



Citrus Orchard Foreman Occupational Learning

Work Scenario Guide

K5: Communication

Qualification:	110667 – Occupational Certificate: Orchard and Vineyard Foreman
Work Scenario:	K5: Communication
Learning Area:	K: Lead a team to perform farming operations productively and safely
Scenario Description:	You need to communicate effectively with workers, management, consumers, and others, across a range of scenarios and contexts, about a range of matters.

© Citrus Academy 2026

1st edition (06/2026)

Content originator:
Citrus Academy

Occupational alignment:
Ukudla Namanzi (Pty) Ltd

Disclaimer

By accepting this document and reading its contents you agree to be bound by the terms of this disclaimer.

The use of the contents of this document is at your own risk. Neither the Citrus Academy NPC nor Citrus Research International (Pty) Ltd or the Citrus Growers' Association NPC warrant that the content of this document is suitable for your intended use or that it is free of inaccuracies or omissions. The opinions and advice expressed in this document are not necessarily those of the Citrus Academy NPC, Citrus Research International (Pty) Ltd or the Citrus Growers' Association NPC. The Citrus Academy NPC, Citrus Research International (Pty) Ltd and the Citrus Growers' Association NPC, their directors, officers, employees, agents and contractors shall not be liable for any loss or damage of any nature suffered by any person as a direct or indirect result of the use of, or inability to use any advice, opinion or information contained in this document, or any misrepresentation, misstatement or omission, whether negligent or otherwise, contained in this document.

You indemnify the Citrus Academy NPC, Citrus Research International (Pty) Ltd and the Citrus Growers' Association NPC against any claim by any third party against the Citrus Academy NPC, Citrus Research International (Pty) Ltd or the Citrus Growers' Association NPC, their directors, officers, employees, agents or contractors arising from, or in connection with, the use of, or reliance on, the contents of this document. It is your responsibility to determine suitability of the contents of this document for your intended use.

Contents

Alignment Information	4
Qualification	4
Modules	4
Learning Outcomes	5
Chapter 1 Communication	7
1. Communication	7
2. Types of Workplace Communication	8
2.1. Verbal Communication	8
2.2. Written Communication	8
2.3. Non-verbal Communication	8
2.4. Visual Communication	9
3. Communication Challenges	9

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

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-08-KT04	General farming business management
IAC0406	Reasons for and procedures for effective meetings are justified
KM-09-KT01	Overseeing principles
IAC0104	The different management styles are listed and explained
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
KM-09-KT02	Organisational structures
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
KM-09-KT04	Managing teams of farm workers
IAC0406	The principles of performance management and appraisal is outlined
IAC0407	The importance of continuous personal development and the process thereof is given
KM-09-KT06	Communication
IAC0601	Clear and effective communication is defined and its aspects outlined
IAC0602	The importance of clear communication is discussed
IAC0603	Communication principles which enhance clarity e.g. moving at the pace of the colleague/team, sensitivity to context is explained
IAC0604	Communication patterns are identified and their impact on clear communication outlined
IAC0605	The types of communication such as verbal, non-verbal and written are outlined and their appropriate uses are given
IAC0606	Factors influencing communication are described and identified as either barriers or as enhancing factors
IAC0607	The role of verbal and written communication in the work environment is outlined
IAC0608	The process of and aspects such as the need for clarity and cultural awareness of giving instructions are described
IAC0609	Communication is discussed in terms of its role in information gathering, recording and reporting
IAC0610	The types of meetings on the farm is given
IAC0611	Meeting procedures are laid out to optimise for efficiency
IAC0612	The roles of the chairperson and participants is described

IAC0613	Methods for controlling the meeting is described
IAC0614	The role of agendas and minute taking is outlined
IAC0615	Best practices for presentations are discussed
IAC0616	The need for and process of planning a meeting is explained
Practical Skills	
PM-2a-PS01	Set performance goals and conducting performance interviews
IAC0102	The correct use of procedure during the interview or the session is demonstrated
PA0102	Set daily team and individual performance goals to direct performance
PM-2a-PS04	
PA0407	Negotiate wages
PM-2a-PS05	Build relationships to enhance team performance (communication)
IAC0501	A written self-development plan
IAC0502	An analysis of positive and negative factors that influence team performance
IAC0503	An action plan to build stronger relationship
PA0501	Perform a self-assessment using a checklist
PA0502	Perform peer assessment
PA0503	Establish a self-development plan
PA0504	Identify positive and negative factors that influence team performance
PA0505	Compile a plan of action to build stronger relationships
PM-2b-PS01	Conduct a practical exercise to control and evaluate the agricultural practices in a Vineyard or orchard based on case study information
IAC0106	The feedback session is held with the team and is pertinent to the achievement of production targets
IAC0107	The production operation is practically demonstrated and meet the standard for the operation
PA0108	Conduct a daily feedback session with a team to discuss achievement of targets or under-performance
PM-03-PS04	Disseminate information to fellow workers and management
IAC0401	The correct and appropriate information is contained in the presentations for the information sessions and the management presentation
IAC0402	The appropriate content of the notice and the brochure is given
IAC0403	The design and structure of the notice, the brochure and the presentation are produced according to specifications
IAC0404	The meeting procedures are followed
IAC0405	The toolbox talk is relevant and to the point
PA0401	Plan information sessions
PA0402	Plan and prepare a presentation to management
PA0403	Prepare presentation to information sessions
PA0404	Design and prepare a notice to be displayed in the work area
PA0405	Design and prepare a brochure with information to workers
PA0406	Plan and conduct a meeting by following the correct procedures
PA0407	Plan and conduct a morning briefing session with work team

Chapter 1

Communication

learning outcomes

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

- Communicate effectively with workers.

1. Communication

Communication is a very important skill in any workplace where groups of people work together, and citrus farming is no different. Communication happens in many different places on a farm, between managers and shareholders and suppliers and workers and many more individuals and groups. In this material we will be focusing on communication with workers by a team leader, in this case you.

Good communication makes sure that everyone involved with the farm is on the same page, well-motivated, and working towards common goals. Effective communication can increase productivity, safety, teamwork, and morale; all of which are very important parts of a well-run farm.

In your role as a foreman, it is essential that you develop strong communication skills. Let's discuss some of the strategies and tips that you can use to improve communication with your team and across the farm:

Firstly, you should always be clear and concise when communicating. When you are giving instructions and feedback to workers you should try your best to be simple and to the point. Using unnecessary details and dancing around a topic will do nothing but confuse and irritate your workers.

Use plain language, say exactly what you mean (even if it is uncomfortable or will make the worker unhappy), and repeat important information if necessary. Once you have communicated, make sure that everyone understood exactly what you said, do not assume they did because they just looked like they were listening.

You should however not be rude or threatening. You want your workers to feel comfortable coming to you with problems or questions. If they feel you are going to shout at them or act rude, they simply won't come to you with problems, which can have disastrous effects.

You should try to create an environment where workers feel comfortable providing feedback, even if it is negative feedback about you as a foreman. If you are doing something wrong it is much better to have your workers being honest, and hurting your pride a little, so that you can improve, for your sake and the good of the farm.

All good communication is built on trust and respect. If you put the time into getting to know your workers and their strengths, weaknesses and personalities, they will feel much more valued and respected. This will lead to better communication, as people who feel valued and respected are more likely to communicate openly and honestly.

2. Types of Workplace Communication

On a large, busy farm, it may not always be feasible to find the worker you wish to talk to for a face-to-face. They or you may be busy, or far away from each other. Therefore, you shouldn't use just one method of communication.

Using a combination of all the types of communication is best, as they have their own strengths and weaknesses, and some are more effective in some situations than others. For example, you wouldn't want to remind workers to wash their hands by making them read a 10-page notice about the risks of bacteria when a simple sign would work.

The four basic types of communication you could employ are:

- Verbal Communication
- Written Communication
- Non-verbal Communication
- Visual Communication

2.1. Verbal Communication

Verbal communication refers to all communication that is spoken, including face-to-face conversations, meetings, or phone calls. When leading a team on a farm you will often be required to give instructions, ask questions, and provide feedback to workers, most of which will be done verbally.

Good verbal communication involves giving clear instructions, listening actively and thinking carefully about what your workers have to say, and providing constructive feedback to workers, including both criticism and praise.

When speaking, you should never use a threatening tone of voice or shout, as you want your workers to feel respected and it is wrong to treat workers like that. On the other end, you also don't want to be too friendly or relaxed, as workers must remember that you are their superior and that they owe you respect and should follow your direction.

2.2. Written Communication

Written communication is all text-based communication, including letters, text messages, emails, written notices, documents, reports, and much more. Written communication is useful for saying something that may need to be repeated or kept for later, such as keeping records of email conversations with workers about disciplinary issues.

Just like with speaking, you should never be rude or demeaning when writing to workers, but you should not be too casual in your use of language. Again, your writing should be clear and simple, especially since many farm workers may struggle with reading.

2.3. Non-verbal Communication

Non-verbal communication is when we use parts of our body other than our voices to communicate. This includes your body language, facial expressions, and gestures. Non-verbal communication can be very useful, and we as people use it almost every day.

For example, think about when you make a hand gesture for someone to come to you, or frown at someone who has made you sad. Our body can say a lot very quickly if you can communicate well non-verbally.

In terms of body language and facial expressions, you should try to be open and welcoming, and never threatening. Walking around quickly, hunched over with an angry look will make you less approachable to workers, compared to if you had a welcoming smile and an open body language.

When it comes to gestures such as hand-waving or calling someone, you should be careful not to accidentally make a rude gesture, as some hand gestures that are harmless or friendly in one culture can be offensive and even derogatory in another culture.

2.4. Visual Communication

Visual communication is the use of images, diagrams, and visual aids to convey information. This includes using maps, diagrams, signs, labels, charts, graphs, pictograms, among others.

Visual communication should always use clear imagery to avoid confusion, and should try to be simple and clear and to-the-point. Using colour and standardised designs (such as warning signs being square and red and exit signs being green and round) can help with getting your message across quickly.

3. Communication Challenges

Now that we have talked about good communication and the various types of communication, we should take a moment to discuss factors that might hinder good communication between you and your workers. There are several factors that might make communication more difficult, and it will help if you know these barriers beforehand, so that you know how to get around them.

As you may know, South Africa has 11 official languages, and many more spoken by smaller populations. This means that it is very common for us to run into people who do not speak our language as fluently as we do, or do not speak any language in common with us at all.

Language differences can obviously create misunderstandings, both when there is a total lack of understanding, or when similar terms in two different languages are confused with each other. The best thing you can do is to try and make sure all workers speak the same language, at least to a basic level, and this may require sending workers for training in that language.

Unfortunately, it may not always be feasible to send workers for language training, as learning a language, especially from scratch, can be a costly and multi-year process. In these situations, you should try to group workers who speak the same language together, or put workers who can speak multiple languages and act as translators in each group of workers.

You should never mock another worker's accent or language, and you should discipline any workers that do. Making fun of someone's accent or language is a form of racism, and can make the victims feel very unwelcome and unhappy, creating a rift in your team.

The next barrier to good communication is a lack of good listening skills. Communication is a two-way process, so it may be that your workers or you yourself are not listening properly. Not listening carefully can lead to miscommunication, and to people feeling disrespected and unvalued.

As we have mentioned, it is essential to teach and practice active listening, where you focus entirely on the speaker, do not interrupt, ask questions if needed, and confirm that you understand exactly what they are saying.

We have already mentioned how a lack of clarity in communication can be a problem. Vague, unclear instructions can be misunderstood and misinterpreted. To avoid this, always

be specific and clear about what is required and when it should be done. Avoid using jargon or overly complicated language unless necessary.

The physical world can also hinder communication, with physical barriers to communication such as noise from machinery, distance, or weather making communication difficult. Using radios, walkie-talkies, or other tools can help overcome these challenges and ensure that instructions and messages are heard clearly.

Finally, our emotions can get in the way of good communication. If someone is angry or stressed, they may be unwilling or unable to listen and communicate effectively. You should always try to be calm and approachable, especially in difficult situations. If workers are showing emotional issues with communicating, you should call meetings with those workers to try and help them sort out the problem as soon as possible.

summary

Chapter 1 – Communication

- Good communication makes sure that everyone involved with the farm is on the same page, well-motivated, and working towards common goals.
- Communication should always be clear and concise, with instructions and feedback being simple and to the point.
- You should use plain language, say exactly what you mean (even if it is uncomfortable or will make the worker unhappy), and repeat important information if necessary.
- Once you have communicated, make sure that everyone understood exactly what you said, do not assume they did because they just looked like they were listening.
- Workers should feel comfortable communicating with their team leaders, and leaders should never be rude or threatening.
- All good communication is built on trust and respect, and this can be improved by getting to know your workers.
- Leaders should use a combination of the four basic types of communication, being verbal, written, non-verbal, and visual communication.
- Verbal communication is spoken and should involve clear instructions, active listening, and constructive feedback.
- Written communication is text-based and should involve clear statements and simple language.
- Non-verbal communication uses body language, facial expressions, and gestures; and should be non-threatening, clear, and culturally sensitive.
- Visual communication uses images, and should use clear, colourful, standardised design.
- Language differences can create misunderstandings, so you should either train all workers in one language, group workers by language, or use multilingual workers as translators.
- Workers should never mock another worker's accent or language, and any that do should be disciplined, as this is a form of racism.
- Physical barriers to communication should be overcome using communication tools like radios.
- Emotions can hinder communication, so you should meet with workers if they have any emotional issues to try and sort them out.

assessment activities

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