



NQF Level: 2 US No: 8964

# Assessment Guide

## Primary Agriculture

### Effective communication skills

Assessor: .....

Workplace / Company: .....

Commodity: ..... Date: .....

## Before we start...

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner Workbook.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are required during the application of this assessment are available on the website of the AgriSETA and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

**Title:** Effective communication skills: Write for a defined context

**US No:** 8964

**NQF Level:** 2

**Credits:** 5

This unit standard is one of the building blocks in the qualification listed below. Please mark the qualification you are currently assessing, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48976	2	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	2	120	<input type="checkbox"/>
National Certificate in Plant Production	48975	2	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

### Note to Assessor:

If you are assessing this module as part of a full qualification or learnership, please ensure that you have familiarized yourself with the content of the qualification.

**1**

**SO 2**

**Instructions to learner:**

Assignment class activity

**Learner Workbook: Page 19    Facilitator Guide: Page 11**

You have to communicate with a client who is making enquiries about the products and services of the Organisation.

OR

You need to tell a new colleague about the products and services in the organization.

Select a written or verbal mode of communication and prepare and present the message after providing a summary of your planning, which should include:

Target audience

Appropriate use of tone, style and vocabulary

Appropriate level of formality

You may be selected to present your presentation as part of the continuous evaluation process

**Model Answer(s):**

Planning should include:

- Target Audience:
- Analyzing the audience
- It is required that the learner describes the type of audience correctly as a Lay, Expert, Technical or Mixed Audience. This should be done within the context of the planned communication / message
- Tone, style and vocabulary
- The learner should indicate the relevant selected tone and style. It is required that the connection between the choice of vocabulary and the tone and style of the final product is explained.
- Level of formality
- The correct level of formality for the intended communication should be selected. The choice of vocabulary and words affect the level of formality.

**My Notes ...**

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2

SO 3 & 4

**Instructions to learner:**

Class activity

**Learner Workbook: Page 40 Facilitator Guide: Page 13**

Write a one page business letter to express your interest in registering for a qualification

Remember to include some information on your background and motivate your application.

**Model Answer(s):**

Note: Provision should be made for personal expression, but the format and layout should meet standard requirements. It is important to also assess the correct use of tone, style and vocabulary as per the intended audience in the assessment of the written material.

Format should include:

ADDRESS OF SENDER:

The ABC Electrical Suppliers  
P O Box 1234  
JOHANNESBURG  
2000  
Telephone +27311 1234567  
Fax +27311 12345678  
E-Mail [abc@iafrica.com](mailto:abc@iafrica.com)

REFERENCE:

Ref: ISL/21/eb

DATE:

28 February 200\_\_\_\_\_

RECEIVER'S ADDRESS:

Mr A Person  
Sales Manager  
ABC Electrical Suppliers  
P O Box 1234  
JOHANNESBURG  
2000

SALUTATION:

Dear Mr Person  
ORDER OF OFFICE STATIONERY

INTRO PARAGRAPH:

Thank you for your letter of ...

CONCLUDING PARAGRAPH:

We look forward to receiving ...

COMPLIMENTARY CLOSE:

Yours sincerely  
(Signature)

TYPED NAME:

A COUSINS (Title if necessary)

POSITION:

ACCOUNTANT

ENCLOSURES:

Encl.

INITIALS OF SENDER & TYPIST:

AC/dc

**3**

**SO 3 & 4**

**Instructions to learner:**

Class activity

**Learner Workbook: Page 41    Facilitator Guide: Page 13**

Develop a notice for a meeting to brief learners on the methods used for assessment in the organization.

**Model Answer(s):**

Note: Provision should be made for personal expression, but the notice should include

- An appropriate but short heading
- The identified target audience
- Answers to the questions "What", "Where", "Who", "When" and "Why"
- Should provide contact details for purposes of clarification as per the provided example:



**ANNUAL SPORTS DAY  
TO ALL STAFF**  
Bring your spouse and children for a braai and plenty of fun!!  
Firewood, meat, rolls and salads provided.  
Fires will be lit at 11.00.  
**WHEN** Saturday 19 June  
from 10.00 to 18.00  
**WHERE** Old Mole Sports Grounds  
Roundabout Road  
**BREATHLESS**  
**WHAT** Cricket, Soccer, Relay races, Iron man competition  
  
\*\*Specially organised competitions for the children\*\*  
  
Contact Susan, extension 2234, for more details

**My Notes ...**

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# 4

SO 3 & 4

**Instructions to learner:**  
Class activity

**Learner Workbook: Page 42    Facilitator Guide: Page 13**

1. Write and prepare a notice of a meeting
2. Break up in groups and have a meeting discussing the importance of communication in the workplace. Take notes and prepare minutes of the meeting.

**Model Answer(s):**  
No specific answer.

**My Notes ...**

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# 5

SO 3 & 4

## Instructions to learner:

Class activity for self study

**Learner Workbook: Page 43    Facilitator Guide: Page 13**

Draft and prepare a curriculum vitae for yourself.

**Model Answer(s):**

As various forms and styles for Curriculum Vitae's exist, personal expression needs to be allowed for. The drafted information should however at minimum contain:

- Personal details
- Academic record
- Membership to any professional bodies
- Work experience
- Career plans
- Awards / achievements
- Hobbies and interests
- Referees / References

### My Notes ...

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# Summative Test and Attitude & Attribute Evaluation

**B**efore the knowledge test is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner, the **Preparation for Your Final Assessment** section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

<b>Unit Standard:</b>	8964	<b>NQF Level:</b>	2
<b>Learner Name:</b>			
Questions		Model Answers	
<p>1. Explain why effective communication in the context of the business environment is so important.</p>		<p>Communication in the workplace is a very important component of the workplace environment – and is essential to our functioning and performance in the workplace within the context of our jobs, responsibilities, successful execution of tasks and the understanding of instructions and procedures within the working environment. In this environment information can be provided in different forms and formats.</p> <p>Oral communication in the workplace can include, but is not limited to the following:</p> <ul style="list-style-type: none"> <li>• Addressing of employees by management</li> <li>• Staff meetings</li> <li>• Discussions of work to be concluded</li> <li>• Verbal instructions</li> <li>• Verbal explanation of procedures</li> <li>• Communication of other relevant information.</li> </ul>	



- Verbal feedback or reports
- Verbal transfer of messages between staff.
- Safety signs and symbols etc.

Written communication can include, but is not limited to:

- Letters of employment, employment contracts
- Organisational policies
- Business plans for departments
- Targets for departments and individuals
- Organisational standard operational procedures
- Legislative and other statutory requirements associated with the working environment (E.G. Ohs Act, SABS, Skills Levy Act and so forth)
- Written instructions / Job cards
- Company Letters
- Organisational Memorandums
- Notices
- Notice, agenda's and minutes of meetings

The information and communication provided in the workplace is of cardinal importance for an employee – as it both instructs and governs the execution of activities that is the responsibility of the individual. In addition to the latter – specific forms of communication might be expected from the employee to report, record or provide as evidence of compliance to responsibilities and the processes and procedures governing the execution of tasks.

The culmination of such information on a larger scale often results in feedback to other role-players and stakeholders in the organization. It is thus very possible, that the individuals' feedback as part of a department will end up as some of the information provided to the Board of Directors or even government on for example the levels of safety and compliance to legislation of for example the Act on basic Conditions of Employment.

	<p>Whilst information is often provided in the workplace in various formats and documents, it is often required of an employee to collect and use information within the context of the working environment. This could be information that is negligible (Where ablution facilities are situated) to information of cardinal importance to the health and safety of employees (For example correct emergency evacuation procedures and communication)</p> <p>ALL communication in the work environment therefore has an impact on the well-being and smooth operation within the organization and the employees making up the organisation. The obtaining and distribution of information within an organization is so important that most organizations have specific policies and procedures associated with both the collection, the distribution and even the recording and storage of information.</p>
<p>2. Explain the issues to be considered when planning for effective written communication.</p>	<p>Communication and in particular written communication for a specific context is always improved if the message is well planned and organised. The communicator (in both the case of written or verbal communication) needs to consider four main areas in planning the communication message:</p> <ul style="list-style-type: none"> <li>• The reason for the message</li> <li>• Who the audience will be</li> <li>• What message/information needs to be disseminated</li> <li>• How best to transmit the message</li> </ul>
<p>3. Identify three potential audiences and explain how the make up of the audience will affect planning of written communication.</p>	<p>Before any communication takes place, the communicator or sender of the communication message must analyze his audience and identify with whom he wants to communicate. The more effectively the audience of a message or communication is understood, the more effective communication will be.</p>

	<p>The recipients or audience of verbal or written communication will therefore affect decisions about kind of language to use, the channel likely to be the most effective, and the possible obstacles to ensuring that the message is clear. The context of the communication that is required will also affect the planning of communication. In this module we define the context as the workplace. As a general rule, there are four types of audience:</p>
	<p><b>A Lay Audience.</b>          This type of audience has no knowledge of your specialist field; do not assume that the audience has no knowledge at all. Often problems in communication arise when a specialist addresses a lay audience as if it were a collection of idiots or small children. This is called "talking down" to an audience and can be dangerous. Specialists can also fail to communicate effectively when they use too much jargon. When communicating with a lay audience, it is necessary to explain technical terms and go into more background detail than you would if you were addressing a group of specialists. Remember that a single person can also be regarded as an audience. When we use the term audience we do not necessarily mean a large group of listeners or receivers. The audience can therefore be a colleague, all the colleagues in your department or a single client with whom a conversation is taking place or for whom written communication is prepared. In written communication, this could be someone who is not familiar with detail considered general knowledge in the Organisation or a client / service provider who does not have access to specific information.</p>

	<p><b>The Expert Audience</b>                  This audience presents different problems and do not want to be bored with technical information and statistics they already know. Once bored this type of audience will switch off and the channel of communication will be broken. On the other hand, because they are experts, you will need to give them complicated and detailed information that must be totally accurate. When addressing or preparing written communication for an expert audience, one must have an in-depth knowledge of the subject, and be in a position to answer questions and be put "on the spot"                  An Expert audience can therefore be a colleague who is as familiar as you are with the work and responsibilities that you are discussing, or your supervisor who understands your responsibilities as well as yourself.</p>
	<p><b>The Technical Audience</b>                  Unlike the expert audience, the technical audience is made up of the practical doers rather than theoretical thinkers. They may or may not be experts in your specialist field, but they are not interested in theory. This audience wants many practical examples in a relatively simple language.                  Your colleagues might not be interested in how a certain chemical works to ensure that cleaning is done effectively – they might only want to know that it will do the job effectively to assist them in their task.</p>
	<p><b>The Mixed Audience</b>                  This is the most difficult of all to communicate with. However, this is the one we communicate with most often. Here you have a mixture of experts and non-experts.</p>

	<p>When communicating with a mixed audience you should limit your use of technical terms and jargon as far as possible and, if you have to use technical language, you should briefly explain what it means. Once you have established which of the four main groups you will be addressing, you need to obtain much more detail about the group. The following information to plan for communication is vital:</p> <ul style="list-style-type: none"> <li>• What is the context of the communication?</li> <li>• What is the purpose of the communication?</li> <li>• How large will the audience be? (Is the written communication intended for only a department, a colleague or the whole organisation?)</li> <li>• What is the cultural background of the audience? (Can I make assumptions that terms and phrases used is understood by all recipients/)</li> <li>• What is their occupation?</li> <li>• What is their level of seniority?</li> </ul> <p>When you have the answers to these questions, you will be well on the way to preparing an effective message. However, you need to think a little further ahead, and decide if your message will be verbal or written, and whether it will be heard or read by one person or a number of people. You need to establish how the audience will view you and your objectives, and what their attitudes towards the communicated message is likely to be. Another important factor is knowing the location of your audience when the message is received –, on the factory floor (such as a notice on the notice board) or in an office (delivered or electronic communication).</p>
<p>4. Explain how tone, style and formality affect written communication.</p>	<p><b>Tone</b> describes the sender's attitude towards the receiver and the material being communicated.</p>

In a spoken message it is conveyed by your voice, your body language and the words you use. In written messages tone is conveyed by the words you use. Most of your correspondence should have a friendly or neutral tone, rather than a stiff or unfriendly tone.

Tone relates to how a writer deals with his subject or his audience. In written business communication Business English it is important to adopt a pleasant and often persuasive tone rather than an aggressive or demanding tone. Always put yourself in the shoes of the receiver and think how you would feel on receiving a threatening or aggressively worded piece of writing.

**Style** refers to a way of writing or speaking. It is the way a sender puts together words for a wide range of purposes and audiences.

Style can be defined in terms of how formal it is:

Whether it is personal or impersonal

Whether it is active or passive

Whether it is concise or wordy

Whether it is clear or ambiguous

Whether it is concrete or abstract

Formality

There are five levels of formality – high formal, formal, consultative, casual and intimate.

**High formal** - is hard to read, impossible to listen to, and should be avoided at all costs.

**Formal** - is active, ("The personnel department has noted ..." rather than "It has been noted by ..."). Sentences and paragraphs are short but complete, and vocabulary is simple but formal.

**Consultative** - is suitable for both verbal and written communication within an office (internal memos rather than external letters). Note the personal pronoun "we" and "we've" and the simpler vocabulary. Nevertheless sentences are complete.

	<p><b>Casual</b> - is more suited to verbal than written communications. Note the conversational language, short sentences and casual vocabulary</p> <p><b>Intimate</b> - is used among friends. It uses short, often incomplete sentences and informal words. It is not suitable for use in organizations.</p> <p><b>Personal Versus Impersonal</b> A personal style uses personal pronouns (I, we), whereas an impersonal style uses "it" or "the writer". The latter is much more formal. As a general rule, use the personal style for letters and memos. The impersonal style is more acceptable for reports, particularly if they are directed at people outside the organization.</p> <p><b>Active Versus Passive</b> An active style is much more punchy and alive." The manager bought the equipment" is active, whilst "The equipment was bought by the manager," is passive. Generally speaking, the active style should be used in both verbal and written communications. A passive style is acceptable if a report has to be written impersonally, for example when the sender wants to make a point ("The rules have once again been broken"); or when the sender wants to remain neutral ("The form was returned unsigned").</p> <p><b>Concise Versus Wordy</b> Using too many words when a few would suffice wastes time and money – and greatly increases the chance of the message not being decoded correctly. Use short, simple words and short sentences for greater clarity.</p>
<p>5. Draft the following business communication:</p> <p>i. Apply the format for a business letter to write a letter for a specific purpose: (Range: Enquiry, compliant, information sharing)</p> <p>ii. Compile a notice to inform learners of a welcoming bash on the first Saturday of the new semester.</p>	<p>The relevant format and lay-out requirements should be adhered to. In addition, tone, style and formality as well as vocabulary should be selected to suit the audience and intended message.</p>

### Assessment Feedback Form

Comments / Remarks	
<p>Feedback to learner on assessment and / or overall recommendations and action plan for competence:</p>	
<p>Feedback from learner to assessor:</p>	
<p><b>Assessment Judgement</b> You have been found:</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Not yet competent in this unit standard</p>	<p>Actions to follow:</p> <p><input type="radio"/> Assessor report to ETQA</p> <p><input type="radio"/> Learner results and attendance certification issued</p>
<p><b>Learner's Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Assessor's Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Moderator's Signature:</b></p>	<p><b>Date:</b></p>