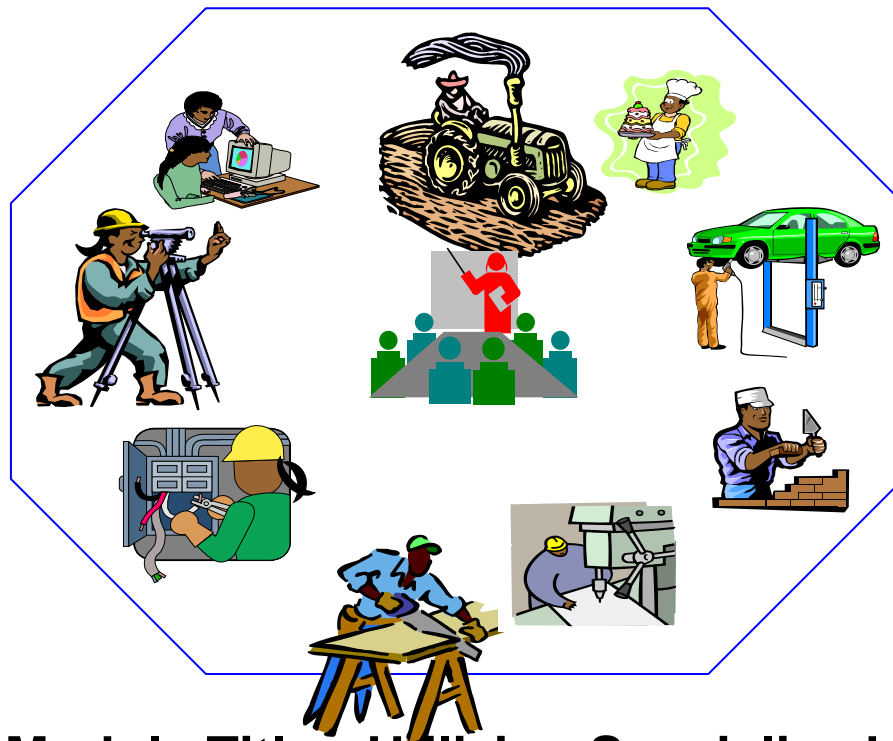




Horticultural Crops Production Level-IV

Based on March 2019, Version 2 Occupational standard



Module Title:- Utilizing Specialized Communication Skills

LG Code: AGR HCP4 M01 LO (1-3) LG(1-5)

TTLM Code: AGR HCP4 TTLM 1220v1

December, 2020



**GREEN
FLOWER**
FOUNDATION



Table of content

LO #1- Meet common and specific communication needs of clients and colleagues5

Instruction sheet	5
Information Sheet 1- Identifying and meeting specific communication needs.....	6
Self-check 1	11
Information Sheet 2- Using different approaches	12
Self-Check -2	15
Information Sheet 3- Identifying methods of collecting data	17
Self-Check -3	25
Operation Sheet -1	27
Caring out Conflict Resolution	27
LAP Test -1	29

LO #2- Contribute to the development of communication strategies ..30

Instruction sheet	30
Information Sheet 1- Developing, promoting, implementing and reviewing strategies	32
Self-Check -1	34
Information Sheet 2- Establish and review channels of communication	35
Self-Check -2	38
Information Sheet 3- Coach in effective communication.....	39
Self-Check -3	41
Information Sheet 4- Maintain work related network and relationship.....	42
Self-Check 4.....	44
Information Sheet 5- Use negotiation and conflict resolution strategies	45
Self-Check -5	48
Information Sheet 6- Make communication with clients and colleagues.	49
Self-Check -6	52

LO #3- Represent the organization.....53

Instruction sheet	53
Information Sheet 1- Researching and appropriate promotion of organization	55



Self-Check -1	58
Information Sheet 2- Making clear and sequential of presentation	59
Self-Check -2	63
Information Sheet 3- Delivering presentation in a predetermined time.	64
Self-Check – 3.....	65
Information Sheet 4- Utilizing appropriate media	66
Self-Check – 4.....	67
Information Sheet 5 – Respecting differences in views	68
Self-Check -4	70
Information Sheet 6 – Making written communication	71
Self-Check -6	82
Information Sheet 7 – Responding inquiries	84
Self-Check -7	86
Operation Sheet -1	87
Creating a PowerPoint slide	87
Operation Sheet -1	91
Delivering Clear and Sequential Presentation	91
LAP Test -1	94

LO #4- Represent the organization.....95

Instruction sheet	95
Information Sheet 1 – Defining and implementing mechanisms group interaction	97
Self-Check -1	99
Information Sheet 2 – Using group encouraging strategies	100
Self-Check -2	101
Information Sheet 3 – Set and following objectives and agenda	102
Self-Check -3	105
Information Sheet 4 – Provide relevant information	107
Self-Check -4	108
Information Sheet 5 – undertake evaluation of group communication strategies	109
Self-Check -5	111
Information Sheet-6	112
Identifying and addressing specific communication needs of individuals.....	112
Self-Check -6	117

LO #5- Conduct interview119

Instruction sheet	119
Information Sheet 1 – Appropriating communication strategies.....	120
Self-Check -1	121
Information Sheet 2 – Conducting different types of interview	122



Self-Check -2	127
Information Sheet 3 – Making and maintaining records of interviews	129
Self-Check -3	131
Information Sheet 4 – Techniques of questioning, listening and nonverbal	132
communication	132
Self-Check -4	138
Operation Sheet -1	140
Conducting interview	140
Operation Sheet -2	142
Making effective listening.....	142
LAP Test -1	144
Practical Demonstration	144
Reference	145



LG #1	LO #1- Meet common and specific communication needs of clients and colleagues
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 and meeting specific communication needs • Using different approaches • Addressing conflict promptly <p>This guide will also assist you to attain the learning outcomes 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 and meet specific communication needs • Use different approaches • Address conflict promptly 	
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. 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). 	



Information Sheet 1- Identifying and meeting specific communication needs

1.1 Introduction

When working in any organization, there is a need to communicate with both customers and colleagues on a constant basis. But the way how we communicate with customers is different from colleagues; it should be based on specific communication need. All communications with both customers and colleagues should be conducted in an open, polite, professional and friendly manner. The information provided must be clear and concise.

1.2 Clients and Colleagues

Customers come from outside the business and may be referred to as external customers. That is, they are external to the business. By contrast, internal customers are other staff, workers and colleagues from within the business. It is as important to serve and communicate with internal customers with the same care and attention that is used to serve and communicate with external customers.

Depending upon the enterprise or specific situations, customers and colleagues in irrigation and drainage sectors include:

- Workmates
- External customers and clients
- Farmers
- Members of agricultural sectors
- Individuals or groups such as consultants and committees
- Government agencies and private organizations
- Local residents
- Visitors
- Media

1.3 The Communication Process

Communication is a continuous process which mainly include three main element viz. sender message and receiver.

Page 6 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- Sender: generate the message and convey to the receiver
- Message: it is the idea, information, view, fact, feeling etc. that is generated by the sender
- Encoding: the message generated by the sender is encoded symbolically such as in the form of word, picture, gesture, etc. before it is being conveyed
- Media: it is the manner in which the encoded message is transmitted. It includes telephone, internet, post, fax, email etc
- Decoding: it is the process converting the symbol encoded by the sender
- Receiver: he is the person who is last in the chain and for whom the message was sent by the sender.
- Feed back: once the receiver confirm the sender that he has received the message and understood it, the process of communication is completed.
- Noise: it refers to any obstruction that is caused by the sender, message or receiver during the process of communication.

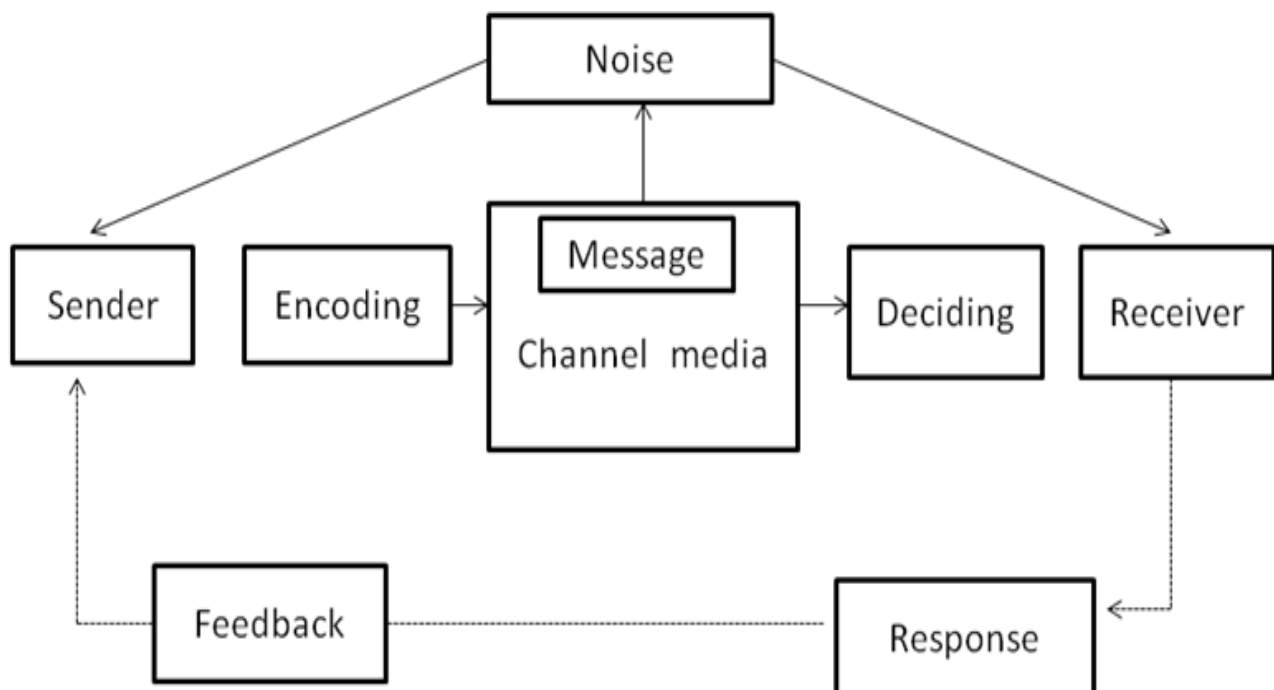


Figure-1 The communication process



1.4 Feedback

From time to time your colleagues will provide you with feedback and information. For them not to do this would mean they are not doing their job. This feedback and information can be positive or negative, or neutral in nature.

1.4.1 Positive feedback

Positive feedback can involve team members passing on a comment they have heard about your excellent service.

- You should take a second or so to rejoice in such feedback.
- Accept it and enjoy it because you've earned it.
- Never simply dismiss it or brush it off. Make the most of it!
- Never say something like Oh, it was nothing, or Just doing my job.
- You should thank the person who gave you the compliment or positive feedback and take a moment to enjoy it. If you let people know you appreciated their positive comment, it will encourage them to do more of the same.
- If you simply dismiss it, then they will tend not to bother about giving you any more, even though you may well deserve it.

1.4.2 Negative feedback

Negative feedback is not so much fun but will at least provide you with advice as to how you might modify your approach in order to provide even better levels of service or cooperation.

- Take the negative feedback in the right way. See it as an opportunity to improve and as a challenge.
- Make sure you don't dwell on the negative message and start getting everything out of perspective. This is a common and very damaging response that causes much tension, anxiety and workplace conflict.
- Above all, don't shoot the messenger!
- If a staff member delivers this negative message, realize that they are not making the criticism. They are just doing their job by letting you know, and, if you think

Page 8 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
---------------	---	---	-----------------------------



about it, would not be doing their duty if they didn't bring the negative matter to your attention

1.5 Identifying and Meeting Specific Communication Needs

There is a need to modify most communications to suit the individual set of circumstances that apply, and to take into account the individual with whom the communication is taking place.

The basis for the development of all relationships is communication. Irrigation and drainage sector staff work with a diverse range of clients and colleagues with different background which may require developing and using special communication skills.

You must be able to adapt your communication style to meet the needs of this client group in a fair, non-judgmental and effective manner.

Another reason to develop knowledge is that a customer may be indecisive about making a choice and you might be able to assist by providing information that will allow them to make a decision more suited to meet their needs. The better you meet their identified need, the greater the chance of them making a purchase, work with you, returning to the venue to spend more money at a later date, and recommending us to their friends.

Areas of specific need you should consider when communicating with others include:

- Disability (including intellectual impairment, physical impairment, psychiatric disability, hearing or vision impairment, learning difficulties, and attention deficits).
- Literacy (e.g. false assumptions about level of intelligence and understanding, concerns about the content of documents and forms, what is being written down).
- Language (e.g. non-English-speaking backgrounds, not familiar with service-specific jargon and acronyms).
- Gender, age, experiences, emotional well-being and other individual attributes.

Page 9 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- Critical situations. Crises traditionally cause disorganization of thought and hence need special skills by workers in establishing rapport with clients.
- Culture (including experiences in other countries, music, spirituality, customs, gender, social expectations, body language, and position in the community).
- Remote location (limited access to services and resources, distance travelled).

Irrespective of their particular needs, all clients must be treated with dignity and all communication must demonstrate respect and be open and non-judgmental.

Preparation and knowing what the venue can offer are the keys to dealing with customers with special needs. We will normally identify people with special needs by sight, or through listening to them. Where we are unsure about what specific needs they have, we should use questions to identify what their needs are.



Self-check 1	Written test
---------------------	---------------------

Name..... ID..... Date.....

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

Direction I: Matching item (2 points each)

Instruction: Match column B with column A of the following questions and write your answer on the answer sheet provided in the next page:

A	B
1. Customers come from outside the business	A. transmit a message over a selected channel to the receiver
2. Farmers, members of agricultural sectors and visitors	B. Areas of specific need
3. identify people with special needs	C. Internal customers
4. workers and colleagues from within the business	D. by sight, or through listening
5. Disability, language, gender and culture	E. External customers
6. Sender	F. Once the receiver confirms the sender that he has received the message and understood it, the process of communication is completed.
7. Feed back	G. customers and colleagues in irrigation and drainage sectors

Note: Satisfactory rating – 14 points

Unsatisfactory - below 14 points

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

Answer Sheet

Name: _____

Date: _____

Score = _____

Rating: _____

Test I

1. _____

Page 11 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



Information Sheet 2- Using different approaches

1.2 Communicating with Customers

Communication with the customers is not only means providing a standard answer to questions that may be asked, but to provide information tailored to the needs of each individual customer. You have to be able to supply relevant information immediately in an accurate and concise manner in order to build your credibility in the eyes of the customer.

1.3 Communicating with Colleagues

Communication with colleagues is different to that provided to customers. However the objective is the same i.e. to ensure each customer has an enjoyable experience at your establishment. Communication used between colleagues may come in different formats, whether through meetings, emails, documentation or phone calls, but the purpose normally is operationally focused" relating to relaying information.

1.4 What Types of Communication are There?

There are a variety of communications mediums used in the industry. Some may be specific to a particular establishment or industry sector, and others are quite general across all industry types and venues.

The basic communication options include:

- Verbal –including face to face communication and talking on the phone. This also embraces the use of languages other than English and the use of Indigenous languages
- Written format which includes electronic mail and hard copy communications such as letters, signs, labels, posters and advertising and warning material
- Non-verbal – facial expressions, gestures, sign language
- Use of an interpreter to interpret verbal and printed language.

1.5 What Should I Be Aware of?

To ensure your communication is polite, professional and friendly, the following tips will assist:

Page 12 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- Follow all establishment policies regarding communication with customers and colleagues. These may exist for greeting customers, interacting with staff and answering the phone
- Use a person's name where it is known. If you don't know a customer's name use Sir or Madam
- Be honest – but be sensitive, tactful, caring and respectful
- Use please and thank you a lot
- Don't interrupt
- Speak at an appropriate pace and volume – don't yell, don't whisper
- Make sure your non-verbal language matches the verbal communication you are sending. This commonly means smiling when it is appropriate to do so, and displaying a serious demeanor when something serious is being discussed

1.6 Strategies When Communicating with Customers

It must be a Golden Rule for you when working in the industry to never say "I don't know" to a customer, and leave it at that. If a customer asks a question and you do not know the correct answer you should:

- Be truthful – tell them you don't know the answer
- Apologize – where appropriate
- Inform them you will find out the answer to their question
- Find out the answer. This may involve accessing a web site, contacting another staff member, looking up information in a brochure or making a phone call
- Pass on the information to the customer – either verbally or in written form as appropriate.

1.7 Strategies for specific needs

You will usually find that there is more than one way to provide the information required. Depending on your client group, you will need to adapt your communication strategy to meet the particular needs of clients and co-workers; you may need to include use of techniques and aids such as:

- facial expressions, hand signals and other physical gestures
- objects, photographs, pictures or symbols, written words
- specific techniques and aids

Page 13 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



- videos or practical demonstration
- translations of printed material
- language and cultural interpreters
- Augmentative communication systems, such as devices and processes that replace, or are an adjunct to, speech, e.g. speaking machines.

The techniques and aids that you use must be appropriate for the individual. For example:

- Unnecessary use of hand movements can be distressing for some people with a mental illness.
- A person who is deaf may need a specific type of interpreter specializing in either sign language, Auslan or cueing.
- Pens and notebooks may create barriers when you are communicating with a person who is illiterate. Within a community that has low rates of literacy, informational videos may be more helpful to clients than written brochures.

1.8 Seeking Difficulties in Strategic Communication

You should discuss any difficulties in communicating with a particular person with your supervisor or mentor. It may be necessary to invite a third party to support communication with a client, or even to provide an alternative support worker. People who may be able to assist with communication include professional interpreters, case workers, or non-professional helpers or support people, for example, trusted friends of the client, family members or adults.



Self-Check -2	Written Test
----------------------	---------------------

Direction I: Multiple Choice Questions (2 point each)

Instruction: Choose the best answer of the following questions and write your answer on the answer sheet provided:

1. Identify the incorrect statement about communicating with customer
 - A. It is only means providing a standard answer to questions that may be asked,
 - B. It provides information tailored to the needs of each individual customer.
 - C. You have to be able to supply relevant information immediately in an accurate and concise manner in order to build your credibility in the eyes of the customer.
 - D. All
2. Identify the incorrect statement about communicating with colleagues
 - A. Communication with colleagues is the same to that provided to customers.
 - B. to ensure each customer has an enjoyable experience at your establishment.
Communication used between colleagues may come in different formats,
 - C. the objective of communicating with colleagues is different from clients
 - D. none
3. Which type of communication media including face to face communication and
 - A. Written
 - B. Verbal
 - C. Non verbal
 - D. Use of an interpreter to interpret verbal and printed language
4. Techniques used to help ensure your communication is polite, professional is/are
 - A. Be honest – but be sensitive, tactful, caring and respectful
 - B. Use pleas and thank you a lot
 - C. Don't interrupt
 - D. All
5. Identify strategies when communicating with customers
 - A. Apologize
 - B. Find out answer
 - C. Pass on the information to customers



D. All

Answer Sheet-2

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Multiple Choice Questions

1.
2.
3.
4.
5.

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

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



Information Sheet 3- Identifying methods of collecting data

3.1. 3.1 Introduction

Regardless of how smooth the operations of a agricultural sector runs, with endless interactions and actions taking place on any given day, at times things may not go to plan and conflicts arise. With everyone having their own expectations and opinions about what quality customer service involves, there will be instances where disputes will take place.

Conflict may be unavoidable, due to the nature and purpose of some communications; however, by identifying early signs of conflict and promptly addressing conflict in a timely way and in a manner which does not compromise the standing of the organization it is possible to avoid or minimize its effect.

3.2 Understanding Conflict

A conflict is a state of opposition between persons, ideas or interests. For all employees, it is far better for them to be able to identify swiftly the potential for conflict and try to resolve the situation before things get worse. Ignoring the warning signs and failing to act only inflames the situation. Firstly, let's look at some situations where a conflict may arise in the workplace. Conflict may arise with colleagues or customers.

3.3 Conflict Arises with Colleague

There may be many reasons why conflict may flare up amongst colleagues. Some reasons include:

- Pressure of work
- Lack of, or bad communication which may cause misunderstandings
- Prejudices –issues of ethnicity, gender, body shape and age
- Ineffective working systems where the internal operations of the venue cause the problem
- Difference in opinions. We are all entitled to different views
- Difference in beliefs. It would be a pretty boring world if we all believed in the same thing!



- Misunderstanding. This can be caused by barriers to communication, not listening properly, putting a different interpretation on a word or phrase than what was intended
- Team member not pulling their weight – staff not contributing 100% to a team effort

3.4 Conflict Arises with Clients

Once again, there may be many reasons for a conflict situation to arise with a client.

Examples include:

- Lack of service or poor service. This can involve the guest having to wait too long, the quality of products being sub-standard, staff who are disrespectful, rude or offensive
- Expectations not being met.
- Dissatisfaction with the accommodation or services
- Unhygienic conditions
- Low comfort levels
- Rowdy and unacceptable behavior displayed by other patrons

3.5 Warning Signs

At all times during a shift, you should be aware of various warning signs which may be displayed by either another colleague or by a patron that can indicate that a problem exists or is imminent.

These warning signs will always be verbal, non-verbal or a combination of both.

The warning signs given by a workplace colleague are usually quite different to those that we may observe in a guest.

3.5.1 Colleague warning signs

The workplace colleague is inclined to:

Page 18 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- Avoid verbal and visual contact. He or she may take their breaks in physically different areas, avoiding walking down the same corridor, asking for shifts that help avoid the chance of contact, sitting so that the other person is not in the direct line of sight
- Work effectively with customers and colleagues
- Indulge in negative facial expressions. The person may sneer your way, roll their eyes and shake their head slowly from side to side, or purse their lips
- Make negative remarks. This can spill over into areas that are outside the initial cause of the conflict. For example, a staff member may be annoyed that you did not help do the cleaning up after a function. Their perception was that you are a slacker, you are lazy and not a team player
- The truth is that the boss told you to go home because you had been at work for twelve hours that day and were required back early the following day. The negative remarks will not stop at your perceived laziness, but will usually involve unrelated areas such as your attitude, your relationships with others, your personal habits, and so on
- Make rude gestures or remarks. These can be offensive remarks (perhaps of a sexual nature), or finger and forearm gestures designed to convey a specific message.

Most establishments have bullying and harassment policies that make these sorts of actions unacceptable in the workplace. If encountered, you should seriously consider reporting them to management as they constitute workplace harassment.

3.5.2 Customer warning signs

A customer or guest in the workplace may, by comparison:

- Look angry or aggressive.
- Appear flustered or frustrated.
- Contorted facial expressions. Many people are unwilling to verbalize their anger or frustration, and so they make do with pulling faces about the situation. The point to note here is that just because someone hasn't said they are upset or annoyed doesn't mean that they aren't!

Page 19 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- Glance around as if seeking assistance. Once again, this person may be unwilling to ask for help, but is giving off plenty of body language that indicates they are seeking
- Become too loud.
- Throwing something

At all times, you should be alert to the above warning signs.

Generally warning signs of conflict can be grouped as verbal, non-verbal, or indicated through body language

Table 1. Warning sign of conflict

Verbal disagreement	Non-verbal indicators	Body language
This may include: <ul style="list-style-type: none"> • a raised voice • a sharp tone • snide remarks • asides (comments intended for one person to hear, but directed toward others) • direct explanation 	This may include: <ul style="list-style-type: none"> • non-participation • distraction • withdrawal • continual lateness • non-attendance 	This may include: <ul style="list-style-type: none"> • closed posture (crossed arms, etc.) • colour of face (pallor) • angry expression • positioning (e.g., moving away)

3.6 Seeking Solutions

By identifying the risk of a possible conflict via a warning sign you will have a greater chance of stopping a conflict from escalating into an unwanted situation. The moment you identify one of these warning signs, you should do everything in your power to stop the problem getting worse. This means you must take swift action and act in a tactful manner. Not acting is the worst thing you can do.

There is an old saying that you should nip it in the bud (act now before things get worse), and it is very true. The majority of conflicts can be overcome, or simply avoided if someone does something. The customer has to see that we are taking their problem seriously and that we are doing. Being tactful means that you have to show a sense of what is appropriate for the circumstances at the time.



It means being considerate when dealing with others, especially to their emotions and their needs. It also includes showing skill and sensitivity when dealing with people and ensuring that they know you are doing your best to help them.

3.7 Conflict Resolution Techniques

When faced with a conflict situation, it is standard operating practice to apply generally and widely accepted conflict resolution techniques.

While the techniques presented here are widely recognized and used, you should be aware that your individual workplace may have a different approach.

Naturally, house rules and policies must be followed where they differ from what is presented here.

Definitely finding a speedy resolution to a conflict should be your main aim. The quicker things can be resolved, the better. Remember that not only will the conflict affect the client, but it also has the potential to rub off on to anyone else who hears or sees the conflict taking place. Conflict situations are bad PR for the establishment.

Various tools have been tried and tested and found to be useful in helping to help reach a resolution. Some of those tools include:

Listening and discussing the conflict: when confronted with a conflict, the first thing the employee should do is listening to what the parties involved have to say. Listening to the parties allows you to collect facts about the situation. The more information you have, the greater the chance that you will select the right course of action to resolve things. **Show empathy:** empathy means showing understanding and understanding another person's feelings. The employee should always try to put themselves into the other person's shoes. Being empathetic involves verbally recognizing that you realize not only the problem that has caused the conflict, but that you also appreciate the emotions and feelings that are now caught up in the whole thing.

Compromise: To compromise means finding an acceptable solution that is less than the initially expected position. The steak may have been tough and cold but that's something that can't be changed. The question is: what can we do to try to put it right? Perhaps we can offer not to charge for it. Perhaps we can offer a free item and a verbal apology from the manager. The possibilities for compromise are endless. You just have

Page 21 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



to make sure that you don't step outside the limits of your powers. Compromising, too, requires the parties to be flexible in their approach to the situation, and to arrive at a workable outcome.

Cooperating: when handling a conflict situation, you may decide it is best to cooperate with the parties involved. This generally means agreeing with the parties in a positive manner and working with them to find a speedy resolution. In most conflict situations, cooperating is an excellent technique to use because it gets the customers what it is they are after. However, you must never agree with the parties' requests or demands if they are not in line with the establishment's policies and procedures or if they are beyond the limits of your personal jurisdiction

Defining the conflict

Once all parties have voiced their concerns, you should verbally summarize the conflict, defining the key points. This will ensure that you fully understand and appreciate the issues in the dispute. It further demonstrates that you have been paying attention to what has been said.

Consider using a notepad to write down key details to show the customer you are taking the matter seriously. You should then make sure that all parties involved are in agreement with the summary you have given. It is important that you have not left out any points that the guests see as critical.

Be prepared to amend your summary to factor in any further points that are made.

Developing solutions

Any solutions decided on with the conflicting parties will greatly depend on the guidelines set out in the workplace policies and procedures. It is important for the employee to have the skills, ability and knowledge to find resolutions for conflicts that not only meet the needs of the conflicting parties. Adhere to all establishment policies and procedures as well as any Health and Safety regulations.

In some cases, you may choose to ask the conflicting parties what they would consider to be a satisfactory resolution to the situation. This saves you having to try to determine



what they are seeking. There is always the risk that you may misinterpret their demands when you don't ask them specifically what they want. Misinterpreting demands, even when done innocently, will only serve to inflame the situation. Wherever possible, try to accommodate the parties' suggestions, but accept that this will never happen 100% of the time.

3.8 Personal Characteristics to Employ when Resolving Conflict

At all times when handling a conflict situation, you will need to display certain personal characteristics. These have been found to be useful and effective when trying to negotiate a solution to a problem, and they include:

- Being assertive without being aggressive.
- Being constructive.
- Being well-informed.
- Acting on workplace policies and procedures
- Exercising patience.
- Showing tolerance.
- Understanding the total picture.
- Compromising
- Being consistent.

3.9 Conflict Outcomes

Conflict always manifests itself in some specific outcomes. Three possible outcomes can emerge:

1. Dominance or imposition, resulting in resentment and sometimes destructive consequences.
2. Withdrawal or avoidance, resulting in resentment and lowered self-image.
3. Compromise of resolution, resulting in at least some of the beneficial consequences being achieved.

These outcomes are dependent on the approach or strategy used to deal with the conflict. The choice among alternative strategies can spell the difference between resentment and mutual respect. These outcomes result from five basic approaches, or strategies, available to address the conflict situation:

Page 23 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



Collaboration: A win/win strategy based on problem solving where the interests of all parties can be met. This approach results in maintaining strong interpersonal or intergroup relationships while ensuring that all parties achieve their interests.

Compromise: A mini-win/mini-lost strategy based on a solution that partially satisfies the interests of the parties involved. This approach results in the parties' attempting to win as much as possible while preserving the interpersonal or inter-group relationships as much as possible.

Accommodation: A yield-lose/win strategy wherein one party yields to the other party (or parties) to protect and preserve the relationships involved.

Controlling: A win/lost strategy based on imposing a particular preferred solution on the other party (or parties). This approach results in sacrificing the interpersonal or intergroup relationship to achieve a desired outcome, regardless of the consequences to the other party (or parties).

Avoiding: A lose/lose strategy based on withdrawing and choosing to leave the conflict. This approach results in abandoning both the desired outcome and the relationships involved.



Self-Check -3	Written Test
----------------------	---------------------

Direction I: Short answer questions (22 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided on the next page:

1. Explain what conflict is? (2 points)
2. What are the reasons why conflict may flare up amongst colleagues? (4 points)
3. List the reasons why conflict may arise amongst clients? (4 points)
4. List warning signs of conflict for clients and colleagues? (6 points)
5. Explain about conflict resolution techniques? (6 points)

Answer Sheet-3

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Short answer questions

1.
.....
2.
.....
3.
.....



4.
.....
.....

5.
.....
.....

Note: Satisfactory rating - 11 points and above Unsatisfactory - below 11 points

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

**Techniques of conflict resolution****Activity 1: Perform a case study**

Develop a case scenario that explains how you would meet the specific communication needs of a client or colleague who is from another culture or with a disability that is found in your college. Your trainer will help you in developing the case.

If your scenario reflects an actual case, you must respect the privacy of those involved. Do not use names or any other identifying details.

Activity 2: Identify signs of conflict

Review video or similar resources and identify signs of conflict in situations such as interviews, client service, or working relationships. Describe one example of each of the following:

- Verbal disagreement:
- Non-verbal indicators:
- Body language:

Activity 3: Respond to conflict

Consider a situation in which a person was verbally or physically aggressive towards you in a work context. If you cannot describe an incident that happened to you in a work context, you can choose to describe an incident you witnessed happening to a co-worker, or from your personal life.

Do not use names or any other identifying details.

1. Describe the situation briefly.
2. How did you feel at the time?
3. Describe your response to the aggression - how you may have looked, the way you stood, your tone of voice, etc.
4. Which of the behaviours below most aptly describes your response?



Avoiding	Smoothing	Compromising	Forcing	Problem-solving
----------	-----------	--------------	---------	-----------------

Explain how you feel now about the incident you have described. What do you think you have learned from it? Review the incident and consider whether different behavior would have been more appropriate.



LAP Test -1	Practical Demonstration
-------------	-------------------------

Name: _____

Date: _____

Time started: _____

Time

finished:

Instruction I: Given necessary templates, tools and materials you are required to perform the following tasks within 60 hours. Your trainer will develop a scenario that involve conflict between colleagues.

Task 1: Carry out conflict resolution



LG #2

LO #2- Contribute to the development of communication strategies

Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- Developeding, promoting, implementing and reviewing strategies
- Establishing and reviewing channels of communication
- Coaching in effective communication
- Maintaining work related network and relationship
- Using negotiation and conflict resolution strategies
- communication with clients and colleagues.

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, **you will be able to:**

- Develop, promot, implement and review strategies
- Establish and review channels of communication
- Coach in effective communication
- Maintain work related network and relationship
- Use negotiation and conflict resolution strategies
- Make communication with clients and colleagues.

**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).



Information Sheet 1- Developing, promoting, implementing and reviewing strategies

1.1 1.1. Contribution to the Development of Communication Strategies

The basic strategies used for internal and external broadcasting of information in work environments should be developed, promoted, implemented and reviewed as required these strategies include the following

- Recognizing own limitations
- Referral to specialists
- Utilizing techniques and aids
- Providing written drafts
- Verbal and nonverbal communication

1.1.1 Recognizing own limitations

Recognizing own limitation; serve as a major strategy used in internal and external dissemination of information. The strategy should be developed first, promoted to colleagues and customers for effective information exchange. Make sure to implement this strategy and review whenever necessary. If someone recognizes his/her limitation putting him/her in others' shoes, he/she will be ready to understand everybody, this will internally improve a positive relationship with others.

1.1.2 Referral to specialists

Another strategy used in internal and external dissemination of information is referral to a specialist; this indicates whenever we have any difficulties in terms of communicating with colleagues and clients we have to refer to the responsible person.

1.1.3 Utilizing techniques and aids

Page 32 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



For effective communication and dissemination of information different techniques of communication and different aids which supports the communication system should be utilized.

1.1.4 Providing written drafts

Communication and dissemination of information should be documented in written format, this will help for future use.

1.1.5 Verbal and nonverbal communication

Verbal communication involves sending and receiving messages via language or speech (verbal communication) or via body language (non-verbal communication).

Many people think that communication is a one-way thing where you send a „message“ to a customer or staff member, or vice versa.

In actual fact, for communication to occur there must be feedback. The receiver must also send a message that indicates they have understood the message that has been sent. Without feedback, there is only monologue, not dialogue.

Without feedback it is possible to argue that no real communication has occurred.

It is now recognized that communication comprises both verbal communication and nonverbal communication:

Verbal communication is questioning, listening and answering – the spoken word

Non-verbal communication is body language – facial expressions, eye contact, gestures and posture.

It is important for the body language to match the verbal message because where there is a mismatch. This occurs when a positive verbal message is sent while the speaker is frowning and or looking annoyed), the listener will nearly always:

- Be confused about what they are hearing or seeing
- Believe the message that the body language is sending, rather than
- believing the verbal message.
- Check your establishment



Self-Check -1	Written Test
----------------------	---------------------

Direction I: Short answer questions (10 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided on the next page:

1. What are the basic strategies used for internal and external broadcasting of information in work environments? (4 points)
2. Explain about verbal and non verbal communication. (3 points)
3. Explain the importance of recognizing own limitation in dissemination of information. (3 points)

Answer Sheet-1

Name: _____

Date: _____

Score = _____

Rating: _____

Direction I: short answer

1.
.....
.....
2.
.....
.....
3.
.....
.....

4. **Note: Satisfactory rating - 5 points and above Unsatisfactory - below 5 points**

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

Page 34 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



Information Sheet 2- Establish and review channels of communication

1 Introduction

In an organization, information flows forward, backwards and sideways. This information flow is referred to as communication. Communication channels refer to the way this information flows within the organization and with other organizations. Thought must be given to what channels are used to complete various tasks, because using an inappropriate channel for a task or interaction can lead to negative consequences. Complex messages require richer channels of communication that facilitate interaction to ensure clarity.

2.2 Establishing and Reviewing Channels

Face-to-Face or personal communication is one of the richest channels of communication that can be used within an organization. Physical presence, the tone of the speaker's voice and facial expressions help recipients of a message interpret that message as the speaker intends. This is the best channel to use for complex or emotionally charged messages, because it allows for interaction between speaker and listener. Written communication should be used when a message that does not require interaction needs to be communicated to an employee or group. Policies, letters, memos, manuals, notices and announcements are all messages that work well for this channel. Recipients may follow up through an electronic or face-to-face channel if questions arise about a written message.

As organizations grow in size, managers cannot rely on face-to-face communication alone to get their message across. A challenge the manager's face today is to determine what type of communication channel should they opt for in order to carry out effective communication. In order to make a manager's task easier, the types of communication channels are grouped into three main groups: **formal, informal and unofficial.**

Formal communication channel

Page 35 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



A formal communication channel transmits information such as the goals, policies and procedures of an organization. Messages in this type of communication channel follow a chain of command. This means information flows from a manager to his subordinates and they in turn pass on the information to the next level of staff.

An example of a formal communication channel is a company's newsletter, which gives employees as well as the clients a clear idea of a company's goals and vision. It also includes the transfer of information with regard to memoranda, reports, directions, and scheduled meetings in the chain of command. A business plan, customer satisfaction survey, annual reports, employer's manual, review meetings are all formal communication channels.

Formal communication channel

Within a formal working environment, there always exists an **informal communication** network. While this type of communication channel may disrupt the chain of command, a good manager needs to find the fine balance between the formal and informal communication channel. An example of an informal communication channel is lunchtime at the organization's cafeteria/canteen.

Here, in a relaxed atmosphere, discussions among employees are encouraged. Also managers walking around, adopting a hands-on approach to handling employee queries is an example of an informal communication channel. Quality circles, team work, different training programs are outside of the chain of command and so, fall under the category of informal communication channels. Good managers will recognize the fact that sometimes communication that takes place within an organization is interpersonal.

Unofficial communication channel

recipients to clarify ambiguity. A speaker can evaluate whether an audience has received his message as intended and ask or answer follow-up questions. Broadcast Media TV, radio and loud speakers all fall within the broadcast media communication channel.



These types of media should be used when addressing a mass audience. Businesses seeking to notify customers of a new product may advertise or do promotions using a broadcast channel.

A mobile channel allows for an interactive exchange and gives the recipient the added benefit of interpreting the speaker's tone along with the message. Some within an organization may opt to use this channel versus a face-to-face channel to save on the time and effort it would take to coordinate a face-to-face meeting.

Electronic communication channels encompass email, Internet, intranet and social media platforms. This channel can be used for one- on-one, group or mass communication. It is a less personal method of communication but more efficient. When using this channel, care must be taken to craft messages with clarity and to avoid the use of sarcasm and innuendo Unless the message specifically calls for it.

The unofficial communication channel in an organization is the organization's 'grapevine.' It is through the grapevine that rumors circulate. Also those engaging in 'grapevine' discussions often form groups, which translate into friendships outside of the organization. While the grapevine may have positive implications, more often than not information circulating in the grapevine is exaggerated and may cause unnecessary alarm to employees.

A good manager should be privy to information circulating in this unofficial communication channel and should take positive measures to prevent the flow of false information. An example of an unofficial communication channel is social gatherings among employees.



Self-Check -2	Written Test
----------------------	---------------------

Direction I: Matching item (2 points each)

Instruction: Match column B with column A of the following questions and write your answer on the answer sheet provided:

Direction I: Short answer questions (22 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided on the next page:

1. With the help of example, explain what a formal communication channel is? (4 points)
2. With the help of example, explain what a informal communication channel is? 4 points)

Answer Sheet-2

Name: _____

Date: _____

Score = _____

Rating: _____

Direction I: Matching questions

1.
2.

Note: Satisfactory rating - 4 points and above

Unsatisfactory - below 4 points

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



Information Sheet 3- Coach in effective communication

3.1 Introduction

Effective communication is a process in which one person or group evokes an identical meaning in a second person or group. All communication, whether verbal or written, needs to be effective in order to demonstrate our intention to meet customer and colleague needs and to deliver service and responses quickly. But not every employee make his communication effective, to improve this coaching is important.

3.2 Effective Communication and its Benefits

Communication is one of the basic functions of management in any organization and its importance can hardly be overemphasized. However, good and effective communication is required not only for good human relations but also for good and successive business. Effective communication brings a number of added benefits to the communicator and the organization amongst which are complete a schedule of tasks, follow a set of instructions, learn correct procedures and improve work practices, solve problems, work as part of a team and follow the enterprise Occupational Health and Safety and environmental procedures.

3.3 Factors Affecting Effective Communication

To be the communication effective, the information must be communicated to the right person, at the right time and in the right manner. The person receiving the information must also effectively listen, read and/or observe so they understand the communication. To be an effective communicator and to get one's point across without misunderstanding and confusion across to target audience, the goal must be to make the communication message at each stage of this process with clear, concise, accurate, well- planned communications. Unfortunately, communication is affected by what has been called "noise" It is anything whether in the sender, the transmission, or the receiver that hinders communication. Noise is that thing that affects or obstructs communication from been effectively understood

Page 39 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



3.4 Coaching

Coaching is a specific method of supporting, supervising or training others to help develop their skills. In our context coaching is the skill in effective communication .Your coach or role model may have been a co-worker who helped you learn so that you are on the track, or a manager who supported you in mastering the communication of your new team.

3.5 Provide Coaching in Effective Communication

Workers may be called upon to provide coaching in effective communication to others, such as new staff members or volunteers. The coach and coachee agree on a coaching plan that will enable the coachee to achieve their goals. The provision of coaching is achieved through the coaching processes.

Table 2. Process of coaching for effective communication

Coach	Novice
Actively listens to determine the need.	
Breaks the role down into skills and tasks.	
Observes what novice already knows.	Makes initial attempt at task.
Decides what skills are needed to communicate more effectively.	
Demonstrates or describes the task by: <ul style="list-style-type: none"> • questioning, giving advice • giving an example • talking over the procedure • setting a new problem. 	Observes/reflects. Listens/reflects.
Observes/reflects.	Applies model/description.
Demonstrates/describes further.	Changes approach.



Self-Check -3	Written Test
----------------------	---------------------

Direction I: True or false item (2 points each)

Instruction: Write true if the statement is correct False otherwise. Explanation for the incorrect statements is necessary. Write your answer on the answer sheet provided:

1. Effective communication is a process in which one person or group evokes an identical meaning in a second person or group.
2. Effective communication learn correct procedures and improve work practices, solve problems.
3. Noise can improve effective communication.
4. Coaching is a specific method of supporting, supervising or training others to help develop their skills.

Answer Sheet-3

Name: _____

Date: _____

Score = _____

Rating: _____

Direction I: True false item

1.
2.
3.
4.

Note: Satisfactory rating - 4 points and above

Unsatisfactory - below 4 points

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



Information Sheet 4- Maintain work related network and relationship

1 Introductions

Communication is integral of the networking process. Networks are the internal and external contacts and relationships workers develop to support their work in the organization. These can be at client level, as well as at a broader organizational level, and the contact person may be whoever sits in a particular role, or a specific person who has relevant skills and knowledge. It is important to maintaining work related network and relationship in any organization for attaining maximum productivity.

4.2 Maintaing Work Related Network

Networks are made up of groups who exchange information and ideas based on common interests. Networks will help you build contacts while developing your interpersonal skills. Networks don't just happen. Your role may include developing new networks and maintaining contacts within existing networks. The table below demonstrates how informal and formal networks may be structured and maintained.

Table 3. Structural and maintenance of informal and formal networks

Why (purpose or need)	Who (position or role)	How often	Processes (meeting, email)

The basic principles underlying effective communication in networking include:

- clear systems for interaction with each other (who does what and when)



- clear systems for the dissemination of information such as written, verbal, visual or electronic
- maintenance activities, such as set meetings or informal catch-ups with network contacts.

4.3 The Logbook activities

A log book is a good tool to document your experiences of communication in the workplace and as record of strategies implemented. Use the book to record relevant situations as they arise, but be aware of confidentiality and others' rights to privacy.

Be consistent with your networks. As a role model, it is important you demonstrate the same level of integrity, trust and empathy that you would demonstrate to your team. Everyone should be treated equally.

Demonstrate:

- Integrity - everyone must see you have a high level moral principle and professional standards when you interact with them.
- Ethical standards - follow a level of conduct stipulated by your group or industry.
- Empathy - demonstrate sensitivity to other's feelings.
- Positive behavior - Hard working, loyal, cooperative and confidential, showing respect and always be fair take steps to avoid conflict of interest.



Self-Check 4	Written Test
---------------------	---------------------

Direction I: Matching item (2 points each)

Instruction: Match column B with column A of the following questions and write your answer on the answer sheet provided in the next page:

- | A | B |
|---|---|
| 1. A good tool to document your experiences of communication in the workplace and as record of strategies implemented | A. Networks |
| 2. Made up of groups who exchange information and ideas based on common interests | B. Clear systems for interaction with each other |
| 3. Basic principles underlying effective communication in networking | C. Log book |

Answer Sheet-4

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Matching

1.
2.
3.

Note: Satisfactory rating - 3 points and above

Unsatisfactory - below 3 points

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

Page 44 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



Information Sheet 5- Use negotiation and conflict resolution strategies

5.1 Introduction

Conflicts are unavoidable when any group that works together comprises differing personalities and impassioned views. When faced with a conflict situation, it is standard operating practice to apply generally and widely accepted conflict resolution techniques. Definitely finding a speedy resolution to a conflict should be your main aim. The quicker things can be resolved, the better

5.2 Negotiating and Conflict Resolution

Conflict resolution is a process of managing a conflict and negotiating a solution. It is best understood as a working model with two key elements, conflict management and negotiation

Conflict Management is a communication process for changing the negative emotional states in a conflict to emotional states that allow working out a solution to the conflict. Negotiation is a communication process for enabling disputing parties to achieve an outcome with respect to their differences.

The win/win or collaborative strategy in conflict requires a special approach to negotiation, interest-based negotiation. Interest-based negotiation is a communication process for developing an integrative agreement that meets the interests of the differing parties.

Resolving conflicts to achieve positive outcomes involves two distinct elements, conflict management and negotiation. The first element, conflict management, deals with the attitudes and strong negative emotions usually associated with a conflict situation. It

Page 45 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



involves defusing the accompanying emotional energy and achieving a mutual understanding of differences. This element is often referred to as conflict settlement. Conflict settlement occurs when destructive behavior has been reduced and hostile attitudes lessened. However, the causes of the conflict still remain to be resolved. Once the conflict has been reduced, use negotiation or problem solving to arrive at an outcome that satisfies both parties. At this point, the conflict is resolved, that is, the structure of the situation that gave rise to the struggle in the first place is changed and modified so that the interests of all parties are met. Conflict management is then directed toward settlement and negotiation is directed toward achieving the more difficult outcome, resolution.

5.3 Conflict Resolution Model

The conflict resolution working model (Figure 2) is a process comprised of four stages: awareness, self-preparation, conflict reduction, and negotiation.

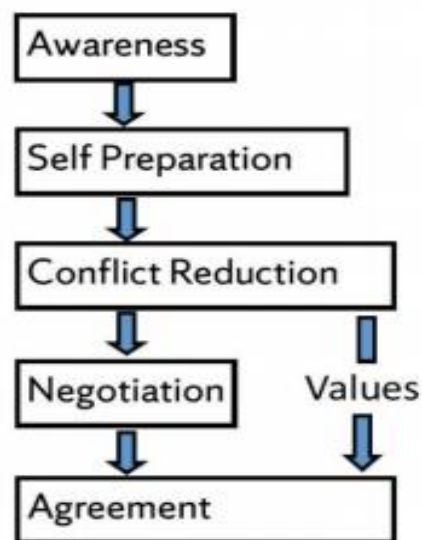


Figure 2. conflict resolution model

Awareness

This is the first stage of the conflict resolution model. It involves coming to awareness of the negative emotional states in a conflict. It emerges around the awareness of perceived differences

Self Preparation

Page 46 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



This second stage of the conflict resolution model involves accessing a resourceful state, deciding your outcome and planning the steps to achieve it. This stage can take place quickly or involve a considerable amount of time depending on the context.

Conflict Reduction

The third stage of the model, conflict reduction, involves reducing the level of emotional energy (diffusing negative emotions) and clarifying to understand the differences. This allows disputing parties to settle the conflict, that is, agree to eliminate destructive behavior as well as negative attitudes and feelings toward each other. This settlement may not be an agreement that resolves all the differences but one that enables the disputing parties to go forward with an understanding of their differences and mutual respect for one another

Negotiation

Negotiation is a communication process where each party attempts to influence each other to get what they want or need from each other. Interest based negotiation is a particular form of negotiation where the outcome is to achieve an integrative agreement. An integrative agreement is one in which all the parties get their interests at least partially satisfied.

The most critical step in negotiation is identifying and clarifying interests. This step involves distinguishing between position and interests as described previously.



Self-Check -5	Written Test
----------------------	---------------------

Direction I: True or false item (2 points each)

Instruction: Write true if the statement is correct False otherwise. Explanation for the incorrect statements is necessary. Write your answer on the answer sheet provided:

1. Conflict Management is a communication process for changing the negative emotional states in a conflict to emotional states that allow working out a solution to the conflict.
2. Negotiation is a communication process for enabling disputing parties to achieve an outcome with respect to their differences.
3. The most critical step in negotiation is identifying and clarifying interests.

Answer Sheet-5

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: True false item

1.
2.
3.

Note: Satisfactory rating - 3 points and above

Unsatisfactory - below 3 points

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

Page 48 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



Information Sheet 6- Make communication with clients and colleagues.

6.1 Check your establishment policies

Many venues have policies and procedures to guide communication so it is necessary to find out what these are. Even where no formal printed policies and procedures exist, there are usually many generally accepted and unacceptable communication techniques. The best way to determine what applies in your workplace is to:

- Read the policies and procedures
- Look and listen to what others do
- Ask your supervisor

6.2 Understanding the Basics of Communication Skills

Communication is the process of transferring signals/messages between a sender and a receiver through various methods (written words, nonverbal cues, spoken words). It is also the mechanism we use to establish and modify relationships.

Developing advanced communication skills begins with simple interactions. Communication skills can be practiced every day in settings that range from the social to the professional. New skills take time to refine, but each time you use your communication skills, you open yourself to opportunities and future partnerships.

Engage Your Audience

- **Make eye contact.** Whether you are speaking or listening, looking into the eyes of the person with whom you are conversing can make the interaction more successful. Eye contact conveys interest and encourages your partner to be interested in you in return.
- **Use gestures.** These include gestures with your hands and face. Make your whole body talk. Use smaller gestures for individuals and small groups. The gestures should get larger as the group that one is addressing increases in size.

Page 49 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- **Don't send mixed messages.** Make your words, gestures, facial expressions and tone match. Disciplining someone while smiling sends a mixed message and is therefore ineffective. If you have to deliver a negative message, make your words, facial expressions, and tone match the message.
- **Be aware of what your body is saying.** Body language can say so much more than a mouthful of words. An open stance with arms relaxed at your sides tells anyone around you that you are approachable and open to hearing what they have to say.
- **Manifest constructive attitudes and beliefs.** The attitudes you bring to communication will have a huge impact on the way you compose yourself and interact with others. Choose to be honest, patient, optimistic, sincere, respectful, and accepting of others. Be sensitive to other people's feelings, and believe in others' competence.
- **Develop effective listening skills:** Not only should one be able to speak effectively; one must listen to the other person's words and engage in communication on what the other person is speaking about. Avoid the impulse to listen only for the end of their sentence so that you can blurt out the ideas or memories your mind while the other person is speaking.

Use Your Words

- **Enunciate your words.** Speak clearly and don't mumble. If people are always asking you to repeat yourself, try to do a better job of articulating yourself in a better manner.
- **Pronounce your words correctly.** People will judge your competency through your vocabulary. If you aren't sure of how to say a word, don't use it.
- **Use the right words.** If you're not sure of the meaning of a word, don't use it. Grab a dictionary and start a daily habit of learning one new word per day. Use it sometime in your conversations during the day.



- **Slow your speech down.** People will perceive you as nervous and unsure of yourself if you talk fast. However, be careful not to slow down to the point where people begin to finish your sentences just to help you finish.



Self-Check -6	Written Test
---------------	--------------

Direction I: Short answer questions (12 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided:

1. List the best way to determine what applies in your workplace? (3 points).
2. Explain briefly the basics of communication skills? (9 points).

Answer Sheet-6

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Short answer questions

1.
.....
.....
.....
2.
.....
.....

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

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



LG #3	LO #3- Represent the organization
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"> • Researching and appropriate promotion of organization • Making clear and sequential of presentation • Delivering presentation in a predetermined time. • Utilizing appropriate media • Respecting differences in views • Making written communication • Responding inquiries <p>This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:</p> <ul style="list-style-type: none"> • Researching and appropriate promotion of organization • Making clear and sequential of presentation • Delivering presentation in a predetermined time. • Utilizing appropriate media • Respecting differences in views • Making written communication • Responding inquiries 	
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).



Information Sheet 1- Researching and appropriate promotion of organization

1.1 Introduction

The job of representing your company entails more than just pinning your name tag to your shirt and clocking in for your shift. It is just like giving a builder's warranty to the people whom you will talk to. It is all about giving your commitment and loyalty to the company. To be effective with the role, you need to be genuinely interested in promoting the goals of your company. Here are some tips on effectively representing your company

1.2 Representing and promoting your organization

When you participate in a forum or a network meeting, you are representing your organization, and you need to present yourself in a positive and professional manner. Be prepared for any concerns your client may have, you will be able to answer their questions or concerns. The best way to do this is look at the situation from their point of view. Seeing the situation through their eyes may help you be more informed of the situation. Make sure you have complete knowledge of what you are representing.

1.3 Planning a presentation

You may on occasion be called upon to make a presentation or prepare a report on behalf of your agency. This task is much easier with well-researched and well-organized material. When you are preparing information for presentation, consider:

- What information is required?
 - ✓ must know
 - ✓ nice to know' (i.e. 'padding') unnecessary detail
- Have I applied the 'Three 'Cs' strategy?
 - ✓ clear
 - ✓ concise
 - ✓ correct
- How do I best convey the information?

Page 55 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- ✓ purpose
- ✓ audience
- ✓ time available
- ✓ Who needs to know?
- ✓ confidentiality
- ✓ relevance
- ✓ level of detail

At times you may need to contribute to presentations or information sessions for groups of clients, colleagues, or agency networks. Plan your presentation as a set of easily managed, logical steps. Brainstorming will help establish all the factors that you will need to consider, for example:

- what you want to achieve
- the topics to be covered
- time available
- resource requirements
- audience profile – size, backgrounds, special interests, needs
- presentation methods, use of graphics or other media
- timing and sequencing
- physical environment
- Possible constraints.

Developing a plan will help make your report or presentation run smoothly. You may find that following a planning format like the one below will help you organize your



ideas.

Topic: Team building
Location: Training room
Date/time: Monday 27th, 9.00 – 11 am
Number of participants: 15
Participants: Workshop staff

Outcome	Key points	Methods	Resources
Identify five features of an effective work team	Introduction Session overview Definition of a team Key characteristics of an effective team: <ul style="list-style-type: none"> • leadership • goals • decision-making • communication • relationships Summary and review	Verbal presentation with key points on PowerPoint Activity Discussion Assessment case study	Laptop and overhead projector Session handouts Butcher's paper and markers Assessment sheet Evaluation sheet

Your plan could include some features not identified above, such as timing, references, and notes on presentation. Once you have gathered this information, and have a clear understanding of the session that is to be developed, you can begin planning.



Self-Check -1	Written Test
----------------------	---------------------

Direction I: Short answer question (8 point each)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided:

1. How do you represent your organization? (3 points)
2. When you are preparing information for presentation, what things should be consider. (5 points)

Answer Sheet-1

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: True or False item

1.
.....
2.
.....

Note: Satisfactory rating - 4 points and above

Unsatisfactory - below 4 points

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

Page 58 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



Information Sheet 2- Making clear and sequential of presentation

2.12.1 Introduction

An effective presentation makes the best use of the relationship between the presenter and the audience. It takes full consideration of the audience's needs in order to capture their interest, develop their understanding, inspire their confidence and achieve the presenter's objectives

2.2 Making Clear and Sequential Presentation

To make clear and sequential and delivered within a predetermined time presentation needs to be structured. Presentations need to be very straightforward and logical. It is important that you avoid complex structures and focus on the need to explain and discuss your work clearly. An ideal structure for a presentation includes:

- a welcoming and informative introduction;
- a coherent series of main points presented in a logical sequence;
- a lucid and purposeful conclusion.

1. Introduction

The introduction is the point at which the presenter explains the content and purpose of the presentation. This is a vitally important part of your talk as you will need to gain the audience's interest and confidence. Key elements of an effective introduction include:

- a positive start: *"Good afternoon, my name is Adam and ..."*;
- a statement of what will be discussed: *"I am going to explore ..."*;
- a statement of the treatment to be applied to the topic (e.g. to compare, contrast, evaluate, describe): *"I will be comparing the four main principles of ..."*;
- a statement of the outcomes of the presentation: *"I hope this will provide us with"...*;
- a statement of what the audience will need to do (e.g. when they can ask questions or whether or not they will need to take notes): *"I will pass round a handout that summarizes my presentation before taking questions at the end."*

Page 59 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



You should aim to deliver your introduction confidently (wait until the audience is quiet before you start speaking) and communicate energy and enthusiasm for your topic.

2. Main points

The main points are the backbone of your talk. They play an important role in helping you priorities, focus and sequence your information. When planning your presentation you should put aside your research notes and produce a list or summary of the main points that you would like to make, expressing each in a few words or a short sentence. Ask yourself: “what am I really telling them? what should they be learning here?”. Your answers to these questions will help you communicate clear and effective messages to your audience.

After you have identified your main points, you should embellish them with supporting information. For example, add clarity to your argument through the use of diagrams, illustrate a link between theory and practice, or substantiate your claims with appropriate data. Use the supporting information to add colour and interest to your talk, but avoid detracting from the clarity of your main points by overburdening them with too much detail.

3. Transitions

Transitions are the signposts that help the audience navigate their way through your presentation. They can help divide information up into sub-sections, link different aspects of your talk and show progression through your topic. Importantly, transitions draw the audience’s attention to the process of the presentation as well as its content. Examples include:

- *“I will begin by discussing ...”;*
- *“Now that we have explored the ... I would like to move on to ...”;*
- *“In contrast to my earlier statements concerning ...”;*
- *“Moving away from a focus on”;*



Transitions can also be made without speaking. Non-verbal transitions include pausing, changing a slide or other visual aid, moving to a different area of the room before resuming speaking, or making eye contact with a different group in the audience.

4. The Conclusion

The conclusion is an essential though frequently underdeveloped section of a presentation. This is the stage at which you can summarize the content and purpose of your talk, offer an overview of what has been achieved and make a lasting impact. Important elements of a conclusion are:

- a review of the topic and purpose of your presentation: *“In this presentation I wanted to explore ...”*;
- a statement of the conclusions or recommendations to be drawn from your work: *“I hope to have been able to show that the effect of”*;
- an indication of the next stages (what might be done to take this work further?): *“This does of course highlight the need for further research in the area of ...”*;
- an instruction as to what happens next (questions, discussion or group work?): *“I would now like to give you the opportunity to ask questions ...”*;
- a thank you to the audience for their attention and participation: *“That’s all I have time for. Thank you very much for listening.”*

As with your introduction, you should try to address the audience directly during your conclusion, consolidating the impression of a confident and useful presentation.

5. Summary

A presentation needs a carefully defined structure to make the most impact. This should centre on a series of identifiable main points that are supported by appropriate detail. Use transitions to link and move between points, helping your audience to understand the development of your argument. An introduction and conclusion are essential

Page 61 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



elements of your presentation. They enable you to establish a clear purpose for your talk at the start and summarize your main points before you finish speaking

2.3 Presentation Techniques

While delivering presentation to make it clear or sequential use the following techniques:

- Practice well
- Transform nervous energy into enthusiasm
- Attend other presentation
- Arrive early
- Adjust to your surrounding
- Meet and greet
- Use positive visualization
- Remember that most audience are sympathetic
- Take deep breath
- Smile
- Do not try to cover too much material
- Actively engage the audience
- Be entertaining
- Admit you do not have all the answers
- Drink water
- Do not fight your fear, accept it



Self-Check -2	Written Test
----------------------	---------------------

Direction I: Matching item (2 points each)

Instruction: Match column B with column A of the following questions and write your answer on the answer sheet provided in the next page:

- | A | B |
|--|---|
| 1. To make clear and sequential and delivered within a predetermined time | A.a positive start: "Good afternoon, my name is....." |
| 2. welcoming and informative introduction, coherent series of main points and conclusion | B. An ideal structure for a presentation |
| 3. Key elements of an effective introduction include | C. Transitions |
| 4. the signposts that help the audience navigate their way through your presentation | D. presentation needs to be structured |
| 5. The main points | E. conclusion |
| 6. a review of the topic and purpose of your presentation: "In this presentation I wanted to explore | F. backbone of your talk |

Score = _____

Rating: _____

Answer Sheet-2

Name: _____

Date: _____

Direction I: Matching questions

1.
2.
3.
4.
5.
6.

Note: Satisfactory rating - 6 points and above

Unsatisfactory - below 6 points

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

Page 63 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



Information Sheet 3- Delivering presentation in a predetermined time.

For this we can use **hook-look- took**:

- **Hook.** The very start of any presentation should answer the participants' unstated question, "What's in it for me?" This effectively draws people in, helping them quickly relate the topic to their experience (past, present, or future). Relevance is established. An effective hook can be a question or a brief story. The speaker should not wait until the end of the presentation to confirm the relevance of the message. Even before the presentation begins, the speaker should display the title of the presentation as participants seat themselves. This allows participants to prepare for the topic. Better yet, a pre-presentation might automatically loop introductory slides to give the audience background information.
- **Look.** This is the heart of the presentation, where the concepts and experiences are explained, illustrated, and examined. A seminar is different from a workshop—the presenter must be selective and synthetic. In many cases, introducing a topic and piquing participant interest are all one can reasonably expect in the time frame. A few well-placed illustrations or stories can pull a presentation nicely together.
- **Took.** Most speakers would like participants to apply or use what they learn in their professional work. Should participants do anything with the knowledge gained from the seminar or forum? If the answer is yes, they are unlikely to do anything they do not discuss at the seminar. Application is not automatic—even the best forums and seminars are quickly forgotten. If there is a specific opportunity to follow up or take a next step, try to “close the deal” at the seminar or forums.



Self-Check – 3	Written test
----------------	--------------

Name..... ID..... Date.....

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

Short answer

1. Discuss about hook,look and took?(3pts)

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

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

Score = _____

Rating: _____

Answer Sheet

Name: _____

Date: _____

1. _____



Information Sheet 4- Utilizing appropriate media

4.1. Utilizing appropriate media to enhance presentation

Essentially, the most common ways to enhance a presentation involve effective use of Audio and Visual media. Since people receive information mostly through the eyes and secondarily through hearing, well-put audio-visual presentations are usually successful. You could use visual media, a chalkboard, an overhead projector, or video to enhance a presentation.



Self-Check – 4	Written test
-----------------------	---------------------

Name..... ID..... Date.....

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

Short answer

1. What type of appropriate media do you use to enhance presentation? (4 points)

Note: Satisfactory rating - 4 points

Unsatisfactory - below 4 points

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

Answer Sheet

Name: _____

Date: _____

Score = _____

Rating: _____

1. _____



Information Sheet 5 – Respecting differences in views

5.1. Respecting differences in views

Understanding someone view who differs significantly from you can prove a challenge, as you may have no experience with his ways of life or customs; however, being understanding of differences in view is important to maintaining harmony in your relationships. Instead of fighting against differences, embrace them, be respectful of them and use the experience to learn and grow as a person.

4.2 Respecting Others' Views

Respect is the glue that holds your relationship together. Learn ways to be respectful and know what to do when somebody is not respectful towards you. Why is understanding diversity and respect for differences important? Too often, differences make workers anxious and/or become a focus for bully behavior.

Given that workers rest on relationships, how we understand, manage and celebrate diversity matters! To the extent that differences result in ongoing teasing and bully-victim behavior it will undermine a positive workplace climate. We all share concerns for the worker who has trouble finding on the margins of the "in" crowd, is never picked for group work by his or her peers, or is always at the periphery because of difference.

Instructions

1. Learn about the individuals. When dealing with a person or people who are different from you, you must first learn about them to see what makes them different from you. Spend some time talking to this person or, if dealing with a group of people in a formal setting, administer a questionnaire to gather information about these individuals and see how they differ from you and from others in the group.

2. Learn about others' cultures. Create learning opportunities by asking others about their customs and traditions. If a person who is from a different culture celebrates a holiday, consider joining in or urging her to share information about the event with you so you can improve your understanding.



3. Accept things with which you don't agree. Being respectful of individuals' differences doesn't mean always agreeing with them. If you have a difference of opinion that simply can't be overcome, move past this disagreement, looking at it as only a difference of opinions, not a matter of right and wrong.

4. Share information about your life. Reciprocate in information-sharing by volunteering information about your life. By doing so, you can show this individual that you are willing and eager to form a relationship.

5. Create connections where similarities exist. Look for things that you have in common with the individual with whom you have differences and build on these similarities, joining with him in social outings or discussing things that you both enjoy. As you do, you will likely see that you and this individual are more similar than you originally thought.

4.3 How to Treat Others with Respect

To treat others with dignity and respect

- Acknowledge each person's basic dignity
- Have empathy for every person's life situation
- Listen to and encourage each other's opinions and inputs
- Validate other people's contribution
- Avoid gossip, teasing and other unprofessional behavior



Self-Check -4	Written Test
---------------	--------------

Direction I: Short answer (6 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided:

1. How to treat others with dignity and respect? (4 points)
2. What is the importance of respecting difference in views? (2 points)

Answer Sheet-4

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Give short answer

1.
.....
....
2.
.....
....

Note: Satisfactory rating - 3 points and above

Unsatisfactory - below 3 points

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

Page 70 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



Information Sheet 6 – Making written communication

6.1. Making consistent written communication with organizational standards

Regardless of the type of written document you are producing, the objective remains quite similar. A document with a clear purpose has all the information the reader needs without being long or containing too many words. When identifying your purpose, determine first: Key messages you want to give your reader and Action you want your reader to make in response to your written communication.

6.2 Types of Written Documentation

Different types of generic written communication that are used in irrigation sector include:

- Letters
- reports
- Memos
- case notes
- Faxes
- Emails.

They are used to communicate with others to:

- Provide information in a clear and concise manner
- Inform work team members of a change in policies or procedures
- Reply to a booking inquiry or guest complaint
- Record decisions made at a meeting

6.3 Preparation of Written Document

Page 71 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



General principles for effective writing in different situations apply to any organizational writing. The following chart may be a good starting point for writing effectively:

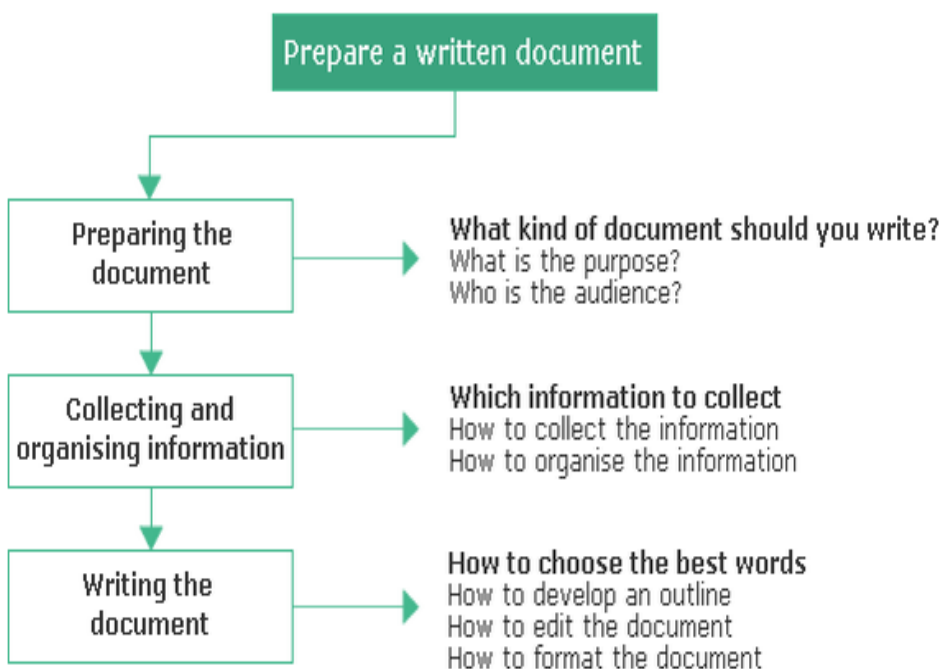


Figure 3. preparation of written document

6.4 Consistent Written Communication

When you write to someone inside your own organization, you must consider the organization as your audience. In many cases, documents will be kept on file. Your organization may have a corporate style guide or style manual that provides instructions on how documents are to be written, to whom they should be addressed and in what format they should be written. The formats of this kind should be used consistently.

6.4.1 Letters

In your working day, you will need to write many different kinds of letters. The layout of any letter should be clear and have all the information set out in an easy to read manner.

Letters are often used to communicate to individuals outside an organization. Common business letters include:

- Covering letter

The covering letter briefly describes what is being sent (e.g. brochure) and the

Page 72 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



purpose of sending it

- Letter of inquiry

Asks for information

- Information letter

Written in response to a letter of inquiry

Parts of the letter

Most business letters have a standard structure. If your organization has a specific style for business letters, follow that format. Otherwise, business letters are commonly formatted full-block, with every line starting at the left margin and usually a business letterhead at the top of the page and one or two blank lines between each part of the letter.

SAMPLE LETTER

Ethiopian Water Technology Institute

PO Box 2345

Addis Ababa, Ethiopia

4 January, 2012

Dear Mr Abebaw,

This is to inform you that you are one of the selected participant for the training held in Addis Ababa, in June 2 regarding spate irrigation

.....
.
.....
.....
.....

If we can be of any further assistance, or should you wish to ask any questions, please do not hesitate to contact us on 0911121252.

Page 73 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



We look forward to welcoming you to the training, and to working with you to make our institute truly memorable.

Kind Regards

Muhabe Gesit
Assistant Director

6.4.2 Memos

A memorandum or memo is used to send a brief message to a large number of people within the organization.

Format of memos

If your organization has a specific style for memos, follow that format. Otherwise, memos are commonly formatted with the Date, To, From and Subject (usually last) headings appearing on the left-hand side of the memo with a blank line between each section.

SAMPLE MEMO 1

Memorandum

To: All Department Managers

From: Merawi Tekle, General Manager

Date: 4 January 2012

Subject: Recycling Program

Please be advised that our recycling program, implemented in 2010, is being significantly expanded:

- Two full-time employees have been hired to concentrate on recycling with mixed paper
- The number of recycling containers and locations has been increased so that their locations are convenient for all employees.



We expect the cost of waste disposal to decrease by about 20% so all managers are required to stress the importance of recycling in the daily operational meetings. This message should be reinforced with the latest cost savings.

6.4.3 Faxes

A coversheet has details so that the recipient knows what the fax is about.

Some businesses have pre-printed fax coversheets.

You can write the details in by hand.

The easiest way is to use a fax template. You can type in the details on the computer.

If no fax coversheet or no template is available, you might need to produce one.

The next section tells you about the parts of the fax in a fax template, or in a fax coversheet that you make.

Parts of the fax

You send the coversheet as the first page. A coversheet has information about what is inside. A coversheet has details about the communication. These details are the same for emails, memos, and faxes.

Fax	BIG HOTEL
To: Mr Rodgers	Date: 4 January 2012 From: Reservations
Fax: 03 822 3489	Fax: 01 241 2632
Phone: 03 852 1272	Phone: 01 241 2633
Re: Room reservation	Pages (including coversheet): 2
<p>Dear Mr Rodgers</p> <p>Attached please find the details of your room reservation from 1-5 February 2012.</p> <p>Please contact me if you have any questions or if I can help you with anything else.</p> <p>Sincerely</p> <p>Reservations Department</p> <p>Big Hotel</p>	

Figure 4. Sample fax coversheet



6.4.4 Emails

Emails are electronic. Letters often use paper. Compared to letters, emails are:

- Faster – almost immediate delivery
- Cheaper – no postage costs
- Tree-saving – you do not have to print out every email
- Easier to sort and file – you can sort emails electronically and the computer does the work for you.

In the days before email, memos were printed and sent to staff. Now, you can send memos by computer, so memos and emails are almost the same thing. Emails can be made in different programs (MS Outlook and MS Outlook Express). But the parts of an email are usually the same. And the actions (reply, save, delete, add attachments) that you can do are usually the same, too.

Some email programs have features (font type, font size, text alignment, bullets, underline, bold, adds pictures and more) that are the same as the programs for writing letters. You can make emails look as good as letters.

To produce an email, you first need to open the email program and then get a New Message on the computer screen. You should have the necessary information and communication technology skills to open email programs.

Parts of the email

To fill in the To: box, first, you need the person's address. For other staff members, usually this is easy to find. For guests:

- Use the property's database. Guest information often includes their email address
- Look in the email address book as there might be previous email communication with that guest
- CC (now) means „courtesy copy“. Put in the email addresses for the people whom you want to tell, just for their information. You do not have to fill in this space.

Page 76 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



The Subject should tell you what the email is about. Do not put words such as Hello, Important, or Read this because they do not give any information.

For a formal greeting, you can use Dear, the same as for letters. For an informal greeting, you can use Hi.

Follow your property's policy and procedure on emails. If there is not a policy and procedure especially for emails, you can follow the rules below. You should follow email rules because:

- It makes your work professional
- It makes your messages efficient
- It protects your property from misunderstandings, lawsuits, and angry customers.

Another name for these rules is etiquette. Here are some rules, or email etiquette, that you should use when you write the information:

- Keep the email short
- Do not write long sentences
- Do not use abbreviations.
- Talk about only one subject in the email. If you need to talk about many things, write many emails
- Check your punctuation. Make sure that periods, commas, capital letters are all correct

Email interface

- No matter which email service you choose, you'll need to learn how to interact with an email interface, including the inbox, the Message pane, and the Compose pane. Depending on the email provider, the interfaces may look and feel different, but they all function in essentially the same way.
- Below are some examples of different email interfaces from Gmail. Review the images below to become familiar with various email interfaces. Keep in mind that these examples will only provide a general overview.

Inbox

Page 77 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- The **inbox** is where you'll view and manage **emails** you receive. Emails are listed with the name of the **sender**, the **subject** of the message, and the **date received**.

<input type="checkbox"/>	☆	▶	Facebook	Getting back onto Facebook	Jun 29
<input type="checkbox"/>	☆	▶	Google	New sign-in from Samsung	Jun 28
<input type="checkbox"/>	☆	▶	Olenna Mason	Hey girl!	Jun 24
<input type="checkbox"/>	☆	▶	Grace Ellington	Volunteer Opportunity - I w	Jun 21
<input type="checkbox"/>	☆	▶	Olenna Mason	Lakestone student art exhi	Jun 21

- **Message pane**

- When you select an email in the inbox, it will open in the Message pane. From here, you can read the message and choose how to respond with a variety of commands

- **Email interface**

- No matter which email service you choose, you'll need to learn how to interact with an email interface, including the inbox, the Message pane, and the Compose pane. Depending on the email provider, the interfaces may look and feel different, but they all function in essentially the same way.

- Below are some examples of different email interfaces from Gmail. Review the images below to become familiar with various email interfaces. Keep in mind that these examples will only provide a general overview.

- **Inbox**

- The **inbox** is where you'll view and manage **emails** you receive. Emails are listed with the name of the **sender**, the **subject** of the message, and the **date received**.



<input type="checkbox"/>			Facebook	Getting back onto Facebook	Jun 29
<input type="checkbox"/>			Google	New sign-in from Samsung	Jun 28
<input type="checkbox"/>			Olenna Mason	Hey girl!	Jun 24
<input type="checkbox"/>			Grace Ellington	Volunteer Opportunity - I w	Jun 21
<input type="checkbox"/>			Olenna Mason	Lakestone student art exhi	Jun 21

Message pane

- When you select an email in the inbox, it will open in the Message pane. From here, you can read the message and choose how to respond with a variety of commands

Google [Search Bar] [User Profile]

Gmail [Compose] [Inbox] [Starred] [Sent Mail] [Drafts (4)] [Family & Friends] [Music] [Notes] [Personal] [Photography] [Less] [Important] [Chats] [All Mail] [Spam] [Trash] [Categories] [Manage labels] [Create new label]

Cookout this Saturday [Inbox x]

Elena Casarosa Hi all! I'm thinking about having a cookout this Satu Jun 22 ☆

Julia Fillory Sounds great, Elena! I'll definitely be there! What time s Jun 22 ☆

Elena Casarosa <emcasarosa82@gmail.com> Jun 22 ☆

to Julia, Olenna, Barry ▾

I'll be there too! And of course I'll bring the potato salad!

Elena, let me know if I can bring anything else. :)

Can't wait for Saturday!

Click here to [Reply](#), [Reply to all](#), or [Forward](#)



Re: consultant for book



Inbox x



Merced Flores <merced.flores73@gmail.com>

Jun 21 ☆



to me ▾

Hi Julia,

I'm absolutely available as a scientific consultant for your book! Thanks so much for considering me.

Merced

Compose pane

You can click the **Compose** or **New button** from your inbox to open the **Compose pane** to create your own email message. From here, you'll need to enter the **recipient's email address** and a **subject**. You'll also have the option to upload files (photos, documents, etc.) as **attachments** and **add formatting** to the message.



Thank you! Appointment Confirmation

Henri Rousseau

Thank you! Appointment Confirmation

Hi Henri,

Thanks again for coming to the grand opening. It was very nice meeting you. I'd like to confirm the appointment you made to come in Saturday at 12:00 for your sibling portrait. I know your parents in Canada are going to love it!

See you Saturday,
Elena

Send

A Compose pane will also appear when you select **Reply** or **Forward**. The text from the original message will be copied into the Compose pane.

Forward

Whenever you want to **share an email** you've received, you can use the **Forward** command to send the message to another person.

A Compose pane will also appear when you select **Reply** or **Forward**. The text from the original message will be copied into the Compose pane.

Forward

Whenever you want to **share an email** you've received, you can use the **Forward** command to send the message to another person.



Self-Check -6	Written Test
----------------------	---------------------

Direction I: Short answer (20 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided:

1. What is the purpose of making written communication consistent with organizational standards? (2 points)
2. List the different types of generic written communication that are used in irrigation sector include? (4 points)
1. What are the importances of written communication that are used in irrigation sector include? (2 points)
2. What are the three types of Common business letters? (3 points)
3. Prepare a sample letter. (4 points)
4. Discuss the part of email. (5 points)



Answer Sheet-6

Name: _____

Date: _____

Direction I: Give short answer

1.
.....
.....
2.
.....
.....
3.
.....
.....
4.
.....
.....
5.
.....
.....
6.
.....
.....

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

Page 83 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



Information Sheet 7 – Responding inquiries

7.1. Responding inquiries consistently with organizational standard

All workers within an organization are bound by the standards and guidelines of the organization. Among these standards will be those required for responding to inquiries. Consider a checklist like the one below to ensure that you have covered all you need to when responding to inquiries.

- Am I clear about what specific information is needed?
- Is that information available in my agency?
- Does the person making the request have special needs that I must be aware of?
- Who is the most appropriate person to approach with the request?
- Have I kept in mind the confidentiality policy
- Is the response I am giving in relation to the request clear and relevant?
- Is additional or supporting information required?
- Should this be referred to another agency or person?
- Does my agency have a policy around the release of this information?

Ask the inquirer how you can help. Ask further questions to clarify the nature of the inquiry and provide a response, or direct the enquiry to a more appropriate person. Provide feedback to the person making the inquiry. For example, restating what you understand the request to be is a sound strategy that could save you time later.

7.2 Principles for responding Customer Needs positively

Use the following guidelines to respond Customer Needs positively

- Be honest and open
- Be grateful for the effort
- Do not make promises you cannot keep

Page 84 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- Show understanding
- Find their real need
- Offer workarounds
- Give an honest explanation



Self-Check -7	Written Test
----------------------	---------------------

Direction I: Short answer (6 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided:

1. What are the principles to respond customer enquires positively? (4 points)
2. Prepare a checklist to ensure that you have covered all you need to when responding to inquiries. (4 points)

Answer Sheet-7

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Give short answer

1.
.....
.....
2.
.....
.....

Note: Satisfactory rating - 4 points and above Unsatisfactory - below 4 points

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

Page 86 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



Operation Sheet -1	Creating a PowerPoint slide
---------------------------	------------------------------------

Procedure creating a power point slide

Steps

Step 1:

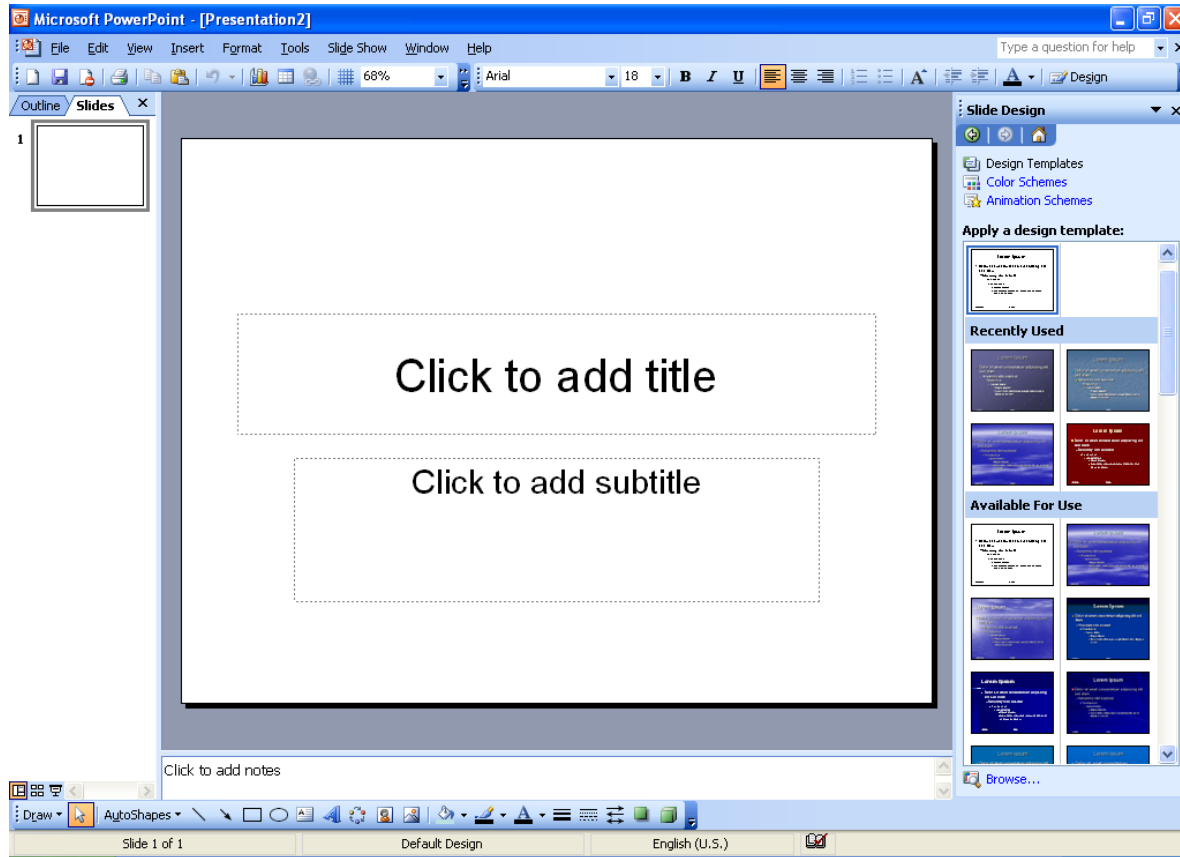
Open Microsoft PowerPoint. To open Microsoft PowerPoint, click the Start menu at the bottom of the screen, point to Programs, then point and click to select Microsoft PowerPoint from the menu.

Step 2:

Go to File at the top of the screen and click New. A box that says “New Presentation” should appear on the right side of your screen.

Step 3:

In the “New Presentation” dialog box, click on “From Design Template.” You may then scan through design templates and choose one that you like.



Step 4: Slide Design

Select a design template by clicking on the template you like. You may choose a different color for your template by clicking on “Color Schemes” in the “New Presentation” dialog box.

Step 5: Slide Layout

Change the Slide Layout. You may change the slide layout (how information is presented in the slide) by going to the top of the screen and clicking on “Format” – “Slide Layout.” A box will appear on the right side of your screen (where “New Presentation” appeared) labeled “Slide Layout.” You may select a design by clicking on it.

Step 6: Adding Text

Enter your text by clicking and then typing in the box titled “Click to Add Text” or “Click to Add Title.”

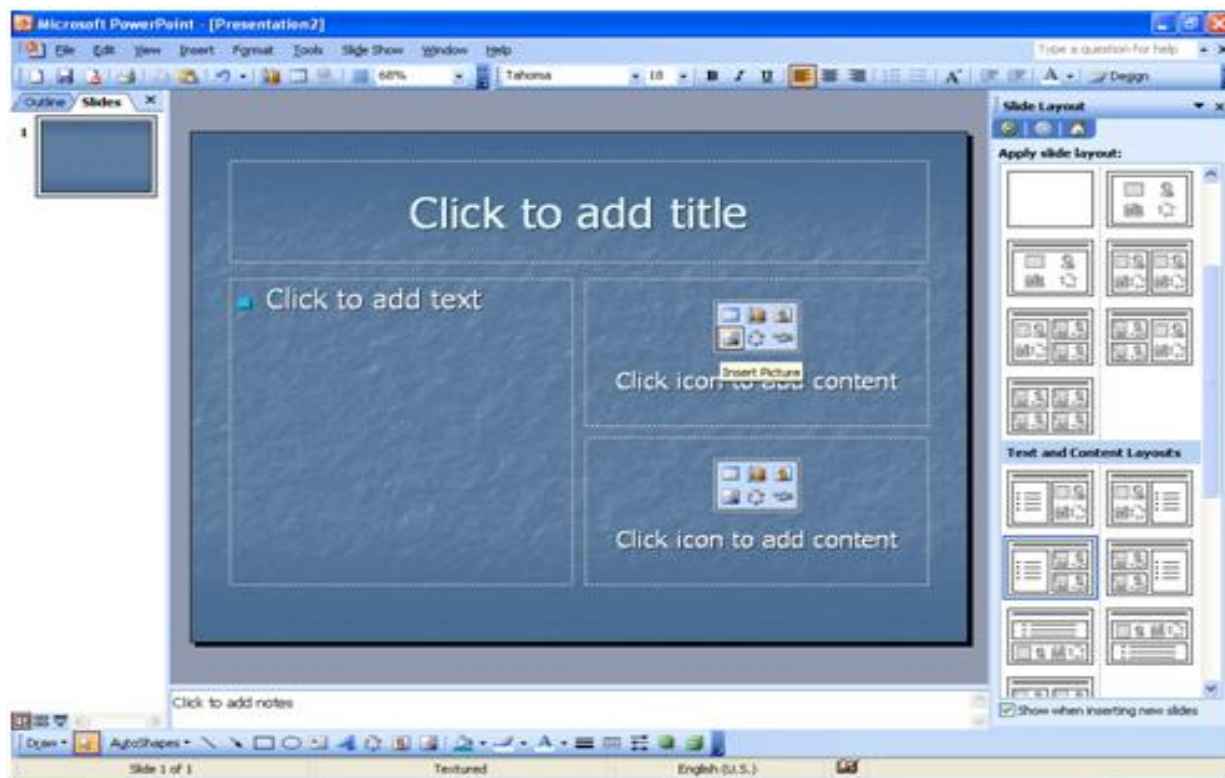
Page 88 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
----------------	---	---	-----------------------------



Step 7: Adding Pictures

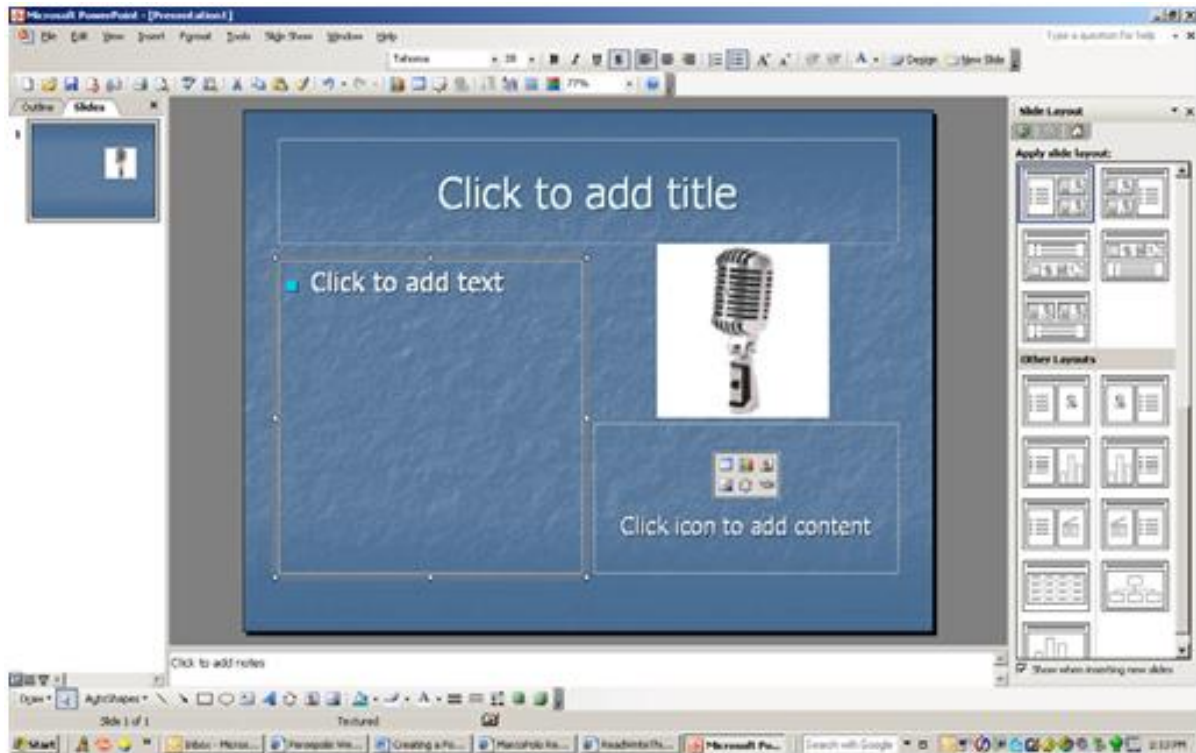
You may add pictures by clicking on the box that says “Click to add content.” Inside that box, there will be a smaller box with six icons. Click on the icon that looks like a photograph of a mountain. A new window will open,

allowing you to browse for a picture on your computer or a CD. Once you find your picture, click on it and then click “Insert.”



Step 8: Resizing Pictures

You may change the size of your picture by clicking on the picture. The picture will then have black lines around it with small bubbles or boxes in the corners. Place your mouse over the bubbles or boxes and click. Holding the mouse pointer down, drag the picture to the size you want



Step 9: You're Done! Wasn't that easy? Now you can do it again to make more.



Operation Sheet -1

Delivering Clear and Sequential Presentation

Procedure delivering clear and sequential presentation

Steps

Step 1. Show your passion and connect with your audience

- It's hard to be relaxed and be yourself when you're nervous.
- Be honest with the audience about what is important to you and why it matters.
- Be enthusiastic and honest, and the audience will respond.

Step 2. Focus on your audience's needs

- While you're giving the presentation, you also need to remain focused on your audience's response, and react to that.
- You need to make it easy for your audience to understand and respond.

Step 3. Keep it simple: concentrate on your core message

- You should be able to communicate that key message very briefly.

Step 4. Smile and make eye contact with your audience

- If you smile and make eye contact, you are building rapport, which helps the audience to connect with you and your subject. It also helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people.

Step 5. Start Strongly

- The beginning of your presentation is crucial. You need to grab your audience's attention and hold it. They will give you a few minutes' grace in which to entertain them, before they start to switch off if you're dull. So don't waste that on explaining who you are. Start by entertaining them.



Step 6. Remember the 10-20-30 Rule for Slideshows

The slideshows should:

- Contain no more than 10 slides;
- Last no more than 20 minutes; and
- Use a font size of no less than 30 point.

Step 7. Tell a story

- Human beings are programmed to respond to stories.
- Stories help us to pay attention, and also to remember things. If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards. It is a good idea to start with a story, but there is a wider point too: you need your presentation to act like a story.
- Think about what story you are trying to tell your audience, and create your presentation to tell it.

Step 8. Use your voice effectively

- The spoken word is actually a pretty inefficient means of communication, because it uses only one of your audience's five senses. That's why presenters tend to use visual aids, too. But you can help to make the spoken word better by using your voice effectively.
- Varying the speed at which you talk, and emphasizing changes in pitch and tone all help to make your voice more interesting and hold your audience's attention.

Step 9. Use your body too

- It has been estimated that more than three quarters of communication is non-verbal.



- That means that as well as your tone of voice, your body language is crucial to getting your message across. Make sure that you are giving the right messages: body language to avoid includes crossed arms, hands held behind your back or in your pockets, and pacing the stage.
- Make your gestures open and confident, and move naturally around the stage, and among the audience too, if possible.

10. Relax, Breathe and Enjoy

- If you find presenting difficult, it can be hard to be calm and relaxed about doing it.
- One option is to start by concentrating on your breathing. Slow it down, and make sure that you're breathing fully. Make sure that you continue to pause for breath occasionally during your presentation too.



LAP Test -1	Practical Demonstration
-------------	-------------------------

Name: _____

Date: _____

Time started: _____

Time

finished:

Instruction 1: Given necessary templates, tools and materials you are required to perform the following tasks within *10 hours*.

Task 1: Create a power point slide

Task 2: Delivering clear and sequential presentation



LG #4	LO #4- Represent the organization
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"> • Defining and implementing mechanisms group interaction • Using group encouraging strategies • Setting and following objectives and agenda • Providing relevant information • undertaking evaluation of group communication strategies • Identifying and addressing specific communication needs of individuals • <p>This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:</p> <ul style="list-style-type: none"> • Define and implementing mechanisms group interaction • Use group encouraging strategies • Set and following objectives and agenda • Provide relevant information • undertake evaluation of group communication strategies • Identify and addressing specific communication needs of individuals 	



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).



Information Sheet 1 – Defining and implementing mechanisms group interaction

1.1 Enhancing Effective Group Interaction

Effective facilitation of a discussion involves the recognition and employment of different perspectives and different skills to create an inclusive environment. In order to do so, it is important to consider the features of effective discussions, and conditions that promote small group interaction and engagement. Discussion is a powerful mechanism for active learning; a well-facilitated discussion allows the participant to explore new ideas while recognizing and valuing the contributions of others.

Effective group interaction mechanisms to enhance group interaction includes

- Identifying and evaluating what is occurring within an interaction in a non judgmental way
- Using active listening
- Making decision about appropriate words, behavior
- Putting together response which is culturally appropriate
- Expressing an individual perspective
- Expressing own philosophy, ideology and background and exploring impact with relevance to communication

1.2 Using Active Listening

When engaged in active listening, you do not speak, but listen.

You allow your body language to encourage the speaker.

Active listening is:

- Showing sensitivity to the talker and showing all due respect
- Displaying empathy with the person speaking
- Demonstrating your attention to all the non-verbal signals you send

Page 97 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- Not interrupting the speaker
- Encouraging the other person to continue talking by using encouraging behaviour –nods, murmurs, short words of encouragement
- Concentrating on what is being said rather than allowing yourself to drift off and thinking of something else
- Not being judgmental about the way the speaker looks, or what they are saying



Self-Check -1	Written Test
----------------------	---------------------

Direction I: Short answer (6 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided:

1. What are the mechanisms used for effective group interaction to enhance group interaction? (4 points)
2. Explain about active listening. (2 points)

Answer Sheet-1

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: short answer

1.
.....
2.
.....

Note: Satisfactory rating – 3 points and above Unsatisfactory - below 3 points

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



Information Sheet 2 – Using group encouraging strategies

2.1 Introduction

Groups can achieve better outcomes with all members actively engaged. Involvement of all group members in activities and decisions of a group is essential if members are to feel motivated and committed to the group.

2.2 Factors Affecting Group Participation

How people involve themselves in group participation will depend on factors such as:

- level of commitment to the group and its purpose
- past experiences with groups
- familiarity with group members
- Whether their participation is invited and encouraged.

2.3 Strategies which Encourage Group Participation

The common strategies that encourage group participation include:

- Create an inclusive environment
- Keep discussions constructive and positive
- Communicate effectively
- Know their strengths and weaknesses
- Be a good example
- Encouraging participants
- Hold stand-up meetings
- Monitoring the progress
- Feed back



Self-Check -2	Written Test
---------------	--------------

Direction I: Short answer (8 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided:

1. What are the factors affecting group participation? (4 points)
2. List down the strategies which encourage group participation. (4 points)

Answer Sheet-1

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: short answer

1.....
.....
.....
.....

2.....
.....
.....

Note: Satisfactory rating – 4 points and above Unsatisfactory – below 4 points

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



Information Sheet 3 – Set and following objectives and agenda

3.1 Introductions

Team meetings are a regular part of any worker's life, and they can have a great impact on work practices and job satisfaction. Objectives and agendas for meetings and discussions should be routinely set and followed.

3.2 Setting and Following Objectives and Agenda Routinely

What is a Meeting? A meeting is the coming together of three or more people who share common aims and objectives, and who through the use of verbal and written communication contribute to the objectives being achieved

What is an Agenda?

In its simplest form, an agenda sets out the list of items to be discussed at a meeting.

It should include:

- The purpose of the meeting; and
- The order in which items are to be discussed, so that the meeting achieves its purpose. This will later shape the minutes of the meeting.

The agenda components

The meeting agenda is typically a list of items to be addressed in a formal meeting. These are presented as brief statements in the order in which you plan to deal with them. Some items are standard: that is, they are present in almost every formal agenda.

- Meeting details (title, date)
- Welcome
- Apologies (for those unable to attend)
- Previous minutes (an overview of items dealt with at the previous meeting)
- Items for discussion (e.g. project updates, changes to policy)
- Other business (an opportunity to introduce additional items)
- Date of next meeting

A copy of the agenda should be provided to each person who is invited.



How to Set an Agenda

Areas to be covered in an agenda:

- **Logistics:** This includes date, time and place of meeting, its title, and a list of invited attendees.
- **Objective:** The purpose of the meeting, and any background information such as whether this is the first in a series of meetings.
- **Housekeeping:** This should include **welcome and introductions** and any **apologies for absence**. It should also cover **approval of previous minutes**, and any **matters arising** from them that are not dealt with elsewhere in the agenda. In a formal meeting, housekeeping will also cover any amendments that are necessary to the last set of minutes, which should be formally documented in the minutes of this meeting.
- **Items:** This is the 'meat' of the agenda. Each item should have a number, a title, and a presenter/lead. It should also have a suggested time limit on the discussion.

Timing can be hard to ascertain without previous experience of the meeting. The secretary may need to ask the presenter/lead how long they think a particular item will take, and then discuss it with the chair. The final allocation should be based on the item's importance to the objective of the meeting, and its level of controversy. A very controversial item that is incidental to the objective of the meeting should be postponed for discussion elsewhere.

Breaks in the Agenda

Some meetings, for example, formal board meetings, or away-days, may go on all day, or even over more than one day. The agendas for such meetings will obviously need to include breaks, usually at least one break in the morning and one in the afternoon, as well as a lunch break.

However, even a shorter meeting may benefit from one or more scheduled breaks. These offer the opportunity for discussion between two or more participants outside the

Page 103 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



main meeting, and also allow a meeting to get back on track if one or more item has taken more time than expected.

Making Meetings More Productive

A good agenda ensures that the discussion flows but is focused, the meeting achieves its aim, and that it is a productive use of attendees' time. Taking the time to prepare an agenda will be time well spent. It will also demonstrate to your attendees that you value their time as much you value your own. The effort will also pay off further down the line: when people get to know that your meetings run well and achieve their aims, they will be more likely to attend them in future.



Self-Check -3	Written Test
----------------------	---------------------

Direction I: Matching item (2 point each)

Instruction: match column A with the below listed question and write your answer on the answer sheet provided:

A

- A. Meeting
- B. Agenda
- C. The agenda components
- D. Area to be cover in an agenda

B

- 1. Objectives
- 2. Meeting details (title, date), Welcome and Apologies (for those unable to attend)
- 3. List of items to be addressed in a formal meeting
- 4. The coming together of three or more people who share common aims and objectives, and who through the use of verbal and written communication contribute to the objectives being achieved

Answer Sheet-3

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Matching Questions

Page 105 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
-----------------	---	---	-----------------------------



1.
2.
3.
4.
5.

Note: Satisfactory rating - 4 points and above Unsatisfactory - below 4 points

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



Information Sheet 4 – Provide relevant information

4.1 Providing Relevant Information to Group

The facilitator is responsible for ensuring that the group communication is as productive as possible. This may include preparing materials, providing information in advance, and perhaps arranging for others to provide specialist information.

In a formal setting, agendas can be an excellent starting point for ensuring that relevant information is provided and shared to facilitate outcomes when a work in group.

Handouts are also a good method of providing information to a group of people. However, it is a good idea to send these to members prior to a meeting so that they have time to read and mark sections for comment.

Charts, diagrams and other graphics are also very good tools for providing information in a visual form. Often a great deal of information can be provided on a single diagram or chart. These can be more interesting and understandable to participants than one person speaking for a lengthy period of time. Regardless of how and when the information is provided, it must be relevant to the outcomes.

**Self-Check -4****Written Test**

Direction I: Short answer (6 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided in the next page:

1. How to provide relevant information to groups? (10 points)

Answer Sheet-4

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Give short answer

1.....
.....
.....
.....

Note: Satisfactory rating - 5 points and above

Unsatisfactory - below 5 points

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



Information Sheet 5 – undertake evaluation of group communication strategies

5.1 Introduction

Developing a smart communication plan is an essential first step. But without a thoughtful evaluation strategy, you have no way of knowing if your plan is working or whether you need to make adjustments. Knowing the effect of your communication activities and fine-tuning those areas that need improvement will help you reach the outcomes you seek

5.2 Evaluation of Group Communication Strategies

Participants in any type of group have their own sense of what they need and what they expect to gain from the group experience. These expectations can often be in addition to the stated group outcomes, so it is very useful to find out what these are in the early stages of the group forming.

At the closure of the group you may like to revisit some of these to make sure that the group and its activities did meet those needs. Questions that will help in this evaluation include:

- What did we achieve?
- Did we achieve our goals?
- What worked and what didn't work for us?
- How did we do this?
- Did we enjoy the experience?
- Did the group members respect each other?
- Were people acknowledged and empowered in the process?
- What could we have done differently to enhance the experience?
- What have we learnt from this experience to take into our next group experience?



When to evaluate your communication Conduct evaluations of your communication plan both during its implementation, and after its completion. Conducting evaluations during implementation allows you to make necessary adjustments and respond to new information and needs mid-project cycle. Conducting evaluations after implementation is finished can provide valuable lessons for future projects. During implementation, evaluations can take two forms: Evaluation can occur informally throughout the process of implementation, such as by holding regular team meetings to get updates on progress and identify needs. Changes can be made accordingly.

Another way of evaluating your communication is through interactions with your target group that occur as part of your project. If possible, formal interim evaluations of your communication should be held at pre-agreed stages.

These should occur as often as appropriate for the length of your project. After implementation has been completed, a rigorous evaluation of your communication should also be conducted, comparing output(eg: the various output of your communication activities),outtake (eg: what your target group has taken away from your communication activities)and outcomes (eg: the impact and changes that have resulted from your communication activities).

These should be compared to the communication goals established in your communication strategy. Additionally, use meetings in the field with your target group as another method of continually assessing the suitability of your communication strategy. This will emerge as you explain the strategy to your target group and better learn the local conditions. What to evaluate about your communication.

**Self-Check -5****Written Test**

Direction I: Short answer (8 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided in the next page:

1. What is the purpose of evaluation of group communication strategy? (4 points)
2. List some questions that will help in this evaluation of group communication technology? (4 points)

Answer Sheet-4

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Give short answer

- 1.....
.....
.....
...
- 2.....
.....
.....

Note: Satisfactory rating - 4 points and above**Unsatisfactory - below 4 points**

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



Information Sheet-6	Identifying and addressing specific communication needs of individuals
----------------------------	---

6.1 Introduction

In order to provide service to individuals, it is necessary to identify their needs and expectations regarding communication. It is always dangerous to assume we know what these needs and expectations are because we might get it wrong. Sometimes customers will tell us what their needs and expectations are, and in other cases we will have to ask questions.

6.2 Guiding principles for Identify Individuals' Communication Needs

Guidelines used while identifying Individuals' communication preferences and needs are

- access information about the individual's communication and language needs
- where information is not available or appears incomplete, use other strategies and sources to identify the individual's communication and language needs
- observe the individual, their behavior and communication cues to help you understand how the individual communicates and what specific messages they are communicating
- pay full attention to the individual when listening to them
- seek appropriate support when you have problems understanding and interpreting the individual's communications
- seek appropriate support when the individual has problems understanding you
- work with the individual, key people and others to identify the communication methods that best meet the individual's needs
- complete records and reports on communication needs and processes according to legal and work setting requirements Support individuals to interact through communication
- support the individual to express their wishes about who they wish to communicate with and the ways in which they wish to communicate
- support the individual to overcome barriers they experience when communicating with others
- support the individual to develop communication methods and skills that will enable them to be understood by others

Page 112 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- support the individual to acquire any specific equipment to enable them to communicate
- support the individual to correctly set up and use communication equipment
- check that the equipment is working properly, taking appropriate actions to remedy any problems
- access other specialist services and facilities, including human aids to communication, to enable the individual to communicate
- provide opportunities for individuals to communicate with others using the communication methods and skills they have developed
- ensure the environment is arranged to minimise barriers to communication
- encourage the individual to engage with others
- encourage the individual to communicate their feelings and emotions in ways that will help you and other people to understand them
- support other people who come into contact with the individual to communicate with them appropriately
- support people to understand and respect the individual's specific communication needs, to understand and interpret the individual's communications and to use appropriate strategies and methods to be understood by the individual
- encourage people to allow sufficient time for the individual to communicate their message, without interrupting
- work with the individual to enable them to communicate in new and changing situations and environments

6.3 Servicing Customer Needs

While it is essential to treat all customers as individuals, every customer defines service differently. It is up to you to determine the individual definition of what follows, and provide it.

The following notes will indicate how to service customers, both with and without special needs. However, some general techniques apply.

There is no doubt that when dealing with customers who have needs you need:

- A genuine service ethic
- Patience

Page 113 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
-----------------	---	---	-----------------------------



- Excellent communication skills, especially non-verbal skills
- A sense of humor
- The ongoing need to be polite and courteous
- Warmth and empathy

6.4 Identifying specific communication needs of individuals

Identification of internal customer needs normally is reflected in the requirements of their job responsibilities. However, at times these may change. The best method of identifying internal customer needs is through constant communication:

- In meetings
- In staff briefings at the start of a shift
- During a shift as needs arise
- In staff debriefings at the end of a shift
- Through comments in handover documents between shifts
- Through emails, memos and telephone calls

Identifying needs of the external customer are varied and are not the same for everyone.

In fact, the needs for the same customer may change on a daily basis. It is important staff remain aware of the satisfaction of customers and look for ways to improve the experience for all customers. Quite often customers will let you know of their needs through the use of direct questions. However, some customers will not let you know if their needs are unmet and will leave a venue disappointed with little or no prospect of a return visit.

Staff must be pro-active and try to anticipate the needs of customers where possible. This can be achieved through: **Observation**. Quite often the body language of a customer will indicate their true feelings. They could be looking around for staff to serve them, angry or frustrated, or simply disappointed in what has been provided. Asking questions offer recommendations or find out if they want things done a certain.

Special needs customers

As mentioned, all external customers will have their own individual needs that a venue must try to meet as a minimum, and exceed as standard protocol. There are some

Page 114 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



customers with special needs that a venue must accommodate. Customers who come to irrigation sector with special needs may be categorized as:

- Disabled
- Unable to speak English/Amharic
- Having other special needs. These needs can be here today and gone tomorrow needs.

We must make every effort to respond to those with special needs with the same professionalism as we respond to requests made by other customers.

Preparation and knowing what the venue can offer are the keys to dealing with customers with special needs. Normally people with special needs could be identified by sight, or through listening to them. Where we are unsure about what specific needs they have we should use questions to identify what their needs

6.5 addressing specific communication needs of individuals

1. Disabled customers

In general terms the same approach that is taken with other customers should apply to customers with a disability:

- Don't ignore them.
- Ensure you interact with disabled people in the same way as other customers
- Greet them warmly and in a genuine and friendly manner.
- Don't reserve your welcomes just for those without a disability
- Make an offer of assistance in relation to what you can offer or do for them.
- Recognize that disabled people aren't stupid, they are disabled.
- Shouting won't make you better understood.
- Disabled people have similar needs for information as do those who are not disabled
- Don't assume you know what they want. Let them finish sentences and don't prejudge a disabled person's wants from their disability Ask questions and listen to the responses.
- Adopt the same professional manner and strategies as usual



- Talk to the disabled person initially and then to their support person if there are difficulties.
- Never ignore the presence of the disabled person and never give the impression they aren't there or are an irrelevancy
- Make an offer of physical assistance where the person is physically disabled.
- Realize that most people treasure their independence. Consider sitting when talking with someone in a wheelchair so that communication levels are equal and you are not adopting a superior position

2. Customers who are unable to speak local language

It is common practice to have many customers on a daily basis who do not understand the local language. When faced with a language barrier, staff should attempt to communicate through the use of gestures, signs or simple words. While this is obviously not a perfect situation, it does at least show your desire to communicate.

Gestures are preferable to saying nothing and risking the customer feeling ignored.

Attempts at gestures may include:

- Pointing to indicate a location
- Holding fingers up to establish quantities
- Rubbing your hands to indicate temperature
- Nodding your head in agreement
- Shaking your head in disagreement
- Using facial expressions to relay your feelings
- Removing adjectives (descriptive words) from your speech
- Slowing your speech down and speaking clearly and concisely
- Avoiding using local idiom or slang.
- Where possible documents should be printed in a variety of languages to enable customers to understand information relating to the property and the surrounding region.



Self-Check -6	Written Test
----------------------	---------------------

Direction I: Matching item (2 point each)

Instruction: match column A with the below listed question and write your answer on the answer sheet provided:

A

- A. Addressing communication to disabled customers
- B. Attempts at gestures
- C. Special need customer
- D. method of identifying internal customer needs
- E. Guidelines used while identifying Individuals' communication preferences and needs are

B

- 1. Unable to speak English/Amharic
- 2. Meeting
- 3. Ensure you interact with disabled people in the same way as other customers
- 4. Holding fingers up to establish quantities
- 5. Access information about the individual's communication and language needs

Answer Sheet-6

Score = _____

Rating: _____

Name: _____

Date: _____

Page 117 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
-----------------	---	---	-----------------------------



Direction I: Matching Questions

1.
2.
3.
4.
5.

Note: Satisfactory rating - 5 points and above

Unsatisfactory - below 5 points

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



LG #5	LO #5- Conduct interview
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"> • Appropriating communication strategies • Conducting different types of interview • Making and maintaining records of interviews • Techniques of questioning, listening and nonverbal communication <p>This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:</p> <ul style="list-style-type: none"> • Appropriate communication strategies • Conduct different types of interview • Make and maintaining records of interviews • Techniques of questioning, listening and nonverbal communication 	
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. 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). 	



Information Sheet 1 – Appropriating communication strategies

1.1 Introduction

Interviews allow you to gather information from respondents by asking them questions directly (rather than having those complete answers on their own, such as by filling out a questionnaire). Interviews may be done in-person or by telephone. Interviews tend to be more time-consuming and expensive

1.2 Appropriate Communication Strategies in Interview

Appropriate communication strategies in interview situation when establishing rapport, obtaining facts and information, facilitating resolution of issues, developing action plans and diffusing potentially difficult situation should be used these strategies includes:

- Start with some appropriate small talk
- Address the interviewer by name
- Match your communication style to the interviewer
- Don't talk too much
- Be friendly
- Avoid interrupting the interviewer
- Avoid jargon and acronyms

How to Ask Questions. Investigators/Auditors will conduct interviews:

- Politely;
- Without personal prejudice or preconceived notions as to the interviewee's culpability; and
- Without making any threats or promises to elicit any information.



Self-Check -1	Written Test
---------------	--------------

Direction I: Short answer questions (6 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided:

1. How do you ask questions in interview situation? (3 points)
2. List some of the appropriate communication strategy in interview situation? (3 points)

Answer Sheet-1

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Short answer questions

1.
.....
.....
2.
.....
.....

Note: Satisfactory rating - 3 points and above

Unsatisfactory - below 3 points

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



Information Sheet 2 – Conducting different types of interview

2.1 Introduction

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around a topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses. Usually open-ended questions are asked during interviews.

Before you start to design your interview questions and process, clearly articulate to yourself what problem or need is to be addressed using the information to be gathered by the interviews. This helps you keep clear focus on the intent of each question

2.2 Types of Interviews

The types of interview includes

1. **Informal, conversational interview** - no predetermined questions are asked, in order to remain as open and adaptable as possible to the interviewee's nature and priorities; during the interview, the interviewer "goes with the flow".
2. **General interview guide approach** - the guide approach is intended to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting information from the interviewee.
3. **Standardized, open-ended interview** - here, the same open-ended questions are asked to all interviewees (an open-ended question is where respondents are free to choose how to answer the question, i.e., they don't select "yes" or "no" or provide a numeric rating, etc.); this approach facilitates faster interviews that can be more easily analyzed and compared.
4. **Closed, fixed-response interview** - where all interviewees are asked the same questions and asked to choose answers from among the same set of alternatives. This format is useful for those not practiced in interviewing.



2.3 Interview Questions

The types of question used in interview situations includes

1. **Behaviors** - about what a person has done or is doing
2. **Opinions/values** - about what a person thinks about a topic
3. **Feelings** - note that respondents sometimes respond with "I think ..." so be careful to note that you're looking for feelings
4. **Knowledge** - to get facts about a topic
5. **Sensory** - about what people have seen, touched, heard, tasted or smelled
6. **Background/demographics** - standard background questions, such as age, education, etc.

Note that the above questions can be asked in terms of past, present or future.

Sequence of Questions

1. **Get the respondents involved in the interview as soon as possible.**
2. **Before asking about controversial matters (such as feelings and conclusions), first ask about some facts.** With this approach, respondents can more easily engage in the interview before warming up to more personal matters.
3. **Intersperse fact-based questions throughout the interview** to avoid long lists of fact-based questions, which tends to leave respondents disengaged.
4. **Ask questions about the present before questions about the past or future.** It's usually easier for them to talk about the present and then work into the past or future.
5. **The last questions might be to allow respondents to provide any other information they prefer to add and their impressions of the interview.**

Wording of Questions

Page 123 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



1. **Wording should be open-ended.** Respondents should be able to choose their own terms when answering questions.
2. **Questions should be as neutral as possible.** Avoid wording that might influence answers, e.g., evocative, judgmental wording.
3. **Questions should be asked one at a time.**
4. **Questions should be worded clearly.** This includes knowing any terms particular to the program or the respondents' culture.
5. **Be careful asking "why" questions.** This type of question infers a cause-effect relationship that may not truly exist. These questions may also cause respondents to feel defensive, e.g., that they have to justify their response, which may inhibit their responses to this and future questions.

2.4 The start of the interview:

Outline the limits of confidentiality that can be offered to the client, and obtain the client's consent for release of information to third parties where necessary. Explain clearly what the information is required for and ensure that the information is relevant to the requirements.

Before you begin questioning, explain that being honest with each other is essential. Sometimes being honest can be difficult for a client because:

- they have been threatened or feel threatened
- they fear future consequences
- they fear others getting into trouble
- they are in the presence of someone they do not know.

2.5 During the interview situation

Ask simple questions that seek to have them explore the information they give you. A combination of open and closed questions can help you ask about a piece of information in more than one way.



Clarify any points that you don't understand. You may choose to let the client tell their story and seek to clarify at the end, or it may be more appropriate to walk them through their story step by step.

Agree on statements of fact. At the closure of the interview (you can also do this throughout the interview if the information is complex), come to an agreement with the client on things that appear to be fact. Put these into short and simple statements that are clear. These can also be put into written form for the client to sign it if you think it is appropriate to do so.

To distinguish between fact, opinion, assumption and hearsay (heard from someone else) when you are presented with information:

- Check how this information came to be known.
- Explore whether it is first-or-second hand.
- Find out whether what they say is a belief or a known fact with some proof.

2.6 Preparing for the interview

Regardless of the setting or purpose of the interview, there are common steps in any interview, including the preparation, introduction, body of interview, recording and closure of the interview and assessment.

You need to inform your client of your role when you first introduce yourself. Display any identification required by your agency and explain why you are involved in this particular situation.

- Establish boundaries between you and the client.
- Clearly define the limits of what you can and cannot do.
- Clarify expectations the client has of you.
- Note statutory obligations and requirements.

2.7 Interviewing Disabilities

When interviewing a person with disability, speak directly to that person and maintain eye contact rather than interacting directly with an interpreter or companion.

Page 125 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- Use the same interviewing techniques and manner that you usually do. Speak in relaxed, everyday tones.
- When talking with a person with a hearing loss, be sure to face them and do not cover your mouth when you speak. Place yourself so that you face the light source and are not backlit. Wait to speak until the person is looking at you.
- When meeting an interviewee who has a visual impairment, identify yourself and others who are with you. When conversing in a group, remember to identify the person to whom you are speaking.
- Listen attentively when you are talking with a person who has difficulty speaking. Be patient and wait for the person to finish speaking rather than correcting them or speaking for them. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you believe was said and allow the person to respond.
- When covering an event where a sign or oral interpreter is present, be aware of the communication between an interpreter or real-time captioned and the person using the service. Avoid walking between them or blocking their communication. Often people who use interpreters are located near the front of a room in a designated section. Remember, blocking this communication is like pulling the plug on the public address system



Self-Check -2	Written Test
----------------------	---------------------

Direction I: Multiple Choice Questions (2 point each)

Instruction: Choose the best answer of the following questions and write your answer on the answer sheet provided:

1. Identify the correct statement about interview?
 - A. Interviews are particularly useful for getting the story behind a participant's experiences.
 - B. The interviewer can not pursue in-depth information around a topic.
 - C. Interviews may be useful as follow-up to certain respondents to questionnaires
 - D. Before you start to design your interview questions and process, clearly articulate to yourself what problem or need
2. Identify the correct statement in interview disabilities
 - A. Use the same interviewing techniques and manner that you usually do. Speak in relaxed, everyday tones.
 - B. When talking with a person with a hearing loss, be sure to face them and do not cover your mouth when you speak.
 - C. When meeting an interviewee who has a visual impairment, identify yourself and others who are with you.
 - D. All
3. no predetermined questions are asked, in order to remain as open and adaptable as possible to the interviewee's nature and priorities; during the interview, the interviewer "goes with the flow"
 - A. Informal conversational
 - B. General guideline approach
 - C. Close fixed response
 - D. Standardize open ended

Page 127 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



4. To facilitate the delivery of OHS training to staff, there may be a need to Acquisition, use, storage and disposal of hazardous chemicals.
- A. Organize time release for staff so they can attend training
 - B. Roster staff differently
 - C. Conduct off-site training using external training providers
 - D. All

Answer Sheet-2

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Multiple Choice Questions

1.
2.
3.
4.
- .



Information Sheet 3 – Making and maintaining records of interviews

3.1 Introduction

No matter how good you may think your memory is, you must keep a record of what you are told. One of the primary benefits of **recording an interview** (audio or visual) is that it allows the interviewer to concentrate on the **interview** rather than writing notes, which **can** act as a distraction to both the interviewee and the person(s) asking the questions

3.1 Interview recording

All the best interviewing is useless if it has not been adequately recorded, so it is important to ensure good recording conditions. In an open-ended interview it is difficult to make notes on everything during the interview. The best approach in team-work is to appoint a scribe, i.e. a person whose job it is to write everything down.

How long one waits before writing up full field-notes depends on the setting, and the interviewer's personal style but it should be borne in mind that an interviewer's memory is limited. It is surprising how facts, ideas and important observations that one thinks one will never forget quickly slip away. Half of the details from an interview can be forgotten within 24 hours, three-quarters can be lost within 2 days and after this only skeletal notes can be salvaged. Jotted notes will help prompt memory later, but it is best to write up interview notes while they are still fresh in the interviewer's mind after the interview or at the end of the interviewing day.

Use of tape-recorders: A tape recorder can often be useful. It enables the interviewer to give the respondent his/her full attention during the interview and avoid the need to be constantly scribbling notes. It can also enable data to be left until such time as analysis can be applied more rigorously and in a more leisurely way. It should be borne in mind, however, that not everyone likes to be tape-recorded. If taping is contemplated the respondents' permission should be sought first rules:

Page 129 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- Know your tape recorder and what all the switches do. Practice with it in the office, until you are familiar with it.
- Check that the battery is fully charged before you leave the office. The best thing is always to put the battery in the charger whenever you finish a job, so that it will be ready for the next job.
- Take a spare clean tape with you. Keep an eye on the tape recorder during the interview, so that you can change the tape before it reaches the end.
- Put the microphone in a good position to record, and the tape recorder conveniently beside you. Check before you begin the interview that it is working and that the sound levels are right.
- Set the counter to zero at the start of the interview

Notebook

The alternative is to make notes in a notebook. This can best be done by using shorthand, so that you note the speaker's exact words while he or she is speaking them. You can then use them as a quote later, if you wish.

**Self-Check -3****Written Test**

Direction I: Short answer questions (6 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided:

1. What is the purpose of making and maintaining records of interviews? (2 points)
2. Briefly explain the types of interview record methods? (4 points)

Answer Sheet-3

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Short answer questions

1.
.....
.....
2.
.....
.....

Note: Satisfactory rating - 3 points and above

Unsatisfactory - below 3 points

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



Information Sheet 4 – Techniques of questioning, listening and nonverbal communication

4.1 Introduction

The use of questions and effective listening and non verbal communication are keys in nearly all effective two-way communication. An important fact is to realize that just because we talk and listen on a regular basis, we are not necessarily good at it

4.2 Listening

Listening is sometimes referred to as the neglected skill.

It is without doubt a much underrated skill, especially when you consider we have two ears, and only one mouth!

Because we listen so often, we assume we are good at it and do not need to spend any time worrying about how to do it, or how to improve doing it.

Fortunately, if we practice, we can improve our listening.

Effective listening:

- Encourages others to fully transmit their message by indicating our interest and concern
- Increases the likelihood that the receiver is in possession of all the relevant facts before proceeding
- Improves the quality of relationships – staff to staff, staff to customer and staff to management
- Assists in problem resolution
- Enhances the chance of a proper understanding between people
- Reduces many problems and conflicts found in the workplace
- Improves staff morale

Page 132 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- Raises workplace productivity.

When we listen effectively we gain the appreciation, gratitude and respect of the other person, whether a customer or staff member.

We have two listening options. One involves listening only (active listening). The other involves you giving verbal feedback that ensures the channel of communication continues clear and without conflict (reflective listening).

Active listening

When engaged in active listening, you do not speak, but listen.

You allow your body language to encourage the speaker.

Active listening is:

- Showing sensitivity to the talker and showing all due respect
- Displaying empathy with the person speaking
- Demonstrating your attention to all the non-verbal signals you send
- Not interrupting the speaker
- Encouraging the other person to continue talking by using encouraging behaviour
nods, murmurs, short words of encouragement
- Concentrating on what is being said rather than allowing yourself to drift off and
thinking of something else
- Not being judgmental about the way the speaker looks, or what they are saying.

Reflective listening

In this variation, you still listen to the speaker, but you encourage them to continue with your words rather than non-verbally.

Reflective listening is especially useful where emotions are seen to be clouding the issue.

This form of listening enables you to acknowledge the way the person is feeling.

Reflective listening requires you to:

Page 133 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



- Paraphrase what the speaker says i.e. sum up what has been said and repeat it using similar words
- Read between the lines of what is actually being said factoring in their body language
- Utilize questioning to sum up or clarify the situation. In many situations, an effective communicator will ask lots of questions
- Continue being non-judgmental
- Refrain from making comments or interrupting
- Continue being sensitive which means taking into account the way the speaker feels, as well as what they are saying.

4.3 Questioning

The asking of questions is a powerful tool in communication.

Questioning is not simply a method of eliciting information, although it naturally performs that primary role.

Reflective questioning is the same idea as reflective listening, in that it involves repeating back to the speaker what they have just said. In addition, as its name states, reflective questioning puts the words in the shape of a question.

It frequently begins with the word So ... For example, So, you feel really angry when you see someone walk out of the room and not turn out the light?"

This method:

- Shows the speaker that you have listened to what they have said
- Gives them feedback as to whether or not you have focused on the main points of the issue as they see them
- Encourages them to go on and provide more information
- Encourages them to clarify what they have already stated.



- Many people will provide extra useful information when encouraged to keep talking.

Open and closed questions

When asking questions we can use closed or open questions.

Closed questions are asked in such a way as to elicit only a Yes or No answer. They are suitable only in rare customer-service instances because they do not encourage the speaker to talk.

A much better choice is the use of open questions.

These are questions that probe the talker for more information and encourage them to supply further detail.

They are questions that begin with:

- What
- Why
- How
- Where
- When.

These questions dig for further information, show attention, interest, concern and a desire to assist, as well as giving another opportunity to gain facts. An open question cannot be answered with a Yes or No.

4.4 Non verbal Communication

Nonverbal communication refers to gestures, facial expressions, tone of voice, eye contact (or lack thereof), body language, posture, and other ways people can communicate without using language

4.4.1 Non verbal communication techniques in interview

Page 135 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



When you're interviewing for a job or participating in a meeting, your nonverbal communication is almost as important as your verbal responses. Crossed arms can seem defensive. Poor posture may appear unprofessional. A downward gaze or avoiding eye contact can detract from you being seen as confident.

Employers will evaluate what you do as well as what you say, and you can use your nonverbal communication skills to make the best impression. If your skills aren't top-notch, you can practice them so you make a positive impression on everyone you meet in the workplace and beyond.

Your Posture: When you take your seat, be sure to sit up straight and avoid slouching. You can lean forward a little to show your interest. The goal here is to appear natural, confident, and enthusiastic. Avoid any body language that could be construed as showing disinterest or desperation. Don't lean back (you'll look too relaxed or lethargic) or fidget (you'll look nervous or immature) and don't invade your interviewer's personal space (you'll look like a stalker).

Your Hands and Feet: Keep your feet on the floor and your hands positioned naturally. If you're not sure what to do with your hands, keep them folded loosely in your lap or on the tabletop.

Eye Contact: Maintain eye contact in a natural way. Just don't stare fixedly at your interviewer. That can seem creepy or robotic. Listen carefully and smile and nod as appropriate

Once the interview is over, when you thank your interviewer politely for her time, shake her hand professionally and smile.

Page 136 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



Then it's time to walk confidently out the door, secure in the knowledge that you've made a winning non-verbal impression.

**Self-Check -4****Written Test**

Direction I: Short answer questions (12 points)

Instruction: Give short answer for the following questions and write your answer on the answer sheet provided:

1. Explain about the purpose of effective listening? (2 points)
2. Explain about the non verbal communication techniques in interview situation? (4 points)
3. What is the purpose of reflective listening? (2 points)
4. What is the difference between active listening and reflective listening?(4 points)

Answer Sheet-4

Score = _____

Rating: _____

Name: _____

Date: _____

Direction I: Short answer questions

1.
.....
.....
...
2.
.....
.....
...



3.
.....
.....
...

4.
.....
.....
...

Note: Satisfactory rating - 6 points and above Unsatisfactory - below 6 points

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



Operation Sheet -1	Conducting interview
--------------------	----------------------

Procedure conducting interview

Activity 1: Preparation for Interview

Step 1. Choose a setting with little distraction. Avoid loud lights or noises, ensure the interviewee is comfortable (you might ask them if they are), etc. Often, they may feel more comfortable at their own places of work or homes.

Step 2. Explain the purpose of the interview.

Step 3. Address terms of confidentiality. Note any terms of confidentiality. (Be careful here. Rarely can you absolutely promise anything. Courts may get access to information, in certain circumstances.) Explain who will get access to their answers and how their answers will be analyzed. If their comments are to be used as quotes, get their written permission to do so.

Step 4. Explain the format of the interview. Explain the type of interview you are conducting and its nature. If you want them to ask questions, specify if they're to do so as they have them or wait until the end of the interview.

Step 5. Indicate how long the interview usually takes.

Step 6. Tell them how to get in touch with you later if they want to.

Step 7. Ask them if they have any questions before you both get started with the interview.

Step 8. Don't count on your memory to recall their answers. Ask for permission to record the interview or bring along someone to take notes

Activity 2: Conducting Interview

Step 1. Occasionally verify the tape recorder (if used) is working.

Step 2. Ask one question at a time.

Page 140 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1 December 2020
-----------------	---	---	-----------------------------



Step 3 Attempt to remain as neutral as possible. That is, don't show strong emotional reactions to their responses. Patton suggests to act as if "you've heard it all before."

Step 4. Encourage responses with occasional nods of the head, "uh huh"s, etc.

Step 5. Be careful about the appearance when note taking. That is, if you jump to take a note, it may appear as if you're surprised or very pleased about an answer, which may influence answers to future questions.

Step 6. Provide transition between major topics, e.g., "we've been talking about (some topic) and now I'd like to move on to (another topic)."

Step 7. Don't lose control of the interview. This can occur when respondents stray to another topic, take so long to answer a question that time begins to run out, or even begin asking questions to the interviewer.

Activity 3: Immediately After Interview

Step 1. Verify if the tape recorder, if used, worked throughout the interview.

Step 2. Make any notes on your written notes, e.g., to clarify any scratching, ensure pages are numbered, fill out any notes that don't make sense, etc.

Step 3. Write down any observations made during the interview. For example, where did the interview occur and when, was the respondent particularly nervous at any time? Were there any surprises during the interview? Did the tape recorder break?



Operation Sheet -2

Making effective listening

Procedure of making effective listening

Step 1: Prepare yourself to listen.

- Get rid of things that may interrupt or act as blocks to communication. Get into the right frame of mind

Step 2: Become interested.

- Focus on what is being said and get caught up in it. Make sure you find some way to find interesting what is being said. Ask questions, look interested, ask yourself how you can use what you are being told

Step 3: Keep an open mind.

- Do not pre-judge the situation, do not interrupt and do not tune-out. Make sure you don't try to make what is being said fit into your pre-conceived notions, ideas and prejudices

Step 4: Identify the main idea.

- Listen to what is being said with the intention of extracting the core message. Realize that this may come at the start of the message, the middle or the end. There is no set rule

Step 5: Listen critically.

- Weigh up what is being said without simply accepting what is being transmitted

Step 6: Don't get distracted.

- Focus your attention on the speaker and what they are saying

Step 7: Take notes.



- Don't be afraid to write down vital points; it demonstrates interest and that you are taking things seriously

Step 8: Help where necessary

- e.g. where the speaker pauses, prompt them into continuing

Step 9: Reflect on what has been said.

- Restate a point the speaker has made. For example, You said that .

Step 10: Keep quiet.

- Realize that interrupting is a major cause of communication breakdown, and often annoys the speaker.



LAP Test -1	Practical Demonstration
-------------	-------------------------

Name: _____

Date: _____

Time started: _____

Time

finished:

Instruction 1: Given necessary templates, tools and materials you are required to perform the following tasks within *60 hours*.

Task 1: Conduct interview

Task 2: Make effective listening



Reference

1. Adejimola, A. S. (2009). *Language and communication in conflict resolution*. Journal of Law and Conflict Resolution Vol. 1(1), pp. 001-009. Retrieved from: <http://www.academicjournals.org/JLCR>
2. Herta A. Murphy and Charles E. Peck (1980), *Effective business communication* (3rd edition), Mc – Graw hill.
3. Mary Cllinan, (1998), *Business communication*, 2nd ed, Harcourt Brace college publisher
4. Spaho, K. (2013). *Organizational Communication and Conflict Management*. Retrieved from: <https://www.efst.hr/management/Vol18No1-2013/6-Spaho.pdf>
5. Tara, D. and O'Hara, M. (2014) *Communication Skills: Making Practice Based Learning Work*. Retrieveds from: <http://cw.routledge.com/textbooks/9780415537902/data/learning>
6. <https://www.skillsyouneed.com/present/presentation-tips.html>
7. [https://www.asean.org/storage/images/2013/economic/matm/Toolboxes for Six](https://www.asean.org/storage/images/2013/economic/matm/Toolboxes%20for%20Six)
8. <https://www.skillsyouneed.com/present/prepare-presentation.html>
9. <https://smallbusiness.chron.com/give-good-powerpoint-organization-48693.html>



ACKNOWLEDGEMENT

We would like to express our appreciation to the TVET instructors and experts of regional TVET bureau, TVET College, and Federal Technical and Vocational Education and Training Agency (FTVETA) who made the development of this learning module with required standards and quality possible.

We wish thanks and appreciation to the representatives of GREEN FLOWER FOUNDATION PROJECT who covers the financial expenses, scarifying their time and commitments to develop this learning module.

Page 146 of 147	Federal TVET Agency Author/Copyright	TVET program title- Horticultural crop production Level-IV	Version -1
			December 2020



The trainers who developed the learning guide

No.	Full name	TVET	Level of education	A/ background	Email	Mobile
1.	Misgana Belay	Nedjo	MSc	Agronomy	Misbel2020@gmail.com	0911983854
2.	Leta Abebe	Waliso PC	BSc	Plant science	Letaabeba361@gmail.com	0922768274
3.	Deribew Gonfa	Fitcha PTC	MSc	Plant Science	gonfad24@gmail.com	0912774688
4.	Chimdessa Wakuma	Bako	MSc	Horticulture	wakumachimdessa@gmail.com	0911359086
5.	Alemayehu Tesfaye	Nedjo	MSc	Plant science	alemayehutesfayem@gmail.com	0913214980
6.	Getenesh Belay	Holeta	MSc	Horticulture	Nebzek2@gmail.com	0911449053
7.	Tamirat Tirfesa	Bako	BSc	Plant science	tirfessatamiru@gmail.com	0926811647
8.	Tesfaye Tekola	Assosa	MSc	Agronomy	ttekola@gmail.com	0910550651
9.	Moti Taye	Bako ATVEVT	MSc	Plant science	Tayemoti12@gmail.com	0912801540
10.	Adisu Shamble	Bako ATVET	BSc	Plant science	Adisushambel2011@gmail.com	0920617572
11.	Hailu Dereje	Bishoftu PC	BSc	Plant science		
12.	Mamo Abdi	OTVETB	MSc	Environmental and sustainable development	Mamoab57@gmail.com	0917812505