Citrus Orchard Foreman Occupational Learning

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Work Scenario Guide

K2:
Team Management

Qualification:	110667 – Occupational Certificate: Orchard and Vineyard Foreman
Work Scenario:	**K2: Team Management**
Learning Area:	K: Lead a team to perform farming operations productively and safely
Scenario Description:	You need to manage teams effectively, including leading, hiring, putting together, and organising teams, for a variety of activities.

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Alignment Information

Qualification

The content of this learner guide is aligned to the following occupational qualification:

SAQA QUAL ID	**Qualification Title**			
110667	Occupational Certificate: Orchard and Vineyard Foreman			
Originator				
Development Quality Partner – AgriSETA				
Primary Or Delegated Quality Assurance Functionary			**NQF Sub-Framework**	
-			OQSF - Occupational Qualifications Sub-Framework	
QUALIFICATION TYPE	**FIELD**		**SUBFIELD**	
Occupational Certificate	Field 01 - Agriculture and Nature Conservation		Primary Agriculture	
Abet Band	**Minimum Credits**	**Pre-2009 NQF Level**	**NQF Level**	**Qual Class**
Undefined	147	Not Applicable	NQF Level 04	Regular-ELOAC

Modules

The content of this learner guide is aligned to the following modules of the occupational qualification above.

Module Code	Module Title	Level	Credits
Knowledge Modules			
611202-001-00-KM-01	Plant Structure and Physiology	4	5
611202-001-00-KM-02	Vineyard or Orchard Establishment	3	2
611202-001-00-KM-03	Vineyard or Orchard Manipulation Processes	3	8
611202-001-00-KM-04	Harvesting	3	4
611202-001-00-KM-05	Basic Principles of Plant Nutrition	4	4
611202-001-00-KM-06	Crop Protection	3	3
611202-001-00-KM-07	Assets in Horticultural Production	3	2
611202-001-00-KM-08	Farm Business Management and Farming Process Management	4	8
611202-001-00-KM-09	Human Resource Management and Processes	4	8
611202-001-00-KM-10	Overseeing Farming Resource Utilisation	4	8
Practical Skill Modules			
611202-001-00-PM-01	Organise, Allocate and Monitor Availability and Productive Use of Resources	4	5
611202-001-00-PM-2a	Set Team and Individual Performance Goals to Enhancing Team Performance	4	10
611202-001-00-PM-2b	Control Vineyard or Orchard Practices	4	10

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611202-001-00-PM-03	Supply Accurate Daily Orchard or Vineyard and Production Information	4	10
Work Experience Modules			
611202-001-00-WM-01	Vineyard or Orchard Resource Optimisation	4	20
611202-001-00-WM-02	Skilled and Motivated Work Team Output	4	20
611202-001-00-WM-03	Daily Orchard or Vineyard and Production Information Availability	4	20

Learning Outcomes

The content of this learner guide is aligned to the following learning outcomes of the modules above.

Knowledge Topics	
Outcome Code	**Module Title**
KM-09-KT01	**Overseeing principles**
IAC0101	The concepts of planning, leading, organising and control are defined
IAC0102	The principles of planning, leading, organising and control are described
IAC0103	The practices of planning, leading, organising and control are discussed in terms of their role in farm management
IAC0104	The different management styles are listed and explained
IAC0105	The different supervisory styles are compared and contrasted in terms of their strengths and weaknesses
IAC0106	The effect on team efficiency of different supervisory styles are explained
IAC0107	The concept of leadership is defined
IAC0108	The characteristics of a leader are listed and discussed
IAC0109	The principles of leadership are outlined and explained
IAC0110	The practices of leadership are described and their impact on efficiency is explained
IAC0111	The position of the foreman in the structure of the workplace is discussed
IAC0112	The importance of role clarification, accountability and responsibility and how it will affect the position of the supervisor is discussed
IAC0113	Overseeing techniques and methods are described and the advantages and disadvantages thereof are explained
IAC0114	The culture and social pressures are described and the influence thereof on foremen is explained
IAC0115	The composition of a team is described
IAC0116	The role of a team is outlined
IAC0117	The dynamics of a well-functioning team is discussed
IAC0118	The influence of the different team members on team performance is explained
IAC0119	Methods which encourage team cohesion are described
IAC0120	External factors which will impact on teamwork are described along with strategies to manage such impacts
IAC0121	Internal factors which will impact on teamwork are described along with strategies to manage such impacts
IAC0122	The principles of delegation are described
IAC0123	The importance of correctly formulating instructions is explained in terms of the impact that it has on team members and team productivity

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KM-09-KT02	**Organisational structures**
IAC0201	The concepts of organizational structure and roles are defined
IAC0202	An organogram is described in terms of how it reflects structures in the workplace
IAC0203	The terms role and job description is clarified
IAC0204	The importance of assertiveness to report within the management culture is explained
IAC0205	The ways and means to be supportive within the management structure are outlined
IAC0206	The purpose of job descriptions is evaluated
IAC0207	The purpose of company policy and standard operation procedures are described
IAC0208	The purpose of reporting structures and procedures are explained
KM-09-KT04	**Managing teams of farm workers**
IAC0401	The different aspects of wage administration such as understanding the pay slip, overtime, holidays, leave and night shift is explained
IAC0402	The BCEA and Equity Act is discussed in the context of horticultural production
IAC0403	Housing and the termination thereof (Tenure Act) is explained
IAC0404	The need for and important aspects of a contract of employment is discussed
IAC0408	Performance management concepts are delineated
IAC0409	Performance requirements per employee are clarified
IAC0410	Performance requirements per production unit are clearly laid out
IAC0411	Performance measurements and production tests (quality measurements, e.g. maturity indexing) are described and the context in which they are used is highlighted
IAC0412	The causes of poor production performance are listed and matched to a range of possible corrective actions
IAC0413	The cost impact of corrective measures is outlined
IAC0414	The consequences of not reacting to indicators of poor performance is spelled out
IAC0415	Indicators of and time-frame for performance recovery is outlined
IAC0416	Continuous improvement principles and concepts are described
IAC0417	The role of incentives and the rewarding good performance is discussed
IAC0418	The principles of motivation and productivity are outlined
IAC0419	Motivation theories and concepts are discussed and compared in terms of their efficacy in specific situations
IAC0420	The impact of agricultural technology on productivity is described
IAC0421	The impact of cultural diversity on management practices is discussed
IAC0422	The impact of socio economic dynamics on employee motivation is explained
IAC0423	An understanding of the cultural diversity and social pressures is demonstrated
IAC0424	The types of attitudes and the effect thereof on the team cohesion and achievement is described
IAC0425	The influence of work ethos on team performance and methods to enhance it is discussed
IAC0426	The influence of work ethics on team performance and methods to enhance it is discussed
IAC0427	The influence of role clarification on team performance and methods to enhance it is described
IAC0428	The characteristics of the professional interpersonal relationship with the team workers and the effects on the workers motivation is discussed
IAC0429	The effect of shaming and blaming vs shared responsibility is compared and discussed
KM-09-KT05	**Training and coaching**

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IAC0501	The basic requirements of the Skills Development Act is outlined
IAC0502	Principles of capacity building, skills planning and skills level assessments is described in terms of their impact on job training and skills development
IAC0503	Coaching and mentoring methods and techniques are described
IAC0504	Intrapersonal relationships and social considerations are describe and their effect on productivity in the workplace is discussed
IAC0505	The effect of clear job descriptions on the training process is outlined
KM-09-KT07	**Life Skills**
IAC0701	Interpersonal relations are defined with mention of their importance in the work environment
IAC0702	Core life skill including self-awareness, problem solving, decision making, critical and creative thinking, conflict handling and adaptability are defined and their role in the workplace is discussed
IAC0703	The need for working in a team is motivated and the aspects and difficulties are highlighted along with actions to mitigate such difficulties
IAC0704	Time management is defined and its importance in the workplace outlined
Practical Skills	
PM-2a-PS01	**Set performance goals and conducting performance interviews**
IAC0101	An understanding of the relation between performance goals to performance and the production plan of the entity is demonstrated
IAC0102	The correct use of procedure during the interview or the session is demonstrated
IAC0103	The appropriate interpersonal skills are used to deal with emotions and responses of the worker
IAC0104	The performance goals are correct and the measures to address performance problems are appropriate
PA0101	Work out norms (calculation) and quality norms
PA0102	Set daily team and individual performance goals to direct performance
PA0103	Identify performance related problems
PA0104	Conduct a performance interview
PA0105	Identify problem areas and apply problem solving skills to recommend actions to address those
PM-2a-PS04	**Determine personnel requirements to meet production schedules**
IAC0402	The relation between human resources, skills, and achievement of production targets is understood
PA0404	Compile an organogram of the workplace including the section of the farm
PM-2b-PS01	**Conduct a practical exercise to control and evaluate the agricultural practices in a Vineyard or orchard based on case study information**
IAC0103	What-if scenarios are produced that are relevant to a horticultural farm and the problem-solving and the issues are sufficiently addressed by decision making
IAC0104	A continuous improvement diagram is produced that is relevant to horticultural production
PA0108	Conduct a daily feedback session with a team to discuss achievement of targets or under-performance
PM-2b-PS02	**Control and monitor attendance**
IAC0201	Time and attendance records are accurately interpreted and tally with the wages
IAC0202	Wages and payslips are accurate according to the attendance
IAC0203	The pay slip is accurately interpreted and explained with reference to all deduction or additions
IAC0204	The correct procedure is applied in the processing of leave application
IAC0205	Absenteeism is identified according to the attendance record and correct procedure is applied

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PA0201	Complete wage administration and attendance forms according to time and attendance records
PA0202	Calculate extra remuneration according to the control system
PA0203	Check wages and pay slips for correctness
PA0204	Explain the pay slip additional payments and deductions
PA0205	Process an application for leave
PA0206	Apply the procedures to address absenteeism
PA0207	Apply the principles of a time control system

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Chapter 1
Team Management

learning outcomes

The content of this chapter is aimed at helping you to:

- Manage teams of workers effectively.

1. Team Management

Commercial citrus farming is a big job, and on a large farm there can be dozens or even hundreds of workers involved in production, especially during a busy period like harvest. These workers will do all sorts of different jobs, and will often work in teams to do their work.

These teams are only effective if they are well managed, both by their individual supervisors or team leaders, and by you as the foreman. Proper team management involves more than just giving orders; you have to be able to lead, motivate, and develop the skills of your workers.

A well-led, motivated, skilled team of workers will be more effective and more efficient. This will make sure that jobs are finished on time and done to the right standard in terms of quality and safety. Further, good leadership will make workers feel respected and valued, and a happy worker is a productive worker.

2. Team Dynamics

Before you can manage a team effectively, you first need to understand how teams work. Teams are made of individuals, who will all be different, and will have different relationships with other members of the team. This web of relationships is referred to as the 'dynamics' of the team.

These team dynamics will affect the way team members work together, which can affect the team's productivity and work quality. Good relationships between team members (good team dynamics) will create a productive work environment, while poor relationships can cause problems and disrupt work. Let's discuss some of the factors that affect team dynamics.

Firstly, the different roles of each team member will affect how they relate to each other. For example, one worker might be assigned to be the team leader, and they will have more authority than other workers, which will change how the other workers see and treat them. This means it is very important to assign the right roles to the right workers.

Next, your workers need to trust each other and their leaders, both in the team and higher up in management. A team that trusts one another works more efficiently, communicates effectively, and supports each other during challenging tasks. This is especially important when dealing with dangerous equipment or hazardous situations like agrochemical spills.

Finally, a team must have a shared vision of what their goal is, and how to best achieve it. People will always have differences in opinion, especially in a country as diverse as ours, but these differences can be very helpful for getting a wide range of viewpoints.

If you can get workers to put their differences aside and focus on a single goal (such as a good harvest), they will be much more effective. Even better, they will be able to share their

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individual strengths and help with individual weaknesses, sharing skills and experience to create an effective workforce.

3. Leadership Styles

Now that we have discussed what makes a good team function, let's discuss some of the different leadership styles and their strengths and weaknesses. All leaders, from top management to you as a foreman down to the harvest team leader in the orchard, will need to decide which leadership style is best for their job. Choosing the right or wrong style can significantly impact the team's performance and morale.

The leadership style that works for one team may not work for another, so just because a certain leadership style suits you and the team you are currently managing, does not mean that it will always work. A good leader should be flexible, changing their leadership style based on the needs of the team and the situation they're dealing with.

It is also worth noting that you can combine different elements of leadership styles, and even change between them regularly depending on the situation. The most common leadership styles we will discuss are:

- Autocratic leadership
- Democratic leadership
- Delegative leadership

3.1. Autocratic Leadership

Autocratic leadership involves the leader being the only one who makes decisions, with little or no input from team members. You can think of it as "what the boss says goes". At first this can seem like a bad way to lead, but it can be very useful when quick decisions need to be made, or when the workers being led have little experience in the task being performed.

You should however be careful if you adopt this style, as it can lead to low morale. Your workers can end up feeling like they are just 'cogs in a machine' and that they and their input is unvalued by management, which can lead to an unhappy (and thus unproductive) workforce.

3.2. Democratic Leadership

Democratic leadership involves taking input from team members during decision-making. This style is very effective for making workers feel heard and respected, and taking in a diverse range of opinions on decisions. A wide range of different viewpoints can often be very useful when planning complex tasks.

The risk with democratic leadership is that it can be slow, especially if the team is large or the decision in question is complex. Further, if the discussions on decision-making are not properly managed, it can lead to arguing and resentment between team members.

3.3. Delegative Leadership

The final style of leadership we will look at here is delegative leadership, also known as 'laissez-faire leadership'. Laissez-faire is a French term which loosely means 'letting things be'. Delegative leadership is thus characterised by the leader being as involved as little as possible, providing only general guidance and allowing the team members to make their own decisions.

Delegative leadership is great for building worker confidence and allowing workers to work in the way that they feel they will be most productive. It can also create a very

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smoothly operating team, if all the workers are skilled enough to operate relatively alone.

The risk with delegative leadership is that the team may become uncoordinated if everyone goes off and does their own thing, without telling anyone else. This means that when you use this style, you should still keep a close eye on the work, and make sure the team is communicating properly.

4. Conflict Resolution

In any group of people who spend enough time together, there will almost certainly be some conflict, even if it is very minor. This means that you need to be able to manage and resolve conflicts in a way that leaves every team member feeling heard, the issue solved (as far as possible), and keeps the team productive. There are a few ways to do this, so let us take a look at some of them:

Firstly, you should address issues between workers early. If you see animosity building between workers, don't wait for it to turn into a full-blown fight or a breakdown in the team. It is better to sort the issue out as soon as you are aware of the issue. The best way is to schedule a meeting with all the involved workers before acting (if necessary) or offering advice.

When you are handling conflicts, especially while having meetings with workers in conflict, you need to do your best to stay neutral. Listen to all sides of the story with an open mind, and do not pass judgement or take sides until you have heard everything.

If you start off taking sides after hearing from one worker, the other workers may not want to talk to you, even if they feel they are in the right. The best way to solve conflicts is to hear everyone out, and then to try to find a solution that all workers involved can accept.

To be able to have these meetings in the first place, you need to encourage open dialogue among workers. Workers should not feel afraid to express their opinion or feelings, especially to you as their leader. For more information on communication refer to the relevant material.

5. Motivation and Morale

A motivated team is a productive team. If your workers feel good about what they do, that they are doing important work in a workplace where they are respected and valued, they are more likely to stay focused, and committed to achieving the team's goals to the best of their ability.

This means that it is a part of every leader's job to keep his team motivated, with high morale. The first way to keep a team motivated is to have clear goals. Setting specific, achievable goals will give your team members a sense of purpose and direction, which are both very important for keeping workers productive.

Secondly, you must make sure to recognise and celebrate achieved goals and good work. Even something as small as personally thanking your workers for their hard work after they achieve a goal can go a long way to making them feel valued. Workers are more likely to work hard if they know it will be noticed and appreciated by their leaders.

Finally, you should try to create a good work environment. The environment the team works in should make them feel safe, respected, and supported. If workers hate the place they work and the job they do, they are less likely to care much or try hard.

6. Performance Monitoring

A very important part of leading and managing a team is making sure that your leadership techniques are actually working. The best way to know if you are leading a team well is if

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they are being productive or not, and the best way to know this is to monitor their performance.

Performance monitoring, put simply, is just checking that your workers are doing the work they are supposed to, to the right standard and in the right amount of time. For example, imagine you are leading a picking team. Measuring their performance would involve comparing the targets for picked fruit to how many your team actually picked.

The first step in performance monitoring is setting clear goals. These can be as simple as "we need to pick 300 fruit today" or as detailed as "we need to reduce wasted agrochemical usage by 3% during the next two seasons". Giving an exact definition of what you expect from your team allows them to plan their work properly, without under-performing or pushing themselves too hard to over-perform.

Once the goals are set, you should regularly monitor the completion progress of these goals. If you notice that progress is going too slow or too fast, you should immediately step in and help your team adjust their activities to better fit the goal timeline.

7. Training and Development

Farming involves many different tasks, some of which are highly skilled and requiring extensive training, such as performing laboratory tests. Some tasks, however, such as picking, can be taught relatively easily. Either way, workers will still need training to develop their skills.

Training can be done for many reasons, including fixing substandard performance, assigning teams to new jobs, onboarding new workers, or helping a promising worker upskill themselves and develop their careers further.

If you decide workers need training (or even retraining) in a skill, it is best to use a professional training organisation which provides courses, material or qualifications on citrus-specific skills. Some of these courses can be as short as a day for something like scouting or picking, whereas more complex tasks like mechanical repair may require the worker to leave the farm for a few weeks.

Well-trained workers will do their jobs better, and also feel more confident while working. Training also offers the obvious advantages of teaching up-to-date techniques and standardising production practices across the farm.

When it comes to helping workers with career development, this can be a very good way to keep talented workers on your workforce for the long term. A worker may join as a picker, and through showing hard work, be given further training by the farm to achieve higher and higher positions in the workforce.

A worker like this, who has been with the farm for years, or even decades, and has done good work and been properly rewarded, is extremely valuable. These workers will be committed to the farm, and, having 'started from the bottom', will respect and understand the needs of all the workers on the farm.

Training workers extends past external courses or materials, as you, as an experienced foreman, have a lot you can teach a young worker who may one day end up in your position.

You should always be willing to answer questions, offer advice, demonstrate skills, and provide information to workers looking to improve their work and skillset. Ultimately, any improvement in an individual worker is an improvement for the farm as a whole.

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summary

Chapter 1 – Team Management

- Citrus farming involves many workers in many teams, and these teams are only effective if they are well managed.
- Proper team management involves more than just giving orders; you have to be able to lead, motivate, and develop the skills of your workers.
- Teams are made of individuals, who will all be different, and will have different relationships with other team-members, referred to as the 'dynamics' of the team.
- The different roles of each team member will affect how they relate to each other, making it very important to assign the right roles to the right workers.
- Workers need to trust each other and their leaders, both in the team and higher up in management, to work effectively.
- Teams must have a shared vision of what their goal is, and how to best achieve it, so that they can share skills and cooperate.
- The leadership style that works for one team or situation may not work for another, so a good leader must be flexible and adaptable in their leadership style.
- The most common leadership styles are autocratic, democratic, and delegative leadership.
- Autocratic leadership involves the leader being the only one who makes decisions, with little or no input from team members.
- Autocratic leadership can be useful for quick decision-making or unexperienced teams, but can lead to low morale.
- Democratic leadership involves taking input from team members during decision-making, and is good for team morale, but can be slow and lead to arguments.
- Delegative leadership involves the leader providing only general guidance and allowing the team members to make their own decisions.
- Delegative leadership is good for building worker confidence and can be very effective for a team of well-trained workers, but can lead to uncoordinated work if communication is lacking.
- In any team, there will be conflict, and you need to be able to manage and resolve conflicts in an effective way.
- Any issues between workers should be addressed early with a meeting between the involved workers, before it blows up.
- You should stay neutral when handling conflicts, especially while having meetings with workers in conflict.
- The best way to motivate teams is to set clear goals, recognise and reward the achievement of these goals, and creating a good work environment.
- Performance monitoring involves setting clear goals and regularly monitoring the completion progress of these goals.
- Worker training can be done for many reasons, and it is usually best to use a professional training organisation which provides courses, material or qualifications on citrus-specific skills.
- Helping a worker with career development can be a good way to secure a committed worker for life.

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- You should always be willing to answer questions, offer advice, demonstrate skills, and provide information to workers looking to improve their work and skillset.

assessment activities

- ✓ **Activity P1**: Complete this activity to test your knowledge of team management.
- ✓ **Activity F1**: Complete this activity to test your knowledge of the entire module.

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