



NQF Level: 2 US No: 8962

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: Maintain and adapt oral communication
US No: 8962 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.

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SO 1

Instructions to learner:

Group activity

Learner Guide: Page 12 Facilitator Guide: Page 12

Class activity for groups:

Learners are divided into groups with four individuals in each group.

A spokesperson is elected to provide feedback on the work done by the group. This person should be elected on a rotational basis to ensure that each member of the group has a turn to provide feedback on the work done by the group.

INSTRUCTION:

In the group, with the communication model in mind, identify problems or shortcomings that could be experienced with communication. We will call these problems barriers.

Think of barriers that could impact on the sender, the receiver, the message and the channel of communication. For each barrier that is identified, find a solution to the situation.

Example: The sender could talk un-clearly or muffled. Solution – ensure that the message is clear.

Model Answer(s):

The assignment/ discussion aims to assess the effective assimilation of the communications process in terms of the sender, message and recipient. The effective identification of barriers impacting on either one of the factors in the model indicates that the process and impact of all the role-players in the process is accomplished.

The following saves as examples:

Sender: Unclear message – clarify message
 Mixed message – make sure that the message is clear
 Coding of message not effectively done for receiver or audience – understand receiver and send appropriate message

Receiver: Inability to decode the message effectively – decode or clarify

Communication channel: Inappropriate channel is selected – use appropriate channel for the message.

2**SO 2****Instructions to learner:**

Class activity

Learner Guide: Page 19 Facilitator Guide: Page 13

1. Identify the three main categories of barriers to communication and provide three examples of barriers falling into each category.

Model Answer(s):**Physical****Any one of the following three**

- Poor lighting
- Uncomfortable seating
- Extremes in temperature
- Poor audio-visual aids

Psychological**Any one of the following three**

- Personal characteristics including age, gender, appearance or social class
- Background
- Culture
- Language
- Knowledge
- Beliefs
- Values
- Attitudes
- Customs

Cross-Cultural Barriers**Any three of the following:**

- Stereotyping.
- Ethnocentricity.
- Language
- Symbols

2. List five barriers to communication and explain what can be done to avoid them.

Model Answer(s):

Any of the barriers communication can be indicated and explained. A logical and practical explanation on how to avoid the barrier can be provided. The idea is to ensure that the learner has assimilated the information and is able to identify solutions to address barriers to the communication process.

Physical

Any one of the following three

- Poor lighting
- Uncomfortable seating
- Extremes in temperature
- Poor audio-visual aids

Relatively easy to correct as noise can be easily removed or rectified by adjusting light, ensuring comfortable seating, adjusting temperature, utilising effective audio-visual aids.

Psychological

- Personal characteristics including age, gender, appearance or social class
- Background
- Culture
- Language
- Knowledge
- Beliefs
- Values
- Attitudes
- Customs

More difficult to rectify and often requires compensation in some instances. Understanding and knowledge and awareness of own bias, stereotyping and perceptions are often required to enable rectification. Respect and tolerance with an open mind-set and willingness to listen, clarify and question in order to achieve understanding is required.

Cross-Cultural Barriers

- Stereotyping.
- Ethnocentricity.
- Language
- Symbols

Cross-cultural barriers require tolerance and the willingness to learn more of and accept cultural differences in order to enable communication.

Provision in the scope of acceptable answers must also be made for the addressing of answers relating to the necessity to understand the audience.

Instructions to learner:
Class activity

Learner Guide: Page 31 Facilitator Guide: Page 15

Prepare a five-minute presentation with a designed one-page handout for submission to your Facilitator on any of the provided topics.

You will be expected to present the topic to the class. (Audience)

Topics

- i. The career I chose
- ii. Study for success
- iii. My most favourite picture
- iv. An then the rain came
- v. The impact of global warming on our lives
- vi. Farming – profitable or not?

Model Answer(s):

The purpose of the presentation is to enable the learner to actively apply the communication process and prepare communication taking into consideration the message, the audience the media of communication and to enable feedback to assess the efficiency of the application of the communication model.

This is best assessed through a checklist and some oral clarification should it be required.

The following Checklist for assessment is provided:

CHECKLIST – ORAL PRESENTATION			
CRITERIA	YES	NO	COMMENTS AND FEEDBACK
The purpose of the communication is clearly stated?			
Are the needs of the audience clearly analysed?			
Is the format selected suitable?			
Is the main idea and supporting points forming an effective topic outline?			

Summative Test and Attitude & Attribute Evaluation

Before 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:

Unit Standard:	8962	NQF Level:	2
Learner Name:			

Questions	Model Answers
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1. Explain the communication process and the roles of the receiver and sender in the communication process.

- a) Include a graphic depiction indicating at minimum the sender, receiver, channel of communication and an indication of the necessity to encode, decode and provide feedback. The depiction can effectively utilise two "persons" instead of the textbox approach followed in the learning material.

Assessment is thus not aimed at the correct duplication of learning material content, but rather a clear indication that the learner understands the model.

The communication process

The communication process consist or two main parties, the sender and the receiver. The channel of communication (method of communication) carries the communicated message from the sender to the receiver, and can contain various filters, which can add or take away certain meanings in the message.

The Sender

The sender **initiates the message**, with a **specific reason or purpose**. The purpose will influence the **encoding** of the message in order to reach the receiver effectively. When a sender starts to encode the message he wants to send, he should take into account the **purpose** of the communication, the **situation the receiver is in** and the **communication channel** he intends to use. Failure to do this almost always means failure to communicate effectively and efficiently.

The Communication Channel

The communication channel is the system that **carries the message**. It can be verbal or written or a combination of the two such as a presentation.

The Receiver

The receiver is the person for **whom the message is intended** and the receiver needs to **decode** the message and **provide feedback**.

2. Explain the physical barriers to communication.

Note: It is required that provision is made for assimilation of information and the reproduction thereof in learners own words. The effective answering of this question entails the correct identification of the type of barrier and a short accurate explanation of the identified barriers in the category.

Physical barriers include all physical aspects that prevent us from sending and receiving messages effectively:

- Noise – additional sounds that may affect the transfer of the message.
- Poor lighting – removes the ability to “read” non-verbal communication and thus impacts on the decoding of the message.
- Uncomfortable seating – discomfort can interfere with effective listening which could affect effective transfer of the message
- Extremes in temperature – discomfort can interfere with effective listening and this could affect the transfer of the message
- Poor audio-visual aids – affects transfer of the message through distraction and unclear written communication
- Delays – such as for voice messages or electronic mail impacts on the receipt and feedback in terms of the message.

3. Explain the Psychological barriers to communication.

Note: It is required that provision is made for assimilation of information and the reproduction thereof in learners own words. The effective answering of this question entails the correct identification of the type of barrier and a short accurate explanation of the identified barriers in the category.

The psychological barriers include:

- **Personal characteristics** – such as age, sex, appearance and social class; which affect the interaction between the sender and receiver.
- **Background** - of both sender and receiver affects the ability to encode and decode messages.
- **Culture** - the customs, norms, values and behaviours of a group of similar people, and can be seen as a way of life.
- **Language** – affecting the nuances of words and expressions that have been developed by that society over the years.
- **Knowledge** and experience vary from person to person and depend on culture, abilities and interest.
- **Beliefs** - firm opinions about situations, statements and facts
- **Religion** - a belief in a higher power as part of a system of faith and worship.
- **Values** - principles and standard of behaviour.
- **Attitudes** - how we think and feel about ourselves, the people around us, and the situation that we find ourselves in.
- **Customs** - the ways of acting or behaving that have become established in a particular society.
- **Perception** - the way we 'see' and interpret abstractions such as beauty, honesty or status.

4. Explain the cross-cultural barriers to communication.

Note: It is required that provision is made for assimilation of information and the reproduction thereof in learners own words. The effective answering of this question entails the correct identification of the type of barrier and a short accurate explanation of the identified barriers in the category.

Cross-cultural communication takes place when the sender and receiver are of different cultures. (Culture describes the norms, values, beliefs and perceptions shared by a group of people.)

The differences in terms of the above often lead to:

- **Stereotyping.** - we generalise about a group, often resulting in racist or sexist language
- **Ethnocentricity.** - judging everyone else according to one's own norms, beliefs and values.
- **Language** - a complex problem in cross-cultural communication. Most of us have an inner picture of what a word or phrase means, and when that inner picture differs, there can be a breakdown in communication.
- **Jargon or slang** - specialist words that relate to a particular profession, which are not readily understood by a layman - will impede communication.
- **Symbols** – symbol can mean different things to different people.
- **Different concepts of space and time** – may lead to discomfort and thus impacts on the message.
- **Eye contact, touch and gestures** - mean different things to different cultures. The important thing is to recognise the differences and to avoid the assumption that your way is the only way-to avoid being ethnocentric.

5. Explain how communication planning takes place within the context of
- Determining the audience
 - Utilising correct vocabulary
 - Non-verbal communication

Note: It is required that provision is made for assimilation of information and the reproduction thereof in learners own words. The effective answering of this question entails the correct identification of the actions required in terms of addressing the various factors.

The audience

Understanding who the message is intended to will impact on the planning of the communication. The following information to plan for communication is important in terms of the audience:

- How large will the audience be?
- What age and sex will be represented?
- What will the audience’s level of education be?
- What will the level of intelligence be?
- What is the cultural background?
- What language does the audience speak?
- What is their occupation?
- What is their level of seniority?

It is also important to establish the audience’s potential view of you as the sender, their attitudes to the message, and the location of the audience when the message is transferred.

Finally, you need to establish what sort of result you are looking for, in other words, what action you want your audience to take after they receive your message. This will depend on the purpose of your communication. You can analyse the audience incessantly, but your communication will still fail if you have not decided on the purpose or reason for communicating – what you want to achieve.

Vocabulary

The words you use to convey your message should suit the purpose and the audience. The following guidelines are provided:

Avoid technical terms.

- **Choose familiar** words that are often used – the shorter the words, the better.
- **Be as specific as possible.**
- **Watch adjectives and adverbs.**
- **Choose the right level of formality** for the occasion
- **Choosing the right tone and style**

Non-verbal communication

Includes all the non-verbal messages sent by the sender and receiver of a message.

Posture, facial expressions and clothing all convey a message through the perception it creates when an individual decodes visual stimuli. It is continuous and is often trusted more than the things people say.

	<p>Non-verbal messages can be misleading and thus impacts negatively on the message. Body Language and personal space is two of the types of non-verbal communication that impacts on oral communication.</p>
<p>6. Explain how good listening contributes to effective communication.</p>	<p>Note: The learner is expected to identify the techniques for effective listening and interpret these in terms of its contribution to the communication process. The following serves as a guideline as it is expected that learners communicate in their own words from a personal frame of reference:</p> <p>Proper listening will ensure that the verbal message is clearly received.</p> <p>Empathetic listening will assist to remove some of the barriers to communication as it enables understanding of someone else’s point of view, even if you don’t agree with it.</p> <p>The avoiding of pre-judging of the contents of the message assists with the decoding of the message as you are trying to understand what is being communicated from the sender’s point of departure.</p> <p>In order to understand the message it is important not to provide noise such as interruption – this as well as critical listening assists in receiving the whole message in order to not make assumptions; which will result in incorrect decoding of the message.</p> <p>Asking of questions enables feedback; which will lead to clarifying and decoding the message.</p> <p>The use of positive non-verbal communication such as nodding and eye contact shows respect and assists in the removing of communication barriers.</p>

<p>7. Identify and discuss the factors to consider in the planning and presenting of a presentation.</p>	<p>Note: It is required that provision is made for assimilation of information and the reproduction thereof in learners own words. The effective answering of this question entails the correct identification of the factors to consider in the planning and presenting of a presentation.</p> <p>The following should be included and should be explained on a basic level:</p> <ul style="list-style-type: none"> • The reason for the message There are many purposes for communicating a message, some of which include: <ul style="list-style-type: none"> • Describing or explaining something • Recording results • Rejecting or accepting proposals • Evaluating alternatives • Apologising • Informing <p>Often some of these purposes will be combined</p> • Who the audience will be The following information to plan for communication is vital: <ul style="list-style-type: none"> ▪ How large will the audience be? ▪ What age and sex will be represented? ▪ What will the audience’s level of education be? ▪ What will the level of intelligence be? ▪ What is the cultural background? ▪ What language does the audience speak? ▪ What is their occupation? ▪ What is their level of seniority? • What message/information needs to be disseminated Exactly what is the purpose of the message and what is the information required to bring the message across? • How best to transmit the message What mode of communication will work best, and in a presentation, what is the best type of audio-visual equipment and presentation style to use.
<p>8. Discuss the use of questions to obtain information and clarify meaning.</p>	<p>Questions assist to decode the message through the clarification of uncertainties that the receiver might have. The most important questions to consider is “Who”, “What”, “Where”, “when”, “Why” and “How”.</p>

9. Discuss the use of tone, volume, pitch, and repetition to ensure the effective transfer of communication during a presentation.

Note: It is required that provision is made for assimilation of information and the reproduction thereof in learners own words. The effective answering of this question entails the correct identification of the factors and the display of an understanding of how these factors impact on the transfer of communication.

The following serves as a guideline:

Tone describes the sender's attitude towards the receiver and the material being communicated. 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.

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 - personal or impersonal, active or passive or concise or wordy.

Pitch refers to either the use of the voice – high pitched or neutral. It can also refer to the level at which the information provided is pitched – in terms of analysing the audience and the use of the correct vocabulary, technical terms and jargon.

Repetition ensures that the main ideas in a message are repeated thus ensuring that it is clearly identified as important.

10. Explain why it is important to accommodate cultural sensitivities in the communication process.

Note: It is required that provision is made for assimilation of information and the reproduction thereof in learners own words. The effective answering of this question entails the effective understanding of the reality that culture will always impact on communication. The making of provision therefore enables planning of communication to increase effectiveness.

The following serves as a guideline:

Cross-cultural communication takes place when the sender and receiver are of different cultures. This in effect means that the norms, values, beliefs and perceptions shared by a group of people, even in sub-groups of the same culture can be different.

It is necessary to be sensitive about this reality in planning communication to ensure that we avoid barriers to communication in order to ensure that a message is communicated as clearly as possible.

Some of the sensitivities that must be considered are:

Language is influenced by culture. We learn to speak the language of the society in which we live, and at the same time, we learn the nuances of words and expressions that have been developed by that society over the years.

Knowledge and experience vary from person to person and depend on culture, abilities and interest.

Beliefs (firm opinions about situations, statements and facts), as well as **religion** (a belief in a higher power as part of a system of faith and worship) are part and parcel of culture. Both can influence our values, attitudes and customs.

Values describe our principles and standard of behaviour, and therefore the things we believe are important. **Attitudes** describe the way we think and feel about ourselves, the people around us, and the situation that we find ourselves in.

Customs describe the ways of acting or behaving that have become established in a particular society, for example shaking

Stereotyping and the wrong belief that everyone in a group is the same

Ethnocentricity where we judge everyone else according to one's own norms, beliefs and values.

11. Describe how spoken communication is combined with visual features and body language to maintain effective communication.

Note: It is required that provision is made for assimilation of information and the reproduction thereof in learners own words. The effective answering of this question entails understanding that all of the factors combine to form the message within the communication process and that it is not only the spoken text that is decoded.

The following serves as a guideline:

In a presentation, the speaker addressed the audience verbally. However, in addition to the verbal message, the speaker, his expressions, body and hand movements, clothing and the actual visual presentation all forms part of the overall message that is received by the audience.

This is combined to form the total message that is decoded by the audience receiving the message. Body language, visual features of the message as well as the content, style and tone of the message is thus combined into the overall message that is decoded by the recipient / audience.

12. Explain how speakers influence audiences within the context of presentations in the use of words, language symbols and pictures

Note: It is required that provision is made for assimilation of information and the reproduction thereof in learners own words. The effective answering of this question entails the correct identification of the ways in which the presentation and incorporation of all the communication factors have a direct impact on the audience.

Speakers influence the audience through the choice of vocabulary, symbols and explanations as well as visual pictures as all of these factors form a united message that is transferred to the receiver.

The spoken text is planned in terms of the right vocabulary and words:

- If for example, technical terms are selected for an audience not familiar with the terminology used, the message will not be unclear. If unfamiliar or difficult words are used, which is inappropriate for the audience, the message will again not be understood clearly. It is thus important to choose familiar words and be as specific as possible through the avoiding of adjectives such as *very*, *huge* and *excellent*, as it may not have the same meaning for all people.
- Language symbols and pictures in a presentation must also be selected with care as to not offend or as to ensure that a shared meaning is in place as to not lead to misunderstanding. The use of symbols and pictures can convey and clarify a message and can add interest to a presentation – but must be selected and incorporated with care,

Assessment Feedback Form

Comments / Remarks	
Feedback to learner on assessment and / or overall recommendations and action plan for competence:	
Feedback from learner to assessor:	
<p>Assessment Judgement You have been found:</p> <p style="margin-left: 20px;"> <input type="radio"/> Competent <input type="radio"/> Not yet competent in this unit standard </p>	<p>Actions to follow:</p> <p style="margin-left: 20px;"> <input type="radio"/> Assessor report to ETQA <input type="radio"/> Learner results and attendance certification issued </p>
<p>Learner's Signature:</p>	<p>Date:</p>
<p>Assessor's Signature:</p>	<p>Date:</p>
<p>Moderator's Signature:</p>	<p>Date:</p>