



HORTICULTURAL CROPS PRODUCTION

Level-II

Learning Guide-01

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

**Module Title: Participating in Workplace
Communication**

LG Code: AGR HCP2 M16 LO1-LG-01

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**LO.1 Obtain and convey workplace
information**



Instruction Sheet	Learning Guide #01
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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.
- 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.

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
- Workplace procedures for the location and storage of information.
- Carry out personal interaction.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 6.
3. Read the information written in the “Information Sheets 1, 2, 3,4,5,6 and 7”.
4. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
5. Accomplish the “Self-check 1, 2, 3,4,5,6 and 7”.
6. If you earned a satisfactory evaluation from the “Self-check” proceed to next.

1.1. Introduction

Communication is defined as a creation of thoughts, ideas, feelings, emotions and understandings between sender(s) and receiver(s). Communication is essential for building and maintaining relationships at a workplace. Communication does not occur until one has fully understood intended messages by the sender. Therefore to make oneself understood as intended is an important part of the communication process.

In any case a receiver may hear what the speaker has said but not understand it. Since different people understand things differently, understanding is a personal matter among people. If the idea received is not the one intended, then communication is said to have not taken place. This means that the sender of information has merely written, spoken or does something else. Every day, we talk to the members of our family, friends and relatives on various issues. We receive letters from our friends and relatives on different occasions. We also reply to their letters. Sometimes to convey urgent messages we send telegrams or make telephone calls. In this process we are able to share the information with others.

Communication can also be defined as a process of sharing facts, ideas, opinions, thoughts and opinions through speech, written messages, gestures and symbols between two or more people. Hence, all the activities involved in the process of sharing or exchanging these components is merely known as communication. All of us know that man is a social animal. He cannot survive in isolation. As a member of the society he is dependent on others. For most of the things he has to take help from others. But the question is, how does one know what the other wants? One has to convey his feelings, thoughts, ideas, requirements, experiences, etc. to another in such a way that the latter understands those correctly. The same thing happens to business also. It provides information to the customers, government, owners, employees, etc. and at the same time receives information from them.

A **work place communication** is a process of interaction among employees or between an employer and employees in a workplace. Such type of interaction which involves the transmission and receiving of verbal, signal or written messages for the purpose of task accomplishment is known as a **workplace communication**.

1.2. Components of Communication Process

Source: - Is the person or group who produce encode and transmit information. It is the first component in the communication process. Sources can be a group of people or an institution. For instance, in a lecture or teaching session, the teacher is the source of information. Other sources can be speakers, writers, journalists and other presenters.

Message: - is an idea that will be communicated to another party. It is based on a source idea intended to be used by the audience. For example, if the message is between two friends, the message will take a different form than if communicating with a superior. Message does not only means information or speech conveyed but also non-verbal components of communication such as facial expressions, tone of voice, gestures and other aspects of the body language. The non-verbal components of message provide additional information about the message being transmitted.

Channel: - is a medium of communication. It refers to the physical means by which the message is transferred from one person to another. Channel is a medium between source and receiver. Since this unit is concerned with a face to face type of communication, the channels which could be considered are written forms and speech. The channel transmits messages from one party to another without changing the basic theme and context of the information. Channels can be: a piece of paper, media like radio, TV, Internet etc.

Receiver: - Refers to an individual or a group of individuals who take up messages in the communication process. They are also known as the *audience* of information. This part of the communication process uses channels to receive messages from the source.

Encoding: - is a process of putting messages into understandable codes and written symbols. Message is put into forms suitable for transmission. The message will take different forms of encoding if it is either spoken or written. For instance if a source wants to warn tourists not to take images of a recreation place he/she may put the idea by writing like:- “ *Taking photographs is strictly forbidden*”.

Decoding:- It is a process of interpreting the received written codes and symbols into an understandable idea or message. It is the process where a receiver internalizes the information or content of messages sent by the source. In this case the receiver of information compares the messages with his/her past experience and external stimuli.

Feedback: - Is the final component in communication process. It is a step where the receiver of information conveys back whether the received information has been understood or not. In this case, the receiver formats an appropriate response to the first communication based on the channel and finally sends it back to the source. Feedback consists of messages the receiver returns which enable the source to understand how accurately the message has been sent as well as the receiver's reactions to it. The receiver can respond to either *intentional* or *unintentional* messages.

The types of feedback range from direct verbal statements to subtle facial expressions or changes in body posture which might indicate the sender that the receiver feels uncomfortable with the message. In this case the source can adapt, modify or improve the styles to make the communication process more effective. For instance, the receiver might react saying “*Say that again, I don't understand*” when the message sent is not clear or not heard.

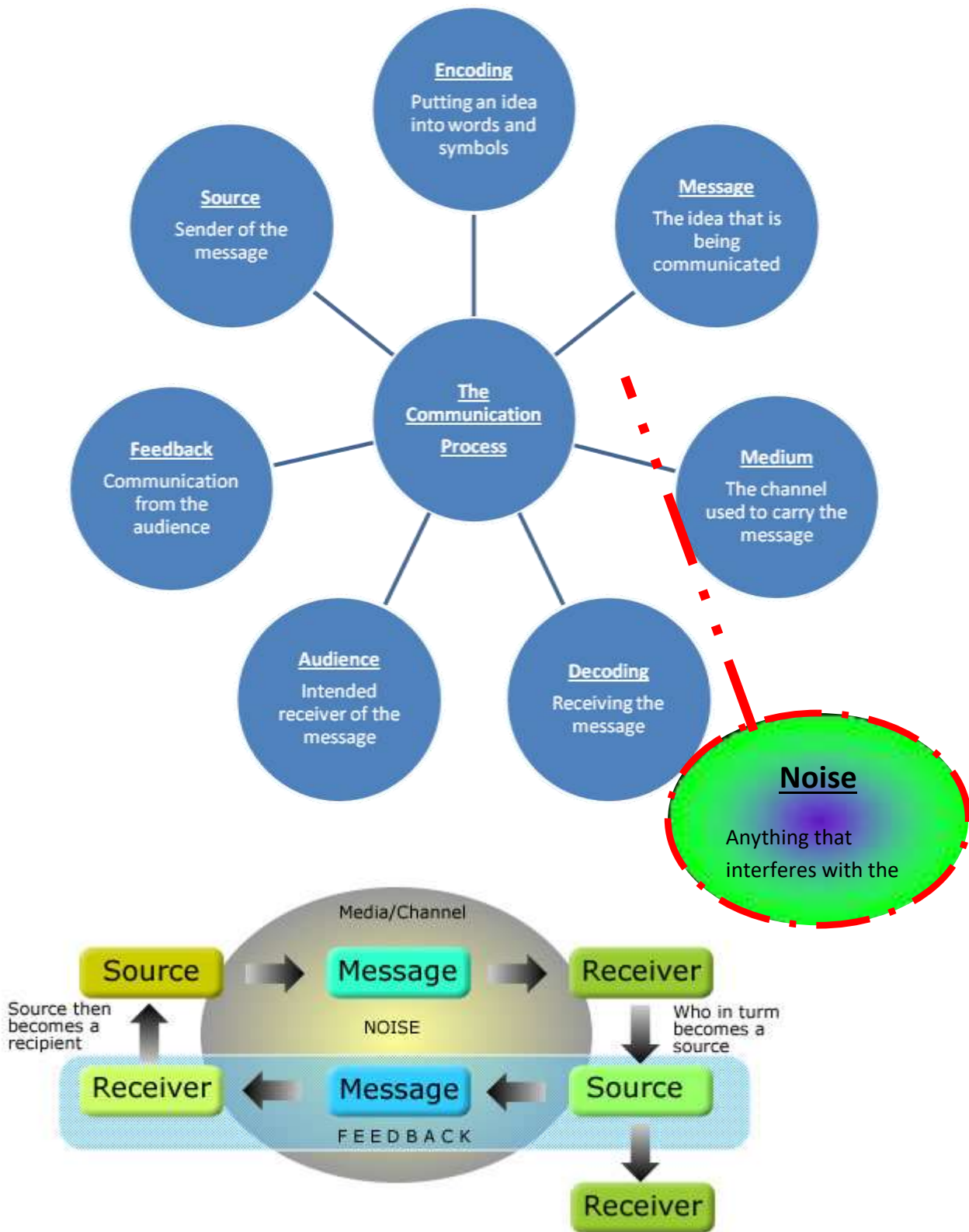


Fig 1. Components of the communication process

1.3. Accessing specific and relevant information from *appropriate sources*

1.3.1 Appropriate sources

Appropriate sources relevant information includes

- Team members
- Supervisor/Department Head
- Suppliers
- Trade personnel
- Local government
- Industry bodies

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

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

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



- **Comprehensive:** The information should include all the important categories within its scope of coverage.

- **Unbiased:** It is unbiased when the individual or organization delivering the information has no vested interest in the decisions or plans of the people who are receiving the information.

Comparable: The information presented should be of uniform collection, analysis, content, and format so that a user of the information can compare and contrast the various files.



Self-Check 1	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. Define communication. (5pts)
2. Explain the qualities of informations (10pts)
3. Discuss and differentiate components of communications(15pts)

Note: Satisfactory rating - 30 points and above Unsatisfactory - below 30 points

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

Short Answer Questions

1. _____

2. _____

Information Sheet-2	Using Effective Questioning, Listening and Speaking Skill
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2.1. Using effective questioning, active listening and speaking skills to gather and convey information

To gain the information, you must consistently exercise excellent interpersonal communication skills. This involves several factors: receiving, storing, retrieving, giving, and interpreting information. It is important that members of a group communicate freely with each other. Exchange of information often involves a "transaction," a stimulus followed by a response. It's important that these transactions be kept open or complementary. Crossed or blocked transactions result in people talking at one another with no real communication. As a result, information is not exchanged.

1. Information is received through hearing, seeing, feeling, tasting, and smelling:

Obviously, we receive information by reading what is written or listening to what is said - and we often do a poor job of these. We also receive powerful messages through facial expressions, body language, an individual's general appearance, costume, etc. The more ways we use to gather information, the better the information is received, understood and put to use. Most people store the information they receive in their memories. The memory can be supported with notes, sketches, written references, and similar techniques.

2. Retrieving or recalling information is important: It often is closely related to how the information is stored. People known for outstanding memories have simply developed an effective retrieval system. This can include memorizing using memory joggers, repeating the information as it is received, taking subtle notes, and skilful use of references.

3. Giving information involves the same five senses used to receive it: In giving information, however, speaking or writing clearly, using visual methods, watching and being sensitive to the group, asking for feedback and summarizing what has been given results in an effective transfer of information.

4. Clear communication is essential: Avoid initials, acronyms, technical jargon, and unfamiliar words in communicating with others. The success of acquiring information will depend largely on how well you communicate with others.

5. Be clear about how accurate you need to be: Higher accuracy is always more desirable than lower accuracy. However, in some cases you may not need precise figures or detailed opinions based on a representative sample, but only a general impression. For example, you can choose to do a series of 50 measurements on process to measure exact productivity. But you might only need to know if most customers are satisfied with the products, for which discussion with several customer leaders might be sufficient.

6. Be clear about the task that needs to be accomplished and whether it concerns qualitative and/or quantitative information: Consider whether a method is needed to collect, collate, analyze, synthesize or disseminate information. Does the performance question or indicator for which you are seeking a method require quantitative, qualitative or both types of information?

Think about whether you need individual or group opinions. Also, consider how the people involved prefer and are able to communicate, as this determines the choice of medium: written, oral, visual and/or dramatic. Some methods are based on diagrams, while others focus on written information.

Self-Check -2	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List several factors involved in excellent interpersonal communication skills (4 points).
2. How you can develop effective communication skills (8 points).

Note: Satisfactory rating - 12 points

Unsatisfactory - below 12 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

Information Sheet-3

Using Appropriate Medium to Transfer Information and Ideas

Selecting the best medium for your message can make the difference between effective and ineffective communication.

A **medium** is the form through which you choose to communicate your message. You may choose to talk with someone face-to-face, memorandum, notice, write a letter, send an e-mail message, or record a podcast with information discussion today's ever-expanding technology; you often have a variety of media options from which to choose.

□ **Advantages of oral media at workplace**

Primary oral media include face-to-face conversations, interviews, speeches, in-person presentations, and meetings. Being able to see, hear, and react to each other can benefit communicators, giving oral media several advantages:

- they provide immediate feedback.
- they allow a certain ease of interaction.
- they involve rich nonverbal cues (both physical gestures and vocal inflections).
- they help you express the emotion behind your message.

Traditional oral media are useful for getting people to ask questions, make comments, and work together to reach a consensus or decision.

Oral communication is best when you need to encourage interaction, express emotions, or monitor emotional responses. Oral media limit participation to those who are present, reduce your control over the message, and make it difficult to revise or edit your message.

However, if you don't want or need all that interaction, then oral media can have several disadvantages:

- They restrict participation to those physically present.

- Unless recorded, they provide no permanent, verifiable record of the communication.
- They can reduce the communicator's control over the message, if people interrupt or ask unanticipated questions.
- They often rule out the chance to revise or edit your spoken words.

□ **Advantages of written communication at workplace**

Written messages take many forms, from traditional memos to glossy reports that rival magazines in production quality.

Memos are used for the routine, day-to-day exchange of information within an organization. E-mail continues to replace traditional paper memos in many circumstances, although writers who want more formality or permanence can still opt for paper memos.

Letters are written messages sent to recipients outside the organization, so in addition to conveying a particular message, they perform an important public relations function in fostering good working relationships.

Reports may be distributed to insiders or outsiders, depending on their purpose and subject. They come in many formats, including preprinted forms, letters, memos, and manuscripts, in lengths from a few pages to several hundred.

□ **Written media have a number of advantages over oral media:**

- They allow you to plan and control your message.
- They offer a permanent, verifiable record.
- They help you reach an audience that is geographically dispersed.
- They minimize the distortion that can accompany oral messages.
- They can be used to avoid immediate interactions, including emotional confrontations when communicating controversial messages.

Written media increase your control, help you reach dispersed audiences, and minimize distortion. The disadvantages of written media include difficulty of feedback, lack of nonverbal cues, and the time and skill sometimes required to prepare written messages.

❖ **Disadvantages of written media include the following:**

- many are not conducive to speedy feedback.
- they lack the rich nonverbal cues provided by oral media.
- they often take more time and more resources to create and distribute.
- elaborate printed documents can require special skills in preparation and production.

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary & grammar used, writing style, precision and clarity of the language used.

Written Communication is most common form of communication being used in business. So, it is considered core among business skills. Memos, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, internet web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used.

Advantages of written communication include:

Messages can be:

- ✓ Edited and revised many time before it is actually sent.
- ✓ Written communications provide record for every message sent and can be saved for later study.
- ✓ A written message enables receiver to fully understand it and send appropriate feedback.

Disadvantages of written communication includes: Unlike oral communication, written communication does not bring instant feedback. It takes more time in composing a

written message as compared to word-of-mouth and number of people struggles for writing ability.

Use written media when

- You don't need or want immediate feedback
- You don't want or need immediate interaction with the audience
- Your message is complex
- You need a permanent, verifiable record
- Your audience is large and geographically dispersed
- You need to ensure that the message cannot be altered after you send it
- Your message has limited emotional content
- The situation calls for more formality

Use spoken or Oral Media When

- You want immediate feedback from the audience
- Your message is straightforward and easy to accept
- You don't need a permanent record
- You can gather your audience conveniently and economically
- You want to encourage interaction to solve a problem or reach a group decision
- You want to read the audience's body language or hear the tone of their response
- Your message has an emotional content

Use Electronic Media When

- You need to deliver a message quickly
- You're physically separated from your audience
- You want to give the audience an opportunity to edit the message (such as editing a word processing document)
- Your message can benefit from multiple media, such as audio and video

- You want to take advantage of electronic media

Electronic Media at Workplace

Electronic media span a diverse and expanding range of technologies, from e-mail and IM to blogs and podcasts. The growth of electronic communication options is both a blessing and a curse. You have more tools than ever to choose from, but you need to choose the right tools for each message.

Although no hard rules dictate which tool to use in each case, here are a few pointers that will help you determine when to select electronic over more traditional forms:

- **Voice mail** can replace short memos and phone calls when an immediate response isn't crucial. However, voice mail is a poor choice for lengthy, complex messages, since the information is more difficult for receivers to process.
- **Teleconferencing, videoconferencing, and online meetings** are best for information at meetings and are less effective for highly interactive meetings such as negotiation.
- **DVDs** (and to a declining extent, videotapes) are effective for sending audiovisual messages to a large number of people. With the growing availability of high-speed Internet service, many video messages once delivered on tape or disk are now delivered online.
- **Electronic documents** include both word processor files and Adobe's widely popular Portable Document Format (PDF). Computer users can view PDFs on screen with free reader software, and PDFs are more secure and less vulnerable to viruses than word processor files.
- **Faxes** have been replaced by e-mail and PDF files in many cases, but they still play an important role in many companies. Internet-based fax services, such as eFax lower the cost by eliminating the need for a dedicated fax line and fax machine.
- **E-mail** offers speed, low cost, portability, and convenience. It's best for brief, noncomplex information that is time sensitive. With such a quick turnaround time, e-mail tends to be more conversational than traditional media, but not as conversational as instant messaging.

With so many media choices at your disposal today, make sure you choose the most efficient and most effective medium for every message.

Factors to consider when choosing media

When choosing a medium for your message, select the medium that balances your needs and your audience's needs. Just as critical, however, is considering how your message is affected by important factors such as the following:

■ **Media richness.** Richness is a medium's ability to (1) convey a message through more than one informational cue (visual, verbal, vocal), (2) facilitate feedback, and (3) establish personal focus. The richest medium is face-to-face communication; because,

- ✓ it's personal,
- ✓ it provides immediate feedback (verbal and nonverbal), and
- ✓ it conveys the emotion behind a message.

At the other extreme are the leanest media those that communicate in the simplest ways, provide no opportunity for audience feedback, and aren't personalized, such as memos, posters, and podcasts. Generally speaking, use the richest media to send more complex messages and to help communicate emotion. Use leaner media to send simple, routine messages.

■ **Message formality.** Your media choice governs the style and tone of your message. For instance, IM and e-mail can be considered inappropriate for formal messages.

■ **Media limitations.** Every medium has limitations. For example, although face-to-face communication is a rich medium, it's one of the most restrictive because communicating short, simple messages, but it is ineffective for sending complex ones. Your intentions heavily influence your choice of medium. When choosing the appropriate medium; do not forget to consider your audience's expectations. Time and cost also affect medium selection. Good message organization helps you by reducing the time and energy needed to create messages and by making your messages more effective in less time.

■ **Sender intentions.** Your choice of medium also influences audience perceptions of your intentions.

■ **Audience preferences.** Make sure to consider which media your audience expects or prefers.

■ **Urgency and cost.** Various media have different costs and time requirements, so you often need to balance urgency and expense. Once you select the best medium for your purpose, situation, and audience, you are ready to start thinking about the organization of your message.

Misinterpreted messages waste time, lead to poor decision making, and shatter relationships. Therefore, you can see how valuable clear writing and good organization can be successful communicators rely on good organization to make their workplace messages meaningful.

Self-Check -3	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List appropriate medium to transfer information and ideas (3 points).
2. What are the factors to consider when choosing media (6 points).
3. Difference between written and oral communication(4 points).

Note: Satisfactory rating - 13 points

Unsatisfactory - below 13 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____

Information Sheet-4

Appropriate non- Verbal Communication

A large percentage (studies suggest over 90%) of the meaning we derive from communication, we derive from the non-verbal cues that the other person gives. Often a person says one thing but communicates something totally different through vocal intonation and body language. These mixed signals force the receiver to choose between the verbal and nonverbal parts of the message. Most often, the receiver chooses the nonverbal aspects.

Nonverbal communication is made up of the following parts:

1. Visual
2. Tactile
3. Vocal
4. Use of time, space, and image

Visual. Often called body language and includes facial expression, eye movement, posture, and gestures. The face is the biggest part of this. All of us "read" people's faces for ways to interpret what they say and feel. This fact becomes very apparent when we deal with someone with dark sunglasses. Of course, we can easily misread these cues especially when communicating across cultures where gestures can mean something very different in another culture. For example

- ✚ In American, culture the head going up and down whereas in India, a side-to-side head movement might mean the same thing might indicate agreement.

We also look to posture to provide cues/sign about the communicator; posture can indicate self-confidence, aggressiveness, fear, guilt, or anxiety.

Similarly, we look at gestures such as how we hold our hands, or a handshake. Many gestures are culture bound and susceptible to misinterpretation

Tactile: This involves the use of touch to impart meaning as in a handshake, a pat on the back, an arm around the shoulder, a kiss, or a hug.

Vocal: The meaning of words can be altered significantly by changing the intonation of one's voice. Think of how many ways you can say "no"- you could express mild doubt, terror, amazement, anger among other emotions. Vocal meanings vary across cultures.

Physical Space: For most of us, someone standing very close to us makes us uncomfortable. We feel our "space" has been invaded. For Americans, the "intimate zone" is about two feet; this can vary from culture to culture. This zone is reserved for our closest friends. The "personal zone" from about 2-4 feet usually is reserved for family and friends. The social zone (4- 12 feet) is where most business transactions take place, the "public zone" (over 12 feet). Arabs and Latin's normally stand closer together and do a lot of touching during communication. Similarly, we use "things" to communicate. This can involve expensive things, neat or messy things, photographs, plants, etc.

Image: We use clothing and other dimensions of physical appearance to communicate our values and expectations.

- A "majority" of the meaning we attribute to words comes not from the words themselves, but from nonverbal factors such as gestures, facial expressions, tone, body language, etc. **Nonverbal** cues can play **five** roles:

1. Repetition: they can repeat the message the person is making verbally.

2. Contradiction: they can contradict a message the individual is trying to convey.

3. Substitution: they can substitute for a verbal message. For example, a person's eyes can often convey a far more vivid message than words and often do.

4. Complementing: they may add to or complement a verbal message. A boss who pats a person on the back in addition to giving praise can increase the impact of the message

5. Accenting: non-verbal communication may accept or underline a verbal message. Pounding/hammering the table, for example, can underline a message.

Body language can speak as loudly, if not more, than words coming out of your mouth. Body language reinforces what you say. It can emphasize what you say. Body language can also contradict what you say. You may be saying 'Yes' but your body language is saying 'No'.

Here are some tips to keep your body language an effective communication tool:

- ◆ Maintain an open stance/posture when speaking with persons
- ◆ Use appropriate facial expressions in line with the tone of the conversation
- ◆ Use a proper tone of voice appropriate to the situation
- ◆ Maintain eye contact whether you are speaking or listening to someone
- ◆ Be poised and relaxed

When you are talking with someone, be aware of his or her body language. Their body language may show frustration, annoyance or confusion. Stop and ask them if they understand what you are saying.

Self-Check -4	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Explain parts of nonverbal communication (5 points).
2. What are roles of nonverbal cues (4 points).
3. Express parts of nonverbal communication (11 points).
 - a) Visual
 - b) Tactile
 - c) Vocal
 - d) Use of time, space, and image

Note: Satisfactory rating - 20 points

Unsatisfactory - below 20 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____

5.1. Identifying and following appropriate lines of communication with supervisors and colleagues

Community and disability service workers work with a diverse range of clients who, because of their disability or personal, emotional and cultural situation, may require workers to develop and use specialist communication skills.

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

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

- ❖ Disability (including but not limited to intellectual impairment, physical impairment, psychiatric disability, hearing or vision impairment, learning difficulties, and attention deficits).
- ❖ Literacy (e.g. false assumptions about level of intelligence and understanding, concerns about the content of documents and forms, what is being written down).
- ❖ Language (e.g. non-english-speaking backgrounds, not familiar with service-specific jargon and acronyms).
- ❖ Gender, age, experiences, emotional well-being and other individual attributes.
- ❖ Critical situations. Crises traditionally cause disorganization of thought and hence need special skills by workers in establishing rapport with clients.
- ❖ Culture (including experiences in other countries, music, spirituality, customs, gender, social expectations, body language, and position in the community).
- ❖ Remote location (limited access to services and resources, distance travelled).

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

5.2 Strategies for specific needs to supervisors and colleagues

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

- ❖ facial expressions, hand signals and other physical gestures
- ❖ objects, photographs, pictures or symbols, written words
- ❖ specific techniques and aids
- ❖ videos or practical demonstration
- ❖ translations of printed material
- ❖ language and cultural interpreters
- ❖ Augmentative communication systems, such as devices and processes that replace, or are an adjunct to, speech, e.g. speaking machines, Auslan or Makaton (a system of symbols and pictures).

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

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

You should discuss any difficulties in communicating with a particular person with your supervisor or mentor. It may be necessary to invite a third party to support communication with a client, or even to provide an alternative support worker.

People who may be able to assist with communication include professional interpreters, case workers, or non-professional helpers or support people, for example, trusted friends of the client, family members or adults.

Non-professional support persons

Non-professional support people such as family members, careers or professional advocates are not neutral. If these people are to act as interpreters, be aware that the communication may be influenced by advice or emotional involvement.

Be extremely reluctant to use children as interpreters for their parents, especially in any sensitive family matters. This practice can disturb the role and status of members within a family system and contribute to instability and interpersonal problems within the family.

1.2 Using different approaches for clients and colleagues communication meeting

Formal and informal communications are found in both business and personal relationships. In academics, formal and informal communications are commonly used in the context of organizational communications, an area of study that examines interactions among people within any organization. This does not always refer to a company or business, however; family or social units have their own organization, and communication flows upwards, downwards or horizontally among peers or equals. Informal methods are more relaxed in structure and tone than formal methods.

1. Written formal communication methods

You are communicating via a formal method of communication if you are writing a business letter, filling out a job application or complaint form, sending a business fax, composing a business email or even using morse code. There is a specific structure to the communication. In companies, your written job description is a type of formal communication, as are internal memoranda.

2. Verbal formal communication methods

If you give an oral presentation to your manager, clients or prospective customers, you are engaging in formal oral, or verbal, communication. This is also true for business meetings following an agenda, telephone conference calls, press

3. Written informal communication methods

If you write a personal note to a friend, or include one or two handwritten lines on a card to send with flowers to your mother, you are engaging in informal communication. Other examples include love letters, personal birthday cards, friendly or anecdotal emails, or even writing a note to your spouse on the bathroom mirror.

4. Verbal informal communication method

If you engage in gossip with your friends, you are using an informal verbal method of communicating; in your office you might call it a "grapevine." Scolding your children, phoning your mother on Mother's Day or calling the kids inside for dinner are all informal verbal communication methods.

Self-Check -5

Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What are communication channels?(5 points)
2. What you should consider when communicating with others(5 points)
3. What are approaches when you are communicating supervisors and colleagues or clients(5 points)
4. What are techniques and aids that you use when communicating with individuals(5 points)
5. How you can communicate with supervisors and colleagues or clients? (5 points)

Note: Satisfactory rating - 25 points

Unsatisfactory - below 25 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____

4. _____

5. _____

Information Sheet-6	Workplace Procedures for the Location and Storage of Information
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6.1. Storage of information

1. Manual filing system

Manual storage systems involve storing documents by hand in a filing cabinet. It is therefore suitable for organizations with large numbers of files and often used in a Centralized Filing System. Files are stored side by side like books on a shelf.

Filing and classification systems fall into three main types: alphabetical, numeric and alphanumeric. Each of these types of filing systems has advantages and disadvantages, depending on the information being filed and classified. In addition, you can separate each type of filing system into subgroups. Alphabetic filing is the most common filing system for less than 5,000 records.

2. Computer-based filing system

An electronic filing system is a system of organizing files that utilizes hard drive space or network space. The system may either be computer software, an internet based program, or a simple file and folder system on the desktop of a computer.

There are 2 main methods of filing, which are Loose Leaf method and secondly, the Collective method. Documents are filed individually in a normal file, holes are punched in the documents and then they are filed. Documents can be filed and de-filed very easily.

The horizontal filing system is a modern type of filing where the documents or letters are chronologically placed in folders one upon another in a horizontal or flat position. The computer filing system is a great alternative to a physical filing system. It is the best way to file and store all business documents, or as a personal filing system.

6.2. Using defined workplace procedures for the location.

Documentation or on-going record keeping (e.g. checklists, journals, etc.) that provides details of your project are always good if they are consistently kept and accurate. This is by far the most useful method for collecting organizational progress data. You want reports on numbers, activities, feedback, your reflections etc. in your evaluation and evidence to support other evaluation results.

Retrieving or recalling information is important: It often is closely related to how the information is stored. People known for outstanding memories have simply developed an effective retrieval system. This can include memorizing using memory joggers, repeating the information as it is received, taking subtle notes, and skilful use of references.

Self-Check -6	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Define documentation (5 points).
2. List and explain information storage systems (5 points).

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

7.1. Carrying out Personal interaction

Concise, succinct, terse all refer to speech or writing that uses few words to say much. **Concise** usually implies that unnecessary details or verbiage have been eliminated from a more wordy statement: a **concise** summary of the speech.

To gain the information, you must consistently exercise excellent interpersonal communication skills. This involves several factors: receiving, storing, retrieving, giving, and interpreting information. It is important that members of a group communicate freely with each other. Exchange of information often involves a "transaction," a stimulus followed by a response. It's important that these transactions be kept open or complementary. Crossed or blocked transactions result in people talking at one another with no real communication. As a result, information is not exchanged.

Avoid initials, acronyms, technical jargon, and unfamiliar words in communicating with others. The success of acquiring information will depend largely on how well you communicate with others.

To be interacting clearly and concisely ability to:

- Follow simple spoken messages.
- Perform routine workplace duties following simple written notices.
- Gather and provide information in response to workplace requirements.
- Complete relevant work related documents.
- Estimate, calculate and record routine workplace measures.

Self-Check -7

Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. How to carry out personal interaction clearly and concisely?(5 points)

Note: Satisfactory rating - 5 points
Answer Sheet

Unsatisfactory - below 5 points

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

Referances

1. www.coursehero.com –PWPC1
2. ZZZ00 Dummy Training Package Date this PDF was generated: 03 November 2011 RTC2801A Participate in workplace communications
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HORTICULTURAL CROPS PRODUCTION

Level-II

Learning Guide-02

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

**Module Title: Participating in Workplace
Communication**

LG Code: AGR HCP2 M16 LO2-LG-01

TTLM Code: AGR HCP2 TTLM 0120v1

**LO2:- Participate in workplace meetings
and discussions**

Instruction Sheet	Learning Guide #02
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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.
- Conducting 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.
- Conduct workplace interactions.
- Ask and respond questions about workplace procedures.
- Interpret and implement meeting outcomes.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 6.
3. Read the information written in the “Information Sheets 1, 2, 3,4,5,6 and 7”.
4. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
5. Accomplish the “Self-check 1, 2, 3,4,5,6 and 7”.
6. If you earned a satisfactory evaluation from the “Self-check” proceed to next.

Information Sheet-1	Participate in Workplace Meetings and Discussions
---------------------	---

1.1. Workplace Meetings and Discussions

Team

Here is one of the most commonly cited definitions: "A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable."

Similar definitions of a team include: "People working together in a committed way to achieve a common goal or mission. The work is interdependent and team members share responsibility and hold themselves accountable for attaining the results."

Teams differ from other type of groups in that members are focused on a **joint goal or product**, such as a presentation, completing in-class exercises, taking notes, discussing a topic, writing a report, or creating a new design or prototype.

1.2. Attending team meetings on time

Prior to meeting, preparing an agenda including topics for discussion, presenters for various topics, time allotment for each topic is very important. Make sure that there are not too many topics to cover within the designated time and choose an appropriate meeting time. Indicate that participants must be on time and have read the materials prepared.

When holding meeting, review the time frame allowed for the meeting. Terminate the meeting if it is over.

After the meeting, Prepare minutes and distribute as soon as possible after the minutes and follow-up on action items.

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

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is team? (4 points)
2. What are necessary conditions before meetings? (5 points)
3. Teams differ from other type of groups by ? (6 points)

Note: Satisfactory rating – 15 points

Unsatisfactory - below 15 points

Answer Sheet

Score = _____ Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____

Information Sheet-2	Expressing Own Opinions Clearly and Listening those of Others too without Interruption
----------------------------	---

Listening to staff is probably one of the most powerful ways to keep them engaged and keep you informed. However, taking time to listen can be difficult especially when you are busy and otherwise engaged.

The **tips** and **steps** for listening described below can help you build staff engagement and commitment and get the information you need.

1. Evaluate your need or ability to listen ‘right now’

Assess whether this is a time you need to listen to staff – e.g. urgent priorities, they are upset about something, you need to know what they are doing.

Decide if you can listen properly right now. If you are distracted or unable to devote full attention, you may need to delay the conversation. If you decide you can listen then take a deep breath, slow down and focus completely on what the staff member is telling you.’

- Put aside work and other distractions
- Face the staff member
- Decide what you need to get out of the conversation
- Resist the urge to prejudge
- Push unproductive thoughts aside
- Internally reframe challenging or irritating messages or statements – think of the message as a chance to learn, gain information, or build a positive relationship.

2. Maintain curiosity and show interest

- Show interest in what the staff member has to say

- Display sincere, attentive, non-verbal behavior – e.g. positive body language and facial expressions
- Pay attention to your tone – e.g. inquisitive vs. interrogative.
- Use short phrases to acknowledge and encourage the staff member to continue speaking (e.g. Uh, huh, I see... Go on...)
- Allow for silences to encourage the staff member to respond more fully.
- Sometimes it is helpful to silently count to 10 before talking
- Notice cues in the staff member's behavior and voice tones so you can 'listen beyond the words'. (e.g. It seems like this has been pretty frustrating for you)
- Acknowledge emotions - it can help the staff member feel they have been heard and encourage them to share further information (e.g. you must be disappointed after putting in all that extra time).

4. Ask questions and clarify what you have heard

Ask open-ended questions to get the staff member to expand on what they are saying (e.g. So, what happened to cause the delay?)

Ask closed questions to determine specific information (e.g., who was affected by this?)

Ask follow-up questions to gain a deeper understanding (So what happened after that?)

As needed, take a moment to summarize your understanding of what has been said.

5. Manage the flow of the conversation

Suggest a period – let the staff member know how much time you have. If they need more time than that, you may need to suggest another time to continue

If possible identify a joint outcome – what information will be most useful to you and what does the staff member need from you;

- Redirect – if the conversation gets 'off track' you can gently steer it back to the topic (Ok thanks for that information. Can we go back to the issue of ____?)
- Wrap-Up/conclude the conversation by expressing thanks.

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

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Put the tips and steps for listening.(7 points).
2. What type of questions should be asked? (5 points).

Note: Satisfactory rating - 12 points

Unsatisfactory - below 12 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

Information Sheet-3	Making Meeting Inputs Consistent with the Meeting Purpose and Established Protocols.
----------------------------	---

3.1 Meeting purpose

Effective sharing of information through workplace meetings for instance plays an important role for better operation of activities in an organization.

Information exchange by participating in workplace meetings and discussions may be required for:-

- 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 various ways, Formal meetings, informal discussions and work team briefings are commonly used to share information in face-to-face settings. 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 use an **agenda** which generally includes the following items:

- opening, welcome, and names recorded of those present and names of apologies received

- dated minutes and business arising from the previous meeting, including the acceptance of these minutes, correspondence, both in and out, with business arising
- reports from the finance and other subcommittees, general and other business
- date, time and place of the next meeting and the close of the current meeting.

Minutes are detailed notes taken during a meeting, they include everything that has been said and agreed upon by the participants. Informal meetings are less rigid in their structure. However it is still important to take *minutes* even when such discussions take place.

3.2 Protocols

Participation in a workplace meetings and discussions in any case demands the following protocols despite the formality or informality of workgroup meetings. The following tips are some of them:-

- Attend the meeting on time
- Observing meeting
- Compliance with meeting decisions
- Obeying meeting instructions
- Listen attentively, Do not interrupt other speakers
- Contribute to the meetings by expressing opinions in an appropriate manner
- Behave courteously towards other participants in the meeting
- Do not discuss issues that are outside the purpose of the meeting
- Ask issues to clarify misunderstandings, take notes where appropriate of decisions agreed to in the meetings and retain this for future reference.
- Act on the instructions or decisions of the meeting within the agreed time keep sensitive issues raised during the meeting confidential.

Self-Check -3	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List ways of sharing information.(5 points).
2. Protocols of workgroup meetings (5 points).
3. What is meeting? (5 points).

Note: Satisfactory rating - 15 points

Unsatisfactory - below 15 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____

Information Sheet-4	Conducting Workplace Interactions
----------------------------	--

4.1. Conducting workplace interactions in a courteous manner

Every member of the workplace in every interaction treats each individual, whatever his or her job, with respect.

Workplace interactions may include:

- Face to face
- Telephone
- Electronic and two way radio
- Written including electronic, memos, instruction and forms
- Non-verbal including gestures, signals, signs and diagrams.

4.2. Forms of workplace interactions

Forms of workplace interactions consists of

- Personnel forms,

- Telephone message forms,
- Safety reports

In addition, positive and respectful staff members:

- Are inclusive: - Everyone has a sense of belonging
- Support each other's success
- Acknowledge and accommodate differences in needs, knowledge and ways of doing things
- Recognize each other's contributions.
- Treat others with respect
- Let others know what they need from them, courteously and with consideration for their time
- Listen to others actively – are curious about what others are really saying
- Take personal responsibility for calling behavior that makes them uncomfortable
- Address issues directly with the person involved
- Believe in each other's positive intent
- Forgive each other and themselves - when problems occur
- Take action to make things better, forgive, and let go.
- Respect each other's confidences.

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

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What are the types of workplace interactions (5 point).

2. What are forms of workplace interaction (5 points).

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10 points

Answer Sheet

Score = _____ Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

Information Sheet-5	Asking and Responding Questions about Workplace Procedures
---------------------	--

5.1 Asking and responding to Questions

This questions should be about simple routine workplace procedures and matters concerning working conditions of employment. Touch base meetings are different from meetings you would schedule to tell employees what you expect of them or to assign them some work; try to schedule these meetings separately.

- **To help get the conversation going try asking:**

“How are things going? And how are you doing?”

“What do you think I need to know about this week?”

“Tell me what is happening in your work right now?”

“What do you want to focus on this week?”

- Listen and try not to interrupt.
- Ask questions for clarification.
- Respond to any questions or requests for information.

Team members may have a variety of communication problems due to cultural differences. These differences need to be discussed with the person involved. During this discussion, speak openly about the issues related to the person's ability to understand the instructions. Ask how you can improve your communication to assist the person to understand. It may be something as simple as speaking more slowly or writing the instructions down. If you are unsure if a team member has understood your instruction, ask questions until you know the instruction has been understood. If necessary, write the instructions, so the person can refer to them as necessary. You need to convey the information and instructions accurately to ensure the task is completed correctly and safely. There is no point giving an instruction unless the person receiving the instruction clearly understands what you are saying. Therefore it is extremely important that you pay attention to the following guidelines.

Be accurate

- say exactly what you mean
- use words that the receiver can understand
- ensure the receiver understands what is required
- get the receiver to paraphrase (repeat in their own words) what you have said.

Be clear

- give instructions that are very clear and not complicated
- demonstrate what you mean
- face the person you are communicating with
- make eye contact, speak clearly

- use gestures if necessary to demonstrate.

Be concise

- be brief – do not use a lot words when a few will do
- explain clearly
- repeat yourself if necessary.

Be comprehensive

- fully explain what is being conveyed
- never assume that the receiver understands your instructions.

Explain fully

- explain the purpose or goal of the instruction or activity.
- This can be done at the end of an instruction.
- Communicate in a way that is consistent with the skills of the receiver
- give instructions at a level the receiver will understand
- do not assume the receiver has the same language skills as yourself
- the receiver may need a different form of instruction.

Be logical

- give instructions that are in a logical sequence
- number the steps of the instruction if necessary.

Always check that the receiver has understood the instruction or message.

Look for feedback by asking the receiver to repeat what they have been instructed to do. Observe their body language to see if they look confident of their ability.

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

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Write difference between touch base meetings and ordinary meetings (4 points).
2. What are advantages of asking questions and responding (4 points).
3. What you understand when communicating or giving instructions (4 points).

Note: Satisfactory rating - 16points

Unsatisfactory - below 16 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____

Information Sheet-6	Interpreting and Implementing Meeting Outcomes
----------------------------	---

Why are you having your meeting, and what do you hope to accomplish as a result of the meeting? Those are the critical questions you need to answer before you even begin to plan your meeting. The answers to those questions should appear right at the top of the meeting agenda. That purpose statement is the answer to the question why? Before you call for any meeting push yourself to deeply examine why you need the meeting.



Desired outcomes are a description of the specific accomplishments of the meeting tangible things that you want to have in your hand at the end of the meeting and going to implement after.

In the **pest management example**, the outcomes might be:

- An agreed-on list of the problems with the pests
- An agreed-on list of the causes of those problems

Notice that the outcomes are nouns, not verbs. The final outcome is a "list," not "discussing." At the end of the meeting, you want to have a clear accomplishment -- a tangible thing in your hand to implement and get the desired objective of your organization.

Self-Check -6	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Define desired outcomes.(3 points).

2. Discuss how to implement meeting outcome? (4 points).





Note: Satisfactory rating - 7 points

Unsatisfactory - below 7 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

References

1. www.coursehero.com –participate workplace communication
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5. TESDA Module Training PWC1 Summary.





HORTICULTURAL CROPS PRODUCTION

Level-II

Learning Guide-03

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

**Module Title: Participating in Workplace
Communication**

LG Code: AGR HCP2 M16 LO3-LG-03

TTLM Code: AGR HCP2 TTLM 0120v1

**LO3:- Complete relevant work related
documents**

Instruction Sheet	Learning Guide #03
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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 act 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 to 6.
3. Read the information written in the information “Sheet 1, 2, 3, 4 and 5”.
4. Accomplish the “Self-check 1, 2, 3, 4 and 5”.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1.
6. Do the “LAP test” for each operation sheet.

Information Sheet-1	Range of Forms Relating to Conditions of Employment
----------------------------	--

In **recording** information on standard **forms**, they need to be completed and submitted prior to the commencement of as well as during employment. The Standard forms may be related to:-

- employee records and workplace agreements
- personnel and staffing details
- taxation and superannuation
- banking and finance
- health and insurance records
- Workers Compensation, accidents and incidents.

It is important to read through all forms carefully, as well as any accompanying instructions, before starting to fill them out. Make sure that all the information is available and is correct. Check the spelling of names and addresses and that any numbers have been accurately recorded. Government forms are often translated into official documents and any errors will be duplicated on them.

Details that are commonly requested include:

- Full name and title
- Home and postal addresses
- Date of birth, place of birth and country of citizenship
- Phone and fax numbers and email addresses
- Occupation
- Signature and dates.



Forms should be completed clearly and neatly in the spaces provided using the type of pen and style of writing indicated in the instructions. Always check through the answers for accuracy. Any corrections which are necessary should be made according to the procedure set out in the instructions.

It is good practice to make a copy of the form for future reference before presenting or mailing it. If sending the form by mail, ensure that the postal address is correct, the sender's address is on the envelope and the. Correct postage is affixed. Retain original forms such as birth certificates and only forward photocopies. Each workplace will have a range of forms, specific to the enterprise that workers need to complete. There is a legal obligation on employers to keep some of these records such as safety reports and chemical records.

Forms that are common to most enterprises include: safety reports, dockets, invoices and receipts petty cash vouchers, time sheets, telephone message forms and leave forms. Other enterprise forms might include: chemical records, weather records, vehicle and machinery log books, registration, licenses, insurance forms and equipment inspection records.



Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List forms that are common to most enterprises. (5 points)
2. What are standard forms that used for recordings. (5 points)

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10 points

Answer Sheet

Score = _____ Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

Information Sheet-2	Recording Workplace Data
----------------------------	---------------------------------

2.1. Recording workplace data on standard workplace forms and documents

2.2.1 Workplace documents

The workplace documents assessment measures skills that individuals use when they read real workplace documents and use that information to make job-related decisions and solve problems. The documents include messages, emails, letters, directions, signs, bulletins, policies, websites, contracts, and regulations.

Workplace documents must have a clear purpose and be written for a specific audience. The purpose of these documents is to effectuate an action from the audience. Range of forms relating to conditions of employment is completed accurately and legibly. Workplace data is recorded on standard workplace forms and documents. Basic mathematical processes are used for routine calculations.

Documentation is a set of documents provided on paper, or online, or on digital or analog media, such as audio tape or CDs. Examples are user guides, white papers, on-line help, quick-reference guides. It is becoming less common to see paper (hardcopy) documentation.

Documentation standards in a software project are important because documents are the only tangible way of representing the software and the software process.

Documentation process standards These standards define the process that should be followed for document production

Every organization has a definite procedure for storing relevant information. It is important that all employees who need to access that information are familiar with the location and the



filing systems used. Records might be stored in; filing cabinets, computer files or databases, folders on shelves, in drawers and under counters, pin boards and white boards.

Many workplaces also store information which is confidential. Anyone with access to these records should only use them when necessary and only allow distribution of the information to relevant personnel or authorities.

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

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. How can we record workplace data according to standards?

Note: Satisfactory rating - 4 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____



Information Sheet-3	Using Basic Mathematical Processes
----------------------------	---

3.1. Using basic mathematical processes for routine calculations

People who work in primary industries often need to use mathematical skills. The ability to perform basic calculation is essential to the efficiency and productivity of farms and other rural enterprises. Examples of mathematical tasks that might be required in the workplace include:

- Estimating the area required for tomato planting.
- calibrating a spray unit before applying a pesticide
- Calculating fertilizer rate required for potato
- Calculating the number of fence posts required to construct a fence.

In the above cases or others, some of the mathematical skills regularly used in general horticulture and land management activities are:- counts and tallies, estimation, measurements, calculations, tables and graphs.

Counts and Tallies

Counting is the basic and essential skill applied in rural workplaces such as veterinary clinics. In rural settings, quite a big range of things have to be counted such as: fence posts lying in a pile, bags of fertilizer/s amount of yield produced per area. Where more than one group or class is being counted at the same time, a tally system is used..

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

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. How can use basic mathematical processes in routine calculations? (5 points)
2. What factors are measured in horticultural crop productions? (5 points)

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10 points

Answer Sheet

Score = _____ Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

Information Sheet-4	Identifying and Acting on Errors in Recording on Forms
----------------------------	---

4.1. Identifying errors in recording information on forms/ documents

Team proofing stage

You will be paired with another proofer, the *reader*, and you will be issued two versions of the same section. One version is the marked-up copy, which contains modifications in handwritten red ink. The reader will read aloud each word, punctuation mark, and number on the marked-up section.

Single proofing stage

After the corrections have been made and checked from the team proofing stage, you should do a single proof on the new copy. Mark corrections in red ink. Continue to repeat these processes until the materials/data result are error free.

During your single proof, read every word aloud. In this way you will both see and hear the copy, which will enable you to better detect a missing word or number.

Reminder: Spell-check programs have reduced misspellings considerably, but you should be aware of specialized terms that the computer's dictionary does not know.

Once the manual is ready to print, you need to follow the same instructions to proof the technical specification sheets for each.

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

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Define team proofing stage and single proofing stage. (4 points).
2. Show difference between team proofing stage and single proofing stage. (4 points).

Note: Satisfactory rating - 8 points

Unsatisfactory - below 8 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

Information Sheet-5	Completing Requirements of Reporting.
---------------------	---------------------------------------

5.1. Completing reporting requirements to supervisor

A report: is a statement of the results of an investigation or of any matter on which definite information is required. (Oxford English dictionary)

Reports vary in their purpose, but all of them will require a formal structure and careful planning, presenting the material in a logical manner using clear and concise language. The following section explores each stage in the development of your report, making recommendations for structure and technique.

The following stages are involved in writing a report:

- i. clarifying your terms of reference
- ii. planning your work
- iii. collecting your information
- iv. organizing and structuring your information
- v. writing the first draft
- vi. Checking and re-drafting.

The following common elements can be found in many different reports:

- **Title page**

Does this include the Title? Author's name? Module/course details?

- **Acknowledgements**

Have you acknowledged all sources of help?

- **Contents**

Have you listed all the main sections in sequence?

Have you included a list of illustrations?

- **Abstract or summary**

Does this state:

The main task?

The methods used?

The conclusions reached.

The recommendations made.

- **Introduction**

Does this include: Your terms of reference?

The limits of the report?

An outline of the method?

A brief background to the subject matter?

Methodology

In this section, you should state how you carried out your enquiry. What form did your enquiry take? Did you carry out interviews or questionnaires, how did you collect your data?

What measurements did you make? How did you choose the subjects for your interviews? Present this information logically and concisely.

Results or findings

Present your findings in as simple a way as possible.

The more complicated the information looks, the more difficult it will be to interpret. There are a number of ways in which results can be presented.

Here are a few:

- Tables
- Graphs
- Pie charts
- Bar charts
- Diagrams

Illustration checklist

- Are all your diagrams / illustrations clearly labeled?
- Do they all have titles?
- Is the link between the text and the diagram clear?
- Are the headings precise?
- Are the axes of graphs clearly labeled?
- Can tables be easily interpreted?
- Have you abided by any copyright laws when including illustrations/tables from published documents?

Discussion

This is the section where you can analyze and interpret your results drawing from the information that you have collected, explaining its significance. Identify important issues and suggest explanations for your findings. Outline any problems encountered and try to present a balanced view.

Conclusions and recommendations

This is the section of the report, which draws together the main issues. It should be expressed clearly and should not present any new information. You may wish to list your recommendations in separate section or include them with the conclusions.

- **References**

Have you listed all references alphabetically?

Have you included all the necessary information?

Are your references accurate?

- **Appendices**

Have you only included supporting information?

Does the reader need to read these sections?

Self-Check -5	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Discuss briefly the common elements in different reports (5 points).

2. List ways in which results can be presented (5 points).

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

Operation sheet-1	Writing a Report (Nursery establishment for cabbage)
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Ojective:

- To know reporting format and methods
- How to improve your communication skill with others

Procedures:

- Clarifying your terms of reference (clarifying title).
- Planning your work
- Collecting your information
- Organizing and structuring your information
- writing the first draft
- Checking and re-drafting.

LAP test	Practical demonstration
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Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within 4 hours.

Task 1. Perform writing a report:

References

1. www.coursehero.com - PWC
2. ZZZ00 Dummy Training Package Date this PDF was generated: 03 November 2011
RTC2801 A Participate in workplace communications
3. Tesda Online Courses Program
4. Participating in workplace communication Kel Mikhael
5. TESDA Module Training PWC1 Summary





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