INDUSTRIAL ELECTRICAL MACHIN DRIVE TECHNOLOGY

Level-II

Learning Guide-1

Unit of Competence:	**Participate in Workplace Communication**
Module Title:	**Participating in Workplace Communication**
LG Code:	**EEL EMD2 07 1019**
TTLM Code:	**EEL EMD2 07 1019**

LO 3: Complete relevant work related documents

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

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

- Range of Business Forms
- Recording Information/Data/Minutes
- 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 –

- Complete range of forms relating to conditions of employment accurately and legibly
- Record workplace data on standard workplace forms and documents
- Use basic mathematical processes for routine calculations
- Identify and act upon errors in recording information on forms/ documents properly
- Complete reporting requirements to supervisor according to organizational guidelines

Learning Activities

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the "Information Sheet __". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.

1. Range of Business Forms

- ✓ **Business forms** include those used internally by a company and those seen by customers or others:
  - ✓ Invoices and monthly statements,
  - ✓ order forms,
  - ✓ routing slips,
  - ✓ customer satisfaction surveys,
  - ✓ employee suggestion forms,
  - ✓ job candidate evaluation forms,
  - ✓ contracts,
  - ✓ job tracking forms.

- ✓ **Designing Business Forms**

In designing forms, some of the considerations are to make it clear the purpose of the form, provide adequate space for fill-in-the-blank areas, and make it obvious or give clear instructions as to what goes in the form and where. Some forms need to be machine-readable, scannable. The use of color can enhance the form design or make it harder to read or fill in the fields.

A custom form doesn't have to be created from scratch. There are many free templates out there for business forms of all kinds. Use those templates as a starting point, customize to fit your needs.

- ✓ Leave adequate room for filling in fields. If the field requires a date, it generally needs less space than an address. For form fields that require a lot of text, use horizontal space not long, narrow columns.
- ✓ Use the Principles of Design in mind, especially contrast and proximity. Colored fields where data is to be entered (generally in blue or black ink) may not provide enough contrast. Put color in the background (non-data entry area) to provide contrast, make the entry fields stand out. Group related items (such as name, address, phone number) in close proximity. Use proximity and spacing to make it clear which field labels go with which fields or which checkboxes go with which item to be checked off.

  - ✓ Browse this collection of Business Forms tips, tutorials, and templates. Forms aren't just on paper. There are right and wrong ways to design interactive forms on the Web.

The tags or coding you use can make your Web forms more or less usable.

The layout and content can determine whether or not you have a user-friendly Web form.

- **Printing Business Forms**

Bond paper is suitable for most business forms although for business reply cards (which generally contain some type of form), index paper is common. If creating carbon sets, manifold paper or some other specially treated color-coded paper for creating duplicates at the time the form is filled out may be required. Offset printing may be the most typical commercial printing method for business forms.

Small businesses may design a template for their business forms and then print them from an office printer directly onto their pre-printed letterhead.

- **Software for Creating Business Forms**

Depending on the complexity, business forms could be designed in word processing software such as Microsoft Word or in page layout or vector drawing software.

- ✓ Windows Professional Software for Desktop Publishing
- ✓ Mac Professional Software for Desktop Publishing
- ✓ Adobe Illustrator or CorelDRAW vector drawing software for desktop publishing

- **16 Categories of Design Specialization**

In some ways, designing business forms is closely related to creating menus and product lists, resumes, and direct mail. Direct mail packages may contain forms such as order forms or business reply cards.

1. Annual Reports & Proposals
2. Business Forms
3. Catalogs, Menus, & Product Lists
4. Collaterals (brochures, etc.)
5. Crafts & Creative Printing
6. Identity Systems (logo, letterhead)
7. Marketing Materials (ads, direct mail)
8. Packaging
9. Periodicals (newsletters, magazines)
10. Presentation Graphics
11. Publication Art
12. Publications (books, manuals, booklets, etc.)
13. Self-publishing
14. Signage
15. Web, Mobile, and Multimedia Publishing

Information Sheet-2	Recording workplace data.

Name: ____________________________ Date: _________________

Self-Check 1	Written Test

Direction: Answer the following questions.

1. What are the three (3) challenges in designing a business form? (3 pts.)

2. Give at least seven (7) examples of business forms. (7 pts.)
3. What are the considerations in designing a business form? (4 pts.)

4. Identify which kind of paper is used for printing the following forms: (3 pts.)

a. business reply cards

b. common business forms
c. in creating carbon sets

5. What are the three (3) common software in creating business forms? (3 pts.)

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

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

2. Recording Information and Messages

- **How to record information**

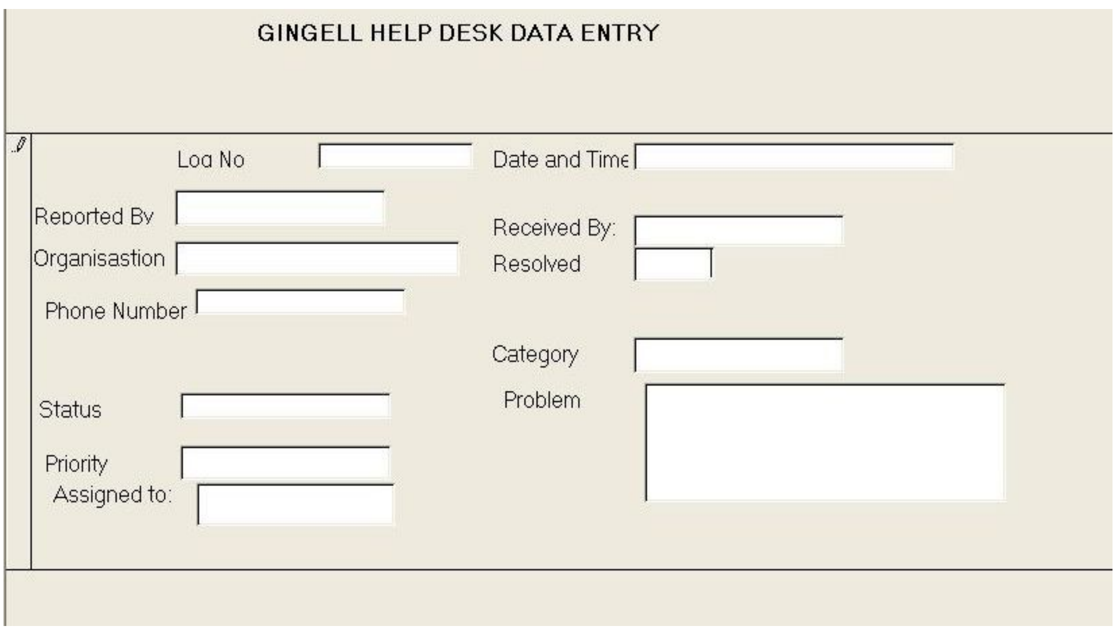
Information you hold in your own memory is much less reliable than information held in the RAM of a computer. You may well find your own memory is misplaced, scrambled or inaccurate, when you need it.

It is vital that information from clients is properly recorded. There are a number of ways to do this. How many can you think of?

- ✓ a database?
- ✓ a specially designed customer support program?
- ✓ pen and paper on a special work request form?
- ✓ pen and paper on a piece of ordinary paper?

The more organised and consistent the recorded information is, the more useful it will be. The last option risks losing that piece of ordinary paper!

The database form below shows the sort of information you would record when you are working on a help desk.


GINGELL HELP DESK DATA ENTRY

Log No
Date and Time
Reported By
Received By:
Organisastion
Resolved
Phone Number
Category
Status
Problem
Priority
Assigned to:

Figure 1: Sample data base form — the layout helps prompt questions that need to be asked

- **Reflection**

Have you ever experienced having given quite a lot of information to someone, only to have to repeat that same information? Or, just as frustrating, the person loses your information and your request is completely ignored.

If you have experienced this, you'll appreciate the need for recording information.

- **When to record information**

The best time to record information related to a client's request is when you first speak to the client. In doing this, the information should be complete and accurate and you will have a chance to clarify information as you speak. It also saves double handling the enquiry at another time, for you and the client.

The only downside is that you have to practice active listening skills while typing or writing. Computer programs that prompt for information can help you in this way by ensuring important questions are asked. The layout of a form can also aid you, as in Figure 1 above.

- **Passing on messages**

There are a number of ways of relaying messages. Which ones spring to mind? Maybe something like the phone message pad, or an entry flagged in a database that other users' will see (and hopefully be prompted by) when they access the database.

Email or instant messenger programs are other means. There are many other ways you might have thought of. Most people prefer written messages, rather than an answer machine full of voice mail messages (as written messages are less intrusive and easier to refer to later).

What's most important in all messages is that they are:

- ✓ received in good time
- ✓ accurate
- ✓ complete.

Always pass on messages as quickly as possible, and double check that you have *all* the information and all the information is *correct*. Double-checking with the client may take a little longer, but it may save much more time in the long run.

Message Slip

To

Date **Time**

....

M ______________________________

of ______________________________

____

Area code Phone

Telephoned □□	Please phone □
Came to see you □□	Will call you again □
Wants to see you □□	Returned your call □

Message

Message taken by

Figure 2: Standard message pad page

- **Referring and following up client requests**

Sometimes if a client request is out of the ordinary you may need to refer it to a specialist or senior person. Equally, a request might be for a service you cannot provide because: you don't have these skills (for instance, if an electrician is required)

- ✓ you can't leave your current location (on the help desk, for example)
- ✓ you don't have time (if, for example, the organisation's policy states that you
- ✓ must escalate a call after three minutes on the help desk).

In referring the request there may be time limits — it may be policy that the referral must be made within an hour of receiving it at the help desk. Referrals should keep to the principles above; make sure you provide all the correct information by double-checking the information before you pass it on.

- **Keeping the client informed**

Keeping the client posted is one of the key features of best practice in client service. It's important to let the client know the status of their request from beginning to end.This includes every step in the process — from explaining why, if you need to put a client on hold or must transfer them to another person, to letting them know what progress has been made if hardware needs to be ordered for their system.

How can you keep clients informed? The organisation's policy on client service might state how often you must contact the client, and by what means. Any updates or messages should be timely, accurate and complete.

- **Follow-up procedures**

Keeping the client informed can be included in a follow-up procedure. There may be a policy statement or an item in your service level agreement that states what level or means of follow-up with the client is required. It might include:

- phoning the client sometime after service has been completed
- sending out feedback surveys to all clients about the service they received; (some organisations make a competition of it by offering a reward for clients who respond)
- sending an mail with options for the client to select either 'Yes – Satisfied' ,or 'No – Not Satisfied' responses and following up on unsatisfied responses (though this only gives a partial view of your service standard)
- employing an independent person to carry out interviews with clients (either face-to-face or by phone).

Organisations are always seeking new ways to gauge client satisfaction. It is an important aspect of continuous improvement, quality control and ISO 9001 quality certification models. Information from both your satisfied and unsatisfied clients can tell you much about how you might improve service.

- **Recording Minutes**

Another way of recording information is taking minutes. Minutes are the notes from the meeting, and to take minutes merely means to document and record the main points, and some details, of what was discussed at the forum. Minutes can be used to capture follow-up items, as well as document further actions that someone from the meeting will be chosen to perform. They help people remember what was discussed at a previous meeting; in case it was so long ago that the participants need a refresher.

- **Importance of Minutes**
    - ✓ Records decisions in a meeting
    - ✓ Allows a group to maintain a record of their history
    - ✓ Helps streamline future meetings, making them more productive
    - ✓ Allows new members to catch up on previous work and see a timeline of how
    - ✓ earlier decisions were reached and implemented
    - ✓ Legal requirement and can cause serious ramifications for organizations that cannot produce them when challenged
- **How to Prepare Minutes**

1. Establish a format for recording minutes and create a guideline for future minute takers. Common items found in minutes include the date, time and place; who was present; whether or not a quorum was established; reports from committees or officers; matters discussed; and a record of any vote that occurred. It is not necessary to report every detail of a discussion and, in fact, it may be prudent to omit matters involving personal or potentially damaging details about individuals. Record a confidential statement if necessary under these circumstances and submit to the chairperson.

2. Assign someone to record the minutes at each meeting. Some organizations use one person to take on this task permanently, while others rotate the position. Verify whether the minute taker will also transcribe and distribute the meeting minutes to the necessary participants. Keep the original notes along with the transcribed version of the minutes in the permanent record.

3. Prepare the minutes for distribution. Format the copy so it is easy to read while containing all pertinent information. For example, a discussion of the fundraising committee for an upcoming event need only include the outcomes of that conversation, such as who has agreed to chair the entertainment committee and what parameters were established.

4. Send the minutes out in a timely manner so that absent members can stay informed. Sending out minutes weeks after a meeting took place can create discontinuity among members and lead to sloppy record keeping. Keep a paper copy of the meeting minutes in a record book and maintain an electronic copy for easy online distribution when necessary.

5. Have the minutes verified and approved before the beginning of the next meeting. If no one has any objections or corrections to the recorded statements, the president or chair should sign off on the minutes before admitting them into the permanent record.

Self-Check 2	Written Test

Name: ___________________________ Date: ________________

I. Direction: Answer the following questions.

1. Which of the following items are important information to record when receiving a client request?
   - the type of computer used by the client
   - the client's name
   - the client's salary details
   - the client's phone number
   - giving the client your name
   - the name of the client's organization
   - the client's problem

2. List two possible ways of following up a client's request.

____

3. Are the following statement true or false?

a. I should try and solve all clients' problems myself rather than referring them to others

b. Minutes can help the members of the organization to remember the assigned tasks.

c. All the members should record and validate the minutes of the meeting.

d. Each member should have a copy of the minutes of the meeting except for the absentees.

e. Potentially damaging information about the individual members should be included in the minutes.

f. A minute of the meeting can also be considered as a legal document.

Note: **Satisfactory rating -15 points** **Unsatisfactory - below 15 points**

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

Operation Sheet 1	How to Get Message from the Phone

PURPOSE:

To message from the phone.

CONDITIONS OR SITUATIONS FOR THE OPERATIONS:

Can be done in the learning station/area.

EQUIPMENT TOOLS AND MATERIALS :

A-4 sized paper, pen, telephone

PROCEDURE:

1. **<u>Answer the phone</u>**. The person on the other end asks for your immediate supervisor or co-worker who is not at his/her desk. The first thing you should do is say, "He/she isn't here at the moment. Can I take a message?" Assuming they say yes continue to the next step. If they say no then the call is done. Just remember to ask if you can do anything else--they might want to call back and leave a message on the answering machine.

2. **<u>Write down *everything* they say</u>**. You may not think what they say is important but the person you are writing the message for might think it is. If needed ask them to repeat information.

3. **<u>Say good-bye</u> (and "You're welcome" if it applies)**.

4. **Give the message to the person *as soon as possible* or leave it somewhere they will find it**.

- **PRECAUTIONS:**
    - ✓ Avoid unnecessary activities.

- **QUALITY CRITERIA:**
    - ✓ Clear and legible information

Operation Sheet 2	How to Write Minutes of Meeting

PURPOSE:

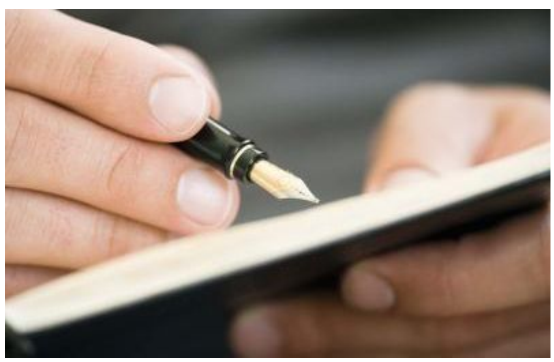
To write minutes of meeting.

CONDITIONS OR SITUATIONS FOR THE OPERATIONS:
Can be done in the learning station/area.

EQUIPMENT TOOLS AND MATERIALS :
A-4 sized paper, pen, recorder, computer with Microsoft Office (optional)

PROCEDURE:

1. Note the time, date and place that the meeting took place at the top of the page in a notebook.



2. Use a recording device you can play back later to assist you in writing complete minutes.

3. List the names of attendees. Also write down the names of the people who were expected to be at the meeting but are absent. You may be required to note whose absence is excused. If so, you can note "excused" in parentheses next to the person's name.

4. Follow along with the meeting agenda. Principal attendants usually receive the agenda prior to the meeting, and it will help you to record each discussed topic in order.

5. Note the major points made for each topic on the agenda. The minutes should note any decisions made or follow-up needed for each agenda item.

6. Add the word "Action" under any agenda item that has a required action from a member of the board or an attendee. When you type up your notes, make the word "action" bold and in italics, and put it a line of its own; this makes it easy to find and helps to keep track of who should do what.

7. Write or type any "Other Business" to label any topics discussed beyond those listed on the agenda and denote who was responsible for bringing up these items at the meeting.

8. Indicate in your minutes the agreed upon time, date and place of the next meeting.

9. Sign off on your minutes. The last line of your typed minutes should include your name and title, preceded by a phrase such as "Minutes recorded by."

- **PRECAUTIONS:**
  - ✓ Avoid unnecessary activities.

- **QUALITY CRITERIA:**
  - ✓ Clear and legible information
  - ✓ Correct format

Information Sheet-3	Reporting Using basic mathematical processes

3. Using basic mathematical processes

Communication in organizations largely means presenting facts and information so that decisions can be made. A lot of these facts are in the form of statistics. When these statistics are presented as text they can become very confusing and difficult to understand.

By using charts and graphs, along with the more traditional written and spoken communication, much of this statistical information can be presented separately - in a way that is easy to understand.

- **table**

A table is a type of chart, arranged systematically in columns. Tables are very good for displaying material containing columns of figures.

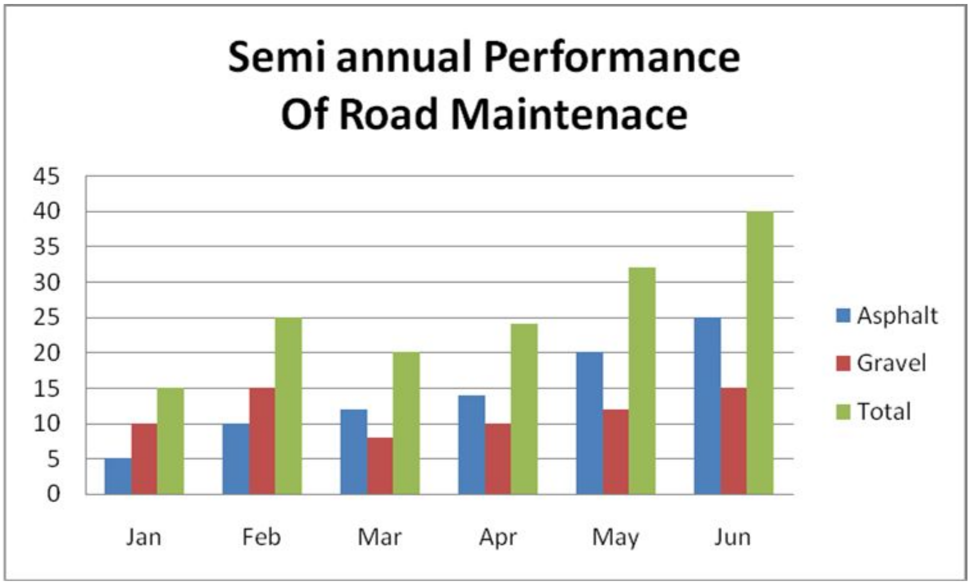
YEAR	AREA A	*AREA B*	AREA C	AREA D	TOT AL PLOTS
1990	10	*15*	-	-	25
1991	15	*10*	15	15	55
1992	10	*10*	20	20	60
		20	20	20	70
1993	15				

TOTAL NUMBER OF PLOTS OVER 4 YEARS = 210

- **bar graph**

Bar graphs are a very effective way of displaying information. They are particularly useful for giving a quick comparison of quantities of goods or sums of money. Each bar is separate from the next, unlike a histogram where the bars join on to one another.

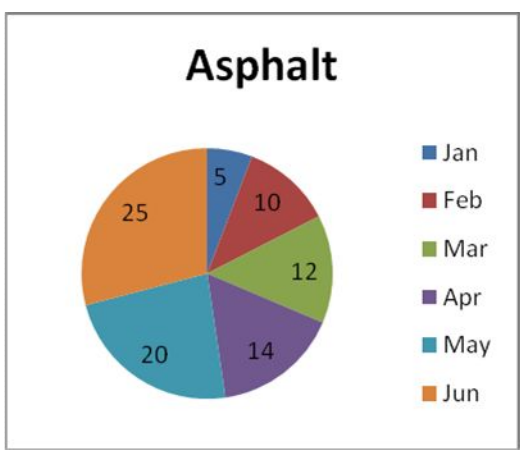
The following example shows how tabulation can be converted into a bar graph, making it much simpler to interpret the facts.



Example of Bar Chart

- **using pie chart**

A pie chart, formed by a circle, is a very useful way to show information. The circle is divided into segments, each one representing a percentage of the whole. The main disadvantage is that the circle can only be divided into a limited number of segments; otherwise each segment becomes rather 'thin'.



Example of Pie Chart

- **Giving an Oral Report/Presentation**

Do you dread the thought of giving a business presentation? You're not alone. In the workplace, you'll be called upon to speak publicly for a variety of different reasons.

Possible reasons:

- You're asked to give a report or presentation during a meeting.
- You're asked to share your knowledge or expertise on a given topic.
- You're asked to teach a new skill. For example, a systems administrator might be asked to teach coworkers how to use a new email client.
- You're asked to give an informative presentation in order to draw newcomers to an activity, group, or program with which you are involved.

a. Determining Your Purpose

When giving a business presentation, chances are you already know your topic. Next, **determine the purpose** of your presentation. In doing so, you'll focus on what exactly what you want to say.

To determine your purpose, consider the following:

- **Audience.** To whom are you presenting? What are the audience's special interests and concerns? Which part is most interesting or significant to the audience? How will they react to your topic? Are there any special or technical terms that should be defined?
- **Order of importance.** What aspects of my topic are most important or most serious? Choose three or four main points.
- **Time.** What can be most easily explained or discussed in the time or space allotted?
- **Purpose.** What do I want my audience to know, understand, believe, or do when I am finished? The answer to this question should be clearly written and focus on your three to four main points. This sentence will serve as your purpose

statement.

Sample purpose statement: "By the end of my presentation on ________________, I want my audience to know/understand/believe/do ____________________, _____________________, and ____________________."

b. Researching and Organizing Your Presentation

The next step is to thoroughly research each point so you can find **evidence** to **support** your statement. Remember, providing supportive evidence lends to the overall credibility of your presentation.

To begin your research, check out:

- ✓ Online resources (make sure online sources are credible)
- ✓ Library
- ✓ Encyclopedias
- ✓ Newspapers
- ✓ Magazines
- ✓ Interview an expert

Look for **facts**, **figures**, **statistics**, and **definitions**. Consider using **expert testimony**, **quotations**, **personal stories**, and **humor** that will communicate your purpose. You may find necessary to rewrite your purpose statement, having discovered some new things about your topic.

There are several ways to organize your presentation:

- **Topical**. Best when there are several ideas to present and one idea seems to naturally precede the other. This is a common pattern used for informative and entertaining presentations.
- **Chronological**. Best when you want to organize your points using time sequence. This is a common pattern in informative and persuasive presentations, both of which require background information.
- **Problem/Solution**. Best for persuasive presentations. The first part of a presentation details a problem. The second part presents a solution.
- **Cause/Effect**. Best for persuasive presentations. The first part describes the cause of a problem. The second describes its effect.

c. Planning Your Presentation

Visual tools such as **outlines** or **concept maps** can help you see the overall structure of a topic and how the main points are linked.

Your outline/concert map should include:

- ✓ Purpose statement
- ✓ Introduction - Introducing your main points
- ✓ Each of the main points you intend to address
- ✓ Any sub-points or issues
- ✓ The evidence that supports each point or argument
- ✓ Conclusion - Repeating your main points, essentially repeating your introduction
- ✓ Any questions you would ask or anticipate from the audience

d. Practice Your Presentation

- ✓ Consider using charts, graphs, maps, images, pictures, handouts, video or music to enhance your presentation.

- ✓ You might use a microphone, chalk board, white board, overhead projector, slide projector, laptop, presentation software or other equipment or material to help get your point across.

- ✓ When using presentational aids, make sure you know how to use them.

- ✓ Practice setting them up and operating them to get an idea of the time it will take.
- ✓ The more you practice, the more confident and polished your presentation will become.

- **There are several ways to organize your presentation:**

  - ✓ When you practice, use your notes until you are comfortable without them. Your delivery should be natural.
  - ✓ Remember, you're talking to the audience, not reading your notes.
  - ✓ To become aware of your gestures, vocal pitch, facial expressions, and general delivery, video yourself giving the presentation. If you don't have access to such equipment, use a tape-recorder or practice in front of a mirror.
  - ✓ Ask others to listen to you give your presentation. When finished, ask for constructive feedback.

- **Giving Your Presentation: Last Minute Tips**

  - ✓ Visualize yourself giving the presentation.
  - ✓ Realize that the audience wants you to succeed.
  - ✓ Turn your nervousness into positive energy.
  - ✓ Talk rather than read. Avoid rote memorization.
  - ✓ Speak at a volume appropriate to the room and size of the audience.
  - ✓ Your voice should be heard in the back of the room.
  - ✓ Vary the pitch of your voice.
  - ✓ Stand up rather than sit.
  - ✓ Make eye contact.
  - ✓ Make sure any aid you use can be clearly heard/seen by the entire audience.
  - ✓ Focus on main arguments.
  - ✓ Don't remain behind the podium. Move around occasionally, but don't pace.
  - ✓ Smile and gesture when appropriate.
  - ✓ Maintain energy and enthusiasm throughout the presentation.
  - ✓ Finish your talk within the time limit.
  - ✓ Summarize your talk both at the beginning and the end.
  - ✓ Respond to audience needs. For example, adjust temperature if possible,
  - ✓ provide extra handouts, etc.
  - ✓ Be flexible, but stay focused.
  - ✓ Respond to questions.
  - ✓ Give the audience an opportunity to critique your presentation by supplying them
  - ✓ with a short, anonymous evaluation form.
- **Technical Tips:**
  - ✓ Back everything up.
  - ✓ Don't give an important presentation without on-site technical support.
  - ✓ Assume your technical equipment will fail. Have a back-up plan.
  - ✓ Beware of connecting to the Internet during your presentation. You never know
  - ✓ when your connection may fail.

Self-Check 3	Written Test

Name: ______________________________ Date: __________________

I. Directions: Match Column A with Column B.

Column A	Column B
______ 1. Arranged systematically in columns ______ 2. Useful for giving a quick comparison of quantities of goods or sums of money ______ 3. Formed by a circle representing percentage of a whole ______ 4. To whom a report is presented ______ 5. Source of information ______ 6. Used for informative and entertaining presentations ______ 7. Using time sequence ______ 8. Persuasive presentations ______ 9. Visual tool to see the overview of the topic ______10. Enhances oral presentation	A. Audience B. Bar Graph C. Chronological D. Concept Map E. Conclusion F. Introduction G. Laptop H. Online Resources I. Pictures J. Pie Chart K. Problem/Solution L. Table M. Topical Presentation

II. Give what is being asked for:

16. What are the seven (7) parts of a concept map? (7 pts.)

17. Give the four (4) steps in preparing an oral presentation. (4 pts.)

18. Give at least four (4) tips in giving an oral presentation. (4 pts.)

***Note:* Satisfactory rating -25 points** **Unsatisfactory - below 25 points**

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

Operation Sheet 3	How to Make a PowerPoint Presentation

PURPOSE:

To make a PowerPoint presentation.

CONDITIONS OR SITUATIONS FOR THE OPERATIONS:
Can be done in the learning station/area or computer laboratory.

EQUIPMENT TOOLS AND MATERIALS :
Computer with Microsoft Office
PROCEDURE:

A. Creating a New Presentation Using a Design Template

You can choose a design template or a blank presentation. A **design template** is a presentation with a professionally designed format and color scheme to which you need only add text. You can use one of the design templates that come with PowerPoint, or you can create your own.
In this exercise, you start a new presentation with a design template.

1 If you quit PowerPoint at the end of the last lesson, restart PowerPoint now.

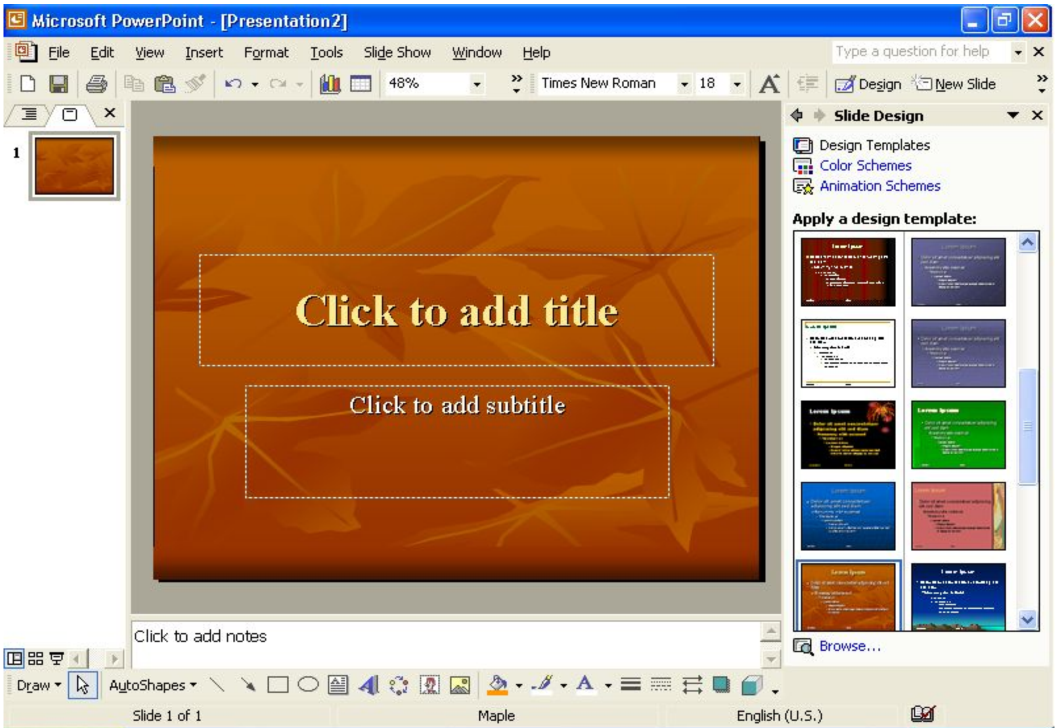
2 On the View menu, click Task Pane, if necessary, to display the New Presentation task pane.

3 In the New Presentation task pane, click From Design Template.
The Slide Design task pane appears with a variety of design templates listed in alphabetical order.

4 In the Slide Design task pane, point to a design template.
The name of the design template appears as a ScreenTip, and a down arrow appears on the right side of the design.

5 In the Slide Design task pane, click the down arrow on the right side of the design template.
A menu appears with commands that let you apply the design template to the entire presentation or to selected slides or change the size of the preview design templates in the Slide Design task pane.

6 In the Slide Design task pane, drag the scroll box down until the Maple slide design appears in the task pane, and then click the Maple slide design.
The Maple slide design is applied to the blank slide in the Slide pane.



7 Close the Slide Design task pane by clicking its close button.

B. Entering Text in the Slide Pane

To add text to a presentation, including titles and subtitles, you can enter text into either the Slide pane or the Outline tab in Normal view. The Slide pane allows you to enter text on a slide using a visual method, while the Outline tab allows you to enter text using a content method. The Slide pane displaying the Title Slide layout includes two text boxes called **text placeholders**. The upper box is a placeholder for the slide's title text. The lower box is a placeholder for the slide's subtitle text. After you enter text into a placeholder, the placeholder becomes a **text object**, a box that contains text in a slide. In this exercise, you title a slide and add a subtitle.

1 Click the Outline tab if necessary in the Outline/Slides pane.

2 In the Slide pane, click the text placeholder *Click to add title*.

A selection box surrounds the placeholder, indicating that the placeholder is ready for you to enter or edit text. The placeholder text disappears, and a blinking insertion point appears.

3 Type **Recruiting New Clients**.

Notice that the text appears in the Outline tab at the same time.

> If you make a typing error, press Backspace to delete the mistake, and then type the correct text.

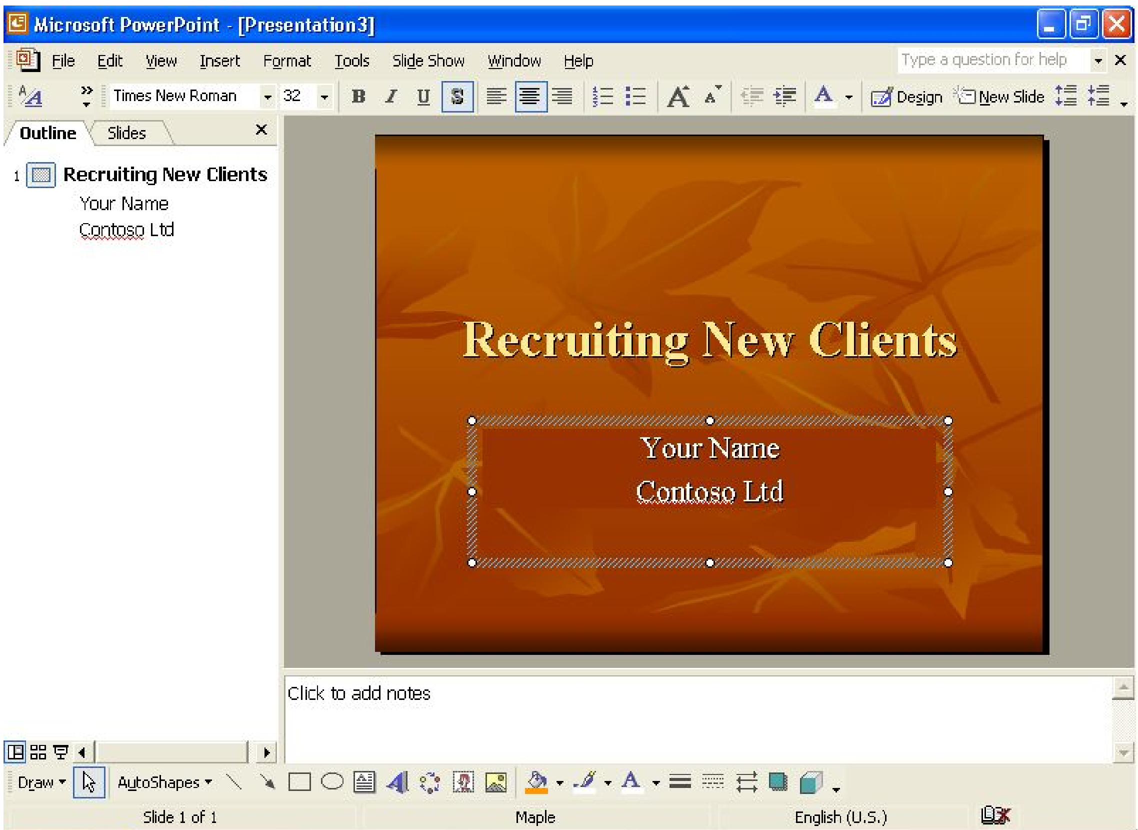
4 Click the text placeholder *Click to add subtitle*.

The title object is deselected, and the subtitle object is selected.

5 Type **Your Name** and then press Enter.

6 Type **Contoso, Ltd**.

Your presentation window should look like the following illustration:



C. Creating a New Slide

You can quickly and easily add more slides to a presentation in two ways: by clicking the New Slide button on the Formatting toolbar directly above the task pane or by clicking the New Slide command on the Insert menu. When you use either of these methods, PowerPoint inserts the new slide into the presentation immediately following the current slide, and the Slide Layout task pane appears with twenty-seven predesigned slide layouts, any of which you can apply to your new slide. You select a layout by clicking it in the Slide Layout task pane. The layout title for the selected slide layout appears as you roll the mouse over each choice.

Slide layouts allow you to create slides with specific looks and functions. For example, you can choose a layout that displays only a title on a slide, or a layout that provides placeholders for a title and a graph.

In this exercise, you create a new slide and then enter text in it.

1 On the Formatting toolbar, click the New Slide button.

The Slide Layout task pane appears. PowerPoint adds a new, empty slide after the current slide in the Slide pane and creates a new slide icon in the Outline tab.

PowerPoint applies the default Title and Text slide layout (a title and bulleted list) to the new slide. The status bar displays *Slide 2 of 2*.

2 Type **Develop a Plan**.

Notice that the new slide and the new title appear in the Outline pane when you create them in the Slide pane. PowerPoint lets you work directly in the Slide pane and Outline tab to enter your ideas.

If you start typing on an empty slide without first having selected a placeholder, PowerPoint enters the text into the title object.

3 Close the Slide Layout task pane.

D. Entering Text in the Outline Tab

The Outline tab shows the presentation text in outline form just as if you had typed the text using Outline view in Microsoft Word 2002. The outline pane allows you to enter and organize slide title and paragraph text for each slide in a presentation. In the Outline tab, the slide title text appears to the right of each slide icon, and the paragraph text appears underneath each title, indented one level. To enter text in the Outline tab, you click where you want the text to start, and then you begin typing. While working in the Outline tab, you can also create a new slide and add title and paragraph text by using the New Slide command or the Enter key.

In this exercise, you enter paragraph text in an existing slide, and then create a new slide and add text to that slide in the Outline tab.

1 Position the pointer—which changes to the I-beam pointer—to the right of the title in slide 2 in the Outline tab, and then click the blank area.

A blinking insertion point appears.

2 Press Enter.

PowerPoint adds a new slide in the Slide pane and a new slide icon in the Outline tab, with the blinking insertion point next to it.

3 Press Tab.

Pressing Tab indents the text to the right one level and moves the text from slide 3 back to slide 2. The slide icon changes to a small gray bullet on slide 2 in the Outline tab.

To add paragraph text to slide 2 instead of starting a new slide, you need to change the outline level from slide title to a bullet.

4 Type **Develop a list of contacts** and then press Enter.

PowerPoint adds a new bullet at the same indent level. Notice that once you press Enter after typing bulleted text, the bullet becomes black. Also note that the text wraps to the next line in the Outline tab without your having to press Enter.

5 Type **Schedule periodic phone calls to prospective clients** and then press Enter.

6 Type **Re-evaluate your strategy regularly** and then press Enter.

7 On the Outlining toolbar, click the Promote button.

IMPORTANT

If the Outlining toolbar is not visible on your screen, click the View menu, point to Toolbars, and then click Outlining.

PowerPoint creates a new slide with the insertion point to the right of the slide icon.

8 Type **Make the Client Number One** and then press Enter.

9 Press Tab.

PowerPoint creates a new indent level for slide 3.

10 Type **Be creative** and then press Enter.

A new bullet appears.

11 Type **Stay positive**, press Enter, and then type **Be tenacious**.

12 Hold down Ctrl, and then press Enter.

A new slide appears.

13 Type **Summary**, press Enter, and then press Tab.

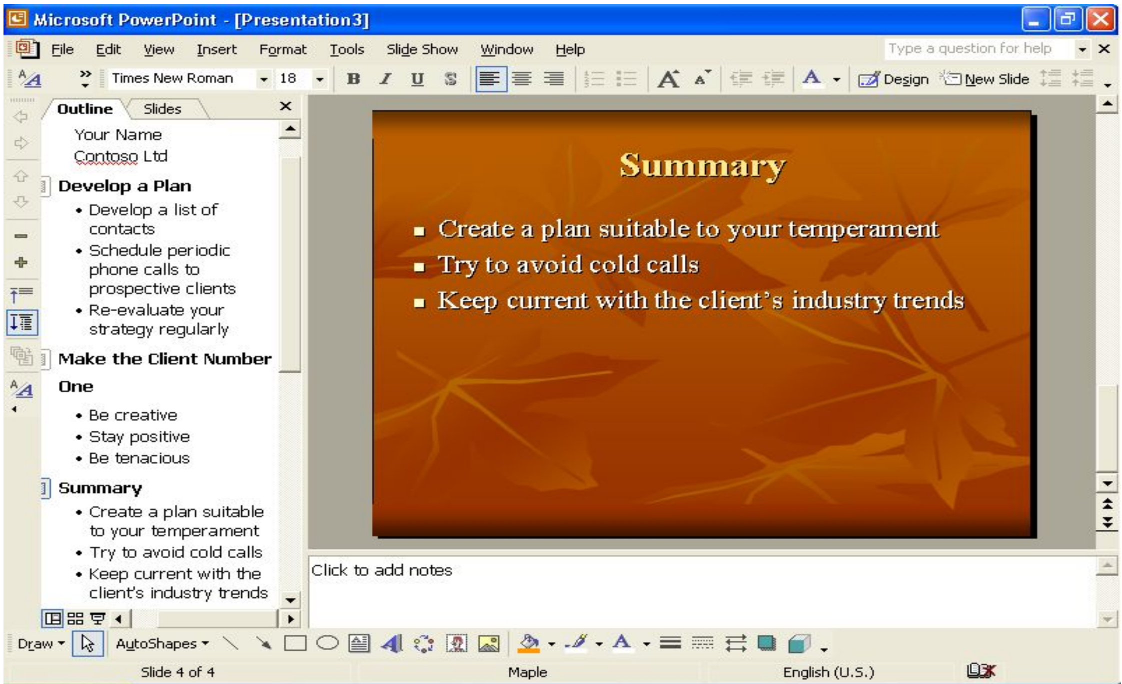
PowerPoint creates a new indent level for slide 4.

14 Type **Create** a plan suitable to your temperament and then press Enter.

15 Type **Try to avoid cold calls** and then press Enter.

16 Type **Keep current with the client's industry trends**.

Your presentation window should look like the following illustration:



E. Showing Slides in Slide Show View

At any time during the development of a presentation, you can quickly and easily review the slides for accuracy and flow in Slide Show view. Slide Show view displays the slides in order by slide number, using the entire screen on your computer.

In this exercise, you display slides in Slide Show view.

1. In the Outline pane, click the slide 1 icon, if necessary.
2. Click the Slide Show button.
   PowerPoint displays the first slide in the presentation.
3. Click the screen to advance to the next slide.
4. Click one slide at a time to advance through the presentation. After the last slide, click to exit Slide Show view.
   PowerPoint returns to the current view.

> To end a slide show before you reach the last slide, press Esc.

- **PRECAUTIONS:**
  - ✓ Avoid unnecessary activities.
- **QUALITY CRITERIA:**
  - ✓ Clear and legible information
  - ✓ Correct format

LAP Test _	Practical Demonstration

Name: ______________________________ Date: _______________________

Time started: _________________________ Time finished: _________________

Instructions:

You are required to perform the following:

1. In this activity you'll listen to an interaction between a Help Desk Operator and a client who is making a request for help. You'll complete a database form (to log the call) as though you are the Help Desk Operator receiving the call.

a) Listen to this interaction between a Help Desk Operator and a client.
b) Use the **Database form template** to log the details of the request.
c) Save a copy of your completed form if you know how to do this.

2. Your teacher will give you notes of a management meeting. Prepare the minutes of the meeting.

3. Your teacher will give you a certain topic. Make a presentation using Microsoft Office PowerPoint. Then prepare for a 10-minute presentation in front of the class

4. Request your teacher for evaluation and feedback

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Industrial electrical machine drive technology

Level - II.

Moreover, we are pleased to appreciate and thank ALL REGIONAL TVET BUREAU Human Resource office programmers for active facilitation of the revision of the curriculum.

The trainers (who developed *this outcome based* curriculum and TTLM)

N0	Name	Qualification	Region	Email
1	ABERA GEBRE	Trainer	DIRADAWA	
2	TADDELE GASHAW	Trainer	SOMALI	
3	FISIHA BIREHANU	Trainer	AMHARA	
4	ESUBALEW AMSALU	Trainer	HARER	
5	HINDA IBRAHIM	Trainer	SOMALI	
6	MULU DAMANE	Trainer	ADDIAABEBA	
7	MERON HUSEN	Trainer	HARER	
8	YIMER SEID	Trainer	AFAR	
9	SHIMELS CHEKOLE	Trainer	AMHARA	
10	SERKABEBA ABERA	Trainer	DEBUB	

The coordinator (during developing this *outcome based* curriculum & TTLM)

No	***Name***	***Profession***	***Mob. no***	***Region***	***College***
1					
2					
3					