collecting of information about a particular subject

The term research is also used to describe an entire collection of information about a particular subject

In other words, when you are gathering information about a topic, you are doing research. Research is widely used in the world today:

- ✓ businesses do research about their customers and their buying preferences
- ✓ scientists do research to prove theories
- ✓ students do research in order to improve their knowledge about certain subjects, etc.

When doing research, it is wise to follow certain steps, as outlined below:

- ✓ Identify the scope and the topic of your research: what do you want to achieve through the research?
- ✓ Define how you will do your research: what research methods will you use to collect your information?
- ✓ Collect the information
- ✓ Sift your information for relevance
- ✓ Classify, categorise and sort your information
- ✓ Analyse your research findings
- ✓ Report your findings

Identify the scope and topic

Before you start doing research, you first have to identify the topic you want to research as well as the scope of the topic:

- ✓ What subject (topic) do you want to do research on?
- ✓ How much information about the topic will you need (scope)?

For example, if you want to buy a new cell phone, you will first define the topic: a new cell phone. Then you will define the scope: what do you want the cell phone to do and what is your price limit.

It follows then that if you want a cell phone in order to communicate with friends and you can only afford R1500, you will limit your research to cheaper models who do not feature the ability to watch TV, for example.

Research techniques

Sources of information

Information can be gathered from:	In the case of business correspondence, you will find information in:
Libraries	Minutes of meetings.
Encyclopaedias	Correspondence with clients and suppliers.
Manuals	Operations and procedures manuals
Magazines	Internal correspondence between departments, branches and regions.
Newspapers	Correspondence between management and their departments.
Interviews with experts	
Internet	

You can use various research techniques to gather information

Read

Read about the topic in text books, magazines, newspapers, reports, etc. if you are buying a cell phone, you will collect all the special offer leaflets you can find in order to give you as wide a choice as possible.

Refer to a previous section for tips on how to quickly read through sources of information to find only the information relevant to your research.

Interview

If you are buying a cell phone, you may want to interview your friends about their brand of cell phone.

An interview is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee.

Interviews can be divided into two rough types, interviews of **assessment** and interviews for **information**.

The most common type of interview for assessment is a job interview between an employer and an applicant. The goal of such an interview is to assess a potential employee to see if he/she has the social skills and intelligence suitable for the workplace. Similar interviews are also used for admissions to schools, allotment of grants, and other areas.

The second class of interviews are those seeking to gather information about a subject. Such interviews are also important to any journalist, non-fiction writer or researcher. In general the quotes and information gathered in these interviews are used in a publication or edited for broadcast.

Such interviews occur only because the subjects have some interest in being interviewed. There are four main reasons why subjects agree to be interviewed:

- ✓ **Ego** - The desire to be on television and to have one's opinions aired is a strong motivation to many people. Many people enjoy talking about themselves and their lives.
- ✓ **Publicity** - Politicians and celebrities are dependent on publicity for their success and an interview is free advertising. As such many subjects insist upon prominent mentions of their latest book or movie in the interview. Such promotional interviews are frequently required by contracts.
- ✓ **Money** - The issue of whether reporters should pay for interviews is a controversial one. Experts are almost always paid, and this is often an important source of income to them. Most media outlets have rules against paying eyewitnesses for interviews, in part because this only encourages the fabrication of fraudulent stories in the hopes of being paid.
- ✓ **Helpfulness** - many subjects agree to an interview simply to help the reporter. This is true of most eyewitnesses and help explain why many famous individuals agree to grant interviews for items such as school papers.

Even after an interview has been granted the subject normally imposes conditions. Almost all interviews have a time limit. The greater the fame and importance of a subject the more limitations they demand. These include subject matters that are off limits, a veto over the final piece, or even a full list of questions provided in advance. Some politicians have avoided giving interviews to the press, whereas many others consider this a necessary aspect of political campaigning.

There are several other rules to interviews.

If a subject declares that what they say is "off the record " a reporter is not supposed to use such information.

- ✓ If material is " Background " the material can be used but its source cannot be mentioned
- ✓ if it is "deep background" then the information cannot be used on its own, and can only confirm information already obtained from another source.
- ✓ A subject may also declare that their comments should have no "attribution." In such cases the name of the subject cannot be mentioned, but they should simply be referred to as "a source in ...".

These rules are unwritten and in the past reporters have broken them. However if a journalist published material that was off the record they are unlikely to be able to use that source again. They are known as a "burnt source." Moreover news of such betrayals spreads and a reporter may have trouble with other sources.

The tone of an interviewer is also important. Tough interviewers that are honest and forthrightly pose important and difficult questions are appealing to audiences, but not to subjects. An interviewer that develops a reputation for such aggressiveness may soon find it difficult to convince subjects to sit for an interview.

The ideal interview is considered to be a face to face one.

You will have to prepare for the interview by drawing up a list of questions, in order to make sure you get the information you need.

Electronic sources of information

You may also choose to research cell phones on the Internet by accessing the websites of cell phone agents in order to get information about the specific cell phones you are interested in.

Browsing the Web

A website is made up of pages, similar to a book. When you move around between the pages in a website or from one website to another, it is called browsing (or navigating, or sometimes "surfing the web").

You can browse web pages in several different ways.

Hyperlinks

Almost all web pages have hyperlinks. They connect:

- ✓ One page to another part of the same page (useful if it is a really large page)
- ✓ One page to another page somewhere on the web
- ✓ A page to a file, such as a sound clip, video, a spreadsheet or a Word document
- ✓ These links to other pages can be links to things stored anywhere on the internet. Hypertext links are indicated by underlined text highlighted in blue (usually). Hyperlinks are also frequently in the form of buttons, graphics or pictures.

To find hyperlinks on a page move your mouse pointer over the page and where there is a hyperlink the pointer will turn into a hand with a pointing finger.



Mortgage mirth or misery?

Will that dream mansion break your bank? Try our mortgage calculator to find out what it costs per month.

In the example, both the graphic and the underlined text link to the same page. You could click either to follow the link.

As you surf around the web, Internet Explorer remembers where you have been. You will notice that hypertext links you previously selected are now coloured purple. Internet Explorer does this to remind you that you have already visited the page identified by this link.

Gather information

Once you have selected your method of research, you go about gathering information.

When doing research about a topic it is important that you gather as much information about a subject as possible. The more information you have, the better. Of course, the information and data must be relevant to the topic that you are going to write about.

Organise The Material

Once you have gathered information, the material you have collected has to be organised.

Sorting And Categorizing

Arrange or organise the information with common features or characteristics systematically in groups.

All the information with similar content is grouped together. Your classification will depend on the order in which you are going to write the document: you can sort the information chronologically, using contrast or cause and effect.

You can use cause and effect, and contrast to help you arrange your paragraphs in a logical way.

- ✓ **Contrast** is when you contrast one theme, thought, opinion or product with another. Refer back to the introduction of the article about the gorillas: you can contrast the concern of conservationists who were worried about the gorillas, with the views of humanists who were more concerned about the people being killed.
- ✓ **Cause and effect:** referring back to the same text, you can progress from the causes of the war to the consequences(effect) of the civil war on ordinary people.

If you are writing about something that happens over a period of time, you can arrange your paragraphs chronologically: start with the earliest date and end with the latest date. When writing about droughts in South Africa you can start with the big drought in the 1930s and end with the current drought.

Sifting For Relevance

Once you have classified the information and data, you have to sift through it for relevance. You should keep only the information that is relevant to your topic, everything else can be discarded. In other words, if you are writing about plants that flower in summer, all information about plants that flower in autumn is not relevant, you cannot use it to enhance your writing and you should discard it.

Validity And Reliability

Now you have to check your information for validity and reliability. The obvious way of doing this is to check your facts with more than one source:

- ✓ check more than one manual,
- ✓ talk to more than one person,
- ✓ visit more than one website,

to ensure that your facts are correct.

Preferably, you should use more than one manual, more than one website and the knowledge of more than one expert for each aspect that has to be checked. If most or all you sources state the same basic fact, you can be reasonably sure that the fact is correct.

Recording

Once you have sifted and verified your information, record it in the categories you have selected. This recording is in draft form, usually in the form of rough notes.

Any arguments used in your document must be supported by sound reasons and facts. You have to justify your feeling about the matter with facts in order to persuade the reader to your point of view. Something your neighbour said about the matter is not fact – you have to verify the statement your neighbour made.

Now you are ready to draft your first copy of the final document.

Reports

Definition

A report, in whatever form, can be defined as follows:

A report is a written, systematic account of the actions, observations and findings of the reporter on which he has based his deduction and opinions.

Purpose

The purpose of a report is:

- ✓ to convey information to another, and/or
- ✓ to create a permanent record of the occurrence.

Report is a comprehensive term for **written information based on facts** and can cover many topics. A report is an objective, well-structured, written document based on accurate facts with the purpose of conveying specific, useful information to its readers. A report is unique: no two reports are the same.

In the business world, a report will usually be as a result of something that was investigated or researched, such as the implementing of a new computer system. The custom in the organisation will determine whether the report is written in the formal or informal register.

Reports usually consist of the following:

- ✓ A cover page
- ✓ A title page
- ✓ Introduction and statement of the aim of the report, also called the terms of reference
- ✓ A brief summary of the main contents
- ✓ A table of contents
- ✓ Procedure followed during the research or investigation
- ✓ Findings and conclusions as a result of the research or investigation
- ✓ Recommendations based on the research or investigation
- ✓ bibliography

The layout of a report

Introductory statement (terms of reference)

State the aim of the report, who requested it and why it was done

Summary of report

Summarise the main contents of the report.

1. Procedure
2. Findings.
3. Recommendations.

Table Of Contents

introductory statement (terms of reference)	2
summary of report	2
TABLE OF CONTENTS	3
INTRODUCTION	4
PROCEDURE	4
FINDINGS	4
CONCLUSION	4
RECOMMENDATIONS	4
APPENDICES	5
BIBLIOGRAPHY	5

Introduction

This is your introductory paragraph, where you introduce the report to the reader

Procedure

Here you will state the procedure(s) you followed to gather information, such as: contacted the following computer wholesalers:

- ✓ Abc trading
- ✓ Xyz computers
- ✓ Technical computer experts

Findings

Here you will state your findings: how much each quoted for the same kind of PC, what after sales service each company offers, what training they can provide or recommend, etc.

Conclusion

- ✓ This will usually be a summary of your findings:
- ✓ The kind of PC's available
- ✓ The prices
- ✓ The training provided
- ✓ After sales service, etc

Recommendations

Your recommendations as to the kind of PC's that the organisation should purchase, the prices, that should be paid, the training that should be provided to the staff.

The purpose of a recommendation is to convince the reader to take a decision which the reporter deems the most suitable under the prevailing circumstances.

In almost every report it is necessary for the reporter to make a recommendation, even if it was not requested for by the authority ordering the report to be submitted.

It is useless to submit an unmotivated recommendation. Such a recommendation is meaningless and carries no weight. Should the writer recommend a specific action without indicating why he has considered it as the most suitable solution, he has missed his goal.

Appendices

You will probably attach quotes and profiles of the companies for the reader to view.

Annexures and **appendixes** which are attached to reports, must be numbered. Annexures are numbered with capital letters of the alphabet and appendixes with Arabic numerals, ie Annexure "A", "B" and Appendix 1 and 2. The difference between an annexure and an appendix is that an annexure is a document without which the report would be incomplete.. An appendix is an explanatory document with which the original writing would, in any case, be complete, viz a map of the surroundings.

Bibliography

If you made use of books, magazine articles, etc in your research, quote you bibliography here.

The contents of a report must be concise and written in the first person.

You have to develop a writing style that is direct and straightforward. Although exceptions may sometimes be necessary, only one subject is to be dealt with in a particular report.

Reports can sometimes be lengthy. In such instances it is necessary to make use of **headings** and **sub-headings**. It is also necessary to give a brief **summary** of the contents at the beginning of the report, to clearly outline the nature of the contents to the reader. These particulars should, preferably, be given in the first paragraph.

This learner guide has examples of headings and sub-headings.

The contents of the report must be **complete, comprehensive and brief**, without discourteousness. High-flowing terms, sarcasm, etc should be avoided at all times without being excessively humble, servile or insipid.

Write in a concise, simple, direct style and in the first person

When writing a report, ensure that you keep the language you use simple, clear, understandable and to the point.

Also, when writing a report you should do so in the first person. This means you refer to yourself and what you experienced in the report.

Preparing Reports And Financial Data

A report is a written document or oral presentation in which a problem is discussed and examined. Information is conveyed, findings and conclusions are analysed and reported and sometimes recommendations are made for future action.

Some reports require that financial data must be incorporated. This could take the form of schedules, tables, financial data within managerial reports or financial reports.

Reports must never be long-winded or difficult to understand. A report must always be clear and to the point. A report must state at the beginning what it contains and how it is to be used. This is done in the introduction, also called the terms of reference.

Preparation

When you compile a report, your preparation must be careful and thorough, especially when you are working with financial data. The smallest error could cost the company a great deal of money and you could lose your job.

Check everything you have done very carefully. You can even ask someone to check the information with you to make sure that the report contains no errors.

Before you start, think carefully about:

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- ✓ The subject and purpose of the report
- ✓ The information the reader already has
- ✓ What the reader needs to know
- ✓ The use to be made of the report

Collect information

Gather all the information you need, by

- ✓ Reading: for example technical journals, newspapers, sales literature, previous financial reports, etc.
- ✓ Looking: observe what the present methods are, what problems exist
- ✓ Talk to people about the problem you want to solve, which may also affect them
- ✓ Carry out a survey or devise a questionnaire

Write your information in note form, on separate pieces of paper, so that it will be easy to organise into the correct order when you are ready to do so

Organisation

When you have collected all the information:

Check it carefully for accuracy

Decide on your main sections and their order

Work out appropriate headings and their order, then work out the most logical sequence for the information in each section

Arrange your facts in each section

Note down any recommendations you wish to make

Think about summarising complicated or long pieces of information. You could even put information into appendices

Prepare any diagrams or illustrations which will help the reader to understand the report or speed the reading

Draft the report

Choose a style and language which would be suitable for presenting the information and findings to the reader. The style should:

Be objective and accurate, based on facts and not personal views. If you express personal views, state clearly that these are your personal views

Clearly distinguish between facts and conclusions which can be drawn from facts

Be impersonal, unless you were requested to state personal points of view

Consider the reader all the time and maintain a suitable formality according to the relationship between you and the reader

Figures

Figures should be done in a table

Language	Male	Female	Total
Afrikaans	2,900,214	3,083,212	5,983,426
English	1,772,483	1,900,720	3,673,203
IsiNdebele	342,366	369,455	711,821

IsiXhosa	3,726,376	4,180,777	7,907,153
IsiZulu	5,045,450	5,631,855	10,677,305
Sepedi	1,987,170	2,221,810	4,208,980
Sesotho	1,704,071	1,851,115	3,555,186
Setswana	1,774,785	1,902,231	3,677,016
SiSwati	571,429	623,002	1,194,431
Tshivenda	482,134	539,623	1,021,757
Xitsonga	1,001,446	990,761	1,992,207
Other	126,117	91,175	217,292
Total	21,434,041	23,385,736	44,819,777

Layout

Reports are usually long and lengthy documents. Remember to make use of the following:

- ✓ headings
- ✓ titles
- ✓ subtitles
- ✓ paragraphs
- ✓ numbers and bullets in your document
- ✓ visual aids

Types Of Reports

A report can also be defined as the presentation and interpretation of gathered information.

In any organisation there is a need for information that has been gathered and compiled to be presented in such a way that everyone in the organisation can obtain the information they need without reading through piles and piles of information. This is why a report is such an important feature in any organisation.

The types of reports vary:

- ✓ **Financial reports** such as budgets, cash flow statements, income and expenditure reports and balance sheets
- ✓ **Progress** reports about projects, work in progress, team and group work
- ✓ Reports that show **production** figures
- ✓ Reports that **compare** items, for example a comparison of various types of computer equipment that the organisation wants to purchase
- ✓ Reports about **absenteeism**, annual leave, strikes and stay aways
- ✓ Reports about **inventory** (stock) levels

These are just a couple of the reports that can be required in an organisation.

The **timing** of reports is also of importance. Reports can be required:

- ✓ Daily
- ✓ Weekly
- ✓ Monthly
- ✓ Quarterly

- ✓ annually

Features of a formal report

The following features can serve as guidelines when preparing and writing a specific formal report..:

Feature	Purpose
Contents list	Gives an outline of the components addressed in the report. Number correctly and make sure the page numbers correspond with the titles. Include a contents list especially if the document is longer than 10 pages.
Executive summary	Every report should have an executive summary that gives a short summary of the contents of the report. At a glance a reader can see what it's all about, and decide whether the report is relevant to them or not. Don't make this summary longer than an A4 page.
Introduction	Contains the background or history to the report or where it originated from, the scope and purpose, the manner in which it has been conducted and any other explanatory information
Body	This is the main part of the report it gives an account of your findings and the conclusions you have drawn, details of the research are included such as diagrams, graphs, tables, etc.
Conclusions	A separate summary of all the conclusions you have drawn referring to the relevant finding.
Recommendations	This section may not be relevant to all reports however where specific recommendations are made it is easier to highlight them in this section.
Bibliography	Finally the sources you have referred to; the published and unpublished texts you have quoted from and referred to. List alphabetically as follows: BOSMAN, C.H. 1969 Mafikeng Road Cape Town: Human and Rousseau
Appendices	Lengthy detailed information such as; completed questionnaires, detailed data and case studies. Note: Information is placed in this section as verification of the details mentioned in the report.

Make sure that the layout of your document improves the text and the visual aids

- ✓ Does your document look nice, attractive, neat, readable?
- ✓ Will it arouse the interest of the reader?
- ✓ Did you make use of headings and subheadings?
- ✓ Did you use numbers or bullets?
- ✓ Are your paragraphs not too long or too short?
- ✓ Do the visual aids enhance the value of your document?

Evaluate the content and information of your document

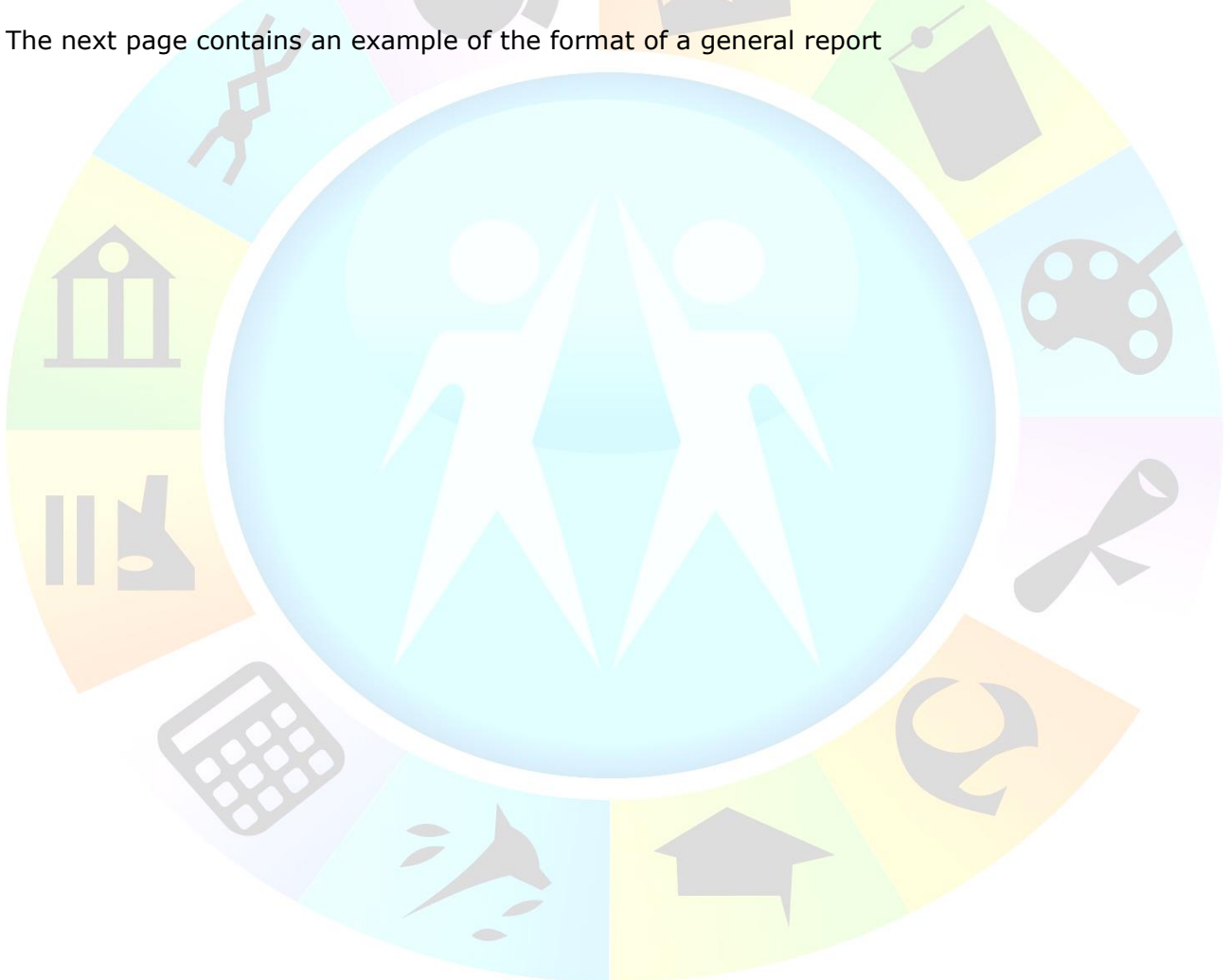
- ✓ Are the facts stated in your document correct?
- ✓ Did you stay with the purpose of the document or did you add unnecessary information that has no bearing on the document?
- ✓ Will the audience understand your writing?
- ✓ Did you choose the correct type of business document for your purpose?

Checklist

- ✓ Use your checklist form to check that you included everything you intended to include

Lastly, proofread your document to make sure there are no errors.

The next page contains an example of the format of a general report



An Example of the Format for a General Report

<p>PROGRESS REPORT ON THE HIV / AIDS 2002 PROJECT FOR THE EUROPEAN UNION (EU) 11 January 2005</p> <p>Written by Mike Morolo The Department of Safety and Security</p>	<p>Executive Summary</p> <p>The purpose of this report is to inform the Department of Safety and Security about the progress made on the HIV / AIDS Project.</p> <p>The following objectives will be used to measure the progress of the report...</p> <p>The main strengths and weaknesses are summarised as...</p> <p>The following recommendations were made based on the findings...</p>	<p>Contents Page</p> <p>Executive Summary____ i</p> <p>1. Introduction_____ 3</p> <p>2. Problem Statement 3</p> <p>3. Background to the Project _____ 3</p> <p>4. Objectives_____ 4</p> <p>5. Methodology_____ 4</p> <p>6. Critical Analysis of the Progress Made ____ 5</p> <p>7. Recommendations _ 8</p> <p>8. Conclusion _____ 9</p> <p>9. Appendixes _____ 10</p>
<p>1. Introduction</p> <p>The purpose of this report is to...</p> <p>2. Problem Statement</p> <p>The incidence of HIV/AIDS has increased by x% in Department of Safety and Security since December 2003.</p> <p>The EU requested the Department to address problems of ...</p> <p>3. Background to the HIV / AIDS Project</p> <p>In 2004, the Minister of Health specified that...</p> <p>The EU took up this challenge by ...</p>	<p>4. Objectives</p> <p>The following objectives will be used to measure the progress made on the project...</p> <p>5. Methodology</p> <p>A special task team was assigned to monitor the progress of the report.</p> <p>Interviews were held with the Project Manager and the Project Team Members to assess the extent to which the objectives were achieved. The expenditure was measured against the budget....</p>	<p>6. Critical Analysis of the Progress Made</p> <p>The extent to which each objective has been met will be critically discussed.</p> <ul style="list-style-type: none"> Developing a Department of Safety and Security HIV/AIDS workplace policy before December 2005. It was found that an effective policy was developed, but timeframes were not met. The reason... <p>7. Recommendations</p> <p>Based on the assessment, it is recommended that...</p> <p>8. Conclusion</p> <p>In conclusion...</p>

Pointers for all report writing

- ✓ Be precise in your purpose or intention
- ✓ Remember to include a Table of Contents
- ✓ In the executive summary prove that your report is worthwhile studying
- ✓ Be accurate, honest and objective.
- ✓ Write as clearly and as correctly as possible.
- ✓ Include relevant details and keep to the point. Include additional information under the appendices.
- ✓ Organise, prioritise and logically sequence events and facts and processes.
- ✓ Take aspects into consideration that can influence the reader
- ✓ Include a section to sign off on the report
- ✓ Your style of writing should be impersonal and formal.

The report can be stored for a number of years and used as a reference therefore it must be readable regardless of the audience, the time and the circumstances

Write Effectively

Reasons Why Authors Write Texts

- ✓ To **persuade** readers to his/her point of view: When an author is writing to persuade, he wants you to accept his opinion about issues, policies and situations.
- ✓ To **inform** readers: in SA Computer you will find a lot of articles that inform readers about new developments in Information Technology. In other magazines you will find fashion articles, articles about healthy eating and fitness, etc. These articles were all written to inform readers.
- ✓ To **entertain** readers: the short stories found in magazines were written to entertain. Fables, fairy tales, fictional novels, cartoons, short, funny pieces in magazines were all written to entertain.

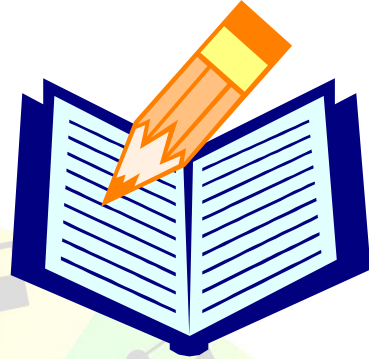


Plan Your Text Before Writing

- ✓ Who will you be writing for: your friends and family, the general public, a business document, a newspaper or magazine article, etc.
- ✓ In which register will you be writing the text: formal or informal
- ✓ Which writing style will you use: narrative, discursive, expository, etc.
- ✓ Will you write in the first person or the third person?
- ✓ Determine the research you will do
- ✓ Organise your writing: make sure ideas and facts flow logically

Make Your Writing Interesting:

- ✓ Use punctuation correctly
- ✓ Use titles, subtitles, headings, contents and index
- ✓ Use an introduction and a conclusion
- ✓ Use visual images and captions with these images
- ✓ Vary the length of your sentences
- ✓ Structure your paragraphs correctly
- ✓ If any action is required, make suggestions about the actions
- ✓ Put ideas forward
- ✓ Use appendices or addenda if required



Diction

- ✓ Choose words that are familiar and easy to understand
- ✓ Make sure that you are using the correct words
- ✓ Do not use technical language, legalisms, etc. when writing for the general public. When it is a business document, use of technical terms and jargon will be acceptable
- ✓ Do not use slang or write in dialect unless you are writing to entertain

Always

- ✓ Be ethical: readers must be able to trust your writing
- ✓ Quote facts and substantiate your facts with evidence so that the readers can believe you
- ✓ Be sensitive to the reader's point of view, culture, etc.

Formative Assessment 8 & 9

FUNCTION IN A TEAM

Specific outcome

Function in a team.

Assessment criteria

On completion of this section you will be able to ensure that:

- ✓ Ensure that active participation takes place in group-learning situations: Meetings, site/field visits, excursions, discussions, activities, workshops
- ✓ Ensure that responsibilities in the team are taken up and group work conventions are applied in learning situations: Supervision, mentoring, rotation of roles: conducting, chairing, recording, reporting.
- ✓ Practice conflict management and negotiating techniques
- ✓ Ensure that team work results in meaningful product or outcomes: Reaching consensus, completed projects/assignments

Team Members

When you are working in a team each team member has to commit to the following in order to ensure the team functions effectively:

- ✓ Commit to work together in a team, commit to the goals and purposes of a team, find your place in the team so that you can also feel you belong.
- ✓ Ensure that all team members are travelling in the same direction – working towards the same goals and purposes.
- ✓ Take turns doing the hard jobs, it will benefit the team in the long run and therefore also benefit individual team members.
- ✓ Encourage, support and praise each other.
- ✓ Stand by each other and help each other in times of need.
- ✓ Team members have to take responsibility for their own jobs as well as the achievement of the goal or purpose of the team. Members support each other so that the objectives and goals can be met by the entire team.
- ✓ There should also be a culture of respect for each other and this is the responsibility of the entire team.

If team members commit to the above it means that they will actively participate in

- ✓ Meetings
- ✓ Site visits
- ✓ Excursions
- ✓ Discussions
- ✓ Activities
- ✓ Workshops

Participating in group activities means that you also take part in discussions by saying your say, agreeing or disagreeing with someone. It also means that at times you keep quiet and listen to what someone else is saying, without interrupting that person. You can have your say when that person has finished talking.

In effective teams, the roles of the team members are also rotated. Of course, specialist roles are not included, but the following roles should be rotated among the team members:

- ✓ Chairman of meetings: each member should get an opportunity to preside as chairman of a meeting
- ✓ Secretary: each team member should take a turn in arranging the agenda, taking the minutes and circulating the minutes of a meeting
- ✓ Mentor: each team member should be a mentor for one other team member. A mentor is a trusted advisor who helps to develop the professional and personal skills of another team member.
- ✓ Coach: the job of coaching other team members or newcomers to the team should be shared equally amongst team members
- ✓ Team leader: this is not always possible, but if it can be done, each team member should be the team leader of the team for a period of, say, two weeks or a month
- ✓ Reporting: each team member should get an opportunity to report to management about the progress of the team

Conflict

Conflict can be good or bad, productive or destructive.

Constructive Conflict

Positive conflict deals in facts. It helps individuals or the team to improve by talking problems through until a sound understanding is reached. This kind of conflict encourages both OPENNESS and trust.

To promote constructive use of conflict, team members should be encouraged to express their views and concerns.

Negative Conflict

Negative conflict relies on rumour and opinion. It wounds and divides team members and it breeds

When
corridors,
meetings.
team
problem



To be an
to be
amount

you have a problem, don't just moan and groan about it in voice your problems at the appropriate time, usually in This way the problem might actually be solved. If you, as a member, to choose to complain to the wrong people, the will not be solved.

effective team, the atmosphere surrounding the team needs characterised by an open dialogue in which there is a certain of conflict, confrontation and differing points of view to encourage new ideas and patterns of behaviour so that the organisation will not lose its ability to adjust to external competition.

Conflict Management Styles

According to Thomas Killman there are five basic approaches to managing conflict:

- ✓ Competing
- ✓ Accommodating
- ✓ Avoiding
- ✓ Collaborating
- ✓ Compromising

Competing

Competing is assertive and uncooperative - an individual pursues his own concerns at the other person's expense. This is a power-orientated mode in which one uses whatever power

seems appropriate to one's own position - one's ability to argue, one's rank, economic sanctions. Competing might mean "standing up for your rights", defending a position which you believe is correct, or simply trying to win.

Accommodating

Accommodating is unassertive and co-operative - the opposite of competing. When accommodating, an individual neglects his own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view.

Avoiding

Avoiding is unassertive and uncooperative - the individual does not immediately pursue his own concerns or those of the other person. He does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

Collaborating

Collaborating is both assertive and co-operative - the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solutions which fully satisfy the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative which meets both sets of concerns.

Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some condition which would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

Compromising

Compromising is in the middle of both assertiveness and co-operation. The objective is to find some expedient, mutually acceptable solution which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

Usually, after getting back the results of any test, people first want to know: "What are the right answers?" In the case of conflict-handling behaviour, there are no universal right answers. All five modes are useful in some situations: each represents a set of useful social skills.

- ✓ Our conventional wisdom recognises, for example, that often: two heads are better than one" (Collaborating).
- ✓ But it also says, "Kill your enemies with kindness" (Accommodating),
- ✓ "Split the difference" (Compromising),
- ✓ "Leave well enough alone" (Avoiding),
- ✓ "Might makes right" (Competing).

The effectiveness of a given conflict-handling mode depends upon the requirements of the specific conflict situation and the skill with which the mode is used.

Each of us is capable of using all five conflict-handling modes and none of us can be characterised as having a single, rigid style of dealing with conflict. However, any given individual uses some modes better than others and, therefore, tends to rely on those modes more heavily than others, whether because of temperament or practice.

The conflict behaviours which an individual uses are, therefore, a result of both his/her personal pre-dispositions and the requirements of the situations in which he finds himself. The Thomas-Killmann Conflict Mode Instrument is designed to assess this mix of conflict-handling modes.

Exercise

Consider the following scenario:

Mariette and her colleague Sam are working together on a very important project. The project is practically on schedule but Mariette suggests staying an hour after work to ensure that they meet the stipulated deadline to be 'on the safe side'. Sam is horrified at her suggestion. He works a full day and sees no reason why he should sacrifice his personal time when the project is *practically* on schedule.

Identify the potential conflict in the scenario depicted above.

<i>The differing views could lead to conflict.</i>

What is Mariette's work value regarding the project?

<i>Mariette would rather sacrifice some personal time to make sure the project finishes on time</i>

What is Sam's work value regarding the project?

<i>Sam sees no need to sacrifice personal time, as the project will probably finish on time</i>

Discuss what happens when reality reverses our beliefs leading to the possibility for conflict, even though the issue is not even job related.

- ✓ Have you ever managed someone who had more experience than you? Had a higher level of education? Was older than you? Were there any conflicts based on these value differences?
- ✓ Did someone who was less experienced ever manage you? Had less education? Was younger than you? Were there any conflicts based on these differences?
- ✓ Are you a woman who has managed men? Or a man who has managed women? What could the conflicts be based on the difference?

<i>Learners experiences and views are needed</i>

Exercise: self-assessment

Before you carry on with the learner guide, first do the self-assessment to determine your conflict management style. Once you have the results, compare your score to the suggestions that follow.

Thomas-Killman Conflict Mode Instrument

Instructions

Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations?

On the following pages are several pairs of statements describing possible behavioural responses. For each pair please circle the "A" or "B" statement which is most characteristic of your behaviour.

In many cases neither the "A" nor "B" statement may be very typical of your behaviour, but please select the response which you would be more likely to use.

1	A	There are times when I let others take responsibility for solving the problem.
	B	Rather than negotiate the things on which we disagree, I try to stress those upon which we both agree.
2	A	I try to find a compromise solution.
	B	I attempt to deal with all of my concerns, as well as his.
3	A	I am usually firm in pursuing my goals.
	B	I might try to soothe the other person's feelings and preserve our relationship.
4	A	I try to find a compromise solution.
	B	I sometimes sacrifice my own wishes for the wishes of the other person.

5	A	I consistently seek the other person's help in working out a solution.
	B	I try to do what is necessary to avoid senseless tension.
6	A	I try to avoid creating unpleasantness for myself.
	B	I try to win my position.
7	A	I try to postpone the issue until I have had some time to think it over.
	B	I give up some points in exchange for others.
8	A	I am usually firm in pursuing my goals.
	B	I attempt to get all concerns and issues out in the open immediately.
9	A	I feel that differences are not always worth worrying about.
	B	I make some effort to get my way.
10	A	I am firm in pursuing my goals.
	B	I try to find a compromise solution.
11	A	I attempt to get all concerns and issues out in the open immediately.
	B	I might try to soothe the other person's feelings and preserve our relationship.
12	A	I sometimes avoid taking positions which would create controversy.
	B	I will allow the other person to have some of his positions if he allows me to have some of mine.
13	A	I propose a middle ground.
	B	I press to get my points made.
14	A	I tell him my ideas and ask him for his.
	B	I try to show him the logic and benefits of my position.
15	A	I might try to soothe the other person's feelings and preserve our relationship.
	B	I try to do what is necessary to avoid tension.
16	A	I try not to hurt the other person's feelings.
	B	I try to convince the other person of the merits of my position.
17	A	I am usually firm in pursuing my goals.
	B	I try to do what is necessary to avoid useless tension.
18	A	If it makes the other person happy, I might let him maintain his views.
	B	I will allow him to have some of his positions if he allows me to have some of mine.
19	A	I attempt to get all concerns and issues out in the open immediately.
	B	I try to postpone the issue until I have had some time to think it over.
20	A	I attempt to work through our differences immediately.

	B	I try to find a fair combination of gains and losses for both of us.
21	A	In approaching negotiations, I try to be considerate of the other person's wishes.
	B	I always lean towards a direct discussion of the problem.
22	A	I try to find a position that is intermediate between his and mine.
	B	I assert my wishes.
23	A	I am very often concerned with satisfying all our wishes.
	B	There are times when I let others take responsibility for solving the problem.
24	A	If the other person's position seemed very important to him, I would try to meet his wishes.
	B	I try to get him to settle for a compromise.
25	A	I try to show him the logic and benefits of my position.
	B	In approaching negotiations, I try to be considerate of the other person's wishes.
26	A	I propose a middle ground.
	B	I am nearly always concerned with satisfying all our wishes.
27	A	I sometimes avoid taking positions that would create controversy.
	B	If it makes the other person happy, I might let him maintain his views.
28	A	I am usually firm in pursuing my goals.
	B	I usually seek the other person's help in working out a solution.
29	A	I propose a middle ground.
	B	I feel that differences are not always worth worrying about.
30	A	I try not to hurt the other person's feelings.
	B	I always share the problem with the other person so that we can work it out.

Thomas-Killman Scoring

Circle the letters below which you circled on each item on the questionnaire.

	COMPETING (forcing)	COLLABORATING (problem solving)	COMPROMISING (sharing)	AVOIDING (withdrawal)	ACCOMMODATING (smoothing)
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		

27				A	B
28	A	B			
29			A	B	
30		B			A

Total number of items circled in each column:

Competing	Collaborating	Compromising	Avoiding	Accommodating

Which style is appropriate for a specific situation?

To help you judge how appropriate your utilisation of the five modes is for your situation, we have listed a number of uses for each mode - based upon lists generated by company presidents. Your score, high or low, indicates its usefulness in your situation. It is, however, possible that your social skills may lead you to rely on some conflict behaviour more or less than necessary. To help you determine this, we have also listed some diagnostic questions concerning warning signals for the overuse or underuse of each mode.

Competing

Uses:

1. When quick decisive action is vital - e.g. emergencies.
2. On important issues where unpopular courses of action need implementing - e.g. cost cutting, enforcing unpopular rules, discipline.
3. On issues vital to company welfare when you know you're right.
4. To protect yourself against people who take advantage of non-competitive behaviour.

If you scored High:

1. Are you surrounded by "yes" men?
(If so, perhaps it is because they have learned that it is unwise to disagree with you, or have given up trying to influence you. This closes you off from information).
2. Are subordinates afraid to admit ignorance and uncertainties to you?
(In competitive climates, one must fight for influence and respect - which means acting more certain and confident than one feels. The upshot is that people are less able to ask for information and opinion - they are less able to learn).

If you scored Low:

1. Do you often feel powerless in situations?
(It may be because you are unaware of the power you do have, unskilled in its use, or uncomfortable with the idea of using it. This may hinder your effectiveness by restricting your influence).
2. Do you have trouble taking a firm stand, even when you see the need?
(Sometimes concern for others' feelings or anxieties about the use of power causes us to vacillate, which may mean postponing the decision and adding to the suffering and or resentment of others).

Collaborating

Uses:

1. To find an integrative solution when both sets of concerns are too important to be compromised.
2. When your objective is to learn - e.g. testing your own assumptions, understanding the views of others.
3. To merge insights from people with different perspectives on a problem.
4. To gain commitment by incorporating other's concerns into a consensual decision.
5. To work through hard feelings which have been interfering with an interpersonal relationship.

If you scored High:

1. Do you spend time discussing issues in depth that do not seem to deserve it?
(Collaboration takes time and energy - perhaps the scarcest organisational resources. Trivial problems do not require optimal solutions, and not all personal differences need to be hashed out. The overuse of collaboration and consensual decision-making sometimes represents a desire to minimise risk - by diffusing responsibility for a decision or by postponing action).
2. Does your collaborative behaviour fail to elicit collaborative responses from others?
(The exploratory and tentative nature of some collaborative behaviour may make it easy for others to disregard collaborative overtures: or the trust and openness may be taken advantage of. You may be missing some cues which would indicate the presence of defensiveness, strong feelings, impatience, competitiveness, or conflicting interests).

If you scored Low:

1. Is it difficult for you to see differences as opportunities for joint gain - as opportunities to learn or solve problems?
(Although there are often threatening or unproductive aspects of conflict, indiscriminate pessimism can prevent you from seeing collaborative possibilities and thus deprive you of the mutual gains and satisfaction which accompany successful collaboration).
2. Are subordinates uncommitted to your decisions or policies?
(Perhaps their own concerns are not being incorporated into those decisions or policies).

Compromising

Uses:

1. When goals are moderately important, but not worth the effort or potential disruption of more assertive modes.
2. When two opponents with equal power are strongly committed to mutually exclusive goals - are in labour-management bargaining.
3. To achieve temporary settlements to complex issues.
4. To arrive at expedient solutions under time pressure.
5. As a backup mode when collaboration or competition fails to be successful.

If you scored High:

1. Do you concentrate so heavily upon the practicalities and tactics of compromise that you sometimes lose sight of larger issues - principles, values, long-term objectives, company welfare?

2. Does an emphasis on bargaining and training create a cynical climate of gamesmanship?

(Such a climate might undermine interpersonal trust and deflect attention away from the merits of the issues discussed).

If you scored Low:

1. Do you find yourself too sensitive or embarrassed to be effective in bargaining situations?

2. Do you find it hard to make concessions?

(Without this safety valve, you may have trouble gracefully getting out of mutually destructive arguments, power struggles, etc.)

Avoiding

Uses:

1. When an issue is trivial, of only passing importance, or when other more important issues are pressing.

2. When you perceive no chance of satisfying your concerns - e.g. when you have low power or you are frustrated by something which would be very difficult to change (national policies, someone's personality structure, etc.)

3. When the potential damage of confronting a conflict outweighs the benefits of its resolution.

4. To let people cool down - to reduce tensions to a productive level and to regain perspective and composure.

5. When gathering more information outweighs the advantages of an immediate decision.

6. When others can resolve the conflict more effectively.

7. When the issue seems symptomatic of another more basis issue.

If you scored High:

1. Does your co-ordination suffer because people have trouble getting your inputs on issues?

2. Does it often appear that people are "walking on eggshells"?

(Sometimes too much energy is devoted to caution and to avoiding issues, indicating that issues need to be faced and resolved).

3. Are decisions on important issues made by default?

If you scored Low:

1. Do you find yourself hurting people's feelings or stirring up hostilities?

(You may need to exercise more discretion in confronting issues or be more tactful in framing issues in non-threatening ways. Tact is partially the art of avoiding potentially disruptive aspects of an issue).

2. Do you often feel harried or overwhelmed by a number of issues?

(You may need to devote more time to setting priorities - deciding which issues are relatively unimportant and perhaps delegating them to others).

Accommodating

Uses:

1. When you realise that you are wrong - to allow a better position to be heard, to learn from others and to show that you are reasonable.

2. When the issue is much more important to the other person than to yourself - to satisfy the needs of others and, as a goodwill gesture, help maintain a co-operative relationship.
3. To build up social credits for later issues which are important to you.
4. When continued competition would only damage your cause - when you are outmatched and losing.
5. When preserving harmony and avoiding disruption are especially important.
6. To assist in the managerial development of subordinates by allowing them to experiment and to learn from their own mistakes.

If you scored High:

1. Do you feel that your own ideas and concerns are not getting the attention they deserve?

(Deferring too much to the concerns of others can deprive you of influence, respect and recognition. It also deprives the organisation of your potential contributions).

2. Is discipline lax?

(Although discipline for its own sake may be of little value, there are often rules, procedures and assignments of which the implementation is crucial for you or the organisation).

If you scored Low:

1. Do you have trouble building goodwill with others?

(Accommodation on minor issues which are important to others is a gesture of goodwill).

2. Do others often seem to regard you as unreasonable?
3. Do you have trouble admitting to being at fault?
4. Do you recognise legitimate exceptions to rules?
5. Do you know when to give up?

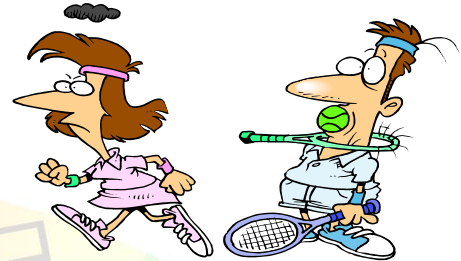
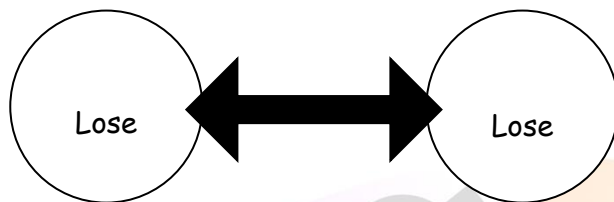
Outcomes Of Conflict

The outcome of conflict will largely depend on the way people communicate in the process of dealing with the conflict.

Outcomes are what you create

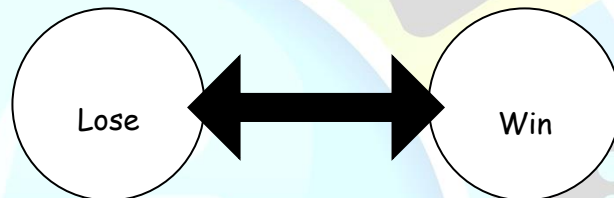
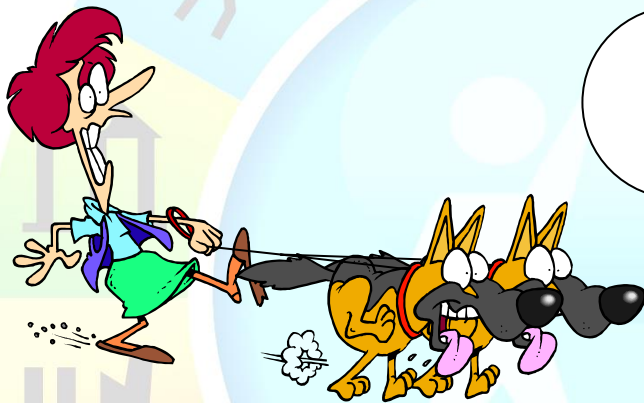
Conflict may produce three distinct outcomes, depending on the approaches taken by the people involved.

The first situation is termed 'lose-lose' (L- L)



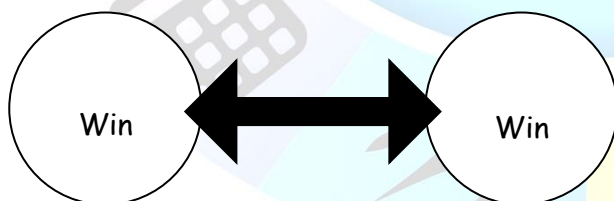
A conflict deteriorates to the point that both parties are worse off than they were before. An extreme example is the case of an executive who dismisses the only person who knows the secret formula for the organisation's most successful product.

The second outcome is 'lose-win' (L - W)



One person (individual A) is defeated while the other one (individual B) is victorious. This is the outcome programmed in our minds when involved in conflict. It is often conceptualised by managers who use power as a tool for managing conflict.

The third outcome is 'win-win'



Both parties perceive that they are in a better position than they were before the conflict began and the relationship is strengthened. This is the ideal outcome to try to achieve.

When we approach situations with a win-win philosophy we tend to focus on

- ✓ Compromise as disagreement is more costly
- ✓ Involving all parties concerned and searching for mutual solutions
- ✓ Preserving the relationship
- ✓ Attempting to understand the other's needs and objectives

- ✓ The creation of a free flow of information
- ✓ Emphasise common ground
- ✓ Expressing outcomes in the positive. Moving towards something you want, rather than away from something you don't want. ('Satisfied clients' rather than 'Don't disappoint the client')



The common consequences of unresolved conflicts:

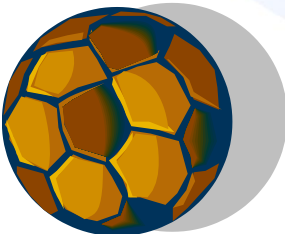
- ✓ The conflict often escalates in people's minds
- ✓ The unresolved conflict resurfaces each time a new conflict occurs
- ✓ Strained relationships and mistrust develop
 - ✓ Prejudiced attitudes restrict the exchange of views and information
 - ✓ Co-operation suffers and opportunities are missed
 - ✓ Problems are not resolved and productivity suffers
 - ✓ The conflict expands to other people and cliques are formed
 - ✓ Performance declines and parties try to prevent one another from achieving their goals
- ✓ In business situations the customer suffers and finds another supplier



The Role Of The Team Leader

What can you, as team leader (when your turn comes), do in order to promote the effectiveness of the team?

- ✓ Be tolerant towards the team members, and promote and demonstrate this attitude of tolerance
- ✓ Acknowledge you own faults and shortcomings. If team members have an insight into the mistakes of the team leader, they will be more inclined to confide their own mistakes to their leader.
 - ✓ Create a learning culture and not a knowing culture. The result of any exercise or task should be a learning result
 - ✓ Give credit and show appreciation for all contributions.
 - ✓ Stop taking decisions on behalf of team members. Involve the team in the decision making process.
 - ✓ Accept decisions made by team members.
 - ✓ Encourage differences of opinion.
- ✓ Be consistent. Do not say one thing and do something else.
- ✓ Trust your team members and encourage them to trust each other. It is important to note that when team members agree that trust is important, they invariably win. Teams that try to ignore the issue of trust rarely work. Trust is like customer relations.



It takes a long time to achieve but it can be destroyed in a few seconds. Trust cannot be imposed and it only comes through experience some say.

- ✓ **Definition of Trust:** "Trust is the belief that words will be translated into action and that others will take your interest into account"
- ✓ Support your team members and encourage them to support each other. Support and trust go together for without the one the other cannot exist. Both can best be achieved where individual members do not feel they have to protect their territory or function, and feel able to talk straight to other team members. With trust people can talk freely about their fears and problems and receive from others the help which they need to be more effective.
- ✓ Do not avoid conflict, address the problem. Conflict and avoidance in the name of support is like building relationships on sand. People working together must sense that their shortcomings or mistakes will be accepted along with their strengths and weaknesses, if a healthy supportive climate is to exist.

Purpose Of A Team

All teams have a purpose: the purpose of a sport team is to win, the purpose of a team in the workplace could be to finish a product at a certain time or any other work related purpose and the purpose of a study group is to give support to all the members so that all will pass the test or exam.

If all teams have a purpose, it stands to reason that all teams also have goals and objectives that have to be met in a certain way at a certain time.

All the team members have to work together towards achieving the goals and objectives of the team. If one team member is not doing his/her bit, it affects the entire team.

It means, therefore, that all team members have to identify with the goals and objectives of the team, agree with them and work together in order to achieve them.

Formative Assessment 10

WORKPLACE CHARACTERISTICS

Specific outcome

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

Assessment criteria

On completion of this section you will be able to ensure that:

- ✓ Describe and discuss features of the occupational environment:
Workplace/occupational focus: Services, manufacturing, financial, educational.
Organisation type: Government, parastatal, heavy/light industry, large organisation, small business
- ✓ Describe and discuss ways in which these features affect learning processes and/or application of learning: Technological resources, communication resources, communication strategies and multilingual needs in relation to necessary client or colleague interaction

The characteristics of a workplace vary according to the industry in which the organisation is:

You will find that the workplace of a services organisation, a manufacturing organisation, a financial organisation and an educational organisation will differ in terms of the following resources:

- ✓ Technological resources: such as computers, machinery and equipment
- ✓ Communication strategies and resources: how the employees and different departments communicate with each other, as well as how the organisation communicates with the world outside the organisation
- ✓ Multilingual needs regarding the interaction between clients and employees as well as between employees in the organisation: how languages differ in the organisation as well as between the organisation and the rest of the world.

The workplace of different types of organisation will also differ:

- ✓ Government: the workplace of government organisations differ vastly from those in private enterprise.
- ✓ Parastatal: a semi-government organisation such as Telkom
- ✓ Heavy industry: mining, car manufacturers and so on
- ✓ Light industry: providers of packaging materials,
- ✓ Large organisation: such as De Beers, Putco bus company, etc
- ✓ Small business: such as a hairdresser, taxi service and so on.

Every workplace has a unique occupational environment, depending on the type of workplace:

- ✓ A service organisation focuses heavily on providing a service to customers. The focus would then be for employees to know the services rendered by the organisation and occupational learning will focus on knowledge of the services as well as customer service.
- ✓ Manufacturing organisations focus on manufacturing products. The occupational focus would, for example, be on manufacturing of products, use of machinery and equipment, safety and health, quality control of products before leaving, etc.
- ✓ Financial organisations provide financial services. Their focus would be on knowledge of financial products, customer service, etc. Financial organisations include banks and insurance companies.

- ✓ Educational organisations would focus on providing quality learning material and teaching methods to students with the aim of achieving a high pass rate and imparting required knowledge and skills to learners.

Within the above classifications we would find government departments, parastatal organisations, heavy and light industry, as well as large corporate organisation and small businesses.

The features of the workplace will affect learning processes as well as the application of learning by employees. The resources of the different organisations would also differ:

Large organisations will have more resources than smaller organisations – their use of technology will usually be more up-to-date than those of smaller businesses. Larger organisations are also better able to deal with multilingual needs of employees than smaller organisations.

The type of equipment used by light industry will differ to the type of equipment used by heavy industry. Mines, for example, have many pieces of heavy machinery, while an upholsterer will make use of smaller pieces of equipment and a service company would probably only have electronic or very small pieces of equipment.



Formative Assessment 11

Formative Assessments

Formative assessment 1

Write down some examples:

Formative assessment 2

Write down some examples:

Formative assessment 3

Write down some examples:

Formative assessment 4

Write down some examples

Formative assessment 5

Write down some examples:

Formative Assessment 6

Have a brainstorming session about ways to improve the behaviour of bus and taxi drivers. After the brainstorming, have a short discussion about the suggestions. Make notes about the ideas that are considered the best.

Formative assessment 7

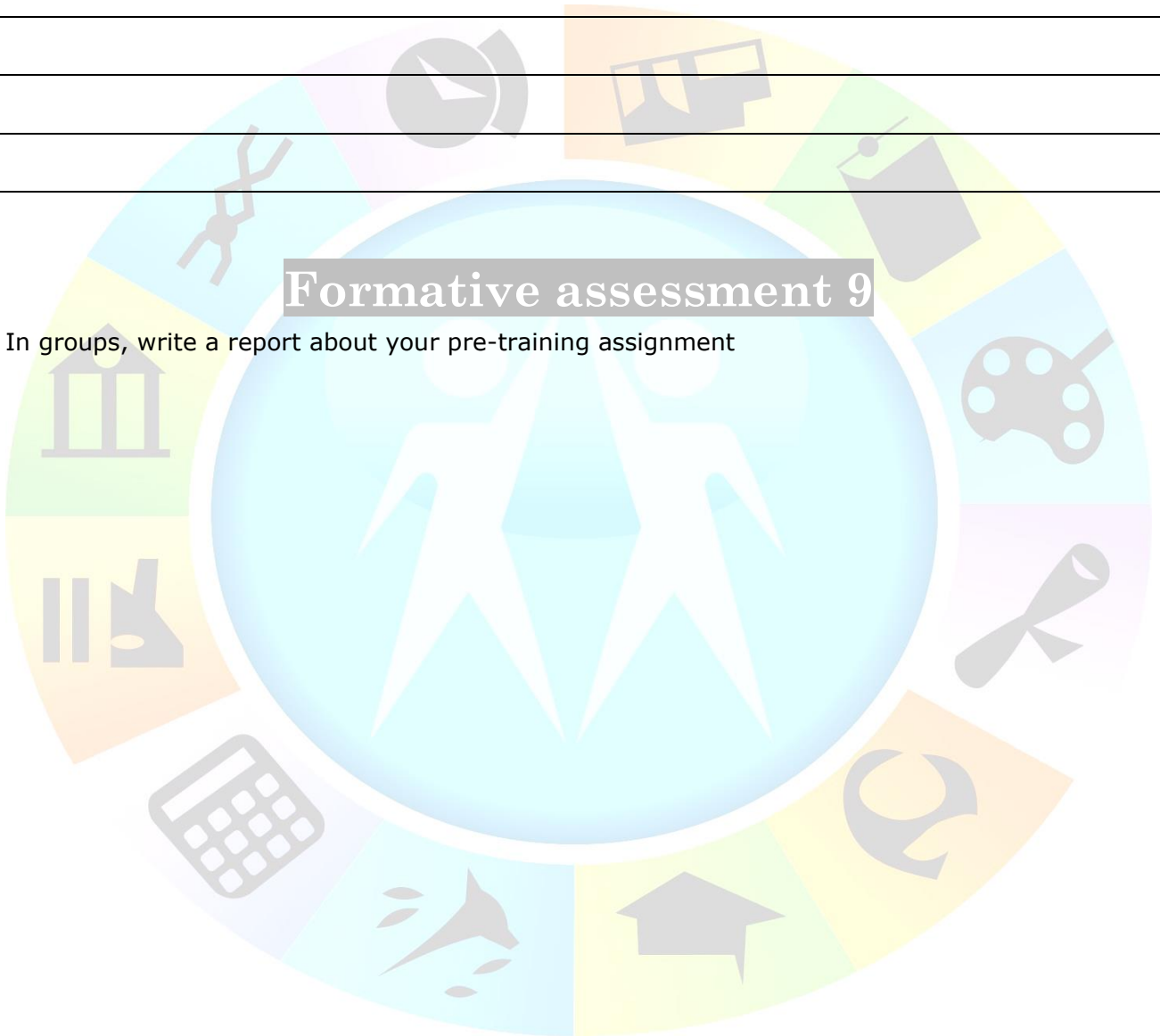
, develop a lending sheet for the video list below

Corporate Training Video Database	
Programme Name	Videos
Intergrated Management Development Programme	Unorganised Manager (1-4)
	I'd like a word with you
	How am I doing?
	Dealing with conflict
Finance for Non Financial Managers	Income Statement
	Balance Sheet
	Cash Flow
	Budgeting
	Control of working capital
	The Balance Sheet Barrier
Coaching for improved perfomance	
Negotiating for results	Body Language
Creative Problem Solving (Supervisory)	
Strategic Planning (Managerial)	
Project Management	Australian Success Video
	Report Writing
	Project Management (complete)
	From No to Yes



Formative assessment 9

In groups, write a report about your pre-training assignment



Formative assessment 10

What can you do as team leader to improve the performance of your team? Note at least five things.

What is the purpose of your work team?

How does your supervisor usually handle conflict?

Formative assessment 11

Select one organisation from the services industry that is also a small business, such as a hair dresser :discuss the following:

Select one educational organisation that is also a large organisation. , discuss the following:

Communication channels in the organisation

Communication resources such as telephone, fax, computers

Technological resources used by the organisation, such as computers.

What multilingual needs exist in the organisation

Discuss your own organisation:

Communication channels in the organisation

Communication resources such as telephone, fax, computers

