

Crop production Level-III

Based on March, 2018, Version 3 Occupational Standards (OS), V1
Curriculum



Unit of Competence: Lead Workplace Communications

Module Title: Leading Workplace Communications

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LG #01	LO# 1 Communicate information about workplace processes
Instruction sheet	
<p>This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:</p> <ul style="list-style-type: none">• Selecting appropriate communication method• Communicating multiple operations.• Using questions• Identifying correct sources of information• Selecting and organizing information correctly• Requiring verbal and written report• Maintaining communication skills. <p>This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:</p> <ul style="list-style-type: none">• Select appropriate communication method• Communicate multiple operations.• Use questions• Identify correct sources of information• Select and organize information correctly• Require verbal and written report• Maintain communication skills.	

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Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).

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Information Sheet 1- Selecting appropriate communication method

1.1 Definition

Communication is an act by which a person shares knowledge, feelings, ideas and information, in ways such that each gains a common understanding of the meaning, intent and use of the message.

Work place communication is the process of exchanging information and ideas, both verbally and nonverbally between one person or group within an organization. Effective communication is critical in getting the job done, as well as building a sense of trust and increasing productivity.

1.2 communication method

Communication can occur even without words. Our four senses, audio, visual, touch and smell, communicate. The ring of the alarm tells us it's time to wake up, the eyes gaze at the window and check for the time of day or weather, the touch of the wind on our skin tells us if it is hot or cold and the smell from the kitchen tells us what is cooking. When a message is sent from a source to a receiver, a specific mental or physical response this implies that communication occurs.

Communication is a two-way process. It has a transmitter and a receiver. Therefore, it is essential for facts to be transmitted in such a manner that the meaning intended is conveyed and the receiver understands the use of the message. That's why It becomes a two-way process.

There are many different types and methods of communication. For example, in India, people fold their hands in greeting. In Japan, people bow from the waist. In Pakistan, people touch their forehead with the right hand. What about in Ethiopia? Simple gestures are an effective means of communication. An effective and culturally sensitive communicator is able to read feelings and reactions through these gestures.

Communication is a process. It is the process of transmitting meaning between individuals. Early human beings communicated through symbols and gestures. Later,

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the spoken word, in the form of language, was used for communication. As technology developed, written words and media were used, in addition to symbols, gestures and the spoken word.

Research shows that, on average, a person spend about 70 percent of his/her active time communicating speaking, reading, gesturing, writing, listening and watching. Communication can be defined as a process of meaningful interaction whereby a person not only sends but also receives and understands a message. Communication always has a purpose.

1.3 Types of communication

Communication can be categorized into four different types, depending on the nature of the interaction.

A. Intrapersonal communication:

is a type of communication whereby a person interacts with himself/herself. This type of communication is intrinsic or reflective.

Intrapersonal communication takes place within a single person. It is usually considered that there are three aspects of intrapersonal communication, self-awareness, perception and expectation.

- Self-awareness is the part of intrapersonal communication that determines how a person sees him or herself and how they are oriented toward others. Self-awareness involves three factors: beliefs, values and attitudes.
- Perception is about creating an understanding of both oneself and one's world and being aware that one's perceptions of the outside world are also rooted in beliefs, values and Methods and Approaches of workplace Communication attitudes.
- Expectations are future-oriented messages dealing with long-term roles, sometimes called „life scripts“.

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Intrapersonal communication is used for clarifying ideas or analyzing a situation and also reflecting on or appreciating something. Self-awareness is a life skill that is practiced and then applied to overcome the day-to-day challenges of life in a more positive and effective way. Self-awareness also affects one's view of oneself in the context of either being

B. Interpersonal communication:

Is a type of communication where there is one to-one interaction or interaction among a small group this is the most commonly used/practiced form of communication.

Interpersonal communication is the interaction between two or more people or groups. You will be using this form of communication all the time during your office work. This form of communication can be face-to-face, two-way, verbal or non-verbal interaction, and includes the sharing of information and feelings between individuals or groups. The most important parts of interpersonal communication are characterized by a strong feedback component, and it is always a two-way process. Interpersonal communication involves not only the words used, but also various elements of nonverbal communication. The purposes of interpersonal communication are to influence, help and discover as well as to share and perhaps even play together. The main benefits of interpersonal communication include the transfer of knowledge and assisting changes in attitudes and behavior. It may also be used to teach new skills such as problem solving. The communication takes place in both directions from the source to the receiver and vice versa. There is a chance to raise questions and start a discussion so that the idea is understood by both parties. Since the communication is interactive there is a high chance of utilizing more than two senses such as seeing, hearing and touching. Adoption of a behavior passes through several stages and interpersonal communication has importance at all of these stages. So if you want to help someone change their workplace behavior you will certainly have to use interpersonal communication effectively. This is especially important when the topic is taboo or sensitive..

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C. Intergroup communication:

is a type of communication where interaction between different groups takes place. It is most often their salient social memberships and not their individual characteristics that shape the communication. Thus, intergroup communication examines how our communication provides information about our identification with different groups in society, as well as how information about groups and group membership shape communication. While communication is acknowledged to be both an interpersonal and an intergroup phenomenon, intergroup communication scholars argue that much of our communication is in some way intergroup (where groups include, for example, age, ethnicity, sexual orientation, or political party). Intergroup communication views communication as a dynamic process where each speaker's cognitions, emotions, and motivations influence communication behavior in interactions. These processes are argued by intergroup communication scholars to underpin communication across many different contexts. Intergroup communication also focuses on explaining conflict and miscommunication and, in particular, intergroup communication focuses on communication between dominant and subordinate groups. The systematic study of intergroup communication has its strongest roots in social psychology, together with socio-psychological areas of communication.

D. Mass communication:

is a type of communication where a large body (millions of people) is addressed. Mass communication is a means of transmitting messages to a large segment of a population. Electronic and print media are commonly used for this. The word „media“ is currently used to refer not only to broadcast media such as radio, the internet and television, but also to print media such as papers, magazines, leaflets and wall posters. Remember also the importance of local folk media such as local art, songs, plays, puppet shows and dance. The powerful advantage of mass media over face-to-face contact is the rapid spread of simple facts to a large population at a low cost. The main effects of mass communication are the increased knowledge or awareness of an issue,

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the potential influence on behaviors at the early stages and the possibility to communicate new ideas to early adopters. The other benefits of mass communication are accuracy and plausibility. Think of the influence of a newspaper article, giving the opinion of a highly respected person. However it also has limitations. These include the lack of feedback because the broadcaster transmits this message without knowing what is going on in the receiver's mind. There is also the danger of selective perception because the audience may only grasp part of the message, or selectively pick up the points that they agree with and ignore others. Mass communication does not differentiate between targets and so some people may think. „This does not concern me“. It only provides non-specific information because it is broadcast to the whole population, and it is difficult to make the message fit the local needs of your community, whose problems and needs may be different from the rest of the country. For an effective mass media communication, the message or advice should be realistic and pre-tested so that it is transmitted accurately without distortion. The message should be useful in creating awareness, and has to be followed by individual or group approaches to achieve positive behavior change

1.4. Modes of communication

There are two modes of communication

A. Verbal communication (written and oral communication)

B. Nonverbal communication

A. Verbal communication is such which engages the use of words – whether written or spoken.

- Written communication is such communication done through writing. Letters and correspondence , written news and articles from magazines, newspapers and the likes, books and other reading materials, literary pieces such as essays, short stories and the likes, song and poetries, billboard materials, bulletins and any other written forms comprise this kind.

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- Oral communication uses spoken words. Thus, speeches-whether formal or informal, discourses like debate, argumentation and open forum, dialogues and monologues, poetry readings, drama presentation, singing or just common talks, all of these fall under the category of oral communication.

B. Non-verbal communication: It is neither written nor uttered but it is such an effective means of communication. This is the Sign communication or the Sign Language. It uses the aids of the hands, the fingers, the eyes, and other body mechanism as in the form of gestures. Sometime, it simply aids the oral communication in getting the idea across but in some cases, it is the only means of having an understanding with each other

- Communication can be verbal and non-verbal. In verbal communication, we use words/language in the written or spoken form. Non-verbal communication is often given secondary importance, but it is much more important than verbal communication. It includes a series of gestures, such as facial expressions, signs, body movements, eye contact, tone of voice, and sounds.
- In normal interpersonal communication 5-10 per cent of total communication is verbal while 90-95 per cent is non-verbal. People can receive valuable information through non-verbal cues such as:
 - ✓ Body language
 - ✓ Eye contact
 - ✓ Facial expression
 - ✓ Head nodding or shaking
 - ✓ Playing with objects
 - ✓ Making sounds
 - ✓ Signs
 - ✓ Touch
 - ✓ Taste
 - ✓ Silence

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1.5 Process of workplace communication

The process of communication always contains messages, which are to be transmitted between the parties. There are two parties - one is 'Sender', who sends the message and the other 'Receiver', who receives it. Generally, the process of communication is said to be complete when the receiver understands the message and gives the feedback or response. At road-crossings red light of the traffic signal sends the message to stop the vehicle. When people stop their vehicles by seeing the red light, it is the feedback or response. This feedback may be in any form. Even while talking to your friend 'nodding of the head' is treated as feedback. Thus, feedback becomes an essential element in the process of communication along with message, sender and receiver.

Hence 'Communication process' includes the following elements:

- **Sender** - The person who sends the message. Also known as the source.
- **Receiver**-The person who receives the message.(LISTNER)
- **Message**- Subject matter of communication. It may contain facts, ideas, feelings or thoughts.
- **Medium** – the channel used to carry the message
- **Feedback** - Receiver's response or reaction or reply to the message, which is directed towards the sender.

See the diagram shown below

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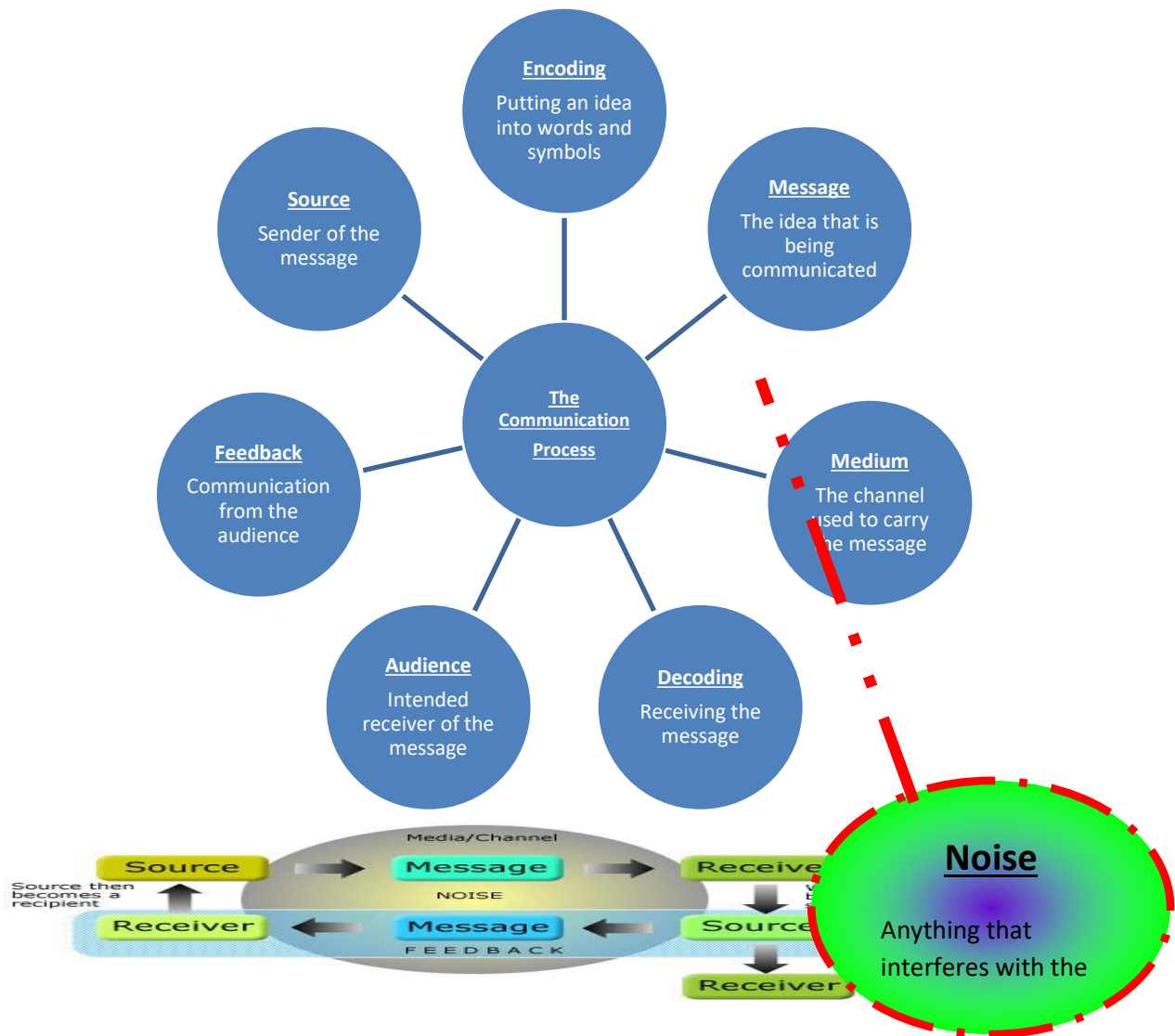


Diagram 1 processes of communication



Self-check 1	Written test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. What is lead work place communication?(5pts)

2. List and explain types and modes of communication?(5pts)

3. List and explain the elements of communication process? (5pts)

4. Define intrapersonal and inter personal communication?(5pts)

Note: Satisfactory rating - 10 points and above points

Unsatisfactory - below 10

Answer Sheet

Score = _____
Rating: _____

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Information Sheet 2- Communicating multiple operations

2.1 Means/methods /of communication

Over time, the methods and means used to communicate have expanded greatly. In early records, hieroglyphics and primitive cave paintings were used to communicate information and transmit messages. Oral stories and traditions were also passed down through generations and eventually many of these stories also came to be written down in some cultures.

There are various ways through which we communicate with each other. These may be called as the means/methods/ of communication. In face-to-face contact we use different parts of our body or we directly talk to others while communicating our message. Where face-to-face communication is not possible, we take the help of some other means through which we usually convey our messages. For example, we may use letters to convey written messages; talk to others over telephones; send telegrams and use various other modern machines like computers, fax machine, etc. to communicate our messages. The means to be used in our communication process depend upon the purpose of communication. For example, to send any urgent message we generally use telephone; for any important matter for which a written document is required, we use letter, telegram, fax, etc. Now-a-days modern technology has given us a wide option to choose the means according to our requirement and liking.

Let us discuss some of the important means of communication commonly used in business and work places.

Letters:

Letters are a written form of communication. These can be sent or received by individuals or organizations. Written messages in the form of letters can be delivered to the receivers through special messenger, post offices or private couriers. This method is mostly used where face-to-face communication is difficult or other means are not easily available. It helps in keeping a record of the communication. The cost involved is low in this means of communication.

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Telegram:

It is also a form of written communication by which messages can be sent quickly to distant places. It is generally used when there is an urgency of communicating any important message. It transmits message much faster than ordinary postal mail. This facility is available in all telegraph offices, where on payment of specific fee, we send our message. Charges are payable on the basis of number of words used in writing the message including the address of the receiver and sender's name. Hence, telegraphic messages are written in brief. Telegrams can be sent as ordinary or express. Express telegrams travel faster than ordinary telegram, for which extra charge is to be paid. To send telegrams to foreign countries cablegrams are used. Telegrams can also be sent by using telephone, which is called as phonogram. Here by ringing up the telegraph office through a telephone, the message can be recorded and later the telegraph office transmits the message to the receiver.

Phones:

Telephone is a very popular form of oral communication. It is widely used for internal and external business communications. Long distance communication is facilitated by STD (Subscriber Trunk Dialing) while international communication can be made through ISD (International Subscriber Dialing) facilities. Both government and private agencies provide telecom services. Telephone is mostly preferred as it helps in establishing instant communication. In business firms as well as government and private offices automatic switchboards known as private automatic branch exchange (PABX) are installed to facilitate internal as well as external communication. Now-a-days mobile phones are very popular as they give an access to the receiver at anytime, anywhere. This is an improvement over the fixed line telephone. It possesses many modern features like Short Messaging Services (SMS), Multi Media Messaging Services (MMS) etc., by using which written messages can be sent to the receivers.

Telex:

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Telex provides a means of printed communication using teleprinter. Tele printers consist of machines installed at different places which are connected to a central exchange through cable. In each machine a standard keyboard is fitted. Any message typed by using those keyboards at one end is automatically typed at the other end. Hence instant transmission is possible.

Fax:

Fax or facsimile is an electronic device that enables instant transmission of any matter, which may be handwritten or printed like letters, diagrams, graphs, sketches, etc. By using telephone lines this machine sends the exact copy of the document to another fax machine at the receiving end. For sending any message the documents on which message, diagram or drawing is typed or drawn has to be put in the fax machine and the fax number (a telephone number) of the other party has to be dialed. Then the fax machine at the receiving end will instantly produce the replica of the matter. This is the most commonly used means of written communication in business. The main advantages of Fax system are easy operation, instant transmission of handwritten or printed matters over any distance, simultaneous transmission to two or more receivers, etc. The machine also records each transaction of communication. The only limitation is that fax machines accept document up to a standard size. Again, as a usual practice, a copy of the same document is sent to the receiver through post for their record. The receiver at the other end also makes a photocopy of the document immediately after receiving the message through fax machine, because there may be chances that the ink used by the machine may fade away after some time.

E-mail: Electronic mail, popularly known as e-mail is a modern means of communication. The system makes use of electronic methods of transmitting and receiving information. In this case individuals, through the internet, open an e-mail account in their name from any ISP (Internet Service Provider). Then letters, messages, pictures or sounds can be sent through their computer to the e-mail accounts of other individuals. Whenever the other person will access his e-mail account he receives the

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message. The information is communicated audio visually and the process is extremely fast. This method is gaining popularity with increased use of internet among the users.

Voice Mail: It is a computer-based system for receiving and responding to incoming telephone calls. It records and stores telephone messages through computer memory. The caller can get the required information by dialing the voice mail number and then following the instructions of the computer. The individuals can also record their messages through voice mail. The receivers at their own convenience can get the message from the machines and take action accordingly.

Pager: is a wireless telecommunication device that receives and displays alpha numeric or voice messages. One-way pagers can only receive messages, while response pagers and two pagers can also acknowledge, reply to and originate messages using an internal transmitter. This is an instrument which can be used to receive any short messages from the sender at any time. Within a limited area if anybody wants to send any message to a person who does not have any fixed work place or he/she is in motion, then the message can be sent through pager. The sender dials a telephone number and gives his message orally to the company operating the pager service. This message is transmitted by the company to the person possessing the pager. The message travels through air in the form of electronic signal, which is converted into written message through pager. By reading that message the receiver will take action immediately. It is a system of one-way communication, which means; the receiver can only receive the message but cannot send any message through this machine.

Teleconferencing: Conference generally refers to a meeting of people for consultation or discussion regarding. Business Studies any common issues. Here people sit together and interact face to face with each other. But, teleconferencing is a system through which people interact with each other without physically sitting in front of others. People can hear the voice and see the picture of others and also respond to their queries even if sitting in different countries. It requires the use of modern electronic devices like

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telephone, computers, television etc. For every teleconferencing a central controlling unit is required that facilitate the entire process of communication. There are two different types of teleconferencing, one, audio-conferencing and other, videoconferencing.

Audio-conferencing - It is a two-way audio communication system in which the participants listen to the voice and respond immediately sitting at different places. People may listen to the voice through radio or television and put their queries by using telephone.

Video-conferencing - Besides listening to the voice, the participants of the conference can also see the picture of each other while talking themselves. This is called video-conferencing. There are two different types of video conferencing process.

- One-way video and two-way audio: In this system, the participants can listen to the voice and see the picture of the persons sitting at the studio. The audience maintains a contact with the studio through telephone and the persons at the studio listen to the voice of the participants.
- Both way audio and video: Here participants at both the end i.e., studio as well as audience end, are able to listen to the voice and see the picture of each other while talking amongst themselves.

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Self-Check – 2	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Short Answer Questions

1. List and discuss the means of communication (5pts)

2. Explain the difference between one way video and two way audio & both way audio and video(5pts)

3. Write at least five important means of communication commonly used in business and work places.(5pts)

Note: Satisfactory rating – 15 points and above Unsatisfactory - below 15points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____

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Information Sheet 3- Using questions to gain extra information

3.1 Introduction

This usually helps to resolve communication difficulties. Wherever, communication cannot be complete unless some strategies are employed on how to get feedback. Some of the strategies to resolve communication difficulties are to ask questions whether the message sent was understood correctly or not. In addition to asking questions the following strategies also of help: listening and clarifying

Listening and Clarifying

Listening and clarifying are also necessary for successful communication. It is just as important as talking. Through listening it is possible to learn:

- The needs of the customer
- The most effective and efficient ways to assist the customer
- The knowledge level of the customer

Through clarifying it is possible to learn:

- Whether the other person has understood the message the way it was intended.
For example, Tony could have asked his customer questions like 'Do you know what I mean by SDRAM?' or 'Do you need me to explain what a mini tower chassis is?' Did you mean that you want two copies of everything, or just two copies of the minutes and one copy of everything else?'
- You have probably used all of these questioning techniques before in your everyday life, at work and at home. But by consciously applying the appropriate kind of questioning, you can gain the information, response or outcome that you want even more effectively.

Questions are a powerful way of:

- **Learning:** Ask open and closed questions, and use probing questioning.

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- **Relationship building:** People generally respond positively if you ask about what they do or enquire about their opinions. If you do this in an affirmative way "Tell me what you like best about working here", you will help to build and maintain an open dialogue.
- **Managing and coaching:** Here, rhetorical and leading questions are useful too. They can help get people to reflect and to commit to courses of action that you've suggested: "Wouldn't it be great to gain some further qualifications?"
- **Avoiding misunderstandings:** Use probing questions to seek clarification, particularly when the consequences are significant. And to make sure you avoid jumping to conclusions, the Ladder of Inference tool can help too.
- **De-fusing a heated situation:** You can calm an angry customer or colleague by using funnel questions to get them to go into more detail about their grievance. This will not only distract them from their emotions, but will often help you to identify a small practical thing that you can do, which is often enough to make them feel that they have "won" something, and no longer need to be angry.
- **Persuading people:** No one likes to be lectured, but asking a series of open questions will help others to embrace the reasons behind your point of view. "What do you think about bringing the sales force in for half a day to have their laptops upgraded?"

More Tips:

- Make sure that you give the person you're questioning enough time to respond. This may need to include thinking time before they answer, so don't just interpret a pause as a "No comment" and plow on.
- Skillful questioning needs to be matched by careful listening so that you understand what people really mean with their answers.

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- Your body language and tone of voice can also play a part in the answers you get when you ask questions.

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Self-Check – 3	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Short Answer Questions

1. Discuss the purpose of Using questions in communication to gain extra information?(5pts)

2. Mention other strategies than questioning to gain information In a given organization(5pts)

3. Mention some benefits we may obtain from questioning in a given communication?(5pts)

Note: Satisfactory rating - 15points & above Unsatisfactory - below 15 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

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Information Sheet 4- Identifying correct sources of information

4.1. Sources of information

The rules for selecting channels having the right message, the right audience and the right products is important, but delivering them via effective channels is another thing to consider. Select channels that are accessible and appropriate for the target audience. For example, radio messages should be scheduled for those radio stations that the target audience actually listens to and that are broadcast at times when that audience listens. Print materials should be used only for literate or semiliterate audiences who are accustomed to learning through written and visual materials. Materials should be distributed in accessible and visible places where the target audience already goes. Remember that the different channels play different roles. It may be best to use several channels simultaneously. The integrated use of multiple channels increases the coverage, frequency and effectiveness of communication messages. The combination of these channels is often called the media mix. Select a media mix that is within the program's human and financial resources and use channels that are familiar to the specific target audience

This section helps you understand some of the different sources of information, know where to find sources, and know how to choose the best ones for your purpose.

The following are sources of information:

- Roommates
- Emails
- Scholarly Journals
- Newspaper articles
- Phone calls
- Lectures
- Web sites
- Text messages

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- Television
- Books

All of these are sources of information. Selecting the right source of information depends of what type of information you are looking for.



Diagram 2 factors of success for start-ups



Self-Check – 4	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. List the sources of information (10pts)

Note: Satisfactory rating - 10points and above Unsatisfactory – below10points

You can ask your teacher for the copy of the correct answers.

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____

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Information Sheet 5- Selecting and organizing information correctly

5.1. What is information?

Information is the processed data, or facts provided or learned about something. Information is conveyed or represented by a particular arrangement or sequence of things

5.1.1. What is good Information at Workplace?

As individuals, it is very difficult to know what information to absorb and what to screen out.

Some of the most important qualities that make information useful for planning and decision-making are:

- **Accurate:** Information that is true, verifiable and not deceptive. Accurate information is based on empirical data and can be validated by comparing sources or checking for internal consistency.
- **Current:** Information that is applicable to the present time. Keeping information current requires a process of eliminating the old and adding the new. Information should be reviewed and updated timely to be current.
- **Relevant:** Relevant information applies to the interests of the individuals who use it for the decisions they are facing. It should reduce a person's uncertainties while facilitating choice and planning.
- **Specific:** For information to be specific, it must contain concrete facts. General observations are often interesting and can provide a background for further analysis, but facts are essential to realistic planning and decision-making.
- **Understandable:** People using information must be able to comprehend it before they can use it. Data must be analyzed and converted into words.

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The content of the message should avoid ambiguities and be informative to the intended audience.

- **Comprehensive:** The information should include all the important categories within its scope of coverage.
- **Unbiased:** It is unbiased when the individual or organization delivering the information has no vested interest in the decisions or plans of the people who are receiving the information.
- **Comparable:** The information presented should be of uniform collection, analysis, content, and format so that a user of the information can compare and contrast the various files.

1.1.2. How we get and use Information

How much information we retain in the communication process depends on many factors. It is important for each of us to recognize how we learn best. Do we remember most of what we read? Most of what we hear? Do we learn more if someone shows us?

Typically, we retain information at these rates:

- ✓ 10 percent of what we read
- ✓ 20 percent of what we hear
- ✓ 30 percent of what we see
- ✓ 50 percent of what we see and hear
- ✓ 70 percent of what we see and discuss
- ✓ 90 percent of what we do

Another way to think about how we retain information is this adage:

Tell me and I will probably forget,

Show me and I might remember,

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Involve me and I will learn.

Selecting and organizing information involves evaluating information sources to assess their validity, usability, and relevance for the task and sorts information collected into given categories or frameworks using a variety of different techniques and tools to organize information (e.g., visuals, charts, tables and so on).

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Self-Check – 5	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

- list the most important qualities that make information useful for planning and decision-making(10pts)

- What mechanism do you suggest to retain information in the long run? (10pts)

Note: Satisfactory rating - 20 points & above Unsatisfactory - below 20points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



Information Sheet 6- undertaking verbal and written reporting

6.1. Oral / Verbal Communication

When communicating verbally, the information is exchanged instantly. It is very efficient and fast. The two people exchanging information respond to each other immediately. In contrast, people communicating through writing do not exchange information at the same time. An exception is when e-mail is used; a response to an e-mail message can be almost immediate (if the recipient is online at the time the message was sent). Common examples of when verbal communication is used in the workplace:

- Answering the telephone
- Receiving visitors
- Passing messages from one person to another
- Receiving instructions from your supervisor and clarifying what you need to do
- Making or confirming arrangements, for example phoning clients to confirm appointments
- When communicating face to face, watch the speaker's gestures and expressions.
- Listen to what they are saying and listen to their tone of voice to help understand their message.

6.2. Written Communication

When written information is received, the written words should convey the meaning of the message. Words on the page must be prepared very carefully and thoughtfully. The writer must think about the message and write it clearly so that it is easy for the reader to understand. This saves everyone time and helps people avoid making mistakes. Most people have experienced illegible writing in a handwritten message, or had

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difficulty understanding what the writer was trying to say. In business, written information can be used:

- **To provide evidence of business activities**, for example proof of telephone calls or letters sent
- **To act as a reminder**, for example instructions to follow when preparing pay slips or due dates for accounts payable
- **To clarify or explain information**, for example information about new working conditions or policies and procedures
- **To request information**, for example requesting employee's attendance at a meeting, requesting a file or other information
- **To publicize an event, activity or achievement**, for example details of new training opportunities, expected visitors or new staff appointments
- **To report information**, for example monthly sales figures, meeting minutes or meeting outcomes
- **To keep as a permanent record**

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Self-Check – 6	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. What are the purposes of written communication? (10pts)

-

Note: Satisfactory rating – 10 points & above Unsatisfactory - below 10 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



Information Sheet 7- Maintaining communication skills

7.1. communication skills

Communication skills are those skills which are needed to speak and write properly. A person who is able to speak appropriately whilst maintaining eye contact with the audience, uses varied vocabulary and articulate speech to suit the need of the audience is generally said to be an effective speaker. Similarly, an effective writer should be able to use written words in various styles and techniques to communicate his/her message and ideas to the readers. One should have the ability to listen carefully and write and speak clearly in any situation. Therefore good reading, writing, speaking and listening skills are essential for effective communication. As a student, you may study any language, but it is important that you are able to read, write, speak and listen well in order to communicate properly. Your ability to communicate clearly and share thoughts, feelings and ideas will help you in all your relationships. For example, you can inform about something or you can also influence others through communication.

Communication skills are needed to

Inform: You may be required to give facts or information to someone. For example, communicating the timetable of an exam to a friend.

Influence: You may be required to influence or change someone in an indirect but usually important way. For example, negotiating with a shopkeeper to reduce the price or helping a friend to overcome stress due to exam or any other reason.

Express feelings: Talking about your feelings is a healthy way to express them. For example, sharing your excitement about doing well in your exams or sharing your feelings with your parents and friends

Communication skills such as listening, questioning which are related to oral skills, writing skills and appropriate nonverbal skills are most common skills in communication

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that should be maintained in all communication situations. However, these skills are not gained over night, and needs learning from our day- to- day activities.

The followings are some communication skills which are needed in the work places:

- Have Open Communication
- Ensure that Your Attitude Makes You Approachable
- Be Clear and Concise
- Build company’s culture

Have open communication

When you have open communication with your employees, it builds trust and makes them feel valued. On the other hand, if you simply delegate tasks and don’t get your employees’ input, they won’t perform at their best. Telling your employees why you need the task done instead of just telling them to does something will bring a greater sense of respect for you as management as well.

You can foster open communication by encouraging employees to contribute in meetings, whether that meeting consists of just a few people or a large group. It’s also helpful to set a goal for all your employees to work towards. This builds a team atmosphere where everyone contributes and communicates with each other, instead of having teams working independently.

Ensure that Your Attitude Makes You Approachable

Most of our communication is nonverbal, and telling employees they can talk to you means nothing if your body language says otherwise. It’s important to always be conscious of your attitude and what you’re projecting to your employees.

If you’re short with them or constantly in a hurry, your employees won’t feel comfortable communicating with you. Focus on maintaining a friendly, positive attitude at all times so that your employees know that they can always talk to you.

Be Clear and Concise

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Effective communicators get to the point and make their messages clear. Your goal should always be to get your message across clearly with as little technical jargon as possible, whether you're talking to an employee in person or sending an email. When you say too much or use technical terms an employee may not understand, you're just increasing the odds that there will be a miscommunication. This is one area where keeping it simple is the better option.

Build company's culture

Communication isn't some task that you can check off your list. It's part of your company's culture, and you'll be the one to set that culture. There are a few excellent methods to set a culture that emphasizes communication. Team huddles for between 10 and 15 minutes at the beginning of a shift get the day started on the right foot. In these huddles, you can go over the plan and goals for the day. It's also good to talk to employees one on one to see how they're doing, even employees who don't report to you directly.

Work place communication skills

In a workplace situation, a worker interacts with people occupying different position that is from janitor to manager. Likewise, communication is the best, to give receive and have a feedback on the ideas being communicated. As part of the organization, it is very important to be aware on how a message flows in a company. In this case, organizational/ work place communication would be applied to observe proper communication in the workplace. It may be oral or written depending on the content of the message.

There are four flows of organizational communication:

- A. Downward communication which is the top-to-bottom communication from the management not only clears job directions and safety rules but also facts about organizational goals, products and view-points on important controversial issues.

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The following media tools of internal communication can be used to carry information down to its intended receiver:

- Memo
 - Letters
 - Orientation manuals
 - Pay envelope inserts
 - Annual report
 - Public address system
 - Human channels, like supervisor or foreman.
- B. Upward communications: gives management with feedback needed for proper planning, decision-making and controlling. On the part of the employees communication up to management maybe a form of release from emotional tensions and pressures, a means to offer valuable ideas to management or simply to show whether directions or policies are understood and acceptable to the employees.
- C. Horizontal or lateral communication: takes place between sections, divisions, or departments of the same level. Keep employees aware of activities in a related department, like for example one supervisor with another, one worker with another and so forth. The tools used in horizontal or lateral are: meetings and conferences; seminars and workshops; telephones and intercoms; social and other similar activities.
- D. Diagonal communication: takes place from one level to another level without passing through traditional channels

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Self-Check – 7	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Discuss how to maintain communication skills?(10pts)

2. List and explain flows of organizational communication(5pts)

3. List and explain the communication skills which are needed in a work place organization(5pts)

Note: Satisfactory rating - 20 points Unsatisfactory - below 20 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

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LG #2	LO #2- Lead workplace discussion
Instruction sheet	
<p>This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:</p> <ul style="list-style-type: none"> • Seeking response to workplace issues • providing workplace response issues • Making Constructive contributions to workplace • Communicating Goals/objectives and action plans <p>This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:</p> <ul style="list-style-type: none"> • Seek response to workplace issues • provide workplace response issues • Make Constructive contributions to workplace • Communicate Goals/objectives and action plans 	
<p>Learning Instructions:</p> <ol style="list-style-type: none"> 1. Read the specific objectives of this Learning Guide. 2. Follow the instructions described below. 3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them. 4. Accomplish the “Self-checks” which are placed following all information sheets. 5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks). 	

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Information Sheet 1- Seeking response to workplace issues

1.1 Introduction

Most workplace issues occur because people don't know what the law is, or because communication has broken down. The quickest, cheapest and most effective way for you to resolve a workplace issue is to find out what the law is and then work with your employee to fix the problem.

Five-step process to help you resolve workplace issues with your employees:

- Step 1: Identify the issue
- Step 2: Check the law
- Step 3: Talk to the employee
- Step 4: Resolve the matter
- Step 5: Seek further assistance

Step 1: Identify the issue Most people enjoy good relationships at work. However, even in the friendliest workplaces, disagreements can occur. Dealing with workplace issues can be time consuming and frustrating, but it's important to address concerns as soon as they arise to stop them from becoming more serious. Handling workplace issues promptly can also help you to:

- Build better relationships with your employees
- Maintain employee morale and job satisfaction
- Retain your staff maximize workplace productivity

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If your employee approaches you with a question or a problem, the first thing you need to do is get a clear understanding of their concerns. Remember to:

- Demonstrate you are ready and willing to talk and listen
- Be calm and polite – being defensive or aggressive won't help you to resolve the problem
- Ask questions if you do not understand the employee's concerns
- Find out what action the employee would like you to take to resolve the issue
- Take copies of any supporting information provided by the employee
- Reassure the employee that you take their concerns seriously and advise them when you will respond.

Step 2: Check the law once you know what the issue is, you need to check your rights and responsibilities under the law. Minimum pay rates and entitlements will depend on the award or enterprise agreement that applies. There are also minimum entitlements such as leave and notice under the National Employment Standards (NES). It is very important that you are familiar with the NES and the terms of the award or agreement that applies to your employees. The award or agreement that applies to your business will set out pay rates based on an employee's duties and other factors like their age and qualifications.

Step 3: Talk to the employee once you have checked your records and the law and have an understanding of the problem, you should organize a time to speak with the employee. It's important to prepare for this conversation. You can do this by summarizing the key points you want to cover, gathering any supporting documents or information and considering your options for resolving the issue. After the conversation, you should make notes about the discussion you had and any agreement you have made. Include the date and time of the meeting and who was present.

Step 4: Resolve the matter Depending on the issue raised, there may be a number of ways to resolve it. These may include:

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Giving an explanation to the employee about their entitlements

Back paying any unpaid entitlements:

- Updating the employee’s records to rectify any mistakes
- Updating any relevant policies and procedures
- Providing training

Setting a date in the future to check in with the employee to ensure the issue has not re-occurred. It’s important that you take action in a timely manner and monitor the situation to ensure the issue has been resolved. After talking to your employee, it’s a good idea to write to them to confirm your discussion and any actions that will be taken to resolve the matter. Remember, you will need to change the letter to reflect your circumstances. If other staff members are affected by the same issue, you should fix the matter and discuss this with all affected employees. This may involve checking the entitlements of other employees, updating any relevant policies and procedures or providing information to other employees

Step 5: Seek further assistance If you have followed Steps 1 to 4, and still haven’t been able to resolve the issue, you may want to ask a third party to help. A third party might be a mediator, your industry association or a solicitor. The approach you choose will depend on the issue you’re trying to resolve.

Work place discussion

It is common to have discussions in workplace because when we work together on the organizational goals it requires us to agree to achieve the common goals. Therefore, it is good to consider the following points while making the discussions:

- Write down in simple language the issues that have been agreed upon in order to obtain feedback on accuracy.
- Repeat a message when there is doubt.
- Watch for nonverbal signs of a lack of understanding.

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- Listen carefully to an entire message, especially when there is a foreign accent involved in the communication.
- Create a relaxed atmosphere so that tension is reduced to increase the flow of communication.
- Phrase questions in a different way to allow the sender the opportunity to respond, utilizing different words that may be easier for the receiver to understand.

In work place, we usually interact to achieve organizational goals. We respond and seek response on an issue. While seeking response, it is good to be polite in our questions. Politeness is usually expressed through using appropriate language and exhibiting good body languages. Moreover, the following skills are of immense help

Co-operation and Negotiation Skills

Whether it's with an employer, co-worker, family member or customer, we all share information, co-operate and negotiate for things each day like improved procedures, better service or solving a problem. Negotiation is a highly sophisticated form of communication.

Co-operation and negotiation are needed in the workplace to assist in the achievement of workplace outcomes. For example, co-operation and negotiation is required when we want to apply for holidays at the same time as a co-worker, or when extra tasks need to be performed by remaining team members when one is suddenly unavailable.

Negotiation is also needed when a problem arises. These problems/issues may be with unsatisfied customers or with a co-worker because a task or work requirement has not been completed to the required standard. Here are some negotiation skills, techniques and strategies to help you handle these situations more effectively.

Do not argue. Negotiation does not mean arguing. Maintain a level of control in addition, composure. Explain your point of view calmly.

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Manage your emotions. There should be no accusations, attacks or threats and no humiliated feelings. Negotiations should be positive.

Do your homework. Before commencing negotiations you should know: what extent of knowledge the other parties have about the situation, whether they want to negotiate, and if possible try to ascertain what their preferred outcome is.

Focus on the problem/issue, not the person. Maintain the relationship and try to resolve the issue.

Practice double thinking. You need to know what you want out of negotiation, as well as anticipating, what the other party wants (double thinking). Ask questions to uncover the needs or interests of the other party.

Build trust. Without trust, there will be manipulation and suspicion instead of communication. Honor all commitments and respect confidences.

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Self-Check – 1	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. What are the need of cooperation and negotiation? (5pts)

2. List Five-step process to help you resolve workplace issues with your employees(5pts):

Note: Satisfactory rating - 10 points Unsatisfactory - below 10points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

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Name: _____

Date: _____

Information Sheet 2- providing response to workplace issues

2.1 Introduction

Responding to work place issues is very important to achieve work place outcomes. These responses, however, should be according to work place policies and procedures. Each workplace and each team within the workplace has goals, aims or purposes that need to be achieved and it takes each member of the team to be committed to these goals for workplace outcomes, and therefore teams, to be successful. Workplace outcomes will usually relate to an improved performance or efficient process. An example for a bank branch could be a goal that no customer will wait longer than 60 seconds to be served by a customer service staff member. For each team or group member to be effective, they must know and understand each of the team goals/aims/purposes and how individual performance affects the successful or unsuccessful team/group performance. Responsibility for achieving better workplace outcomes lies largely with managers and employees within teams or departments. Improved communication, greater co-operation and interaction between the team members will be crucial to success. Regular team meetings are an effective method that companies use to ensure all team members retain commitment to workplace outcomes, impart information about changes to monthly/weekly targets or focuses, evaluate past team performance in relation to previous goals/targets that were set, interact and negotiate to find solutions to team problems/issues, and resolve disputes.

2.2. Ways of responding to work place Issue

The followings are ways of responding to work place issues:

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A. Panel:

In a panel discussion, a small group of individuals (from three to five) who are knowledgeable about a particular subject discuss the topic among themselves in front of an audience. Panel participants make no formal presentations; they exchange ideas through conversation.

B. Dialogue:

This method is very similar to a panel discussion, but only two individuals take part in discussing the subject in front of an audience.

C. Symposium:

In a symposium, a small number of speakers who are knowledgeable about a particular subject make short presentations in succession. These presentations usually range from five to fifteen minutes each.

D. Forum:

This form of discussion allows for participation by the audience. Forum is a public meeting for open discussion, or a medium (such as a news paper or on line service) of open discussion or expression of ideas.

Buzz Session. The audience is divided into groups of six to eight persons for discussion of relevant questions posed by the leader. One individual from each group may be asked to summarize the group's discussion and report to the entire audience.

E. Brainstorming:

Members of the audience are encouraged to participate by sharing their ideas or suggestions for solving a problem. No discussion of each point is allowed until all ideas have been expressed. Since the intent of this discussion method is to generate a wide range of ideas, no contributor is allowed to defend the information presented. The atmosphere should be open and encouraging.

F. Workshop:

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A small group of people (25 or fewer) with a common interest meet to study, research, and discuss a specific subject or to enhance their individual knowledge and proficiency.

Seminar: A group of people who are studying a specific subject meet for a discussion led by a recognized authority.

G. Conference:

Large or small groups of people having similar interests meet to hear formal presentations to the entire group; they also meet in smaller groups to discuss specific aspects of the conference's general topic.

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Self-Check – 2	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Why you provide response to workplace issues? (5pts)

2. Write at least four ways of responding to work place issues and explain briefly? (5pts)

Note: Satisfactory rating - 10 points Unsatisfactory - below 10points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____

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Information Sheet 3- Making Constructive contributions to workplace

3.1. Constructive contributions to work

When you provide constructive contributions, you often increase understanding and limit miss communication. When you built others ideas for the benefit of the decision, there is little effort wasted and the quality of the decision improves. You also invite future contributions.

The best job security, the highest probability for a promotion, and the insurance of a future for your organization may exist through constructive contributions.

Good interpersonal relations is entering into and maintaining effective peer-group relationships in the work setting. This is vital if work is to be performed effectively and completed according to the goals set by the organization. Workgroups/teams enable organizations to accomplish tasks that individuals cannot do alone. An effective group/team has positive synergy and can become a key human resource of the organization. An effective group or team that is working towards the organization's goals can have a positive effect on individuals in the team, which will improve their performance. It is therefore important for managers to recognize that:

- Group/team activity is important in organizations
- Groups/teams can have a positive / negative effect on the people who work in it.
- An understanding of group/team behavior can have a desirable effect on workers
- The use of joint labor–management committees to discuss a wide range of organization conditions has been growing for a number of years conditions such as:
 - ✓ Occupational health and safety, training or production policy.

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✓ Strategies to improve workgroups should be put in place as outlined below.

Margerison and McCann (1995) identified eight basic types of work functions that group/team members need to perform in order to work effectively: these are

- Advising: Gathering information and providing it to others.
- Innovating: Coming up with new ideas and new procedures.
- Promoting: Making people aware of new ideas and procedures.
- Developing: Taking the ideas and developing them so that they will work in practice.
- Organizing: Making plans, obtaining approvals, working out budgets, developing schedules.
- 6. Producing: Carrying out the work to implement the ideas or produce the products, ensuring that this is done in an effective way.
- Inspecting: Ensuring that the work carried out meets the standards and policies and procedures of the organization
- Maintaining: Supporting the other activities to maintain standards.

Linking skills ensure that team members work together in carrying out the above functions: these skills include:

- Active listening
- Communication
- Problem-solving
- Team development
- Work allocation and delegation
- Building team relationships
- Setting objectives

3.1.1. Constructive contributions on production, quality and safety

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The opposite of constructive is destructive which does not help any organization. So, making constructive contributions is vital for the success of an organization. To this end the leader is expected to:

- Show respect to all
- Make contributions that reward team work
- Take employees knowledge and experience in to account
- Strive for continuous improvement
- Promote work place health
- These are constructive contributions that might be taken in to consideration to improve effectiveness in the work place

Good discussion

The term "discussion" is used to describe several forms of communication:

- conversation,
- Debate,
- argument,
- Informal chat.

It is very important to be clear about the type and purpose of discussions, and we must ensure that our discussions are safe, focused, and balanced. Facilitators must provide an environment that permits participants to express their points of view without fear of humiliation. Facilitators must be very clear about their expectations, and they must demonstrate a lack of tolerance for any behavior which embarrasses individuals.

Discussions must be focused. Leaders must ensure that participant conversation and debate contribute to the objectives of the professional development session. Whenever the discussion gets off track, facilitators must gently redirect the conversation so that it contributes to the achievement of the stated goals.

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Good discussion is also balanced. Facilitators must solicit multiple points of view and encourage tolerance for differing ideas. Without this type of intervention by the facilitator, a few loud spoken individuals can control and limit the breadth of consideration by the group:

A. Encouraging Discussion: In summary, facilitators should do the following to encourage meaningful discussion:

- Be clear about the purpose of the discussion.
- Identify key issues and formulate provocative questions in advance of the professional development sessions to achieve the stated objectives.
- Avoid answering their own questions.
- Wait for responses.
- Welcome disagreement.
- Challenge participants to provide evidence for their statements.
- Identify the context the speakers are referencing.

B. Evaluation of Discussion: Sound evaluation begins with the end in mind. Facilitators must clearly identify the specific evidence that they will accept as indicators that the professional development goals are achieved.

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Self-Check – 3	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Discuss constructive contributions in the work place?(5pts)

2. Discuss the effect of group/team in the work place?(5pts)

3. Write at least five basic types of work functions that group/team need to perform?(5pts)

4. Mention the skills which are needed to perform different functions in the work place?(5pts)

Note: Satisfactory rating - 20 points Unsatisfactory - below 20points

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You can ask your teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Information Sheet 4- Communicating Goals/objectives and action plans

4.1. Introduction

For each team or group member to be effective, they must know and understand each of the team goals/aims/purposes and how individual performance affects the successful or unsuccessful team/group performance. Communicating the objectives and goals of work place help the workers focus on activities to be performed and hence for better workplace outcome. The following points help to this end:

- Establish positive relationship among workers.
- Communicate objectives in clear language
- Make supervision
- Clearly identify if problem exists
- Communicate the problem with appropriate person
- Decide on the solution and communicate it to the concerned individual

4.1.1. Communicating Goals/objectives

Effective communication can be crucial to the success of your efforts and to creating lasting systems change. Figuring out what you want to accomplish by setting strategic communication goals and objectives early on will help you get there. Both the communication goals and objectives should clearly articulate what you want to accomplish.

Communication goals and objectives serve two different but related purposes:

I. Communication goals answer the questions,

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What do you want people to do that they are not already doing? What actions should they take? What behavior do you want to see change? Goals are desired long-term outcomes and your communication goals should support your program’s overarching goals.

II. Communication objectives answer the question,

What communication activities do you need to take to achieve your communication goal? Objectives are short-term, measurable steps toward a communication goal. Your objectives may include raising awareness of an issue, but to result in real change, they should emphasize convincing your audiences to take a specific action.

Set communication goals that:

- Engage audiences to take action on your behalf or change a behavior
- Are realistic
- Can be measured, so you will know when you have succeeded

4.1.2. Prioritize Your Efforts

Thinking about all you need to get done can be overwhelming. Once you start setting your communication goals and objectives, you may come up with a dozen goals and 10 objectives for each of them. We do not recommend tackling all this at once. Instead, think about what needs to happen first. Prioritize your efforts in order to stay strategic and sane during the process. Look back to your program’s logic model, implementation plan, sustainability plan, or even an existing communication plan to make sure these communication goals and objectives support these plans. If not, revise your communication goals so that they align with these existing plans.

- To prioritize your goals and objectives make sure they are:
- Realistic and important to accomplish in the next 6 to 12 months
- Aligned with your program’s logic model, implementation plan, and/or sustainability strategy
- Easy to accomplish (for example, the “low hanging fruit”)

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Make Your Communication Goals and Objectives SMART Once you know what you want to accomplish and have prioritized these efforts, it is time to refine the communication goals and objectives so that they are **SMART:**

Simple: the goal or objective is clearly stated and easily understood.●

Measurable: Quantitative or qualitative outcomes to measure achievement of the goal or objective are stated.

Attainable: the goal or objective is challenging but realistic.

Relevant: the goal or objective is linked to your audience's needs and priorities.

Time bound: a deadline for achieving the goal or objective is stated.

4.1.3. Develop An Action Plan Purpose:

To determine where, when, and how each task in your communication plan will be carried out. This step makes sure that all the hard work you have done to craft a strategy in Steps 1–5 sees the light of day. A great action plan makes the best use of everyone’s limited time and resources. It is good project management and every project director knows how important that is. The action plan will answer:

- Where do you start?
- Who will do what?
- When does it need to happen?
- How much will it cost?

Your action plan can be as simple or as complex as your needs require, but at a minimum, it should have the following essential information:

- A listing of major activities, tasks and subtasks
- The target date for completing each task
- The person responsible for ensuring that each task is completed

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Self-Check – 4	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Communication objectives should be
 - A. Simple
 - B. Measurable
 - C. Realistic
 - D. All
2. Coming up with new ideas and procedures can be
 - A. Advising
 - B. Innovating
 - C. Developing
 - D. Organizing
3. An effective group or team that is working towards the organization's goals or objectives can have a positive effect because
 - A. Increase individual commitment
 - B. Team activity is important in an organization
 - C. Team can encourage other staff members
 - D. All
4. To prioritize your goals and objectives you have to make sure that they are
 - A. Realistic

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- B. Aligned with your program
 - C. Easy to accomplish
 - D. All
5. Which of the followings skills is needed in order to maintain the standards in the working places
- A. Active listening c. Objective setting
 - B. Problem solving D. All

C. Note: Satisfactory rating - 10 points Unsatisfactory - below 10points

You can ask you teacher for the copy of the correct answers

Score = _____

Answer Sheet

Name: _____

Date: _____

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LG #3	LO #3- Identify and communicate issues arising in the workplace
Instruction sheet	
<p>This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:</p> <ul style="list-style-type: none"> • Identifying issues and problem. • Organizing information regarding problems and issues • Initiating dialogue • Raising communication problems and issues <p>This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:</p> <ul style="list-style-type: none"> • Identify issues and problem. • Organize information regarding problems and issues • Initiate dialogue • Raise communication problems and issues 	
Learning Instructions:	
<ol style="list-style-type: none"> 1. Read the specific objectives of this Learning Guide. 2. Follow the instructions described below. 3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them. 4. Accomplish the “Self-checks” which are placed following all information sheets. 	

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5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).

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Information Sheet 1- Identifying issues and problems

1.1 Introduction

There are many issues, which are raised at work place. Some are complaints about the nature of job, position or relationship with other workers and supervisors.

Most people enjoy good relationships at work. However, even in the friendliest workplaces, disagreements can occur. Dealing with workplace issues can be time consuming and frustrating, but it's important to address concerns as soon as they arise to stop them from becoming more serious. Not all problems are created equally, so while you may have a problem that could be easily resolved through communication and diplomacy, some problems are so serious that they must be escalated through the chain of command immediately. When problem solving isn't working, or things haven't quite escalated to the point of confrontation, managing your interactions and reactions is the way to go. May be there's a co-worker you just dislike, or you have to deal with someone whose work ethic doesn't match yours. There are all sorts of scenarios for which these approaches can keep things in check. Most people remember how you respond to a situation rather than what happened. While you often do not have control of many situations, you can choose how to respond to others to help reduce work conflict and stress. By responding appropriately to a conflict situation, you take responsibility for your actions. Sometimes, problem-solving skills don't work as well when it's a problem of a different magnitude, like trying to handle working in a job that isn't what was promised or when your boss fails to notice the work that you do. Prepare a statement of the problem and find someone (e.g., colleague, supervisor, friend or family member) to review it and to talk it over for input. Consider these questions when preparing your statement of the problem:

- What is the problem?
- Is it my problem? Someone else's?

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- Is this the real problem, or merely a symptom of a larger one?
- Does the problem have ethical dimensions?

Define the cause(s)/source(s) of the problem In addition to defining the problem itself, strive to identify the cause(s) or trigger(s) of the problem and need looking at the current situation.

1.2 Identifying issues and problems as they arise

Close communication and close relationship offers what problems and what issues are regular among the workers. It is possible to tap easily on the issue systematically when there is a problem in the work place, however all it needs is effective communication. In the work place there are different people with different practice, motivation and talent. The demand of each worker is different. Some have different behaviors such as using drugs. Therefore, work place leader need to know these all issues and give solutions immediately.

1.3 Challenges at the Individual Level

At the individual level, managers and employees need to learn how to work with people who may be different from themselves in a variety of dimensions, including personality, perception, values, and attitudes. This point is illustrated by the employee situation where employees have a variety of experiences and come from several cultures. Individuals also have different levels of job satisfaction and motivation, and these affect how managers manage employees. For instance, some of the employees had drug and alcohol dependencies that affected their motivation and productivity.

More organizations expect employees to be empowered and to take on more responsibility than ever before. This expectation puts demands on both managers and employees.

1.4 What Are the Most Common Workplace Issues?

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An unpleasant workplace can be a cause of major stress and unhappiness for workers. In addition to making the workweek unbearable, the inevitable thought of Monday creeping closer can certainly follow stressed workers home over the weekend and ruin relaxation time. Understanding some common workplace issues can help give insight on improving the atmosphere at work. By the application of basic manners and common sense, many workplace issues can be improved or avoided all together.

Gossip in the workplace is one of the most common and annoying workplace issues. To cure office gossip, be certain to keep private any overheard conversations or private admissions of other workers, and stay out of conversations where others are gossiping. If necessary, remind co-workers that none of them would probably enjoy being the subject of gossip.

Communication between management and staff is the cause of a variety of workplace issues. If management is not open to listening or implementing solutions that would make life easy or more efficient for workers, they can be perceived as cold-hearted or uncaring, and lose respect. If on the other hand, coworkers do not give a manager an honest chance to lead the team and refuse to follow suggestions, the manager may become resentful and angry. In a workplace setting, it is vital that everyone feels that they have an arena to be safely and fairly heard. Management can go a long way to preventing communication breakdowns by setting team meetings and insisting on a respectful atmosphere for all involved.

One of the most dangerous workplace issues is office bullying. Bullying can easily progress to sexual and physical harassment, illegal work activities, and even violence.

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Self-Check – 1	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. What are the most common workplace issues?5pts

Note: Satisfactory rating - 5 points Unsatisfactory - below 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



Information Sheet 2- Organizing information regarding problems and issues

2.1. Organizing information on problem and issues:

Organizational effectiveness is no different with organizational issues often adding unique complications to mix during the communication process. For the organization to be successful, it must have employees capable of sending and receiving information quickly, clearly, effectively as well as error free. Thus, mistakes caused by miscommunication cost organizations thousands of dollars due to missed deadlines, lost time and wasted product. In order to have effective organization in the workplace, one must understand organizational communication structure and how that communication structure facilitates internal communication, one will be able to improve communication skills and recognize communication problems that arise during employee communication in the workplace. An example would be finding co-worker for specific information on issue. Opportunistic communication happens when employee sees someone and remembers to discuss issue such as passing co-worker in hallway and remembering something. Effective workplace doesn't just happen, it takes practice and hard work to improve internal communication but doing so will build better workplace relationships and increase career success.

Almost all conflicts involve communication problems, as both a cause and an effect. Misunderstandings, resulting from poor communication, can easily cause a conflict or make it worse. Further, once a conflict has started, communication problems often develop because people in conflict do not communicate with each other as frequently, as openly, and as accurately as they do when relationships are not strained. Thus communication is central to most conflict situations.

Communication involves at least two parties the speaker and the listener. Sometimes there are third parties: in between people who carry messages from one person to

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another or the media, for example, which has such transmission of information as its primary goal. Problems can develop at all three of these sources.

Speakers often are not clear themselves about what they mean, which almost assures that what they say will be unclear as well. Even when people know what they mean, they often do not say it as clearly as they should. They may hide their true feelings or ideas intentionally or unintentionally. Either way, people often get confused about other people's messages. This is especially common when people from different cultures try to communicate. Even if their languages are the same, culture acts like a lens through which we see and interpret the world. If their cultures are different, it is easy for the same statement to mean one thing to one person and something different to someone else. Thus intercultural communication is especially prone to errors.

Listeners also are sources of communication problems. People often fail to listen carefully. They may assume they know what the other person is saying or will say (because they have heard it before, or they assume that one person is "just like" another person from the same group). Also, when people are in conflict, they often concentrate more on what they are going to say in response to their opponent's statement, rather than listening to their opponents' words with full attention. The result, again, is misunderstandings, and often unnecessary escalation of a conflict.

Third parties can make communication better, or they can make it worse. Skilled third parties can help speakers clarify what they are saying, and they can help listeners hear what is really meant. They can act as go-betweens, carrying messages between people who cannot or will not meet face-to-face.

Unskilled third parties or third parties with a different agenda can make matters worse. The media's goal, for example, is often not helping people understand each other better, but rather, presenting the story to meet the media's own goals which may be to inflame the readers' anger in order to sell more newspapers, or to support the publisher's or government's own interests and views

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Self-Check – 2	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Why do people organizing information on problem and issues?10pts

Note: Satisfactory rating - 10points Unsatisfactory - below 10 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____

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Information Sheet 3 **Initiating dialogue with appropriate staff/personnel**

3.1. What is dialogue

Initiating Dialogue the modern meaning of dialogue has its origin in antiquity and the middle Ages. The term is now primarily defined as a conversation between two or more people characterized by openness, honesty and genuine listening.

Taken from the Greek *diá* and *logo*, it can be interpreted as the “flow of words” or “meaning” created by more than one person. In contrast to the terms “discussion” and “debate”, which focus primarily on the content of a conversation, the word “dialogue” places equal emphasis on the relationship between the persons involved?

Another difference is that “debate” often includes a competitive component to underline the superiority of one opinion, while “dialogue” implies mutual understanding and the aim to identify common ground. In the reality of conversations in and on conflicts, though, the modes of discussion, debate and dialogue will often be mixed and it needs good facilitation skills to make the participants aware of this and help enable them to move between them constructively.

To ensure a common understanding of the way the dialogue will be organized and facilitated, it is important to agree on a joint set of ground rules with all participants. This should be done at the very beginning of the first dialogue session and should be explicitly confirmed by all participants.

These ground rules should be disseminated in written form, so that participants and facilitators can refer to them whenever necessary during the dialogue process

- The mode of mutual interaction and communication in the dialogue sessions.
- The way in which information from these sessions is shared outside (particularly the understanding of confidentiality)
- The practical aspects to ensure effective sessions

With respect to the first category, interaction and communication, the following ground rules can be helpful:

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- Dialogue means to listen to understand and, to avoid interrupting other participants.
- Dialogue means to remain open-minded to the perspectives of other participants
- Dialogue means to separate what we hear from other persons from our judgment on why this person makes a certain statement.

Many misunderstandings are based on the temptation to interpret the motives why someone makes a statement. Dialogue means to focus first on interests and needs instead of solutions. Many dialogues fail because the participants rush too early to conclusions and solution

We have different people with different responsibilities in an organizational structure. So, as a communication leader one has to know who is responsible for what issue in the organizational structure. This helps the leader to make appropriate referral for issues arise in the workplace.

3.2. Dialogue is initiated with appropriate staff/personnel.

Know your intent. Before you begin any conversations with your employees:

- Know what your intention for meeting is.
- Try to resolve the conflict at the lowest possible level.
- Plan a resolution strategy that uses the least amount of escalation.
- Sort out the players.
- Create a list for yourself that includes those directly involved, and then add any other staff members who may be impacted by the problem.
- Consider the meeting place.
- Be consistent in your inquiries.

When you begin approaching employees to gather information, be consistent with all parties.

Ask productive questions.

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- Keeping the questions open ended rather than asking questions that only require a yes or a no draws out more information. For example:
 - ✓ What's been happening for you in this situation?
 - ✓ What have you tried to do to resolve the conflict?
 - ✓ What do you think the next steps are to resolve this situation?
 - ✓ Who do you believe needs to be involved to resolve it?
 - ✓ Is there any additional support I can offer you?

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Self-Check – 3	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. How dialogue is initiated with appropriate staff/personnel? (10pts)

Note: Satisfactory rating - 5 points Unsatisfactory - below 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____

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Information Sheet 4- Raising communication problems and issues

4.1. introduction

There are more than ten problems with team communication issues and the evils listed here may not make your own list. But basically, these are the things that keep workforce teams from operating efficiently or impact the team as a whole with respect to morale.

A. Failure to Listen:-

The inability to listen is a huge problem. Often you will see co-workers interrupting speakers or planning what they will say next instead of effectively listening. Other distractions are when team members roll their eyes at comments or just discount their worker's premise; and still others just forget to pay attention, they are too distracted or have a short attention span. Obviously these all reflect on their failure to listen.

B. Locale or Distance to Office:-

Due to the high incidence of globalization, distance learning, or freelance contributions, many communications are conducted by email, memo, or short video conferencing. When offices are located away from its contributors, the detachment and inability to interact is a huge communication barrier. Projects get stalled or are often misunderstood.

C. Culture Differences:-

The office has become a melting pot stocked with people of diverse backgrounds and cultural customs. People tend to "hang" with others familiar to their culture or habits. When these individual groups assemble, managers face the challenges of small group dynamics and team communication issues.

D. Attitude and Ego

Too often teamwork stops because of someone's ego. They refuse to admit they might be part of the problem. Conflicts also arise because of inequity, and rather than make the situation more equal, someone becomes defensive instead of taking responsibility.

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E. Authority or Hierarchy Problems

A worker may feel reticent about approaching and talking to their manager. Someone may be quietly stewing about an issue and never broach the subject. Another may think that the discussion is too personal.

Try This: Try to segregate or make an appointment to speak with the co-worker face-to-face if possible. Ensure that confidentiality of the discussion is of utmost important to you. Set-up the talk before problems escalate, if possible; and put questions in the context of why you are asking. For example, “I would like to learn more about the research on the needs of the client prior to publication, is this a good time to ask some questions? Then use out the error and correct the problem.

F. Poorly Written Communication

Poorly written materials, incorrect syntax, bad grammar and items out of context are all too frequent in interoffice business publications and lead straight to confusion.

Try This: Make sure to proofread the copy and always have another set of discriminating eyes check for mistakes. For important directives or changes of any kind, run them by the best editor in the office.

G. Gender Bias

The battle over which gender makes the best leader is taking the focus away from the real issue. Then too, sometimes workers only want to relate to people of the same gender.

Try This: Don't wait for an invitation to speak. Speak loudly and make sure your viewpoints are expressed; establish eye contact, and own your space. Never issue disclaimers, engage in demeaning yourself and avoid unwarranted apologies.

H. Focus or Listening Problems

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Inability of employees to interpret the information or provide adequate focus leads to team communication problems. The gap in age, the hole left by a boomer generation retiring, and other societal weaknesses make this communication barrier very real.

Try This: Make eye contact with the person and try to find some common ground to initiate the discussion using the group focus technique. Don't acquiesce to "dumping down" but use analogies to help explain difficult principles.

I. Knowledge-Inadequate Knowledge

Group functions may suffer setbacks due to ineffective education or lack of understanding or other inadequate knowledge foundation.

Try This: Occasionally the use of industry jargon is the culprit and a simple question and answer "in plain English" will correct the problem. Often a weakness in education becomes quite apparent in annual performance reviews. Extra efforts will need to be made to guarantee that all persons know and understand what they are told. But some things even additional training won't satisfy.

J. Cliques, Groups and Friendships

A tight and exclusive grouping of individuals who bond together for one reason or another can be problematic if they are not objective.

Try This: Avoid any character reference or label and don't try to analyze what you think 'they know.' It is too easy to fall into faulty perceptions. Stress that in a business environment all workers need to try to assimilate so that differences can be minimized and that with cooperation, the task at hand will move quicker and with less angst. Don't be afraid to seek assistance from people who demonstrate effective communication skills.

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Self-Check – 4	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Why raising communication problems and issues required?10pts

Note: Satisfactory rating - 10 points Unsatisfactory - below 10points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



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1	Amenu olani	Plant science	Oromiya	holeta PollyTVET		
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3	Gete belay	Plant science				
4	Jemal Furo	Plant science				
5	Mohammed kedir	RDAE & plant science				
6	soboka	Plant science				

Profile of trainers participate on Crop Production curriculum and TTLM development for level III-level IV at Adama 2021