**LEARNER GUIDE**

**Communication Level 4**

**Use language and communication in occupational learning programs**

Unit Standard 119471

Level 4 Credits 5

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# PERSONAL INFORMATION

|  |  |
| --- | --- |
| **NAME** |  |
| **CONTACT ADDRESS** |  |
|  |
| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |
| **Learner Number** |  |
| **Identity Number** |  |
| **EMPLOYER** |  |
| **EMPLOYER CONTACT ADDRESS** |  |
|  |
| **Code** |  |
| **Supervisor Name** |  |
| **Supervisor Contact Address** |  |
|  |
| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |

# **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!

## Structure

### 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:

|  |  |
| --- | --- |
| **Learner Guide** | **This learner guide is your valuable possession:**This is your textbook and reference material, which provides you with all the information you will require to meet the exit level outcomes. 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. 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!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! |
| **Formative Assessment Workbook** | The Formative Assessment Workbook supports the Learner Guide and assists you in applying what you have learnt. The formative assessment workbook contains classroom activities that you have to complete in the classroom, during contact sessions either in groups or individually.You are required to complete all activities in the Formative Assessment Workbook. The facilitator will assist, lead and coach you through the process. These activities ensure that you understand the content of the material and that you get an opportunity to test your understanding.  |

###  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.

| **Types of Activities** | **Description** | **Purpose** |
| --- | --- | --- |
| **Knowledge Activities** | You are required to complete these activities on your own.  | These activities normally test your understanding and ability to apply the information. |
| **Skills Application Activities** | You need to complete these activities in the workplace  | These activities require you to apply the knowledge and skills gained in the workplace |
| **Natural Occurring Evidence** | 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 |

### 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 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.

### 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 119471

Unit Standard Title

Use language and communication in occupational learning programs

NQF Level

4

Credits

5

Outcomes And Assessment Criteria

**Specific Outcome 1**: Access, use and manage suitable learning resources

**Assessment criteria**

* Relevant learning resources are identified: Resource centres, literature, internet, other people
* Learning resources are used effectively and managed through appropriate selection and cross-referencing of information, and acknowledgement of sources

**Specific Outcome 2:** Formulate and use learning strategies

**Assessment criteria**

* Learning strategies are formulated by selection of specific tried techniques: Group activities such as brainstorming, group analysis, peer and self-assessment, probing, mind maps, note taking, memorising, key words, underlining, skimming and scanning
* Information is summarised and used in the learning process
* Answers pertaining to relevant questions are synthesised and contextualised: Checking understanding, clarifying meaning, getting information, confirming accuracy of information, using of appropriate information
* Texts are read for detail, interpreted, analysed and synthesised for a given context
* Verbal interaction is interpreted, analysed and synthesised 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 organised and used for optimum learning: Videos, internet, texts, handouts, text books, charts, maps, plans, diagrams, electronic texts (menus, screens, links etc).
* Layout, presentation and organisational features of learning materials are understood and used effectively
* 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, 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
* Conclusions and recommendations are made in the appropriate format: Reports, research paper, presentation

**Specific Outcome 5:** Lead and function in a team

**Assessment criteria**

* Active leading and 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: Supervision, mentoring, and rotation of roles: conducting, chairing, recording, and reporting
* Conflict management and negotiating techniques are practised in a defined context
* Team work results in meaningful product, outcomes or goals: Reaching consensus, completed projects/assignments, knowledge transfer

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

**Assessment criteria**

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

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

Unit Standard Essential Embedded Knowledge

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 3

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.

# LEARNING RESOURCES

Learning outcomes

Access, use and manage suitable learning resources

Assessment criteria

* Relevant learning resources are identified Resource centres, literature, internet, other people
* Learning resources are used effectively through appropriate selection and cross-referencing of information and acknowledgement of sources

Learning Resources

Resource Centres

Libraries are collections of books, manuscripts, journals, and other sources of recorded information. They commonly include reference works, such as encyclopaedias that provide factual information and indexes that help users find information in other sources; creative works, including poetry, novels, short stories, music scores, and photographs; nonfiction, such as biographies, histories, and other factual reports; and periodical publications, including magazines, scholarly journals, and books published as part of a series. As home use of records, CD-ROMs, and audiotapes and videotapes has increased, library collections have begun to include these and other forms of media, too

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.

In South Africa, we have the National Library and various public libraries in cities, towns and suburbs. Schools and universities also have libraries.

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.

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.



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 MSN 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.howstuffworks.com](http://www.howstuffworks.com/)

[www.answers.com](http://www.answers.com/)

[www.wikipedia.com](http://www.wikipedia.com) – a free library that is accessed on the Internet

[www.nlsa.ac.za](http://www.nlsa.ac.za) – the National Library’s website

oll.libertyfund.org – the online library of liberty, created by Liberty Life to encourage the study of the ideal of a society of free and responsible individuals.

[www.thefreelibrary.com](http://www.thefreelibrary.com)

en.childrenslibrary.com

[www.justanswer.com](http://www.justanswer.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.

Use Resources effectively

Once you have identified resources to use for study purposes, you have to use and manage these resources effectively. You have to:

* Select information that is relevant to the subject you are studying
* Cross-reference the information to make sure that your information is correct and valid
* Acknowledge your resources

### Evaluate what you find

When you evaluate your information, you make sure that the information you are using is valid and reliable (the information contains little or no errors and can be trusted) and, above all, relevant to your subject.

Is your information **relevant** to your subject – if you need information about train schedules, looking at tour bus schedules will not be of any help to you. If you are studying mathematics, researching the development of motor vehicles has no use.

Use the following questions to guide you when you are **evaluating** information:

* How does the author **know the details** or the circumstances – was s/he present or did the author rely on other people’s testimony?
* Did the author make use of **more than one source of evidence** or does the author base his/her conclusions on only one piece of evidence? For example, did the author look at newspaper and magazine articles, did the author conduct his/her own interviews or did s/he rely on other people’s interviews and so on?
* **Where** did the author get the information - personal experience, eyewitness accounts, or reports written by others?

The CARS checklist is a simple evaluation checklist that you can use when you evaluate your information.

|  |  |
| --- | --- |
| **Credibility** | Trustworthy source, author’s credentials, evidence of quality control, known or respected authority, organizational support. Goal: an authoritative source, a source that supplies some good evidence that allows you to trust it. |
| **Accuracy** | Up to date, factual, detailed, exact, comprehensive, audience, and purpose reflect intentions of completeness and accuracy. Goal: a source that is correct today (not yesterday), a source that gives the whole truth. |
| **Reasonableness** | Fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies or slanted tone. Goal: a source that engages the subject thoughtfully and reasonably, concerned with the truth. |
| **Support** | Listed sources, contact information, available corroboration, claims supported, documentation supplied. Goal: a source that provides convincing evidence for the claims made, a source you can triangulate (find at least two other sources that support it).  |

Acknowledgement Of Sources

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.

Citing or documenting the sources used in your research serves two purposes. They are:

* It gives proper credit to the authors of the materials used, and
* It allows those who are reading your work to duplicate your research and locate the sources that you have listed as references.

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

Learning outcomes

Learning strategies are formulated by selection of specific tried techniques.

Range: Group activities such as brainstorming, group analysis, peer and self-assessment, probing, mind maps, note taking, memorising, key words, underlining, skimming and scanning

Assessment criteria

* Information is summarised and used in the learning process
* Answers pertaining to relevant questions are synthesised and contextualised: Checking understanding, clarifying meaning, getting information, confirming accuracy of information, using of appropriate information
* Texts are read for detail, interpreted, analysed and synthesised for a given context
* Verbal interaction is interpreted, analysed and synthesised for a given context
* Learning takes place through communicating with others in groups or as individuals: Facilitators, other learners, colleagues

Study Method

**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

Learning strategies

### Skimming

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
* 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 in a group, 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 in a group.

### 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.

# MANAGE OCCUPATIONAL LEARNING MATERIALS

Learning outcome

Manage occupational learning materials

Assessment criteria

* Occupational learning materials are organised and used for optimum learning. Range: Videos, internet, texts, handouts, text books, charts, maps, plans, diagrams, electronic texts (menus, screens, links etc)
* Layout, presentation and organisational features of learning materials are understood and used effectively
* Technical language/terminology is engaged with, and clarification sought if needed

Occupational Learning Materials

There are many types of learning materials available:

* Training videos and DVD’s
* Textbooks
* Charts
* Maps
* Plans
* Diagrams
* Handouts
* Electronic texts from the Internet or from e-mails

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 |

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

* This consists of a combination of alphabetical and numerical filing systems
* Files are placed alphabetically, but not strictly so

mom031z

* 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 the number M6
* 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

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.

* 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

Organisational features of learning materials

### 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.



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.



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.



### Internet

The word "internet" is most commonly used to refer to the operation of electronic networks and computers in and through which vast amounts of information are relayed globally. Most recently its definition has been broadened to include the community of people who use the technology. The Internet can be a valuable source of environment information, yet finding the precise information you need on any given topic can be a difficult task.

#### Why deal with the Internet?

* Information is accessed when perceived as being valuable.
* It can be cost effective if you consider how much paper we use each day.
* From the perspective of good education, it offers constructivism and information skills.
* From the perspective of organisations, the Net is here to stay.
* Thinking globally, acting locally, it offers opportunities for networking and sharing in electronic Information.

What makes the Internet attractive is its quest for creating and storing information in such a way that any linked computer could present in a standardised format. Hypertext Markup Language (HTML) is the format that makes this possible.

The Internet, in particular the Worldwide Web (WWW), may be used in mainly two ways: browsing and navigation.

**Browsing** is probably the most common approach and involves the search for information where the user has only a general idea of what he/she is looking for. **Navigation**, on the other hand is a pattern of use where the user knows exactly what he/she is looking for and where to find it.

To assist novice users, the following guide is based on the browsing strategy.

**Browsing considerations:**

Browsing is often an activity associated with sifting through on-line catalogues that have been organized into various subject areas. A user would then follow links through databases that start off as general categories. These are known as subject trees and they allow users to move from general to more specific content via links (also known as ‘hot spots’) and search forms. Popular on-line subject trees include Yahoo, Infoseek and Alta Vista, but a large number of other similar subject trees are available. The key is to find the subject tree most suitable to one's needs.

When browsing through subjects trees, users may enter phrases or keywords into search forms, which then match the query to files in their database. Not all search engines offer the same search options. There are several factors that determine the success of a search engine, chief among which are the size, content and currency of the database, the speed of searching, the availability of search features, the interface design and the ease of use.

Each search engine varies significantly in respect of how the results are ranked and presented, and this can impact on the success of a search. The highest-ranked documents in the list are not necessarily those that will provide the desired information. Often the best link is further down the ranked list.

**Accessing information:**

You normally start with a home page. Click on **highlighted** (coloured and/or underlined) words on a page to bring another page of related information to your screen. Each browser consists of a toolbar which contains buttons to control incoming pages, for instance ‘Back’, which brings back pages previously visited, or ‘Home’, which loads a home page that was specified in the user's settings for that computer.

A **link** is a connection from one page to another. You find a link by looking for one or more words highlighted with colour and/or underlined, in the content area of a page. Images and icons also serve as links. When the mouse cursor points over a link, the Universal Resource Locator (URL) of the link appears in the status field. A URL is a text used as an address for a page in a computer network, i.e. http://www.home/welcome.html

**Hints for effective use of the Internet:**

Many seasoned Internet users have come to refer to Internet use as an art that develops through continuous practice. Below are a few hints that will assist you in making the best use of the Internet, especially the WWW.

* Get to know the **good sources**: Evaluate different websites and decide which to use as regular sources.
* **Know your subject area**: Environmental Management is a complex, cross-disciplinary field. An understanding of specific subjects and topics within this areas will help you to find information that you really perceive to be useful.
* **Expect limitations**: The technology of the Internet is always changing and there may be web tools that do not yield reliable and accurate results. Be open-minded enough to accept that technology is only as good as the craftsperson who develops it.
* Be **searchwise**: Search engines have different capabilities. Use Boolean Connectors (‘and’, ‘or’) to yield results from different combinations of terms. Some engines (e.g. Yahoo) allow you to pose your search as a question, while others may be more specialized, allowing you to search for images, audio or video material.
* Be **infocritical**: Online information is secondary information and must be verified for accuracy, recency and relevance to your needs. You need to cross-check such information with other sources at all times.

#  CONDUCT RESEARCH AND PRESENT FINDINGS

Learning outcome

Conduct basic research and p resent findings

Assessment criteria

* 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
* Sift information for relevance
* Classify, categorise and sort information
* Analyse and present research findings in the appropriate format
* Make conclusions and recommendations in the appropriate format: Reports, research paper, presentation

Identify Topic and Scope

Research is defined as all activities that provide information to guide business, societal and life decisions. Research is an information gathering activity that is intended to guide strategic or operational business, societal and life decisions about target groups, competitive strategies, etc.

Research derives its value from helping managers to make better decisions. It does not change the outcomes of those decisions: it simply helps managers know which course of action is best. Therefore, the value of research in any given situation depends on the importance of the decision at issue, the level of uncertainty about the proper course of action and the ability of the research to reduce that uncertainty.

Start your research by setting sown the aims for the survey. Why are you doing research and what do you want to achieve? What do you want to know? In the workplace it can be that you want to find out:

* How many passengers you transport per route
* Why customers use your organisation rather than one of the opponents
* How much fuel your bus uses
* How many man hours are lost every year during the winter due to illness of staff members
* How you can improve your customer service
* What other services customers require from your organisation

Plan and sequence your research steps

Once you have the topic and scope of your research, you have to plan the steps you will take to conduct your research:

* How will you gather information – which research techniques will you use?
* Which resources will you use?
* How will you organise the material?
* How will you evaluate the information?
* How will you analyse the information?
* How will you record the information and the conclusions you have drawn?

Commit your plan to paper.

Apply research techniques

This step involves gathering the information you need for your research. The techniques you will use will be recorded in your plan:

* Reading: will you visit a library?
* Interviewing: will you discuss the subject with experts, colleagues, trainers or supervisors?
* Electronic sources: will you collect information via the Internet?

Remember that you should always use more than one source of information.

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.
* **Chronologically**: 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.

Analyse research findings

Once you have gathered the information, you have to analyse the information by comparing your findings against the purpose of the research. For example, if the purpose of your research was to find out how efficient vehicles are on fuel usage, you have to analyse your findings to determine whether vehicles are using more or less fuel than anticipated.

Conclusions and recommendations

#### 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.

#### Report

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

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

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.

# FUNCTION IN A TEAM

Learning outcome

Lead and function in a team

Assessment criteria

* Active leading and 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: Supervision, mentoring, rotation of roles: conducting, chairing, recording, reporting.
* Conflict management and negotiating techniques are practised
* Team work results in meaningful products, outcomes or goals: Reaching consensus, completed projects/assignments

Teams

A team is a group of 3 – 12 people who work together to achieve a common goal. It is not necessarily a group of selected staff members working on a specific, project. The staff members in your department are a team and if they can function as an interacting group your department will be successful.

In fact the entire workforce of the company all work together as a team towards achieving a common goal

Successful group work depends on successful communication skills.

Planning, preparation and presentation form the basic guidelines for a team to perform successfully.

1. A meeting is held to clarify the purpose of the team.
2. A common goal is identified.
3. Basic rules are identified for working together.
4. Effective communication channels are put into place
5. A plan of action is drawn up containing the processes that have to be worked through to achieve the goal.
6. Specific tasks are identified and allocated to team members. D dates are proposed.
7. Objectives and strategies are identified for each task.
8. Specialist tasks can be carried out. Group becomes effective

Every team needs a leader to show the way. Some groups especially if they are small do have an appointed leader. Choose a leader you are willing to follow.

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

Team Leader

* Put a framework in place that allows employee involvement and take action that encourage workers to give it a try
* Facilitate and lead discussions
* Encourage team members to consider a wide variety of alternatives when solving problems or making decisions
* When making suggestions to management collect all the data and facts
* Make sure the team is customer-driven
* Establish check point for monitoring progress and make sure that everyone adheres to them
* Do not criticize or scold team members in public
* Explain why hard work is necessary and why every team member’s effort is important to achieve objectives
* Do not complain
* Take the initiative
* Make positive suggestions
* When someone has an idea that you think won’t work, don’t ridicule the idea. Discuss the idea in a team by saying something like: let us discuss the advantages and disadvantages of the idea, or: how can we make this idea work
* Share your ideas with management and other teams
* Make sure you encourage team members and praise their good efforts
* Do not criticize team members for making a mistake
* Show a desire to listen
* Train team members in skills and knowledge needed
* Set priorities
* Treat others the way you like to be treated

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 mistrust and hostility.

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

To be an effective team, the atmosphere surrounding the team needs to be characterised by an open dialogue in which there is a certain amount 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.

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.

Negotiating successfully

Although often used to resolve conflict, negotiation is perhaps the most popular approach for finding common solutions to ideas held by people. Negotiation provides an opportunity to accommodate different interests and views without the need to resort to conflict or other destructive processes. In project management, negotiation skills may be useful for resolving different issues or views held by project team members, for example deciding on the most appropriate project strategy during the course of project planning, or for getting the an acceptable deal with suppliers and outside contractors in terms of project costs and materials.

### What is negotiation?

To negotiate means to trust in others for a more attainable solution.

By definition, negotiation is a voluntary process which involves joint decision-making.

Negotiation is a process where two or more people with different views or interests meet together to find a common solution and agenda of what to do and how to go about it. In this way an agreeable common ground or solution can be found.

Importantly negotiation only takes place between people who have different ideas or views which they would like to see implemented during the project cycle but in a consensual or fair manner.

Negotiation skills

* **Preparation*:***The project manager needs to be clear about ideas and views held and identify the position of others before beginning to negotiate (and clarify where a common ground can exist).
* **Strategising***:* The project manager needs to determine what is vital for the project's success and keep these points in mind when going into negotiation. However such a person should remain be realistic and consider both the ideal agreement or conclusion and the worst possible settlement which might have to be accepted.
* **Commitment*:***The project manager needs to be firm yet flexible, choose the order of priorities and avoid posturing. Negotiation is about listening and exchanging views not **winning**! Subsequently, it is crucial that it is formed and prevails throughout this process and honest and open communication is maintained. It is critical that neither party takes over the discussions and puts their own views forward without the consent of others.

Finally, it should be remembered that just because negotiations take place an agreement does not have to be found. Rather, negotiations are useful for finding a middle-ground voluntarily or where responsible parties can reach a common arrangement and remain committed towards. In the case of negotiating with team members, it must be noted that such a process is only useful in circumstances where no clear delegation or division of duties and responsibilities exists.

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 pas 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.

Tips for successful teamwork

1. Know what the goal is you are working towards.
2. Know the processes that have to be worked through before your task is completed
3. Know what your tasks are and how you can interact with the other members of the group.
4. Communicate with other team members: continuously: share ideas, suggestions and opinions to get input from team members.
5. Remember you are part of a team and not working on our own.
6. Listen to the suggestions, opinions and advice from other team members.
7. Keep in mind it is not only your needs and input that count.
8. Be aware of time schedules don’t delay the processes by too much talking or by procrastination.
9. Always deliver your best don’t be counterproductive.
10. Focus on the common goal you share and the fact that you have been tasked to achieve this goal.

# WORKPLACE CHARACTERISTICS

Learning outcome

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

Assessment criteria

* 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 Workplace

The characteristics of a workplace varies 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.

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