



PLUMBING INSTALLATION LEVEL-II

Learning Guide #4

**Unit of Competence: - Participate in Workplace
Communication**

**Module Title: - Participating in Workplace
Communication**

LG Code: EISPIIM2LO1- LG4

TTLM Code: EISPII TTLM02 0919V1

LO1:- Obtaining and convey workplace information

Instruction Sheet#1	Learning guide #4
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:–

- Accessing information from appropriate sources.
- Using effective questioning, listening and speaking skill.
- Appropriating medium to transfer information and ideas.
- Appropriating non- verbal communication.
- Appropriating lines of communication with
- Workplace procedures for the location and storage of information.
- Carrying out personal interaction.

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, you will be able to –

- Access information from appropriate sources.
- Use effective questioning, listening and speaking skill.
- Appropriate medium to transfer information and ideas.
- Appropriate non- verbal communication.
- Appropriate lines of communication with
- Workplace procedures for the location and storage of information.
- Carrying out personal interaction.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.

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2. Follow the instructions described below
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks”.in each information sheets.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation proceed to “Operation sheets and LAP Tests if any”. However, if your rating is unsatisfactory, ask your teacher for further instructions or go back to Learning Activity.
7. After you accomplish Operation sheets and LAP Tests, ensure you have a formative assessment and get a satisfactory result;
8. Then proceed to the next information sheet.

Information Sheet 1	Accessing information from appropriate sources
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Introduction

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Communicating information: Workers must be able to communicate information to work effectively.

- ✓ Information is communicated in two directions - sometimes you receive information and sometimes you convey it.
- ✓ You communicate regularly with your employer or supervisor and your co-workers. You might also communicate with customers and suppliers, contractors, local government employees, or other people from outside your workplace.

Gathering information for work: Every day, you have to gather information that you need for your work.

- ✓ Some information comes from your supervisor, co-workers, clients, suppliers and other people you speak with each day.
- ✓ Some information, such as work rosters, vehicle logbooks, or telephone messages, comes in written form.
- ✓ You might also gather information from your own observations by, for example, looking at a rain gauge, or checking supplies of materials.

Information sources

- Letters
 - emails
 - newsletters
 - SMS
 - memos
 - website
 - work notes
 - industry magazines
 - Plans faxes
 - order sheets
 - internet
- ✓ Team members
 - ✓ Suppliers
 - ✓ Trade personnel
 - ✓ Local government and Industry bodies

Self-Check 1	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. Write down some Information sources.



Information Sheet 2

Using effective questioning, listening and speaking skill.

2.1.

Using effective questioning, listening and speaking skill

It has the capacity to spread beyond the place where it began into larger networks of conversation throughout an organization or a community. Powerful questions that travel well are often the key to large-scale change.

But this is not straightforward; whilst asking and answering questions is part of everyday conversation for all of us and we might think that questioning is a natural skill that we all



possess; it is not as easy as we assume.

Questions need to be designed to help the other person reach a conclusions, or to provide information and insights helpful to the discussion.

There are a range of question types that can be used for different purposes. Some questions provide structure, others direct flow, and some help us to reach closure. Question types include:

Open questions to gather information and facts, for example "What are your concerns and worries about this situation?"

Probing questions, to gain additional detail, e.g. "Can you explain why that matters?"

Hypothetical questions, to suggest funding an approach or introduce new ideas. An example might be "If you could get additional or resources, how might that help?"

Reflective questions, to check understanding, such as "So would you prioritize the most critical areas for attention first and make sure that everyone knew what was most Important?"

Leading questions, to help a person reach a conclusion or have an 'idea' that you feel will be beneficial; a few well planned questions can very often lead the person towards the idea and instead of responding to your request, they have their idea of how to help you be more successful.

Deflective questions to defuse an aggressive or defiant situation by redirecting the force of the other Person's attack instead of facing it head-on. 'Attacks' are synonymous with dissatisfaction, insubordination or resistance and prevent you from moving forward. Dealing with a strong objection by responding with similar force creates conflict. Deflective questions help to transform the negative situation into a collaborative problem-solving occasion. Some examples include:

Dissatisfaction: I'm not happy with this project!

Response: What can WE do to make it right?

Insubordination: I have major concerns. I won't do it!

Response: How can WE address your concerns?

Resistance: I disagree with the approach!

Response: If you were to do it, what would be your approach?

The importance of questioning

- **To Obtain Information:**

The primary function of a question is to gain information –

- To help maintain control of a conversation

While you are asking questions you are in control of the conversation, assertive people are

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more likely to take control of conversations attempting to gain the information they need through questioning.

- **press an interest in the other person**

Questioning allows us to find out more about the respondent, this can be useful when attempting to build rapport and show empathy or to simply get to know the other person better.

- **To clarify a point**

Questions are commonly used in communication to clarify something that the speaker has said. Questions used as clarification are essential in reducing misunderstanding and therefore more effective communication.

- **To explore the personality and or difficulties the other person may have**

Questions are used to explore the feelings, beliefs, opinions, ideas and attitudes of the person being questioned. They can also be used to better understand problems that another person maybe experiencing – like in the example of a doctor trying to diagnose a patient.

- **To test knowledge**

Questions are used in all sorts of quiz, test and exam situations to ascertain the knowledge of the respondent.

- **To encourage further thought**

Active Listening

Listening is a conscious activity which requires attention. Rather than waiting to speak, you need to listen attentively to fully understand the other person. Remember, there is no point in asking a question if you do not intend to listen carefully to the answer!

Listening fully - or actively means putting everything else out of your mind and

Acknowledging the other person so they have feedback that you are listening properly and valuing what they have to say Understanding and valuing does not mean agreeing; active listening is particularly valuable in situations of conflict or disagreement where if the other party feels you understand their viewpoint, an atmosphere of cooperation can be created which increases the possibility of resolving the conflict.

Active listening is a structured way of listening and responding to others:

Some of the key skills for active listening include:

- Listen with your whole body:
- Face the other person and use an open posture to establish rapport
- Use eye contact and facial gestures to demonstrate your attention
- Be still and resist fidgeting



Effective Communication Skills

Growing better communication habits for the future means practicing effective communication skills and being a powerful communicator. But what are the examples of effective communication? Well, here are 3 communication skills you should work on:

1. Be aware of your body

Your body tells a story about you.

- Crossed or folded arms – Defensiveness
- Hands held behind the body – Confidence
- Mending clothes, accessories, watch– Nervousness
- Clenched fists – Anger or anxiety
- Squeezing hands – Self-soothing

2. Active listening – That means being completely present of what the speaker is trying to impart.

3. Delivering with confidence – You need to develop a strong delivery by being patient, kind to yourself, and slowing down.

4. **Keep it Positive**

Last but not least, try to stay positive. No matter whatever state of mind you are in, being positive will save you from getting into a bad conversation

Self-Check 2	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

Direction: I .Much column A with column B

Column “A”

1. ----- gather information and facts
2. ----- to gain additional detail

Column “B”

- A) Reflective questions
- B) Hypothetical questions



3. ----- to check understanding
 4. ----- to help a person reach a conclusion
- C) Probing questions
 - D) open questions
 - F) Leading questions
 - G) Deflective questions

Information Sheet 3	Appropriate medium to transfer information and ideas
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3.1 Medium of information and idea transferring

Memorandum: - An informal record and a written reminder

- ✓ Informal written notes of a transaction or proposed instrument
- ✓ Informal diplomatic communication usually brief communication written for inter office circulation.
- ✓ A communication that contains directive, advisory or informative matter

Circular: - Having the form of a circle, round moving in or describing a circle spiral (a circular stair case)

- ✓ Being or involving reasoning that uses in the argument or proof a conclusion to be grooved or one of its unproved consequences.

Notice: - Warning or intimation of something



Information Sheet 4	Appropriating non- verbal communication
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4.1 Non-verbal communication

Along with words a message can be expressed with gestures, movements, signs and expressions. This communication is non-verbal and contributes up to 90% of the total meaning. With successful communication the non-verbal cues match the word spoken to give a clear meaning.

Non-verbal communication can be divided broadly into these types:

I. Body Language

Messages sent using parts of the body, eg gestures, posture, eye contact, head movements and facial expressions.

II. Physical Characteristics and Appearance

A person's build, hair style, clothes and general appearance send very strong messages.

Voice

Changes in volume, pitch and quality tell us something by the way words are said not what is said. These factors deal with expression of emotions.

Space The distance we space between ourselves and others conveys a message. This



varies from “intimate distances” with people we are close to, to “social distance” with strangers.

Symbols, Signs, Visual Displays and Signals

These are abundant and cover things like road signs, maps, safety signs, graphs and signals

Eye Contact and Facial Expression

If you face another person while riding a bus, do you ever look into his/her face?

When do you look? When do you look away?

Self-Check 4	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. Which of the following is Non-verbal communication
 - A) Spoken language
 - B) Gesture
 - C) Eye contact
 - D) All



Information Sheet 5	Appropriating lines of communication
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1.5 Appropriating lines of communication

The structure of an organization should provide for communication in three distinct directions: downward, upward, and horizontal

These three directions establish the framework within which communication in an organization takes place.

Examining each one briefly will enable us to better appreciate the barriers to effective organizational communication and the means to overcome them.

Downward Communication

Traditional views of the communication process in school organizations have been dominated by downward communication Flows. Such flows transmit information from higher to lower levels of the school organization. School leaders, from central office administrators to building level administrators, communicate downward to group members through speeches, messages in school bulletins, school board policy manuals, and school procedure handbooks. Implementation of goals, strategies, and objectives.

Communicating new strategies and goals provides information about specific targets and expected behaviors. It gives direction for lower levels of the school/school district, community college, or university. For example: "The new reform mandate is for areal We must improve the quality of student learning if we are to succeed."

2. Job instructions and rationale.



These are directives on how to do a specific task and how the job relates to other activities of the school organization. Schools, community colleges, or universities need to coordinate individual and departmental objectives with organization wide goals. We often fail to provide enough of this kind of information, Leaving it to the individual staff member to get the big picture.

3. Procedures and practices. These are messages defining the school organization's policies, rules, regulations, benefits, and structural arrangements in order to get some degree of uniformity in organization practices. In school organizations, this information is transmitted to staff members through board and organization

-wide policy manuals, Hand books, and the day

-to be day operation of the school organization.

4. Performance feedback.

Departmental progress reports, individual performance appraisals, and other means are used tell departments or individuals how well they are with respect to performance standards and goals. For example: "Mary, your work on the computer terminal has greatly improved the efficiency of our department."

5. Socialization.

Every school organization tries to motivate staff members to adopt the institution's mission and cultural values and to participate in special ceremonies, such as picnics and United Way campaigns. It is an attempt to get a commitment, a sense of belonging, and a unity of direction among staff members .The downward flow of communication provides a channel for directives, instructions, and information to organizational members. Gets lost as it is passed from one person to another. Moreover, the message can be if it travels a great distance from its sender to the ultimate receiver down the formal school organization hierarchy.

Upward Communication

The behaviorists have emphasized the establishment of upward communication flows. In a school organization, this refers to communication that travel from staff member and the administrator know the door is really closed. Typically, this does not occur in a learning organization attitude questionnaires,

And exit interviews.

The leader can greatly facilitate upward communication by conducting nondirective, confidential counseling sessions; periodically administering attitude surveys; and holding exit interviews for those who leave the organization. Much valuable information can be gained from these forms of communication.

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3. Participative

Techniques Group decision making can generate a great deal of upward communication. This may be accomplished by the use of union

-management Committees, quality circles, suggestion boxes, sites based councils, and the like.

4. The union contract.

A prime objective of the union is to convey to administration the feelings and demands of various employee groups. Collective bargaining sessions constitute a legal channel of communication for any aspect of employer.

- Employee relations. A typical provision of every union contract is the grievance procedure. It is a mechanism for appeal beyond the authority of the immediate supervisor.

Horizontal Communication

Upward and downward communication flows generally follow the formal hierarchy within the school organization. However, greater size and complexity of organizations increase the need for communication laterally or diagonally across the lines of the formal chain of command. This is referred to as horizontal communication

.These communications are informational too, but in a different way than downward and upward communication. Here information is basically for coordination to tie together activities within or across departments on a single school campus or within divisions in a school Wide organizational system. Horizontal communication falls into one of three categories

5. Intradepartmental problem solving. These messages take place between members of the same department in a school or division in a school Wide organizational system and concern task accomplishment.

2. Interdepartmental coordination.

Interdepartmental messages facilitate the accomplishment of joint projects or tasks in a school or divisions in a schoolWide organizational system.

3 . Staff advice to line departments.

These messages often go from specialists in academic areas, finance, or computer service to campus level administrators seeking help in these areas. In brief, horizontal communication flows exist to enhance coordination. This horizontal channel permits a lateral or diagonal flow of messages, enabling units to work with other units without having



to follow rigidly up and down channels. Many school organizations build in horizontal communications in the form of task forces, committees, liaison personnel, or matrix structures to facilitate coordination. External communication flows between employees inside the organization and with a variety of stakeholders outside the organization. External stakeholders include other administrators external to the organization, parents, government officials, community residents, and so forth. Many organizations create formal departments, such as a public relations office, to coordinate their external communications

Self-Check 5	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. Communication laterally or diagonally across the lines of the formal chain of command. This is referred to -----

- A) Horizontal communication
- B) Upward communication
- C) A and B
- D) All



Information Sheet 6	Workplace procedures for the location and storage of information.
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1.6. Workplace procedures for the location and storage of information

Manual filing and computer-based filing systems

1. Manual filling system

- ✓ One done by hand the traditional way using folders in cabinet, this is contrasted with a filling system that is computer based.

Advantage of manual filling system:

- Cannot be destroyed by an accidental power loss

Why is a computer database better than a manual filling system?

- Less paper, no lost files, easier to maintain and back up,

What is the disadvantage of manual filling system?

- Lack of security.

2. Computer based filling system

The advantage of computer based filling system is:

- Quicker to find things and sort things,

A fill system is compute ring is a method for storing and organizing computer files & the data key contain to make it easy to find and access may use a data storage device such as a hard disk or CD ROM.

- ✓ A file system is a set of abstract data types that are implemented for the storage, manipulation access and retrieval of data.

Computer relevant work related documents:

- Forms, estimate and calculating (basic mathematical operation)
- Data recording



In the structure of a database, the part consisting of several uniquely named components called data files.

A data storage device is a device for recording/storing/ information or data.

Safety Plan Manual Basics

1. Review successful plans. This will give you a sense of the expected aspects of safety manuals. Safety manuals vary in depth and size. Gain a sense of how you want your safety manual to look.
2. Name your document; it can be a simple name such as Safety Manual, or complex like, Technical Aspects of the OSHA Standard Compliance of the XXX District Department #1. The name of the manual should identify it to your users.
3. Create a Cover Page. The Cover Page will contain the title. It is generally centered in the middle of the page.
4. Create a Covering Letter. It should be addressed to the reader, mainly employees, and serve as a statement from the owner or governing agency director, adopting the safety manual as an authoritative guideline. It should designate a specific Safety Director and provide contact information.
5. Break down the sections of the manual that will be discussed. Create the Table of Contents. This will generally be the last portion of the manual to actually be completed. Creating it initially will help you determine the different sections of the manual. You can always fill in the page numbers when you are finished.
6. If your organization holds major federal contracts, include your Equal Opportunity Employers Statement. According to the USA Equal Employment Opportunity Commission, the different areas that should be clarified are your organizations position of the following types of discrimination:
7. Create a New Employee Safety Introduction. This will be a letter addressed to the employee and will familiarize them with your Safety Program.
8. Create a Safe Work Rules and Practices section and include Standard Job Procedures.
9. Include Corrective Action Policies and describe Safety Training plans and requirements.
10. Describe accepted and approved Personal Protection Equipment and Resources. Discuss Personal Control and Accountability
11. Create a Hazardous Materials section. This section will provide Material Safety Data Sheets of known hazardous materials. This section should also describe emergency action and designate key personnel that are trained and capable of responding to emergencies related to hazardous materials.
12. Review compliance guidelines with your state and local government to insure that you have covered all of the relevant areas of safety for your organization and industry.



Self-Check 6	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. What is the advantage of Computer based filling system?

**carrying out personal interaction**

Communication is an intentional process of presenting ideas in a clear, concise, and persuasive way. A manager must make an intentional effort to master communication skills and use them strategically, that is, consistently with the organization's values, mission, and strategy. To plan strategic communication, managers must develop a methodology for thinking through and effectively communicating with superiors, Staff, and peers. For this level of learners defining verbal and written communication is by more required, but clarifying procedures for handling verbal and written communication in operating of tasks is expected from supervisor.

a) Verbal communication

In primary industries a large proportion of communication is verbal or spoken. This may occur face-to-face or via telephones or two-way radios. For verbal communication to be effective both the speaker and the listener need to be actively engaged in the conversation. The speaker should be clear, concise, and courteous and use a style of language that is appropriate to the situation and the audience. The information should be accurate to the best of the speaker's knowledge. The tone of voice and body language used when speaking are often as important as the words themselves.

The listener should give the speaker their full attention and be sure that they clearly understand the message being conveyed. Again, body language is very important. Good listening skills are necessary when receiving instruction or being taught new procedures.

b) Written communication

Agriculture, horticulture and land management enterprises often require workers to use written forms of communication. This may involve reading workplace notices and instruction such as:

- signs and labels
- notes, messages and memos



- rosters and work schedules
- safety material and notices
- invoices and dockets with customer information
- Tables and simple graphs.

Employees may also be required to write down information, messages and material and tool requirements. They will need to fill out a variety of workplace forms.

To be effective, written workplace information must be:

1. Clear – the handwriting must be legible and the information written in a manner that will not be confusing.
2. Concise – the message should be written in simple language using short sentences or point form. Unnecessary information and repetition should be avoided.
3. Correct – accuracy is very important when writing down information. If taking a phone message, read the details back to the caller, especially names, addresses and phone numbers. Use correct terminology where appropriate.
4. Courteous – as with verbal communication, the style of the language chosen should be appropriate to the situation and the reader.

Spoken Messages And Verbal Communication Instructions

There are some **basic “rules”** to participate in successful spoken messages and verbal communication instructions:

- speak clearly and listen carefully to ensure information is understood
- ask questions and confirm the meaning of information to avoid misunderstandings
- maintain communication processes and follow instructions and procedures with all appropriate people, to assist flow of work activities
- use workplace approved equipment and processes to convey information

Verbal communication in the workplace can include:

- shift handovers
- loudspeaker announcements
- telephone / radio transmissions
- meetings
- informal and formal discussions



Instruction and forms,

Formal meetings

- ✓ A typical agenda for a formal meeting includes the following items:
 - Opening
 - Welcome and apologies
 - Minutes from the previous meeting
 - Business arising from the minutes
 - Correspondence, inwards and outwards
 - Business arising from the correspondence
 - Reports - financial and subcommittees
 - General business
 - Other business
 - Date, time and place of next meeting
 - Close.

Informal meetings

- ✓ Informal meetings also need an agenda, although it might be much simpler than the one shown above. It should include opportunities to discuss:
 - The purpose of the meeting
 - What has happened so far?
 - What problems still need to be addressed?
 - * How the work group will achieve its goals.

Non-verbal including gestures, signals, signs and diagrams

Self-Check 7	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

Direction: I .Much column A with column B

Column "A"

Column "B"

- | | |
|--------------------------------------------------------|------------------|
| 1. ----- the message written in simple language | A) Clear |
| 2. ----- The handwriting must be legible | B) Concise |
| 3. ----- Very important when writing down information. | C) Correct |
| | D) Communication |

OPERATION SHEET-02

OPERATION TITLE: Arrange and formulate formal meeting

PURPOSE: To manage a formal group discussion



Procedure.

- 1 Organize meeting.
- 2 Develop and site an agenda.
 - ✓ Meeting opening
 - ✓ Correspondence, inward and outward
 - ✓ Report
 - ✓ Date, time and place of next meeting
 - ✓ Closing meeting

PRECAUTIONS:

- Avoid communication barrier
- Read and interpret manual which guide you how to use tools and equipment

QUALITY CRITERIA:

Assured performing of all the activities to gather the information according to the procedures

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Learning Guide #5

Unit of Competence:- Participate in Workplace Communication

Module Title: - Participating in Communication

LG Code: EISPIIM02 LO2-LG5

TTLM Code: EISPIITTLM020919V1

Workplace

LO2:- Participate in workplace meetings and discussions

Instruction Sheet#2

Learning guide #5

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

- Attending team meetings.
- Expressing own opinions.



- Listening others without interruption.
- Making meeting inputs consistent with.
- Workplace interactions.
- Asking and responding questions about workplace procedures
- Interpreting and implementing meeting outcomes

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, you will be able to –

- Attend team meetings.
- Express own opinions.
- Listen others without interruption.
- Make meeting inputs consistent with.
- Ask and responding questions about workplace procedures
- Interpret and implement meeting outcomes

Learning Instructions:

Read the specific objectives of this Learning Guide.

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5. If you earned a satisfactory evaluation proceed to “Operation sheets and LAP Tests if any”. However, if your rating is unsatisfactory, ask your teacher for further instructions or go back to Learning Activity.
6. After you accomplish Operation sheets and LAP Tests, ensure you have a formative assessment and get a satisfactory result;
7. Then proceed to the next information sheet.



Information Sheet 1	Attending team meetings
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2.1 Attending team meetings

Working in groups

- ✓ Many workplaces set up groups of workers to perform a certain job or achieve a particular goal.
- ✓ The work group may be split up afterwards or given a new job or goal. The people who make up the group may all be from the one section of the business with similar skills and qualifications, or they may be from different sections.



Work groups can be set up for many different reasons. They could work on:

- Shutting down equipment for annual maintenance
- Organising an are vegetation program
- Revising OHS guidelines
- Planning a special event

Your group discussions

- ✓ When people come together in groups they bring many different ideas, experiences and skills. Working in groups fosters initiative, tolerance and trust.

Work groups can:

- Share information
 - Solve problems
 - Make decisions
 - Accomplish tasks.
- ✓ For work groups to be successful, people have to communicate and cooperate.
 - ✓ Here is an example of how a work group can communicate and cooperate effectively.
- A group meets with the supervisor every Monday morning to work out the jobs for the coming week.
 - At the start of the meeting, the supervisor tells the Workers the goals for the week.
 - He encourages them to join in. As they prioritise the tasks and allocate them, they have a chance to discuss any problems.
 - For more serious problems, he lets the group brainstorm possible solutions.
 - They often come up with quite novel solutions by working together.
 - They feel more committed to these ideas too, because they have discovered and discussed them as a group.
 - The supervisor encourages everyone to join in the discussion without letting anyone take it over.
 - He makes sure they keep on track and on time.
 - He listens to what the employees say and he encourages them to listen to each other.
 - He accepts their views and is concerned about their problems.



- He considers their ideas and gives them feedback on their suggestions. At the end of the meeting he asks one team member to write up the decisions.

Structuring meetings

- ✓ Meetings need a structure. Without structure, the discussion usually takes far too much time without reaching any firm decisions.
- ✓ An agenda is used to give some structure to a group discussion. An agenda lets people know what the meeting will be about so that they can think about it before they come.
- ✓ It makes sure that everything necessary is included for discussion and nothing gets forgotten at the meeting.
- ✓ During the meeting, it keeps the discussion on track.
- ✓ Information can be shared in a number of ways. Written information might be distributed via the intranet, email or in newsletters, memos and notices.
- ✓ Formal meetings, informal discussions and work team briefings are commonly used to share information in a face-to-face setting.
- ✓ Meetings might be convened for a specific purpose, such as OH&S or union meetings, or they may be more general in their purpose.
- ✓ All meetings must be structured to achieve their purpose and conclude in a reasonable time frame.
- ✓ An agenda may be used to outline the purpose of a meeting and the important points that need to be raised and discussed

Formal meetings

- ✓ A typical agenda for a formal meeting includes the following items:
 - Opening
 - Welcome and apologies
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 - Business arising from the minutes
 - Correspondence, inwards and outwards
 - Business arising from the correspondence
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- General business
- Other business
- Date, time and place of next meeting
- Close.

Informal meetings

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 - The purpose of the meeting
 - What has happened so far?
 - What problems still need to be addressed?
 - * How the work group will achieve its goals.

Obligations of work group members on meetings

As a member of a work group, you have an obligation to:

1. Attend the meeting on time.
 2. Listen effectively.
 3. Don't interrupt other speakers.
 4. Contribute to the meeting by expressing opinions in an appropriate manner.
 5. Behave courteously towards other participants in the meeting.
 6. Don't discuss issues that are outside the purpose of the meeting.
 7. Ask questions to clarify misunderstandings.
 8. Take notes where appropriate of decisions agreed to in the meeting and retain these for future reference.
 9. Act on the instructions or decisions of the meeting within the agreed time.
 10. Keep sensitive issues raised at the meeting confidential
- ✓ If your obligations are not obvious or clear, you should ask your supervisor or co-workers for advice.

Workplace meetings

The efficient operation of all workplaces relies on the effective sharing of information. This

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exchange of information may be needed to:

- explain changes happening in the workplace
- discuss and solve problems and make decisions
- update Occupational, Health and Safety (OH&S) and other procedures
- determine workplace targets
- schedule and allocate tasks
- Provide feedback and evaluation.

Information can be shared in a number of ways. Written information might be distributed via the intranet, email or in newsletters, memos and notices. Formal meetings, informal discussions and work team briefings are commonly used to share information in a face-to-face setting. Meetings might be convened for a specific purpose, such as OH&S or union meetings, or they may be more general in their purpose.

All meetings must be structured to achieve their purpose and conclude in a reasonable time frame. An agenda may be used to outline the purpose of a meeting and the important points that need to be raised and discussed

Self-Check 1	Written Test
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Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

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

.1. Work groups can refer to _____

- A) Share information
- B) Solve problems
- C) Make decisions
- D) All



Information Sheet 2	Expressing own opinions
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2.2.

Expressing own opinions

You can share your opinion without being “opinionated,” which people perceive as being arrogant. Speak up, and speak up in a way that will allow you to be heard and be respected. Here are seven ways can express their opinion and not be "opinionated":

1. Ground your thoughts in facts.

Opinions are strengthened with facts because you ground yourself in truth. Combine your thoughts with data. Consider saying, “I suggest we pursue the second option because...” and then proceed to mention a case study. When you ground your opinion in facts, your argument is more persuasive. When you are informed, people are more willing to list

2. Use concrete words.

The more concrete you are with your thoughts, the more clear you will be and the more people will listen to you and understand you. Try not to use absolute words like “always” or “never.” You don’t want to suggest you know the absolute truth, and you are more



persuasive when you are specific.

3 Speak firmly, not necessarily loudly.

If you have an opinion, say it firmly. Own your thought. That ownership helps you to exude confidence and lets your words speak for themselves. You can make an impact without having to make a loud noise.

4. Ask questions, and listen to others.

Bring other people in. Do not give a speech. Have a discussion. Ask, “What are your thoughts?”

Be flexible. Maybe the opinion you started with is changed by what you heard. Create a dialogue that demonstrates your interest in other people’s ideas and allows them to know that they are being heard.

5. Look at the person.

Use your body as another way to show that you are open-minded. Make eye contact when you are speaking and listening. Turn your body towards people. Use your body language to demonstrate openness. When people see your open-mindedness, they will believe it.

. Don’t be a contrarian for the sake of being a contrarian.

If you have a valid question or counter point, share your opinion. But do not intentionally shut down other people’s opinions to prove a point. Arguing for the sake of arguing is counterproductive, egotistical and turns people off.

7. Speak first and last.

The order of speaking matters, too. Don't hold back. Speak at the beginning to set the tone. It is also important to show that you listen to other people's thoughts. Speaking also at the end allows you to integrate other people’s thoughts in your remarks. When you demonstrate to others that you have listened, you make yourself more persuasive and impactful.



Self-Check 2	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. What are the seven ways of Expressing own opinions?

OPERATION 02

OPERATION TITLE: Arrange and formulate formal meeting

PURPOSE: To manage a formal group discussion

Procedure.

1. Organize meeting.
- 2 Develop and site an agenda.
 - ✓ Meeting opening
 - ✓ Correspondence, inward and outward
 - ✓ Report
 - ✓ Date, time and place of next meeting
 - ✓ Closing meeting

PRECAUTIONS:

- Avoid communication barrier
- Read and interpret manual which guide you how to use tools and equipment



others - especially the general public.

- ✓ People also notice 'body language'. The way you use your hands, your posture and the expressions on your face are all examples of non-verbal behaviour that you can use to get your message across.
- ✓ When you are face to face with someone, you pick up a lot of information from their non-verbal communication.
- ✓ Some people can be very quiet, yet still show aggressive body language. They might have a pained look on their face, they might look tense, or they might shake with anger.
- ✓ You interpret as much from their mannerisms and gestures, tone of voice and level of eye contact, as you do from their words.
- ✓ Choosing the right way to share information depends on the needs and interests of the other person, not just on what you want to say.
- ✓ When sharing information

DO	DON'T
<ul style="list-style-type: none"> • stand or sit up straight • make eye contact • smile and greet the other person • listen and observe carefully • speak clearly • Get straight to the point. 	<ul style="list-style-type: none"> • slouch • look around • read the newspaper & pretend you haven't noticed anyone • interrupt or be distracted • mumble • Waffle.

Listening

- ✓ Listening is more than hearing, and it requires some effort.
- ✓ It involves nonverbal communication as well.
- ✓ When people are giving you instructions, you need to listen carefully so that the job is done safely and accurately. By being a good listener, you will follow instructions more accurately and reduce the risk of accidents.



As a listener you should:

- listen for people's feelings
- show you are listening by the answer you give
- Use non-verbal means to encourage the speaker to continue.

Speaking

- ✓ A lot of workplace communication involves asking questions or responding to inquiries.
- ✓ To get the answers you want, you have to ask the right questions. Be specific about what you need to find out so that the other person understands clearly.
- ✓ If you need to ask a number of questions, it will help you to remember them all if you write them down first. Speak slowly and clearly so that you are heard and understood the first time.
- ✓ The other person must be able to pay full attention to what you are saying, so choose a time that is mutually convenient.
- ✓ If you need to know the answer urgently, you might have to interrupt. Just make sure you explain that it is important. Before you ask a question of anyone, think about.

what exactly you want to know	What is the best way to ask	What is the best time to ask?
-------------------------------	-----------------------------	-------------------------------

Responding to inquiries

- ✓ Be sure to use your listening and observing skills when someone asks you a question.
- ✓ Pay attention to the persons tone of voice, facial expression and gestures - your observations will help you to decide what you need to explain.

For instance, if you are asked 'Where is the instruction manual? - should you explain:

- Where it is kept (the person doesn't know where to look)?
- Why it is not in its usual place (the person is angry that it is not where it should be)?

Telephone

Electronic and two way radio

Written including electronic, memos,



Communicating by telephone or radio

- ✓ The procedures for telephone and radio communications are very similar because they both rely solely on speech.
- ✓ It is more difficult to communicate when you can't see how the other person is responding, so you need to be well prepared.
- ✓ You will feel much more confident if you are prepared -especially if you have to speak to someone you don't know.

Because you are representing your workplace or section, you should know some basic facts about it. You should know:

- what services or products you provide
- the main sections of your business and what they do
- the approximate number of people employed
- Workplace guidelines and policies for matters you deal with.

Whenever YOU are speaking to clients you should:

- be discreet
- don't discuss internal workplace problems
- accept responsibility for handling the call
- if you can't help the caller, offer to find someone or some way to help
- don't blame someone else for problems or difficulties
- Stay calm and cool.

Making calls

- ✓ List the calls you have to make in order of importance and make a checklist for each one. The check list should include items such as:
 - The name of the person you are calling
 - The section where the person works (in case there's another person with the same name)
 - The extension number
 - The reason for calling
 - How to address the person
 - What you want to know
 - What you want done
 - When you want the information (or delivery etc)
 - How you want the job done.



Receiving calls

You should also be prepared for receiving calls. Always:

- have a pen or sharpened pencil and a message pad ready
- answer the call promptly
- greet the caller with a pleasant voice
- identify your business and section, and yourself
- write down the caller's name
- find out all the information

Procedures for handling verbal and written communication

Giving and following instructions

Good instructions are simple, logical and clear.

Learning a new skill

Instructions can be used to teach someone a new skill. These are the 5 steps to learning a new skill:

- Be introduced to the skill
- Get to know it
- Try it out
- Get feedback on how you're going
- Apply the skill.

Clarifying instructions

- ✓ You will often have to follow instructions and then pass them on to someone else.
- ✓ Sometimes the person giving the instructions doesn't follow the five steps described earlier.
- ✓ This is when you should ask questions to find out how you are going or to clarify what the instructions are.

Written instructions

Written instructions should.

- 'Be clear, exact and logical



- Be set out in the order in which they have to be done
- Be set out in small, manageable steps
- Have space between the steps to show that they are separate
- Explain what to expect at each step
- Be written to suit the person who will read them
- Be free of jargon and unnecessary technical terms
- Include advice on safety and troubleshooting.

Self-Check 3	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. Communicating face to face with other people involves

- A) speaking
- B) observing
- C) listening
- D) being observed
- E) All



1.4 Making meeting inputs consistent with protocol

A successful meeting is the result of much more than an agenda and refreshments. As with any initiative, its success depends on your preparation, execution, and follow-up. The following guidelines will help you make the most of your meetings. Here's what you need to do:

- ✓ Define the purpose
- ✓ Select and prepare the participants
- ✓ Establish and enforce a protocol
- ✓ Follow-up

Define the Purpose

If you're thinking about holding a meeting, the first thing you want to do is define the purpose. The reasons for holding meetings vary widely. You might hold meetings to brainstorm, share information, deliver progress reports, train, do team building, or even a combination of the above.

Once you've defined a clear purpose, see if there are alternative ways of accomplishing your purpose without holding a meeting. Technology provides us with many options that can help us use our time more efficiently. If a conference call or group email will achieve the purpose, then do that instead.

Also keep in mind that there is an opportunity cost to every meeting. If your people were not in a meeting would they be completing a task, managing their teams or servicing customers?

Is there a loss in revenue or productivity while they are away? There are times when the opportunity costs exceed the value of a meeting. And, sometimes there is no substitute for sitting down together. Exploring other options first will help

Select the Participants

All participants attending a meeting should support and relate to your purpose. However, not everyone who attends the same meeting needs to have the same role. For example,



you may invite a supervisor from another department to a progress report meeting so she can get ideas on how to run her department more effectively. The supervisor is gathering information while the other participants are giving progress reports. The social benefits of meetings are important as well. You may include a member of your team in certain meetings to recognize them for a job well done or to help increase their scope of responsibility.

Participants should know what's expected of them before they get to the meeting. Those asked to make presentations should have ample direction and preparation time so they can use their time and your time effectively.

Establish and Enforce a Protocol

Establish a meeting protocol before you begin.

Enforce it religiously during the meeting. Your protocol should include the following:

Start on time and end on time—even if you need to reschedule for later in the week to finish agenda items. As you build credibility, people will be more willing to work with you because they'll feel that you respect their time.

Prepare an agenda that lists the topics, presenters, and the time allotted for each topic.

Take minutes and deliver them to all participants and interested parties within two or three days after the meeting. Assign someone to record:

Meeting date and participants' names

Brief summaries of each topic

Decisions made

People assigned to specific tasks

Dates for completion

Clearly communicate the level and type of participation you expect during the meeting. For Example, if you plan to brainstorm, state that everyone should speak freely and no judgment is to be made on any idea until the end. If someone makes a judgment statement, simply say, "Let's save judgment until we are done brainstorming" and move on. Save tangential items for the end of the meeting.

Managing Conflict

If you're doing a good job of encouraging open and honest communication, you are bound to experience some conflict between participants. This can be a good thing for your team's productivity if you manage the conflict well. Here's how you do it:

1. Publicly recognize the conflict.

"It seems we have a disagreement on this matter."

2. Clarify the differences by asking direct questions.

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“Why do you think that this proposal is unrealistic?”

3. Help each side see the other’s viewpoint.

Restate each side’s position and ask them to verify that your summary is an accurate representation of their viewpoint.

4. If you need further information, gather information and come back to the problem in a later meeting. “We cannot resolve this problem until we have more information. Let’s get together on Wednesday to discuss this issue further.”

. Ask the team to work on a resolution.

Encourage people who are not as invested or closely related to the problem, but part of Your team to engage in creative problem solving work. An outside perspective can some Times provide the necessary perspective to find a compromise or solution to a problem.



Self-Check 4	Written Test
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Note: Satisfactory rating - 3 point

Unsatisfactory - below 3 points

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

1.

Information Sheet 5	Conducting Workplace interactions.
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Pos



itive Interactions in the Workplace:

The landscape for work has changed to a service-based economy that needs positive workplace relationships in order to thrive.

In industrialized societies, 75% of workers are now dedicated to service provisions such as transportation, banking, entertainment, and retail trade, rather than goods. In a service-based economy, work gets done with and through people, and organizations depend on positive interpersonal connections to accomplish their goals. For this reason, **working effectively with others** or in teams has become an important skill.

“Alone we can do so little; together we can do so much.” -Helen Keller”

At the same time, the work environment has become more volatile, uncertain, and complex. But to stay successful, organizations need employees to be their best: this means staff members are engaged, innovative, and laden with **good interpersonal skills**.

Employees are a competitive advantage for any organization. So what can engage them at work?

Here are our five tips for creating respectful interaction in the workplace. These [Rules of Respect](#) are primarily used in our workshops but these rules are so universal they could be adopted and used in a multitude of workplace scenarios to ensure respectful interactions among employees.

1. Show curiosity for the views of others.

Science has shown us that mirror neurons work to create empathy among individuals. By taking the point of view of the people we work with we can better understand their motivations.

2. Seek ways to grow, stretch and change.

Sometimes we tend to think that our view is the correct one, because it's all we know. But there are many sources of knowledge that exist within the workplace and all we have to do is take the time to explore them. Learn about that new co-worker or have lunch with someone in another department.



3. Look for opportunities to connect with and support others.

When we interact with others in the workplace, it's easier to conquer our differences by finding ways to connect first. Does that co-worker with the different political beliefs also value family as much as you? This allows you to create a connection with the person based on commonality.

4. Allow yourself to be wrong on occasion.

Often when we assume we are right, we reduce the amount of new information that we take in, because obviously we know it all already! A better approach would be to accept that you may not be right all the time and allow yourself to learn from your co-workers' differences.

5. Engage others in ways that build their self-esteem.

Discussions of difference or diversity in the workplace can sometimes get ugly with people hurling personal insults at one another. Instead, try to boost the self-esteem of others when discussing such hotly contested topics. Building self-esteem is a major step toward creating a respectful workplace

Self-Check 5	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. Positive Interactions in the Workplace does not necessary for Conducting Workplace interactions

- A) True
- B) False

Information Sheet 6	Asking and responding questions about workplace procedures.
----------------------------	--------------------------------------------------------------------

6.1 Asking and responding questions about workplace procedures



Communicates an organization's values and the organizations' expectations of employee behaviors and performance. **Workplace** policies often reinforce and clarify standard operating **procedure** in a **workplace**. ... Many routine matters can be dealt with through simple **workplace procedures** and processes being put in place

The following steps help to ensure that your workplace policies are successfully introduced and implemented in the workplace

Step 1

Consult with staff

Involve staff in developing and implementing workplace policies to promote awareness, understanding and ownership of the outcome. Staff involvement also helps to determine how and when the policies might apply, including possible scenarios.

Step 2

Define the terms of the policy

Be explicit. Define key terms used in the policy at the beginning so that employees understand what is meant. The policy should explain what is acceptable and unacceptable behavior in the workplace. You may wish to include specific examples to illustrate problem areas or unacceptable types of behaviors

Step 3

Put the policies in writing and publicize them

To be effective, policies need to be publicized and provided to all existing and new employees. This includes casual, part-time and full-time employees and those on maternity leave or career breaks.

Step 4

Training and regular referral

The policies may be explained to staff through information and/or training sessions, at staff meetings and during induction of new staff. They should also be

Reiterated and discussed with staff regularly at staff meetings to ensure they remain relevant to your staff. Copies of policies should be easily accessible.

Copies may be kept in folders in a central location or staff areas, in staff manuals and available on the organizations' intranet system. It is crucial to have senior management support, especially where policies relate to employee behavior.

The endorsement and modeling of the behavior by the CEO, senior managers and supervisors will encourage staff to take the policies serious

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Step 5

Implementation

It is important that policies apply consistently throughout the organization. A breach of a policy should be dealt with promptly and according to the procedures set out in the policy. The consequence of the breach should also suit the severity of the breach whether it be a warning, disciplinary action or dismissal.

Self-Check 6	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. Define the word defect.

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2. Mention types of defects.

Information Sheet 7

Interpreting and implementing meeting outcomes.

1.7

Interpretation and implementation of Meeting outcomes

A meeting outcome is a desired result or product that will be achieved by the end of the meeting. **Clear** meeting outcomes are brief **written** statements, **specific** and **measurable**, and **written** from the perspective of the participant.



Objectives of the meeting

- Present experiences and identify critical barriers and challenges.
- Identify critical joint areas of work
- Define critical steps to strengthen the role of activities at all levels
- Create a mechanism for increased advisory roles in the implementation of evidence

Expected outcomes of the meeting

- Best practices, critical barriers, and challenges discussed and innovative solutions identified.
 - A mechanism to enhance the systematic advisory role of civil society organizations
 - Aware and address the mission and vision of the organization wants to achieve
- Share different experiences and inputs from the participants which is relevant and essential for organization development

Self-Check 7	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. What is the objective of the meeting?



PLUMBING INSTALLATION

LEVEL-II

Learning Guide #6

Unit of Competence Participate in Workplace Communication

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ModuleTitle: Participating in Workplace Communication

LG Code: EISPIIM02LO3-LG6

TTLM Code: EISPII TTLM02 0919

LO3 ■ Complete relevant work related documents

Instruction Sheet#1

Learning guide #6

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

- Range of forms relating to conditions of employment.
- Recording workplace data.
- Using basic mathematical processes.
- Identifying and acting on errors in recording on forms.
- Completing requirements of reporting

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, you will be able to –



- Range of forms relating to conditions of employment.
- Record workplace data.
- Use basic mathematical processes.
- Identify and acting on errors in recording on forms.
- Complete requirements of reporting

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 you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks”.in each information sheets.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation proceed to “Operation sheets and LAP Tests if any”. However, if your rating is unsatisfactory, ask your teacher for further



instructions or go back to Learning Activity.

7. After you accomplish Operation sheets and LAP Tests, ensure you have a formative assessment and get a satisfactory result;
8. Then proceed to the next information sheet.

Information Sheet 1	Range of forms relating to conditions of employment.
----------------------------	-------------------------------------------------------------

3.1
Range

of forms relating to conditions of employment

Types of Forms

In every workplace you will be required to complete forms. Each workplace will have forms specific to their requirements. You must make sure that you know which forms to fill in, when you need to use forms and where to find the necessary forms.

When filling in a form:

- read the form carefully
- fill in all the required details
- Only include necessary information
- write clearly and simply
- check that you have completed it properly
- send or give it to the appropriate person, or file in the appropriate place

Work instructions are the most basic tool used in every business or organization to help workers follow a sequence of steps. Inadequate work instructions are likely to result in a



variety of problems in the workplace that could range from:

- returned products
- Loss of materials
- Customer complaints
- Liability issues
- Poor work performance

Work instructions can have a **major impact** on the effectiveness and productivity of a workplace. If instructions are difficult to follow, workers will make errors in implementing the steps.

A good work instruction is a detailed sequence of steps that workers need to follow each time they perform a task. The purpose of a work instruction is to organize steps in a logical and systematic way so that workers can easily follow it independently.

This means a consistent format for your work instructions is important. Workers can read the information faster and absorb it more quickly if it follows a consistent font and format. It also makes the development of further work instructions far simpler as you have a template to follow



Technical Writing

Definition of Technical Writing

Technical writing is a type of writing where the author is writing about a particular subject that requires direction, instruction, or explanation. This style of writing has a very different purpose and different characteristics than other writing styles such as creative writing, academic writing or business writing.

Uses for Technical Writing

Technical writing is straightforward, easy to understand explanations and/or instructions dealing with a particular subject. It is an efficient and clear way of explaining something and how it works.

The subject of technical writing can either be:

- Tangible – Something that can be seen or touched, such as a computer or software program, or information on how to assemble a piece of furniture.
- Abstract – Something that involved a series of steps that aren't related to a tangible object. One example of this might be steps required to complete an office process.

Some examples of technical writing include:

- Instruction manuals
- Policy manuals
- Process manuals
- User manuals
- Reports of analysis
- Instructions for assembling a product
- A summarization of a long report that highlights and shortens the most important elements

Tips for Good Technical Writing

Regardless of the type of document which is written, technical writing requires the writer to follow the properties of knowing their audience, writing in a clear, non-personal style and doing extensive research on the topic. By including these properties, the writer can create clear instructions and explanations for the reader.

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- Know your audience. An expert in the field will understand certain abbreviations, acronyms, and lingo that directly applies to such a field. The novice will not understand in the same manner and, therefore, every detail must be explained and spelled out for them.
- Use an impersonal style. Write from a third person perspective, like a teacher instructing a student. Any opinions should be omitted.
- The writing should be straightforward, to the point, and as simple as possible to make sure the reader understands the process or instruction. This at times may appear as simply a list of steps to take to achieve the desired goal or may be a short or lengthy explanation of a concept or abstract idea.
- Know how to research. Gather information from a number of sources, understand the information gathered so that it can be analyzed thoroughly, and then put the information into an easy to understand format to instruct those who read it. The more inexperienced your audience, the more information you will need to gather and explain.
- Be thorough in description and provide enough detail to make your points; but, you also have to consider that you need to use an economy of words so that you do not bore your reader with gratuitous details.

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Self-Check 1	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. the workplace that could range from refers
 - A) returned products
 - B) Loss of materials
 - C) Customer complaints
 - D) All



Information Sheet 2	Recording workplace data.
----------------------------	---------------------------

3.2 Recording Information

- ✓ Workplaces rely on large amounts of information from many different sources to operate effectively.
- ✓ Most of that information is recorded either manually (on paper) or electronically (on computer).
- ✓ Work schedules, product catalogues, orders and receipts, time sheets and memos are all examples of written information, or records, found in most workplaces.

Locating written information

- ✓ Before you can use records, you need to know where to find them. Written information may be located in:
 - Computer databases
 - filing cabinets
 - shelving
 - drawers
 - counters
 - pin boards or whiteboards.

Organising written information

- ✓ Records need to be kept in the same place all the time so that everyone knows where to get them when they want to use them.
- ✓ It would very frustrating to find that the vehicle logbook was not in the truck as it should be, or that someone had moved the order book just when you needed it to answer a customer inquiry.
- ✓ Sometimes many records are kept together in one place, such as in a filing cabinet.
- ✓ They are often organised in alphabetical order so that they are easy to find.
- ✓ There are many ways to organise records, so you must use the method preferred in your workplace.

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- ✓ Records stored together must be replaced in the correct order to make it easy for everyone to find them.
- ✓ Some records are only needed for a short time. E.g. A message telling you to collect a parcel from the post office can be thrown away afterwards, and the social club newsletter can be replaced on the pin board when the new one arrives.

Recording information accurately and legibly

- ✓ Written information is only useful if it is accurate and readable.
- ✓ A great deal of time and effort can be saved in the longer term if you take care to check that the information is correct before you write it down.
- ✓ If your handwriting is not very clear, it might be better to print the information so that it can be easily read. Communicating with people in the workplace

Communicating courteously and clearly

- ✓ An important part of your job is to pass on information to other people. Lots of messages and instructions that you receive in person, or by telephone or radio, have to be passed on to someone else.
- ✓ You could use the phone or a written note to pass on the information, or you could speak to the other person face to face.
- ✓ Much of the time you will be communicating with co-workers or your supervisor, but you might also have to talk to clients.
- ✓ Anyone that you provide with a product or service is your client. You can have both internal and external clients.
- ✓ Internal clients are the people you deal with in other sections of your workplace.
- ✓ External clients are customers, suppliers, industry bodies, government employees, contractors or anyone else in your industry network.
- ✓ There is good reason for you to communicate courteously and clearly with all these people.
- ✓ You have to get along with the people at your workplace, and you can do that better if you treat them with respect and help them as much as you can.
- ✓ When you are dealing with people from outside your workplace, you are representing your employer and you need to present a good image.

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Self-Check 2	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. Internal clients are the people you deal with in other sections of your workplace.

A) True
B) False

2. External clients are customers, suppliers, industry bodies, government employees, contractors or anyone else in your industry network.

A) True
B) False

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Information Sheet 3	Using basic mathematical processes.
----------------------------	--------------------------------------------

3.3 Using basic mathematical processes

The four basic mathematical operations--addition, subtraction, multiplication, and division--have application even in the most advanced mathematical theories. Thus, mastering them is one of the keys to progressing in an understanding of math and, specifically, of algebra. Electronic calculators have made these (and other) operations simple to perform, but these devices can also create a dependency that makes really understanding mathematics quite difficult. Calculators can be a handy tool for checking answers, but if you rely too heavily on one, you may deprive yourself of the kind of rigorous mental exercises that will help you not just to do math, but to fully understand what you are doing.

In this course the necessity of talking about basic mathematical problems is, when we record a document it may be numerical, it needs basic mathematical processes and operations to organize the data.

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Self-Check 3	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. What are four basic mathematical operations?

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Information Sheet 4	Identify and acting on errors in recording on forms
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3.4 Identify and acting on errors in recording on forms

The first phase of the error control is to define the known errors. Once the problem has been diagnosed and the possible root cause analysis is done the known error is then passed to the error control. The error control iteratively diagnoses known errors until they are eliminated by successful implementation of a change.

Recording requirements

Records of incidents covered by RIDDOR are also important. They ensure that you collect sufficient information to allow you to properly manage health and safety risks. This information is a valuable management tool that can be used as an aid to risk assessment, helping to develop solutions to potential risks. In this way, records also help to prevent injuries and ill health, and control costs from accidental loss.

You must keep a record of:

- Any accident, occupational disease or dangerous occurrence which requires reporting under RIDDOR.
- Any other occupational accident causing injuries that result in a worker being away from work or incapacitated for more than three consecutive days (not counting the day of the accident but including any weekends or other rest days). You do not have to report over-three-day injuries, unless the incapacitation period goes on to exceed seven days.

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Self-Check 4	Written Test
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Note: Satisfactory rating - 3 Unsatisfactory - below 3 points

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

1.



3.5. Completing reporting requirements to supervisor

Procedure of report writing and record results

A report is a systematic, well organized document which defines and analyses a subject or problem,

Reports must always be:

- ✓ Accurate
- ✓ Concise
- ✓ Report structure
- ✓ Clear
- ✓ well structure

Title page always include the title your name and the date of submission.

Acknowledgement, a list of people and organization within and outside the organization.

Terms of reference definition of the task your specific objective and purpose of writing

Procedure how your reasserted was carried out how the information was gathered

Summery usually included in longer report may be called executive summery

Content clear well formatted sections and sub-sections of the report

Writing a fieldwork report that summarizes your fieldwork experiences, observations and preliminary conclusions helps clarify both qualitative and quantitative data collected while offering insight into how different sets of data work together to answer the planned questions implied in your objectives.

A well written report will help to assess the design of your field work and assess the reliability of the information you acquired to solve the problem under investigation. Choose your approach to report your findings and drawing conclusions. Feedback from facilitators will assist you to organize the final report

When you are writing a report the main topics you want to cover are:

Why write reports? (How important is the task?);

Who should receive reports?

What should reports contain? (Content; what are the different kinds of reports?);

How should reports be organized? And

How can we write better reports? (How can we make report writing easier?)



Self-Check 5	Written Test
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Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

1. Reports must be _____
 - A) Accurate
 - B) Concise
 - C) Clear
 - D) well structure
 - E) All

OPERATION Sheet 04

OPERATION TITLE:- share information

PURPOSE:- To allocate an information in work area

PROCEDURE,

1. stand or sit up straight
2. make eye contact
3. smile and greet the other person
4. listen and observe carefully
5. speak clearly
6. Get straight to the point

PRECAUTIONS:-

- Avoid communication barrier
- Read and interpret manual which guide you how to use tools and equipment

QUALITY CRITERIA:



The trainees intended to perform all activities to allocate the information in accordance with the given procedure.

Lab Test

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions:

1. You are required to perform any of the following tasks with in1 hour.

Task.1. Locate the information

Task 2 Organize the information

Task 3 Clarify the information

Task 4 Give and follow instruction

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Annex II

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