



HORTICULTURAL CROPS PRODUCTION

Level-I

Learning Guide-1

**Unit of Competence: Receive and Respond to
Workplace Communication**

**Module Title: Receiving and Responding to Work place
Communication**

LG Code: AGR HCP1 M01 LO1-LG-01

TTLM Code: AGR HCP1 TTLM 1219v1

LO 1: Follow routine spoken messages





Instruction Sheet

Learning Guide 1

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

- Gathering information.
- . Recording instructions/information.
- Acting upon Instructions.
- . Seeking clarification.

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:**

- Gather required information by listening attentively and correctly
- Act upon instructions immediately in accordance with information received
- Seek clarification from workplace supervisor on all occasions when any instruction/information is not clear

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, sheet 2, sheet 3 and sheet 4.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3 and Self-check 4” **in page - 5, 6, 8 and 11** respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to next.





Information Sheet-1

Gathering information

1.1. Introduction

The word communication originates from the word "communis", which means common. Communication, therefore, is an act by which a person shares knowledge, feelings, ideas and information, in ways such that each gains a common understanding of the meaning, intent and use of the message.

"It is a process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the message.

"It is a process by which information, decisions and directions pass through a social system, and the ways in which knowledge, opinions and attitudes are formed or modified".

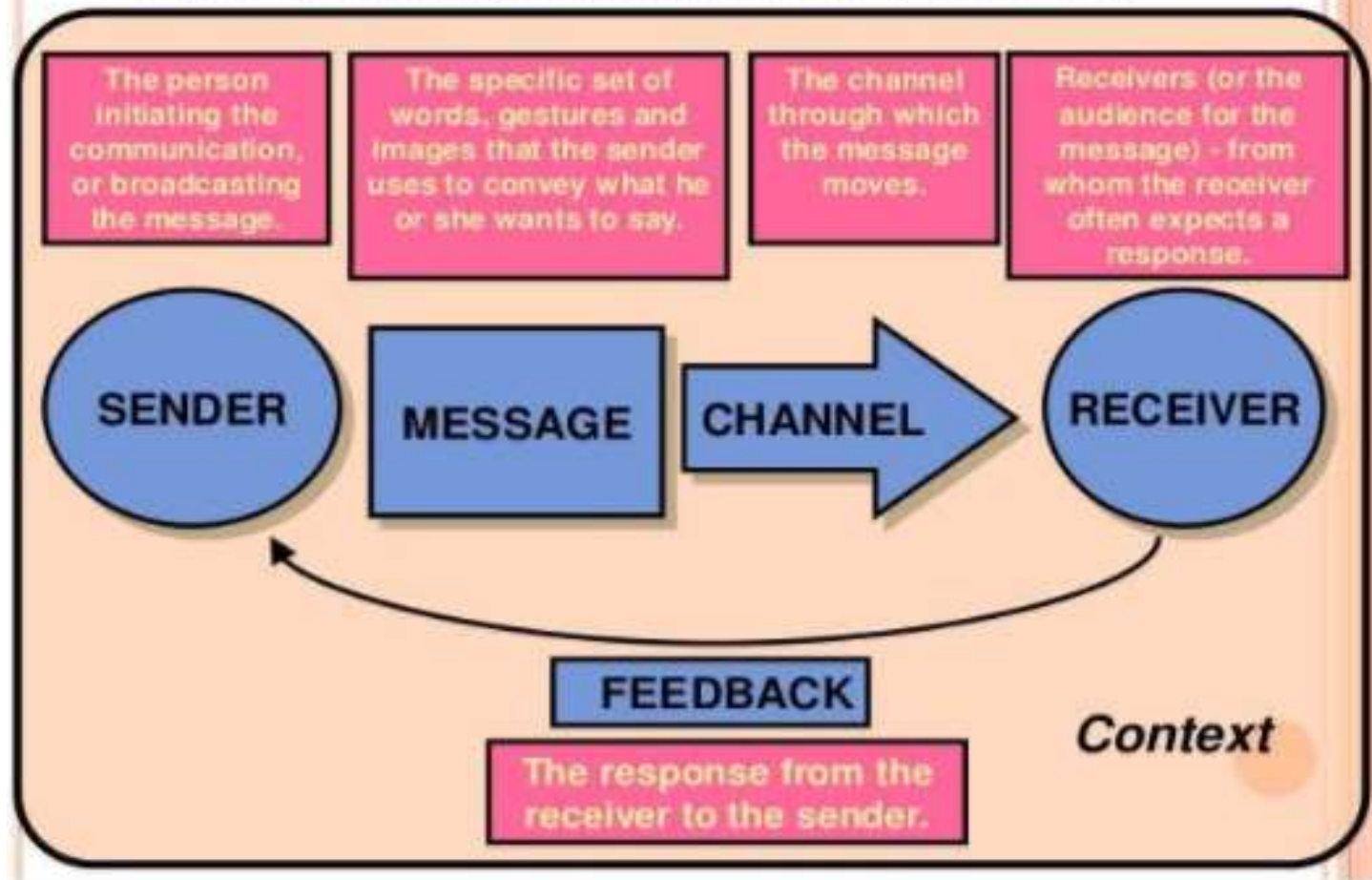
1.2. Process of Workplace Communication

The process of communication always contains messages, which are to be transmitted between the parties. There are two parties - one is 'Sender', who sends the message and the other 'Receiver', who receives it. Generally the process of communication is said to be complete when the receiver understands the message and gives the feedback or response.

'Communication Process' includes the following elements:

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

× THE COMMUNICATION PROCESS



Graph 1.1 Communication processes

1.3. Types of Communication

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

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



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

Intergroup communication: is a type of communication where interaction between different groups takes place.

Mass communication: is a type of communication where a large body (millions of people) of people is addressed.

1.4. Correctly Identify Sources of Information

Information can be sourced internally by asking appropriate questions of employers, supervisors or colleagues. Another way of sourcing information is to access and read workplace documents. It is important to know where workplace records are kept and to return them to the correct place after use.

Other external sources of information can be sourced from the media, internet, CD ROMs and DVD's, reference material supplied by companies and the local library.

1.5. Obtain Appropriate Information

Once the source of the information has been found, the correct information needs to be collected. This will depend on the purpose of the information, the people who will use the information and the time available or necessary to obtain it.

For example, if a worker is asked to ring around the local produce stores to compare fertilizer prices, a half-hour conversation catching up on the local gossip would not be appropriate. Conversely, if the employee responsible for machinery maintenance was sent to look at a second-hand tractor, there would be an expectation that sufficient time would be spent to thoroughly assess the condition of the machine.





Information needs to be sorted so that only relevant data is collected. The information must also be interpreted correctly and written down accurately and legibly.





Self-Check 1	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. What are elements for communication process? (5pts)
2. Define communication. (5pts)
3. Differentiate types of communication(5pts)
4. What mean by source of information(5pts)

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

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



Information Sheet-2	Recording instructions/information
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2. Recording instructions/information

A number of forms need to be completed and submitted prior to, at the beginning of and during employment. These forms may be related to: employee records and workplace agreements personnel and staffing details and procedures for tasks or activities.

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.

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.

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 leave forms.

Other enterprise forms might include: chemical records weather records vehicle and machinery log books registration, license and insurance forms equipment inspection records.





Use correct procedures for the storage of information. Every organization and business has a particular method for storing 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 the following places: filing cabinets computer files and databases folders on shelves, in drawers or under counters pin boards and white boards

Information stored in filing cabinets is usually organized alphabetically or under different topic headings. Basic computer skills are required to access computer records. Help should be sought if a particular piece of information cannot be found. All records should be filed correctly and returned to the appropriate location after use.





Self-Check 2	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. Where information are recorded (5pts)
2. What are benefits for recording? (5pts)

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

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



Information Sheet-3	Acting upon Instructions
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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.

3.1. Understanding instruction/information

Instruction may be in the form of spoken or written words, pictures, gestures, symbols and (for an interesting few) telepathic messages from a variety of intriguing sources. Most of the instructions that enters our life can be ignored or quickly forgotten. But in the workplace, effective information is essential to our progress and well being.

Without workplace information, nothing would be accomplished. Instructions could not be given; equipment and supplies could not be ordered; progress could not be measured; and services could not be delivered to citizens. The five functions of management are planning, organizing, staffing, leading and controlling all dependent on information/instruction.

It is a simple process. Information involves three elements message, someone to send the message and someone to receive the message. When a message is sent and received, information/instruction has occurred but this does not necessarily mean the information/instruction has been effective. Effective instruction occurs only when the message that the sender intended is exactly the same message received by the person to whom it was sent.

In the other way Information strategies underpin any community engagement activity. Effective information provision allows citizens and clients to understand the issue and to decide whether they want to participate in a consultation or active participation activity. Internal information provision





strategies should also be developed to ensure government decision-makers are well informed about the engagement process, its progress and any issues that may arise throughout the process.

While one-way information provision can enable a large number of people in a community to learn about an issue, the reasons for focusing the level of engagement activity to information provision only must be made explicit at the outset. Before initiating either an information provision or information sharing process it is important to reflect on the insights gained from community research and consider:

- What is the key message to be delivered?
- Why is this information important to the target group?
- Why is it important to government that this information be provided?

The benefits of information provision strategies are that they are able to quickly inform the community of a specific topic alerting them of appropriate behavioral change. Further, information sessions can be part of a much bigger engagement process, and not just a standalone process.





Self-Check 3	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. What are forms of information? (5pts)
2. What are benefits of information provision strategies. (5pts)

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

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



Information Sheet-4	Seeking Clarification
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4.1 Clarifying Instructions and Issues

i. Clarifying work instructions

From time to time the instructions that you need to follow (either verbal or written) may not be clear and you may have some concerns about what action to take. You need to raise these concerns as soon as possible, especially if they could impact on the standard of service provided or complicate a potentially dangerous situation.

ii. Clarifying verbal instructions

If you need to clarify a verbal instruction, you could ask the person issuing the instruction to repeat it to you in another way or ask some questions of that person to gain clarity. If you choose to seek clarification from another staff member, it is very important that the person you ask is in a position to give you accurate information.

If you are still unclear, you could ask to have the instruction in writing or you could refer to workplace policies and procedures. These may provide a more detailed explanation of guidelines and protocol.

iii. Clarifying ambiguous policies and procedures

Sometimes, it is the written policy or procedure itself that isn't clear and it is your responsibility to report your concern about lack of clarity in the instruction and be committed to giving ongoing feedback to your supervisor about these and other issues so that policies and procedures can be reviewed and changed as necessary.



If you ask people what the biggest people problem is at work, they are likely to agree with one voice, “Communication!” Communication problems are at the heart of many workplace problems and the end result is loss of trust, teamwork and productivity.

Communication problems in the workplace can cost your company productivity and money. Without efficient communication, your company is unable to exchange information essential to daily operations and create a communication network to carry new product data. Understanding examples of workplace communication issues can help you to create policies that will address problems and create an efficient communication network in the office.

4.2. Communication problems in the workplace

Communication problems in the workplace are:

- **Language Barriers**

A diverse workplace has several benefits to a business, such as a variety of solutions to company issues and insight into international markets during expansion. But the language barrier that can sometimes occur in a diverse workplace, or any workplace, may become a communication problem. There might be language barriers between people of different ethnic backgrounds, people of different ages and people with different levels of industry experience. Any language barrier is going to slow communication or create misunderstandings that make communication ineffective.

- **Lack of Feedback**

One-way communication can become an ineffective way to exchange information throughout the company. Employees and managerial staff should provide feedback at all times to improve the quality of information disseminated and the manner in which the information is delivered. For example, if a department tends to send out information in a format confusing to other people in the





company, then that department needs to be informed of its communication problems immediately or else the information coming from that group will always pose a communication challenge.

- **Condition of Work Area**

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

4.2. Dialogue is initiated with appropriate staff/personnel.

1. Know your intent

Before you begin any conversations with your employees, ***know what your intention for meeting is.***

Try to resolve the conflict at the lowest possible level. Plan a resolution strategy that uses the least amount of escalation.

2. Sort out the players.

Create a list for yourself that includes those directly involved, and then add any other staff members who may be impacted by the problem.

3. Consider the meeting place.

4. Be consistent in your inquiries.





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

5. Ask productive questions.

Keeping the questions open ended rather than asking questions that only require a yes or a no draws out more information. For example:

What's been happening for you in this situation?

What have you tried to do to resolve the conflict?

What do you think the next steps are to resolve this situation?

Who do you believe needs to be involved to resolve it?

Is there any additional support I can offer you?



Self-Check 4	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. What are issues that need clarification? (5pts)
2. Why clarification is required. (5pts)
3. What are possible barriers of information? (5pts)
4. Dialogue is required for (5pts)

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

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



References

1. Anderson, R., & Killenberg, G. M. (2009). *Interviewing: Speaking, listening, and learning for professional life*. New York: Oxford University Press.
2. Einhorn, L. J. (1981). An inner view of the job interview: An investigation of successful communicative behaviors. *Communication Education*, 30, 217–228.
3. Gouran, D. S., Wiethoff, W. E., & Doelger, J. A. (1994). *Mastering communication* (2nd Ed.).





HORTICULTURAL CROPS PRODUCTION

Level-I

Learning Guide-2

**Unit of Competence: Receive and Respond to
Workplace Communication**

**Module Title: Receiving and Responding to Work place
Communication**

LG Code: AGR HCP1 M01 LO2-LG-02

TTLM Code: AGR HCP1 TTLM 1219v1

**LO 2: Perform workplace duties
following written notices**

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Instruction Sheet

Learning Guide 1

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

- Reading and interpreting written notices and instructions.
- Following written instruction in sequence.
- Giving feedback.

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:

- Read and interpret written notices and instructions correctly
- Follow routine written instruction in sequence
- Given feedback to workplace supervisor based on the instructions/information received

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 5.
3. Read the information written in the information “sheet 1, sheet 2, and sheet 3
4. Accomplish the “Self-check 1, self-check 2, and self-check 3” in **page 17, 21, and 22** respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to next.



Information Sheet-1

Reading and interpreting written notices and instructions

1.1. Means of Communication

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

a. Letters:

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

b. Telegram:

It is also a form of written communication by which messages can be sent quickly to distant places. It is generally used when there is an urgency of communicating any important message.



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

c. Phones:

Telephone is a very popular form of oral communication. It is widely used for internal and external business communications.

d. Telex:

Telex provides a means of printed communication using teleprinter. Teleprinters consist of machines installed at different places which are connected to a central exchange through cable.

e. Fax:

Fax or facsimile is an electronic device that enables instant transmission of any matter, which may be handwritten or printed like letters, diagrams, graphs, sketches, etc.

f. E-mail:

Electronic mail, popularly known as e-mail is a modern means of communication. The system makes use of electronic methods of transmitting and receiving information. In this case individuals, through the internet, open an e-mail account in their name from any ISP (Internet Service Provider).

g. Voice Mail:

It is a computer-based system for receiving and responding to incoming telephone calls.

h. Pager:





This is an instrument which can be used to receive any short messages from the sender at any time.

i. Teleconferencing:

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

There are two different types of teleconferencing, one, **audio-conferencing** and other, **videoconferencing**.

Let us know more about them.

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

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

- i. One-way video and two-way audio**
- ii. Both way audio and video:**

1.2. Improve your Communication Skills

One of the most common causes of work-related conflict is lack of communication between co-workers. Because good communication skills are essential in just about any workplace, it is important that you master the basics. Here are some tips on how to improve your communication skills.

- Listening





- Accept constructive criticism
- Be aware of your body language
- Answer your phone
- Use e-mail correctly.
- Practice effective writing skills.
- Speak with confidence





Self-Check 1	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. Define means of communication? (5pts)
2. Discuss some of the important commonly used communication means.(5pts)
3. How you can improve your ccommunication skills (5pts)

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

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

Information Sheet-2	Following written instruction in sequence
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2.1. Responding to Work Place issue

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

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

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

Forum: This form of discussion allows for participation by the audience.

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

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

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

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



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

2. 2. Responding to Work place Issue are Provisioning Immediately

What is a "good" discussion?

The term "discussion" is used to describe several forms of communication: conversation, debate, argument, and informal chat. It is very important to be clear about the type and purpose of discussions, and we must ensure that our discussions are safe, focused, and balanced.

Facilitators must provide an environment that permits participants to express their points of view without fear of humiliation. Facilitators must be very clear about their expectations, and they must demonstrate a lack of tolerance for any behavior which embarrasses individuals. Discussions must be focused. Leaders must ensure that participant conversation and debate contribute to the objectives of the professional development session. Whenever the discussion gets off track, facilitators must gently redirect the conversation so that it contributes to the achievement of the stated goals.

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

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

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



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

Self-Check 2	Written Test
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Name: _____

Date: _____



Directions: Answer all the questions listed below.

1. What is a "good" discussion? (5pts)
2. How you can encourage and evaluate discussion .(5pts)
3. Describe following points. (15 pts)
 - a. Conference
 - b. Panel
 - c. Dialogue
 - d. Seminar
 - e. Workshop
 - f. Symposium
 - g. Forum
 - h. Buzz Session
 - i. Brainstorming

Note: Satisfactory rating - 25 points and above Unsatisfactory - below 25points

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

Information Sheet-3	Giving feedback
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3. Giving feedback



Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions. Reflect what has been said by paraphrasing. What I'm hearing is and Sounds like you are saying... are great ways to reflect back.

Ask questions to clarify certain points. What do you mean when you say Is this what you mean? Summarize the speaker's comments periodically.

Providing effective feedback to employees is one of the most constructive tools managers can use to address this pressing workplace issue.

Numerous studies underscore the significant impact that poor communication and strained relationships have on workplace effectiveness:

- More than 60% of performance problems are linked to poor workplace relationships
- Nearly 20% of workplace stress has been linked to unsatisfactory human relationships

Inadequate internal communication has also been linked to the following:

- Reduced employee engagement
- Increased disability claims
- Higher stress levels
- Increased turnover
- More likelihood of workplace injuries

Effective feedback not only reduces employee stress, it can reduce stress on managers:

- Statistics Canada reports that managers and professionals are more likely to be stressed over dealing with too many demands than other workers
- A significant amount of that time may be used to deal with the results of poor communication

Constructive feedback requires skill. If feedback is accusatory or strictly focuses only on negatives, it can increase ill feeling and workplace disengagement

Here are some tips for provision of effective feedback:



1. Establish a collaborative, positive approach to feedback sessions:

- ✓ Recognize positive contributions
- ✓ Acknowledge and identify barriers to performance

3. Pick the right time – recognize the worker’s deadlines and workload for that week or day, and choose a time that is convenient for both of you.

4. Pick the right tone:

- ✓ Know what you are going to say before you start
- ✓ Communicate concerns clearly
- ✓ Get to the point promptly

5. Stay away from “you messages” and stick to “I” messages. This approach makes it clear that you are presenting your perspective, and are open to gaining more insight into the situation.

6. Be a good listener. Be open to the worker’s responses and suggestions for addressing the situation.

7. End on a forward-looking note:

- ✓ Discuss the next steps
- ✓ Clarify key points of the discussion
- ✓ Ensure the employee has a good understanding of what is expected

8. Keep in mind that providing effective feedback requires skill and effort—but the results will be worth it.

Self-Check 3	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. Why giving feedback is required? (5pts)

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



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



References

1. Anderson, R., & Killenberg, G. M. (2009). *Interviewing: Speaking, listening, and learning for professional life*. New York: Oxford University Press.
2. Einhorn, L. J. (1981). An inner view of the job interview: An investigation of successful communicative behaviors. *Communication Education*, 30, 217–228.
3. Gouran, D. S., Wiethoff, W. E., & Doelger, J. A. (1994). *Mastering communication* (2nd Ed.).



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Profile of trainers participate on special Horticultural Crop Production TTLM development for level I at Adama 2019

