Basic Electrical Electronics Equipment Servicing **Level-I**

Learning Guide- 11

Unit of Competence	Receive and Respond to work place communication
Module Title	Receiving and Responding to work place communication
LG Code	EEL BEE1 M03 LO1LG-11
TTLM Code	EEL BEE1TTLM 0919 v1

LO1:- : Follow routine spoken messages

Instruction Sheet	Learning Guide #3

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

- Gathering required information
- Interpreting or understanding information/instructions
- Recording instructions/information
- Receiving act 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:-**

- require gathered information by listening and correctly interpreting
- Record Instructions/information
- Receive act upon Instructions immediately in accordance with information
- Seek Clarification from workplace supervisor

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,sheet 5" **in page 3, 11, 17, 25 and 39** respectively.
4. Accomplish the "Self-check 1, Self-check 2, Self-check 3, Self-check 4 and Self-check5 " "**in page 11, 16, 24, 38 and 42** respectively
5. If you earned a satisfactory evaluation from the "Self-check" proceed to "Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 "**in page ---.**
6. Do the "LAP test" **in page – ---**

Information Sheet-1	Gather required information by listening and correctly interpreting

1.1 Definition

Meaning of Terms

What is message? Message means any symbol or behavior from which others create meaning or which trigger a response.

Biased language:- Any statement that seems to be objectives but actually conceals the speaker's emotional attitude.

What is advising? Advising is a type of listening in which the listener responds with ideas and suggestions about the speaker should or do.

Content message:- The dimension of messages that focus up on the topic under discussions.

Relational messages:- The dimension of messages that focus on how communicators feel about one another.

Confirming messages:- messages that express value towards other persons.

Disconfirming messages:- messages that show a lack of valuing for other persons.

Sender: Any person who transmit (send) message to a receiver.

Receiver:- Any person who receives a message and attaches meaning to it, whether the message was intended for that person or not.

Communication is a means of transmitting information and making oneself understood by another or others. Communication is a major challenge for managers because they are responsible for providing information,which results in efficient and effective performance in organizations.

Communication is the creation or exchange of thoughts, ideas, emotions, and understanding between sender(s) and receiver(s). It is essential to building and maintaining relationships in the workplace. Although managers spend most of their time communicating (e.g. Sending or receiving information), one cannot assume that meaningful communication occurs in all exchanges. Once a memorandum, letter, fax, or e-mail has been sent, many are inclined to believe that communication has taken place. However, communication does not occur until information andund erstanding have passed between sender and the intended receiver.

To make oneself understood as intended is an important part of communication. A receiver may hear a sender but still not understand what the sender's message means. Being constantly engaged in encoding and decoding messages does not ensure that a manager is an expert in communication. Understanding is a personal matter between people, and different people may interpret messages differently. If the idea received is not the one intended, communication has not taken place; the sender has merely spoken or written.

1.2. Gathering information

Gathering information is the process collection of data for dealing with the individual's or the organization's/communities', etc. current situation. More data means more and better ways of dealing with the current situation. More data broadens the minds of those who will use the data to solve current organizational problems. New and additional ideas come more easily if there are lots of facts to be used as bases.

Gathering additional information means an event and activities that collects different data, facts, figures, and information through employing different methods which intended to the organization's/communities' intended objectives.

1.3 Methods of gathering additional information

It's difficult to build a solution if someone doesn't know the requirements (in spite of the fact that many teams still try to do it today). The "elicitation" step is where the requirements are first gathered from the client. Many techniques are available for gathering requirements. Each has value in certain circumstances, and in many cases, it needs multiple techniques to gain a complete picture from a diverse set of clients and stakeholders. Here are below the types of method that used during gathering information;

- ✓ **Interviews** – collecting information verbally from informants, using a question and answer format. Interviews can be conducted in different ways, such as in person or over the phone. Interviews can be fairly unstructured, allowing you to be flexible in deciding what questions to ask or how to best ask the question, or can be tightly scripted, requiring you to ask questions the same way across respondents.
- ✓ **Surveys or questionnaires** – collecting information from respondents without direct contact. Paper versions of a survey may be handed out or mailed. You might also ask people to complete surveys electronically via email or internet.
- ✓ **Focus groups** – conducting group interviews with a small group of participants or other informants at the same time.
- ✓ **Observation** – recording what actually happens during a situation or event.

1.4 Sources of additional data/information gathering

There are two main types of sources in the field of information gathering, namely:

- ✓ **Existing sources**: existing sources are those sources of information that can be found in the printed, in video, in audio and other materials that are available to the public or upon request to proper bureaucracy.
- ✓ **Natural sources:** natural sources are first hand sources such as those who have tried products, services and methods, and expressing their experience and opinions to the information collector.

1.5 Purpose of gathering additional information

Researchers undertake information gathering in order to:

- ✓ Know the extent of resources that vested from inside and outside of the given community
- ✓ Create awareness on how to mobilize such resources timely
- ✓ Use resources to identify community connections, meet community needs, & other activities
- ✓ Recognize and value the resources within communities

1.6 Gather information by asking questions

Are you gathering facts or opinions?

- Ask: Define “fact” and “opinion.” Give examples.
- How does your knowing if information is fact or opinion help clear thinking and decision-making?
- Can you prove an opinion with additional information and then change the opinion into a fact? (Yes, sometimes. “Men are worse drivers than women.” Although this is an opinion, accident statistics from the DOT or Auto Insurance Board might turn this into a fact.) Give other examples.

- What words do people often use to show you're getting their opinion? (Include "always" and "never" also as indicators that the information is probably not fact. Give examples.)

- Are facts or opinions more valuable when you're gathering information? (No)
- If someone is giving you their opinion, what strategies can keep you from making assumptions or jumping to conclusions? (e.g. stop and think, listen, ask, rephrase and say back to the speaker to make sure you understand).

1.7 Gather Information by listening to other people.

- Discuss why listening can be difficult (many of the same reasons observing can be difficult).

- Point out that when a person stops and thinks ahead, they give themselves a chance to set the stage to their advantage. For example, they can plan to ask to have information repeated, bring supplies to take notes, ask for examples if they don't understand, ask to move the conversation to a quiet spot.

- Complete *Are You Listening? S1*

- Read and complete *Power Listening S2.*

- Use activity most appropriate for your students; *Clear Directions S3 or Communicate S3.*

Table1: *Gather Information by listening to other people*

Are You Listening? **S1**

For each statement decide if you do this often, sometimes or seldom.
NOTICE that #8-14 the scale is reversed.

	Often	Sometimes	Seldom
1. You ask questions if you don't understand what's being said	1	2	3
2. You notice non-verbal communication, like facial expressions and posture	1	2	3
3. When the other person is speaking, you are listening not thinking about what you'll say next	1	2	3
4. You take notes to remember what has been said	1	2	3
5. You listen to get the whole picture, not just bits and pieces	1	2	3
6. You let the other person know you are listening. You nod or say things like, "Yes," "I see," "Umhum."	1	2	3
7. You use reflective listening. This is repeating what the person said using your own words	1	2	3
8. You stop listening when you think it will be too hard to understand	*3*	*2*	*1*
9. You interrupt when someone else is talking	*3*	*2*	*1*
10. You finish the other person's sentences when they pause or hesitate.	*3*	*2*	*1*
11. Certain words or phrases prejudice you so you stop listening with an open mind	*3*	*2*	*1*
12. You get distracted by sights and sounds	*3*	*2*	*1*
13. You talk too much	*3*	*2*	*1*
14. You decide by the person's looks or speech that you aren't going to listen	*3*	*2*	*1*

Add all the numbers you circled and see where you fall on the listening scale.

1 – 14	The Perfect Listener (Nobody is that good.)
15 – 23	Very good listening skills
24 – 32	Average listening skills. Could use some work.
33 – 41	Below average. Need improvement.
42 -	Your listening skills need serious improvement.

POWER LISTENING S2

What's the difference between hearing and listening? Which is passive, which is active?

Listening can be more tiring than talking. That's because it demands intellectual, and often, emotional effort. Unlike hearing, listening requires thought and concentration. It's so easy to let your mind wander. Words spoken to you come at the rate of 90 to 200 a minute. Our rate of thought is much faster than that. A slow speaker is using only a small fraction of our listening and thinking capacity; we lose concentration.
The effort to listen pays off, Tom Peters (*Thriving on Chaos*) points out. Strong listening skills can have a tremendous impact on success in your personal and business life. When a person knows how to really listen, he gains an advantage. He is more able to receive and remember knowledge.
Listening is also a key factor in understanding and influencing other people.
Become a "power listener." What do you think that is? What skills do power listeners use? Phillip Hunsaker and Anthony Alessandra give tips for power listening in *The Art of Managing People*:

- Don't interrupt
- Listen for main ideas
- Concentrate on substance, not style
- Fight distractions
- Stifle anger
- Take brief notes
- Let others talk first
- Empathize
- Withhold judgment
- React to the message
- Read the feelings between the lines
- Ask questions

Self-Check 1	Written Test

Directions: Answer all the questions listed below.

Chose the best answer from the given options

1. _________ is the process of collection of data for dealing with the individual's or the organization's/communities' A. Message B. communcation C. Gathering information D. reciever
2. Which one of the following is power of listening?

A. Listen for main ideas B. Concentrate on substance, not style C. Take brief notes D. all

3. Researchers undertake information gathering in order to:
   A. Know the extent of resources that vested from inside and outside of the given community
   B. Create awareness on how to mobilize such resources timely
   C. Use resources to identify community connections, meet community needs, & other activities
   D. All
4. Which one of the is not a type of method that is used during gathering information?

   A. Interview B. Focus groups C. Observation D. none

Note: **Satisfactory rating - 3 points** **Unsatisfactory - below 3 points**

✓

Score = ____________

Rating: ____________

Information Sheet-2	Interpreting or understanding information/instructions

Introduction

2.1 Interpreting or understanding information/instructions

Schemata are like lenses that help us make sense of the perceptual cues around us based on previous knowledge and experience. Although selecting and organizing incoming stimuli happens very quickly and sometimes without much conscious thought, interpretation can be a much more deliberate and conscious step in the perception process. Interpretation is the third part of the perception process, in which we assign meaning to our experiences using mental structures known as schemata. Schemata are like databases of stored, related information that we use to interpret new experiences. We all have fairly complicated schemata that have developed over time as small units of information combine to make more meaningful complexes of information.

We have an overall schema about education and how to interpret experiences with teachers and classmates. This schema started developing before we even went to preschool based on things that parents, peers, and the media told us about school. For example, you learned that certain symbols and objects like an apple, a ruler, a calculator, and a notebook are associated with being a student or teacher. You learned new concepts like grades and recess, and you engaged in new practices like doing homework, studying, and taking tests. You also formed new relationships with teachers, administrators, and classmates. As you progressed through your education, your schema adapted to the changing environment. How smooth or troubling schema reevaluation and revision is varies from situation to situation and person to person. For example, some students adapt their schema relatively easily as they move from elementary, to middle, to high school, and on to college and are faced with new expectations for behavior and academic engagement. Other students don’t adapt as easily, and holding onto their old schema creates problems as they try to interpret new information through old, incompatible schema. We’ve all been in a similar situation at some point in our lives, so we know that revising our schemata can be stressful and that such revision takes effort and usually involves some mistakes, disappointments, and frustrations. But being able to adapt our schemata is a sign of cognitive complexity, which is an important part of communication competence. So, even though the process may be challenging, it can also be a time for learning and growth.

It’s important to be aware of schemata because our interpretations affect our behavior. For example, if you are doing a group project for class and you perceive a group member to be shy based on your schema of how shy people communicate, you may avoid giving him presentation responsibilities in your group project because you do not think shy people make good public speakers. Schemata also guide our interactions, providing a script for our behaviors. We know, in general, how to act and communicate in a waiting room, in a classroom, on a first date, and on a game show. Even a person who has never been on a game show can develop a schema for how to act in that environment by watching The Price Is Right, for example. People go to great lengths to make shirts with clever sayings or act enthusiastically in hopes of being picked to be a part of the studio audience and hopefully become a contestant on the show.

As we have seen, schemata are used to interpret others’ behavior and form impressions about who they are as a person. To help this process along, we often solicit information from people to help us place them into a preexisting schema. In the United States and many other Western cultures, people’s identities are often closely tied to what they do for a living. When we introduce others, or ourselves, occupation is usually one of the first things we mention. Think about how your communication with someone might differ if he or she were introduced to you as an artist versus a doctor. We make similar interpretations based on where people are from, their age, their race, and other social and cultural factors. We will learn more about how culture, gender, and other factors influence our perceptions as we continue through the chapter. In summary, we have schemata about individuals, groups, places, and things, and these schemata filter our perceptions before, during, and after interactions. As schemata are retrieved from memory, they are executed, like computer programs or apps on your smart phone, to help us interpret the world around us. Just like computer programs and apps must be regularly updated to improve their functioning, competent communicators update and adapt their schemata as they have new experiences.

“Getting Real”

POLICE OFFICERS, SCHEMATA, AND PERCEPTION/INTERPRETATION

Prime-time cable and network television shows like the Law and Order franchise and Southland have long offered viewers a glimpse into the lives of law enforcement officers. COPS, the first and longest-running prime-time reality television show, and newer reality-themed and educational shows like

The First 48 and Lockdown, offer a more realistic look into techniques used by law enforcement. Perception is a crucial part of an officer’s skill set. Specifically, during police-citizen encounters, where tensions may be high and time for decision making limited, officers rely on schemata developed through personal experience off the job and training and experience on the job.

- ✓ Moreover, police officers often have to make perceptions based on incomplete and sometimes unreliable information. So, how do police officers use perception to help them do their jobs?

Research has examined how police officers use perception to make judgments about personality traits, credibility, deception, and the presence or absence of a weapon, among others things, and just like you and me, officers use the same process of selection, organization, and interpretation. This research has found that officers, like us, rely on schema to help them make decisions under time and situational constraints. In terms of selection, expectations influence officer perception. At pre shift meetings, officers are briefed on ongoing issues and “things to be on the lookout for,” which provides them with a set of expectations—for example, the make and model of a stolen car—that can guide their selection process. They must also be prepared for things that defy their expectations, which is not a job skill that many other professionals have to consider every day. They never know when a traffic stop could turn into a pursuit or a seemingly gentle person could turn violent. These expectations can then connect to organization strategies. For example, if an officer knows to be alert for a criminal suspect, they will actively organize incoming perceptual information into categories based on whether or not people look similar to or different from the suspect description. Proximity also plays into police work. If a person is in a car with a driver who has an unregistered handgun, the officer is likely to assume that the other person also has criminal intent. While these practices are not inherently bad, there are obvious problems that can develop when these patterns become rigid schema. Some research has shown that certain prejudices based on racial schema can lead to perceptual errors—in this case, police officers mistakenly perceiving a weapon in the possession of black suspects more often than white suspects.

- ✓ Additionally, racial profiling (think of how profiles are similar to schemata) has become an issue that’s gotten much attention since the September 11, 2001, terrorist attacks and the passage of immigration laws in states like Arizona and Alabama that have been critiqued as targeting migrant workers and other undocumented immigrants. As you can see, law enforcement officers and civilians use the same perception process, but such a career brings with it responsibilities and challenges that highlight the imperfect nature of the perception process.

- What communication skills do you think are key for a law enforcement officer to have in order to do their job effectively and why?
- Describe an encounter that you have had with a law enforcement officer (if you haven't had a direct experience you can use a hypothetical or fictional example). What were your perceptions of the officer? What do you think his or her perceptions were of you? What schemata do you think contributed to each of your interpretations?
- What perceptual errors create potential ethical challenges in law enforcement? For example, how should the organizing principles of proximity, similarity, and difference is employed?

When you're reading informational texts, you sometimes have to look for the relationships among the information that is given. Read on to learn how to interpret information with causal relationships in a text.

- **What Is an Explanation?**

An explanation tells you how something works, or why something occurs. For example, you might read an explanation that tells you how batteries produce electricity or a book about why people in the 1700s tended to live near rivers. These are explanations.

- ✓ **A cumulonimbus cloud**

In this passage from Hurricanes! By Gail Gibbons, she explains how cumulonimbus clouds are formed:

'Warm water evaporates and rises into the atmosphere. The warm moist air spins upward, creating a draft that sucks up more moisture. If the water temperature is more than 81 degrees, the cycle continues. Winds get stronger. As the moist air rises, cumulonimbus clouds are formed.'

Notice that the passage tells you why something occurs, which makes it an explanation.

- ✓ **Causal Relationships**

Many times, explanations will include causal relationships. Consider the word causal. It sounds like cause , doesn't it? A causal relationship tells you what caused something else to happen.

Think about playing football. When you kick the ball, it goes into the goal. What happened that made the ball to go into the goal? The kick. That is a causal relationship.

Without the kick, the ball wouldn't have gone anywhere. The kick is the cause of the goal because it made the goal happens.

Reread the passage from the first section about how cumulonimbus clouds are formed. Ask yourself, what caused the clouds to be formed? The passage explains the relationship between the warm water evaporating and rising and the formation of the clouds.

- ✓ **Interpreting Causal Relationships**

When you're reading an explanation, the first thing to think about is what is being explained. What is the passage telling you about? Read this passage and identify what is being explained:

'Skateboarding was originally part of surfing culture. In time, though, it spread away from the coasts, to places where no one surfed. When it did this, it evolved a culture of its own.'

What is being explained? The passage is telling you why skateboarding evolved a culture of its own.

- ✓ **Skateboarding**

Now ask yourself, 'What caused that to happen?' Go back to the passage and read it again. What caused, or made, skateboarding evolve a culture of its own? The passage tells you, 'it spread away from the coast to places where no one surfed.' Because no one surfed in those places, the new culture evolved. One event caused the other to happen.

- ✓ **Watch Out!**

When you're reading informational texts, think carefully about the relationships between the events. Sometimes two things might happen at the same time, but one didn't cause the other one to happen.

Self-Check 1	Written Test

Directions: Answer all the questions listed below.

Say True or False for the following questions

1. Interpretation is the third part of the perception process, in which we assign meaning to our experiences using mental structures known as schemata.
2. When you're reading an explanation, the first thing to think about is what is being explained.
3. A causal relationship tells you what caused something else to happen.
4. Schemata are like lenses that help us make sense of the perceptual cues around us based on previous knowledge and experience.
5. Schemata are like databases of stored, related information that we use to interpret new experiences

Note: **Satisfactory rating - 3 points Unsatisfactory - below 3 points**

✓

Score = ____________

Rating: _____________

Information Sheet-3	Record Instructions/information

3.1. Introduction record Instructions/information

- **What is a record?**

Most of the information and documents you create or receive as part of your duties have short-term value and should not be kept longer than needed. However, a small portion of records must be kept as evidence, and an even smaller portion will be preserved as official archives. Managing records effectively is critical to effective, accountable, and efficient operations.

What is the concept?

Information is “data, ideas, thoughts, or memories irrespective of medium.” Information sources are considered “non-records”: they are useful but do not provide evidence.

Documents are any “recorded information or objects that can be treated as individual units.” Examples include works in progress such as draft communications or “to do” lists, and transitory records such as emails confirming a meeting or acknowledging receipt of a document.

Records are “information created, received, and maintained as evidence and information by an organization or person, in pursuance of legal obligations or in the transaction of business.” Examples include final reports, emails confirming an action or decision, spreadsheets showing budget decisions, photographs or maps of field missions, which need to be kept as evidence.

Archives are those records that have been selected for permanent preservation because of their administrative, informational, legal and historical value as evidence of official business

3.2. Why are records important?

The key difference between information, documents, and records is their level of accountability. We generate or receive information all the time, in articles, newspapers, radio reports, or books. If that information is useful but does not provide evidence of our actual official work, or our actions or decisions, we treat that information as a "non-record": it is informative but cannot be used to prove that we did or did not take a certain action.

Within our daily work, we all create, receive, and use documents. We send and receive emails, draft memos, or write reports. We need those documents for a few minutes, hours, or months, to help us to work consistently and productively and to keep track of progress in projects and activities. Documents become records when we use them to inform our colleagues and ourselves of what has been done or decided or when they provide examples of or background to previous work or evidence of our actions or decisions.

When a document provides evidence, we "declare" it to be a record. That is, we store the record in an official records system so that we can find and use it again easily. If the document is superseded or obsolete – an email confirming a lunch appointment is no longer needed when lunch is over – we do not need to declare that document as a record. We destroy that document so it does not take up valuable space in our records systems.

- **Why is records management important?**

Records management is the specific field of management responsible for the efficient and systematic control of
the creation, receipt, maintenance, use and disposition of records, including processes for capturing and maintaining evidence of and information about business activities and transactions in the form of records.

The many benefits of effective records management include the following.

- Authentic, reliable records allow personnel to make decisions and perform duties effectively and efficiently.
- Well-managed records provide evidence of policies, decisions, actions, and transactions, demonstrating the accountability and supporting transparency and openness.
- Time is saved because filing systems are easy to use and well-structured and because records can be retrieved quickly and efficiently whenever they are needed.
- Records storage costs are reduced because redundant records are removed systematically, freeing up filing and server space.

- Duplicates and superseded versions of records are easily identified and destroyed as soon as possible, saving time and space and reducing the risk of confusion about which version is the most current.
- Superseded or obsolete documents are securely destroyed, with destruction decisions documented, so that it can always demonstrate the appropriate management of all documents and records.
- Vital records are identified and protected, supporting business continuity and disaster recovery efforts.
- The small volume of records with enduring value as archives are identified and managed appropriately

Records come in all formats

Documents may be created or received in many ways and can come in a variety of formats, both electronic and paper.

Records include word-processed documents, email and text messages, spreadsheets, or PDFs; notes, memoranda, reports, maps, plans, forms, or templates; digital or film photographs, video tapes, audio tapes, CDs, DVDs, or other recordings; or data held in databases. Records may be found in paper filing cabinets, databases, electronic record-keeping systems, email software tools, computer hard drives, and network servers. Regardless of where records are created and kept, they need to be managed according to formal processes.

Records have to be “declared”

A document becomes a record when you decide you need it as evidence of a decision or action. To ensure the document is managed as a record, you have to “declare” it as a record, which means storing the record appropriately in an official record-keeping system.

For example, a draft of a report is a document – a work in progress – while it is being developed. If you make four versions of the report in a day and do not consult with anyone else, your four versions are documents. But when you present the fifth draft to an external committee for review, that draft is now being used to carry out an action or confirm a decision. The document has become evidence of the review process, and you need to declare the document as a record so that you can refer back to it later. You declare the record by storing it in an official recordkeeping system so that you and others can access to the record when needed, and the record remains authentic evidence of the work you performed or decisions you made.

If the document does not contain any value as evidence, it should be removed from computer systems, files, or work areas and destroyed when you no longer need it. For instance, when you refer to a published article or review

a newspaper clipping, you are using information, but that information is not an official record. All non-records (in- formation and documents) should be disposed of according to accepted record-keeping policies and procedures,
to ensure that official records are well protected and obsolete materials are eliminated. The best way to manage information, documents, and records effectively – particularly in electronic form – is to establish an official records system, based on a formal classification scheme, with folders to hold records and documents separately. You may also want to set up a library system for reference information such as journal articles or news stories. Separating non-records (information and documents) from official records allows you to clean up your computer files regularly without risking the loss of official records.

- **Distinguishing official records from convenience copies**

It is common for multiple copies of documents, in paper and electronic form, to exist. It is important to identify the office responsible for official records, which is known as the Office of Record. Other copies of the document are considered "convenience copies." The Office of Record is the office that originated the record OR the office that is directly and primarily responsible to take action on a task or transaction. For example, the Office of
Human Resources Management is the Office of Record for official personnel files. Other offices may use copies of personnel records as reference, but those copies are convenience copies only.
The best way to manage official records and convenience copies is to ensure your office establishes and abides by retention schedules. These schedules help you identify whether your office is the Office of Record for a particular activity or whether another office is responsible for keeping those records. If the record contains evidence, and if your office is the Office of Record, and if you are the person in your office responsible for storing the record, you should keep it. If your office is not the Office of Record, you should consider the document to be a convenience copy, and you should keep it only as long as you need for reference.

Details of all reportable incidents, injuries, diseases and dangerous occurrences must be recorded, including:

- the date when the report is made
- the method of reporting
- the date, time and place of the event
- personal details of those involved

- A brief description of the nature of the event or disease.

Records can be kept in any form but must conform to data protection requirements.

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.

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.

RECORDING MESSAGE AND INFORMATION

Verbal or written message can be recorded and stored in various ways. Filing using cabinet, box file, recording voices using electronic media can enable to store data or information. Properly stored data or information can be retrieved for use when the need arises. In this era of technology, a vast amount of data can be stored using small and handy devices. The CD Rom and video are an example of such storage devices. One CD can store a shelf of books. We can also store data in the form of audio, picture etc.

In whatever case the main aims of keeping message and information are:

- Facilitate easy usage of records
- To keep files or data update
- To protect files from damage

There are three main ways of storing information:

- Manual Filing system
- Microfilm filing system
- An electronics or computerized system

Manual filing system

Manual filing system means one in which papers or written communication is stored by hand in filing cabinet .in folders, on shelves in the box files etc. In this system files or documents can be stored using centralized filing system or departmental filing system. The methods of filing can be vertical –the files are suspended in upright position in drawers of metal cabinets or lateral – the files are suspended from rails in horizontal rows on rack or shelves using alphabetical or numerical way of filing.

- ✓ Centralized filing.
  With this filing system, all the files for the whole organization are stored in one place, which is usually manned by specialized staff.

- ✓ Departmental filing.
  With a filing system, each department has its own files which everyone in that department has access to.

- ✓ Vertical filing
  This method is the most popular way of filing. The files are suspended in upright position in drawers of metal filing cabinets. The contents of the file are listed on strips which are placed on the top edge of each file. The documents are kept clean and dust-free and are easily accessible.
  Care should be taken when opening the drawers of filing cabinets.

- ✓ Lateral filing
  With this, files are suspended from rails in horizontal rows on racks or shelves, rather like books on a bookshelf. Where space is limited lateral filing is a good idea, as there are no filing drawers to open and the shelves or racks can be right up to the ceiling if necessary.

Microfilming

Microfilming is the filing of documents that have been photographed, developed on film in greatly reduced size and printed on plastic strips or cards. An A4 sheet of information can be reduced to tiny size. If the documents need to be read a view finder is used to enlarge the image on the screen.

- **Electronic filing**

Electronic system of filing enables documents to be filed on computer storage medium. CDs, Flash discs, memory cards are some of the devices used in electronic system of filing.

CD Rom is a storage devices made up of plastic discs with a mirror like finish. It can store any digital data. There are several different formats of CD for use on a computer and range and possibilities are changing all the time. Different Format of CD such as Audio CD, CD ROM(Read only Memory),CD-R (Compact disk – Recordable) ,CD-E (compact disk Erasable) Kodak Photo .

Filing using book shelf and cabinets recently replaced by CD ROM and other electronic media as the former takes much space than the latter. Retrieval system of book shelf is more time taking compared to CD-ROM. In case of CD ROM one access data or information very easily and with less time. You need a multimedia computer to use CD-ROMs,CD- R and CD-E .

- ✓ **Audio CD** – most musical clips and films are recorded using such CDs.
- ✓ **CD – ROM** - this means Compact Disk – Read only Memory. The computer can only read from the disk not write to it. It is not possible to change the content of information once stored.
- ✓ **CD- R** – it means computer disk recordable. This is a CD you can record on but you need a special piece of equipment called CD writer. Once you have recorded on one of these you can't wipe the information off or re-recorded over what you have already put on it.
- ✓ **CD – E (Compact disc erasable**). This is a CD you can store files on, also erase files, then use again for storing other information.

Self-Check 1	Written Test

Directions: Answer all the questions listed below.

Match column "A" with column "B"

"A"	"B"
1. Document	A. data, ideas, thoughts, or memories irrespective of medium
2. Information	B. information created, received, and maintained as evidence
3. Records	.C. recorded information or objects that can be treated as individual units.
4. Electronic filing	D filing of documents that have been photographed, developed on film in greatly reduced size and printed on plastic strips or cards
5. Lateral Filing	E. a storage devices made up of plastic discs with a mirror like finish.
6. Micro filing	F. enables documents to be filed on computer storage medium. CDs, Flash discs, memory cards
7. CD Rom	G. files are suspended from rails in horizontal rows on racks or shelves, rather like books on a bookshelf

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

Score = ___________

Rating: ____________

Information Sheet-4	Receiving act upon instruction

3.1. Concepts of receiving act upon instruction

If you’re a boss, supervisor or manager, you’re probably used to giving a lot of directions at work. But if you’re not, you may be someone who mostly takes instructions from others. To get a task done properly, there are a few things we can all do to give and follow directions more effectively.

- **Tips on giving directions:**

- ✓ **Provide context and be specific:** Give all the details. Provide any background to help that person better understand the task at hand. Try your best to be as detailed as you can, especially when you have a set idea about how the task should be done.
- ✓ **Ask politely rather than barking orders:** Tone of voice can change everything, especially when telling someone what to do. Speak at a reasonable volume and use kind, respectful words. Try to avoid negative language and don’t forget to say “please.”
- ✓ **Offer the other person the opportunity to ask questions:** Whenever the one receiving the task is unsure, it’s important that you allow him time to ask questions. The better he understands what to do, the greater chance for a successful outcome.
- ✓ **Resist any urge to micromanage:** If you give directions properly, you should not feel the need to oversee or micromanage. Instill faith in your task-doer by letting him do things without you to the best of his ability. Provide positive feedback and appropriate gratitude: When the task is complete, be sure to affirm the person. This makes your team member feel respected and trusted. And give clear, helpful feedback or constructive criticism if the task was done improperly.

- **Tips on taking directions and fulfilling tasks:**

- ✓ **Actively listen:** Try to listen intently, not just hear. When you actively listen, you can better understand what you need to do. Here’s a trick that may help: pretend that there is going to be a quiz after the conversation. Visually think about what’s being said and maybe even repeat it in your head.
- ✓ **Take notes:** Instead of trying to remember everything, write it down. There’s nothing wrong with keeping notes; it shows that you are prepared, organized and want to do the job correctly.

- ✓ **Ask questions:** If you are even slightly unsure of what you are being asked to do, don't be afraid to question. Make sure the other person allows you the chance to find out all the needed details to move forward.
- ✓ **Respond with a good attitude:** Just as the person giving directions needs to speak respectfully, it's important to respond respectfully. If you go into the conversation with a bad attitude, it's likely that performing the task will be much more challenging.
- ✓ **Before starting the task, make a checklist:** Whenever there is a job that requires multiple steps, try organizing a to-do list. Check things off as you go to make sure you don't miss anything. Then when you're done, be sure to review your work.

Overall, positive communication and listening are essential when giving and taking instructions. For some jobs, following step-by-step directions is pertinent, but in the case of working in an office, warehouse, restaurant, etc., learning how to provide direction properly and knowing how to take direction make for a smoother and more productive work environment.

- **7 tips on how to give clear, understandable instructions to staff**

Giving clear understandable instructions is one of those things that sounds easy to do but in real life can actually be more complex, especially in an office environment or within a business. Mixed messages, assumptions and multiple options mean that the message received might differ from what we actually meant.

- ➢ Top 7 tips on how to give instructions that are clear and get the job done that you want!

1. Don't assume they know what you mean

You know what they say, that assumption is the mother of all mistakes! Don't be the fool that assumes people know what you mean. Whist most people in your office or business will be intuitive and switched on, they are not mind readers. An imperative when delivering clear instructions is to not assume the recipient knows what you mean, and this can be for anything from industry acronyms to who to contact in different departments or organizations. It will only take you a few seconds more to explain the details.

2. be clear and specific

Everyone loves a waffle (dripping in maple syrup please) but no one likes waffle in conversation and especially not in an email or when it is a set of instructions. Whilst you don't want to ramble on in your set of instructions (that would be a waste of your time and to be honest, they'd switch off after a while) you do want to ensure that your instructions are clear, specific and concise. Personally I prefer not to butter it up, and would rather get straight to be the point on what needs to be act or delivered, rather than making the instructions too flowery, which will only confuse.

3. Give time frames

Do not confuse matters by not being specific with your time frames and deadlines. What you consider as "soon" might be *very* different from your colleagues. If you think "soon" is the next couple of hours, yet your staff who you have instructed considered it to be in a few days then this communication is going to have serious implications in any business or project!

4. Give examples

Whenever possible, make sure you give examples. This will be especially beneficial if they are new to the role, or if they haven't carried out the task before. This will help to add clarity to you instructions and help form a clearer picture of what it is you mean and want.

For example, if you are asking them to design a customer satisfaction survey for your new product then you might want to send them examples of other surveys previously used to give them bit of an idea.

5. Give alternatives

When delivering your instructions it is worth considering giving some alternatives just in case your preferred option of instruction is not viable or available.

For example, it could be "I want you to set up a meeting on the 20th of this month for 2 hours with the Finance Director. If they are not available on the 20th, then the afternoon of the 26th will be fine, or we can meet with the Commercial Analyst instead".

6. Set boundaries

Personally I am not one for micro managing and because of this I am not one for people to keep checking in with me whether they should do something or not. Once a task is set, the instructions should be clear enough that further confirmation and clarification is not needed (however saying this it is obviously best to seek clarification if unsure!) If this rings true with you then you need to make sure that your instructions are clear so that they are certain what they are doing and don't feel the need to keep coming back with questions. As with tip 5, setting boundaries is very important; especially if you cannot think of alternatives at the time then boundaries might work.

For example, you might instruct "go to the supplier and order 100 units. If the normal supplier is out of stock then it is fine to use a new supplier so long as they are no more than 10% more expensive and can deliver within 3 working days". Here you haven't been specific with your alternatives but clear enough on boundaries for them to make the call.

7. Get clarification

Before you let your staff loose on the basis of your instruction, it wouldn't hurt to seek clarification from them to ensure that they understand what the task at hand is and what is expected. You could simply ask at the end if there are any questions but the one issue with that is that it is all too easy to just simply say "no". Either they might think they understand or they might even be too shy to ask! Perhaps ask them to recap on what is required, or what the priorities/objectives are so that you can ensure what you've said is what's been heard!

How to Give Effective Instructions

Here are ways to present information to your partners to make it more likely that they'll hear you, and comply:

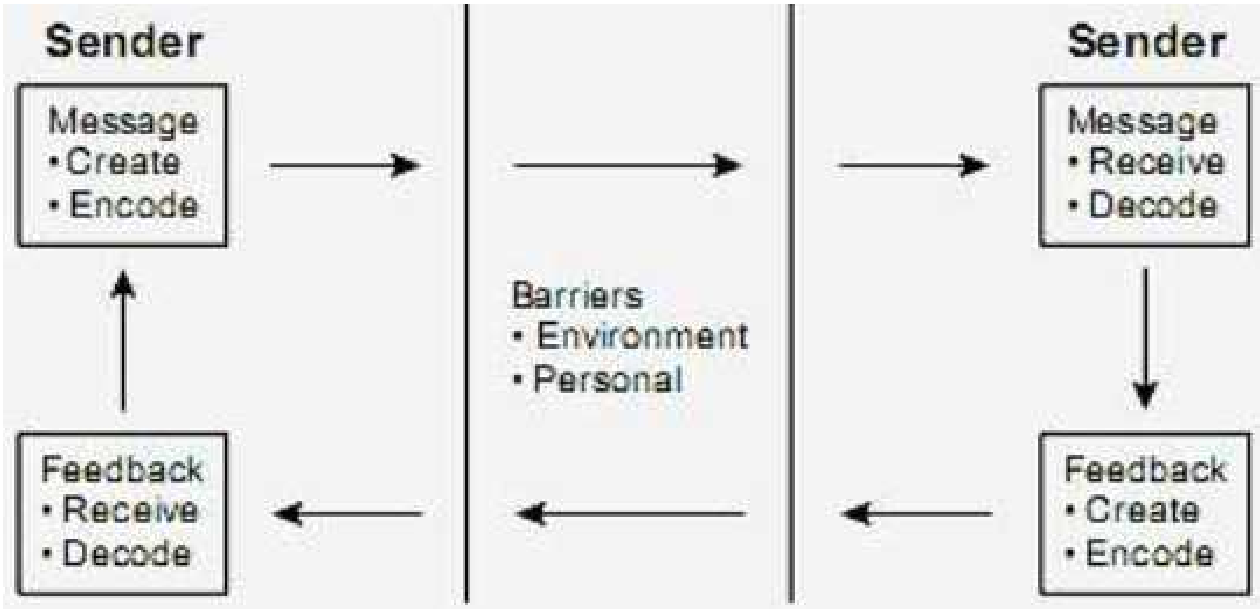
- **Be direct.** Make statements rather than asking questions: "Please sit down," as opposed to "Are you ready to get out your homework?"
- **Be close.** Give instructions when you are near the people, rather than calling out from across the room.
- **Use clear and specific commands**. Instead of "Go ahead," say, "Please go start your reading assignment."
- **Give age-appropriate instructions**. Speak to your child at a level he will understand. If your child is younger, keep things simple and use words you know he knows: "Please pick up the ball." With older children, who are so often keenly

aware of not being “babies anymore” it’s important to be clear without being patronizing.

- **Give instructions one at a time.** Especially for kids who have attention challenges, try to avoid giving a series of instructions: “Please put on your sneakers, get your lunch off the kitchen counter, and meet me in the front hall.”
- **Keep explanations simple.** Giving a rationale can increase the likelihood people will listen to a command, but not if the commands gets lost in it. For instance: “Go get your coat on because it’s raining and I don’t want you to catch a cold.” Instead, try: “It’s raining and I don’t want you to catch a cold. Go get your coat on.”
- **Give time to process.** After you give an instruction, wait a few seconds, without repeating what you said. Children then learn to listen to calm instructions given once rather than learning that they don’t need to listen because the instructions will be repeated. Watching and waiting also helps keep adults from doing what we’ve requested of our kids for them.

Communication Process

TheFigure bellow illustrates the communication process. It shows that the sender is aperson, department, or unit of an organization or system who originates the message. A sender uses words and symbols to put forth information into a message for the receiver, the individual(s) receiving the message. Messages are then received and decoded or interpreted by the receiver. Decoding is affected by the receiver‘s prior experiences and frames of reference. Accurate decoding of the message by the receiver is critical to effective communication.



Communication process

The closer the decoded
message gets to the intent of the sender, the more effective

The communication. However, environmental and personal barriers can hamper the communication process. Details on barriers are described in a later section.Toensur e messages are received as intended, feedback is a necessary component of the communication process. The receiver creates feedback to a message and encodes it before transmitting it back to the sender. The sender receives and decodes the feedback. Feedback is the destination's reaction to a message. It is an important element of communication since it allows for information to be share between the receiver and sender in a two-way communication.

Communication Channels

Another important component of the communication process is selecting the appropriate communication channel. It is the means by which messages are transmitted. There are two types of channels: verbal and non-verbal.

Participating workplace communication covers the process of effectively participating in workplace communications, it requires the ability to:

- Follow simple spoken messages
- Perform routine workplace duties
- Follow simple written notes
- Obtain and provide information respond to workplace communications requirements.
- Participating in workplace meetings and discussions

Relation between receive and response at workplace communications:

- No, I didn't receive notification that my message, didn't arrive, please note that while we investigate these reports, our team won't be able to send you a response.

Workplace communication:- Improving your skills will enable you to establish better working relationships, poor workplace communication skills will have negative effects on your business relationships and may result in decreased productivity.

- **Procedures for handling verbal and written communication**

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

Verbal communication

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

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

Spoken Messages and Verbal Communication Instructions

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

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

Verbal communication in the workplace can include:

- shift handovers
- loudspeaker announcements
- telephone / radio transmissions

- meetings
- informal and formal discussions

In all cases the sender should ensure verbal communication is clear, concise and professional with attention to cultural differences. The receiver should give appropriate feedback, listen actively and clarify any areas of uncertainty.

Some facts to remember when communicating verbally are that:

- The sender's perception of the message can be different from that of the receiver.
- The self-esteem of both the sender and receiver can affect the perception of what is said and how it is said.
- ✓ The attitudes of both the sender and receiver can affect what is said and how it is received.
- ✓ The environment in which the communication is taking place can significantly affect communication. To communicate well you must be able to hear/understand properly.
- ✓ Our facial expression/s can affect the "meaning" of our words. Facial expression contributes 55% of the message.
- ✓ The way we speak contributes 38% of the message (our tone, volume and rate of speech).
- ✓ Only 7% of the message is conveyed by the actual words spoken
    - **Make sure that in all communications you achieve the following basic standards.**
    - ✓ **Provide clear information**

If your communication isn't complete and accurate, it can cause confusion instead of clarity. Carefully plan your communication to be sure you are passing along the correct information and the right amount, so those you are communicating with understand what you want to say.

- ✓ **Bring non-verbal and verbal communication together**

Sometimes a person says one thing but acts in a different way. For instance, it's not uncommon to hear someone say "Yes" but shake his head horizontally which indicates "No" in a non-verbal way. This sends mixed messages. Bring your communication together by being conscious that your non-verbal and verbal messages are in agreement.

- ✓ **Listen**

To effectively share information with another person, you have to hear what is being communicated. Most conflict stems from poor listening. To help learn how to listen well, take time to repeat what you hear from the other person to ensure clarity. This does not mean childish copying of every word but a simple paraphrase to verify accuracy. This will cut down on conflict and vastly increase the effectiveness of your communications.

- ✓ **Ask questions**

Asking questions is a good way to verify what you hear so you respond appropriately. Questions let the other person have the chance to clarify what they said. It also allows you to hear a response in a different way or just hear it again in order to be sure of what you heard.

- ✓ **Let others talk**

Have you ever been stuck in a meeting when only one person did all of the talking? Some people even go so far as to ask a question and provide the answer? Few things are as irritating as having a person dominate a conversation. A conversation is a two way event at a minimum. Remember to let the others speak.

- ✓ **Engage in difficult conversations when necessary**

Do you ever avoid saying what needs to be said or avoid a difficult conversation altogether? Not saying something doesn't make a situation go away. Instead, things usually just get worse. Not communicating can also cause more stress and trauma in a situation. Instead of avoiding difficult communications, sit down and plan out what you are going to say. Make sure the tone you use is open and non-confrontational in order to encourage feedback from the other person.

- **Keys to help successful workplace communication**

- ✓ Communication not only at work, but in all your relationships.
- ✓ Personal contact is important to success workplace communication.
- ✓ Develop a network; make an effort to become friends with people in different department.
- ✓ Always be courteous in your communications with others, the words" thank you" show that you appreciate a person's efforts. Try to saying "would you please" instead of "just please".
- ✓ Be consistent and clear in your workplace communications.
- ✓ Compromise decreases the tensions associated with conflict.
- ✓ Listen to what others are saying and show interests in the conversation.
- ✓ You cannot hold a person's interest if you have nothing to say.
- ✓ Effective communication skills in workplace communication.
- ✓ Conflict resolution and negotiating.
- ✓ Improving leadership and management skills.
- ✓ Public speaking skills.

Techniques for effective communication at work:- the important of communication is becoming greater, while we spend a lot of time and effort on the skills and we need to do our job, such as accounting & finance skills, marketing skills, strategic development skills, improving communication at work requires strong interactive communication skills and we don't seem to put as much effort in to these as we should to be effective.

- **Four common skills to become more effective at work**

- ✓ **Organizing your thoughts**: - Think about what you want to say before you say it.
- ✓ **Observe those around you:-** If you are new to a company or department ,observe the workplace culture. Notice that:-
  - ➢ How everyone interacts with one another,
  - ➢ How they respond ,and
  - ➢ How they approach others.
- ✓ **React appropriately:-** if someone puts you on the spot and you are not sure what to say. Instead of feeling under pressure to say what first come to mind take some time to consider your response, it's natural to want to answer right away and it take some practice to stop and think about your response.
- ✓ **Body language**:-Try to be aware of what your body is saying, you don't want it to give yourself away.

Factors/skills evaluated in real workplace:

- ✓ Oral communication
- ✓ Self-motivation
- ✓ Problem solving
- ✓ Decision making
- ✓ Leadership
- ✓ Human relations
- ✓ Team work
- ✓ Work experience
- ✓ Time management
- ✓ Personal appearance
- ✓ Written communication
- ✓ Academic performance
- ✓ Creativity
- ✓ Delegation
- ✓ Multilingual ability

Writing effective company memos is an acquired skill/with some artistic components that frequently distinguishes the great manner inside a company.

Effective internal/memos is that they communicate much in a small amount.

Self-Check 1	Written Test

Directions: Answer all the questions listed below.

Say True or False

1. When you direction ask politely rather than barking orders.
2. Give instructions one at a time
3. Be direct in giving instruction by making statements rather than asking questions.
4. Messages are thenreceived and decoded or interpreted by the receiv er.
5. Decoding is affected by thereceiver‘s prior experiences and frames of reference.

Note: **Satisfactory rating - 3 points** **Unsatisfactory - below 3 points**

Score = ____________

Rating: ______________

Information sheet- 5	Seeking clarification from workplace supervisor

1.1. Clarification of instructions

In clarification of any instructions between the managing body and lower level workers, the down way of approach will make the relation easy, clear, and friendly working environment.

The approach will start with listen to your employees. Ask for their opinions and then take action; do not make radical changes without your employee's input. Employees who feel a sense of ownership in their jobs and their companies take pride in exceeding expectations. Photocopy of all clear instruction should be given to the employee's, the distribution of clear instruction to the employees' create positive impression that means it minimize the rate of doubt on managers and the operation system of the enterprise. The instruction that is prepared by the enterprise should be readable and understandable, in case there may be illiterate in the organization, for them the instruction should be clarified orally about the objectives, goal, ethics and other

elements of the instruction. If the instruction is clear it will avoids fear in implementation process.

- **Clarify the idea before communication.**

The idea or message to be communicated has to be clarified in order to avoid any misunderstanding by the receiver. Therefore the clarity of the message has to be communicated to get effective communication. Before sending message upward or down ward the content of the message should be clear to sender himself.

- **Consultations with others**

Before actually communicating the message, it is better to involve others in developing a plan for communication. The consultation will be helpful in giving meaning to the message and the methodology to sending.

- **Tone and content of the message**

The content of the message and the language used, the manner in which the message is to be communicated, are the other important element of effective communication. The language used should be such that it does not offend the sentiment of and self respect of the listener. Your choice of language the word you use predetermines the reaction of the listener.

- **Follow – up communication**

Follow up action helps communication to be effective. The communicator may ensure the success of communication by asking questions regarding the efficiency of communication. The receiver of communication may also be encouraged to respond to communication. If need arises, the communication process may be improved by feedback received to make it more responsive.

- **Be a good listener**

Communication depends not only on commands but the ingenuity of patient listening. If the receiver encounters the problem of understanding, this can be solved if the communicator listens to the questions of the receiver with patience and give necessary advice and direction if needed.

1.2. Instructions in case of need supervision

- ✓ A work instruction is a tool provided to help someone to do a job correctly. This simple statement implies that the purpose of the work instruction is quality and that the target user is the worker.
- ✓ Unfortunately, in many workplaces, today's work instructions have little connection with this fundamental focus.
- ✓ The person who uses the work instruction has become an afterthought in favor of satisfying a licensing or certifying body.

- ✓ If work instructions are to be practical quality tools, the worker must at least share focus with the supervisor. This shift in emphasis does not require removal of the licensing and certification information that has been added to instructions. However, the procedure portion of the work instructions can be improved, often significantly, by appropriate consideration of the worker.

- ✓ Workers learn quickly to spot the usable portions of the work instructions and apply the appropriate material on the job.
- ✓ As a first step in judging the overall effectiveness of work instructions, managers and /or supervisors can examine their work instructions against work achievement.

  - ➢ Accuracy in recording instructions/ information/message
  - ➢ Techniques of recording instructions

Self-Check 1	Written Test

Directions: Answer all the questions listed below.

Write true or false for the statements given below

1. The idea or message to be communicated has to be clarified in order to avoid any misunderstanding by the receiver
2. If work instructions are to be practical quality tools, the worker must at least share focus with the supervisor.
3. The distribution of clear instruction to the employees, create positive impression
4. The consultation will be helpful in giving meaning to the message and the methodology to sending
5. Before sending message upward or down ward the content of the message should be clear to sender himself.

Note: **Satisfactory rating - 3 points** **Unsatisfactory - below 3 points**

Score = ____________

Rating: _____________

Reference:

- Anthony G.King, Effective communication, Blackstone press Limited, 1992
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- Gathering information: Available on: https://dps.mn.gov/divisions/ojp/forms-documents/Documents/Wilder_Program_Evaluation_8.pdf
- Information Gathering. Available on: http://www.teamreporterapp.com/information-gathering/

Basic Electrical Electronics Equipment Servicing

Level-I

Learning Guide- 12

Unit of Competence	**TEST ELECTRICAL&ELECTRONIC PARTS**
Module Title	TESTING ELECTRICAL&ELECTRONIC PARTS
LG Code	EEL BEE1 M10 LO1LG-12
TTLM Code	EEL BEE1TTLM 0319 v1

LO2:- : Perform workplace duties following written notices

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

- Organizational guidelines
- Reading and Interpreting written notices
- Reading and Interpreting instructions
- Following routine written instruction
- Giving feedback to workplace supervisor

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
- Follow written instruction in sequence
- Give 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 6.
3. Read the information written in the information "Sheet 1, Sheet 2, Sheet 3 Sheet 4, and sheet 5" **in page 46, 53, 56, 60 and 55** respectively.
4. Accomplish the "Self-check 1, Self-check 2, Self-check 3 and Self-check 4" "**in page 52, 55, 59,64 and 69** respectively
5. If you earned a satisfactory evaluation from the "Self-check" proceed to "Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 "**in page ---.**
6. Do the "LAP test" **in page – ---**

Information Sheet-1	Organizational guidelines

1.1 Introduction to organizational policies / guidelines

Organizational guidelines

- Information documentation procedures
- Company policies and procedures
- Organization manuals
- Service manuals

- ✓ **Information Documentation Procedures**
- ✓ **What is documented information?**

The term Documented information was introduced as part of the common High Level Str ucture (HLS) and common terms for Management System Standards (MSS).

Documented information can be used to communicate a message, provide evidence of what was planned has actually been done, or knowledge sharing.

The following are some of the main objectives of an organization's documented informat ion independent of whether or not it has implemented a formal QMS;

- ✓ Communication of Information
- ✓ As a tool for information transmission and communication. The type and extent of information will depend on the nature of the organization's products and processe s, the degree of formality of communication systems and the level of communicati on skills within the organization, and the organizational culture.
- ✓ Evidence of conformity

- ✓ Provision of evidence that what was planned has actually been done.
- ✓ Knowledge sharing
- ✓ To disseminate and preserve the organization's experiences. A typical example w ould be a technical specification, which can be used as a base for design and dev elopment of a new product or service.

The document can be stored in:

- ✓ paper (hard copy, written document)
- ✓ magnetic
- ✓ electronic or optical computer disc
- ✓ photograph
- ✓ master sample

Documented information *maintained* by the organization for the purpose of communicati ng the information necessary for the organization to operate .Examples of documents th at can add value to a QMS(quality management system) may include:

- ✓ Organization charts
- ✓ Process maps, process flow charts and/or process descriptions
- ✓ Procedures
- ✓ Work and/or test instructions
- ✓ Specifications
- ✓ Documents containing internal communications
- ✓ Production schedules
- ✓ Approved supplier lists
- ✓ Test and inspection plans
- ✓ Quality plans
- ✓ Quality manuals
- ✓ Strategic plans
- ✓ Forms

1.2 Organization chart

The basis of effective internal control is an organizational chart that includes job descriptions. Documentation procedures have to specify that the job descriptions clearly detail the tasks and responsibilities of each position in the company. The documentation procedures assign responsibility for the preparation and updating of the organizational chart and how the company uses the chart. Typically employees receive a copy with details about their position and job description when starting employment.

Documentation procedures usually specify that an employee manual must contain all relevant policy and procedure documentation. They detail what the manual must include, who is responsible for writing and updating the policies and procedures, and how the company communicates them to the employees. Documentation procedures typically specify that employees receive a copy of the manual when they start work, sign that they received it and agree to adhere to the policies and procedures. They receive updates as they occur.

- ✓ **Authorizations and Approvals**

Documented organizational charts and employee manuals form the basis for internal controls but they have to contain the actual control measures. Documentation procedures detail such measures. They describe documents that list employees who can take decisions and who can approve expenditures. Each such document has to specify exactly what the employee can authorize or approve, what form the approval or authorization will take and the limits. A typical example is that a particular employee is authorized to approve a purchase of up to $10,000 by initialing the corresponding requisition.

- ✓ **Supporting Documentation**

Strong internal control systems rely on supporting documentation to detail the basis for decisions. Documentation procedures specify what decisions require supporting documentation and detail its nature. For example, a purchase order approval may require a requisition. The documentation procedure specifies that an employee must prepare a requisition prior to requesting approval of a purchase order, and it details the information the requisition must contain.

- ✓ **Reporting**

A key element in internal control is the reporting of important company information. Documentation procedures strengthen internal control by specifying what information such reports must include, who is responsible for their preparation and who will receive the reports. Some reports contain confidential information, and the documentation procedure must specify which reports are sensitive and detail corresponding security measures.

- ✓ **Reconciliation**

Even in small businesses, documentation procedures result in various documents that have independent sources. An effective method of verifying their accuracy is to institute reconciliation between comparable data from different authors. The documentation procedure has to specify what reconciliation must take place, and who is responsible for carrying it out. It must detail a method for dealing with discrepancies and assign responsibility for resolving differences.

- **Policy and procedures manual**
- ✓ **Policies and Procedures**

A policy is a course of action or guidelines to be followed whereas a procedure is the 'neatly gritty' of the policy, outlining what has to be done to implement the policy.

Every organization has particular ways of doing things. An important part of being an employee is to learn how the workplace functions. Policies and procedures are rules' that provide guidelines as to what is expected and accepted in the workplace. Policies and procedures are put in place for many different reasons and can relate to different aspects of the organization, such as customer service, profitability, quality assurance, ethics, resources, business and performance plans,sales targets, productivity, marketing, staff and customer safety, legal requirements and government regulations. The reasons behind such guidelines should be understood. Policies and procedures help employees by explaining exactly what is required in particular situations.

For example, a staff recruitment policy could involve the following procedures:

- ✓ All vacant paid positions will be advertised in local and state-wide papers.
- ✓ The advertisements will have details of duties, salary range, closing date and contact details.
- ✓ All interested people will be mailed job descriptions and information about the organization.

Some organizations do not have formal policies and procedures in place. Instead,employees learn what is expected of them by observing other and obtaining guidance and feedback from supervisors and others.

What are the areas covered in a policy and procedure manual? This can vary depending on the nature of the organization, but may include:

- ✓ personnel practices (staff recruitment, training, holiday leave arrangements, promotions, performance appraisals, supervision)
- ✓ complaints and disputes procedures
- ✓ case management procedures (how the agency determines eligibility for the service, assesses client need and individual goal setting to address needs identified)
- ✓ occupational health and safety procedures
- ✓ conflict resolution processes
- ✓ communication
- ✓ delegations (who can make decisions about what, eg approval process for spending money)
- ✓ notification of child abuse procedures
- ✓ critical incidents procedures
- ✓ confidentiality

- ✓ referral
- ✓ duty of care
- ✓ Coordination/networking with external agencies.

Example policy and procedures manual

Following is an example of a policy and procedures manual from the Carmen Poldis Community Centre. The contents page shows you everything detailed in the manual, while the extracts give you examples of

- policies about what is expected of service users (clients)
- the rights of the workers at the centre
- the responsibilities of the same workers.

Self-Check -1	Written Test

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

1. Which one of the following is not an example organizational guideline?
   A. Information documentation procedures
   B. Company policies and procedures
   C. Organization manuals
   D. All
2. A policy is a course of action or guidelines to be followed whereas a
   A. True B. false
3. Procedure is the 'neatly gritty' of the policy, outlining what has to be done to implement the policy. A. True B. False

Score = ___________

Rating: ____________

Information Sheet-2	Reading and interpreting written notices

2.1 Introduction

- **Written communication**

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

- ✓ signs and labels
- ✓ notes, messages and memos
- ✓ rosters and work schedules
- ✓ safety material and notices
- ✓ invoices and dockets with customer information
- ✓ Tables and simple graphs.

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

To be effective, written workplace information must be:

- ✓ Clear – the handwriting must be legible and the information written in a manner that will not be confusing.
- ✓ Concise – the message should be written in simple language using short sentences or point form. Unnecessary information and repetition should be avoided.

- ✓ Correct – accuracy is very important when writing down information. If taking a phone message, read the details back to the caller, especially names, addresses and phone numbers. Use correct terminology where appropriate.
  - ✓ Courteous – as with verbal communication, the style of the language chosen should be appropriate to the situation and the reader.

Reading and interpreting written notices

Written notice means notice given in accordance with any representation of words, letters, symbols, numbers, or figures, whether (i) printed in or inscribed on a tangible medium or (ii) stored in an electronic form or other medium, retrievable in a perceivable form, and regardless of whether an electronic signature. The landlord may, in accordance with a written agreement, delegate to a managing agent or other third party the responsibility of providing any written notices in a broad legal sense, are used to communicate rights and responsibilities to an interested party. There are different forms of legal notices. Notices in writing are called written notices. Written notices or instructions incorporate introduction, objectives of the enterprise, ethics of the workers and supervisors and other necessary things that should be included in the enterprise instruction. Therefore, the managers or supervisors should prepare the guidelines to the users of this instruction or notices.

Sequential follows up of written instruction

Written documents or instructions are available in most of any enterprise; these instructions are prepared to guide the workers of the enterprise and the supervisors. The fulfillment or accomplishment of these instructions should be followed by the supervisors or managers of the enterprise with in limited time intervals. To follow the attainment of the instructions in the enterprise the supervisors should check up or follow up sequentially the written instructions.

Self-Check -2	Written Test

Directions: Answer all the questions listed below.

Say true or false for the following statements

1. To be effective, written workplace information must be concise.
2. Written notice means notice given in accordance with any representation of words, letters, symbols, numbers, or figures.
3. Notes, messages and memos are examples of written communications.

Note: **Satisfactory rating – 3 points** **Unsatisfactory - below 3 and 4 points**

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

Answer Sheet

Score = ____________

Rating: _____________

Information Sheet-3	Reading and interpreting written notices

- **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 – planning, organizing, staffing, leading and controlling – are 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.

Instructions in case of need supervision

- ✓ A work instruction is a tool provided to help someone to do a job correctly. This simple statement implies that the purpose of the work instruction is quality and that the target user is the worker.
- ✓ Unfortunately, in many workplaces, today's work instructions have little connection with this fundamental focus.
- ✓ The person who uses the work instruction has become an afterthought in favor of satisfying a licensing or certifying body.
- ✓ If work instructions are to be practical quality tools, the worker must at least share focus with the supervisor. This shift in emphasis does not require removal of the licensing and certification information that has been added to instructions. However, the procedure portion of the work instructions can be improved, often significantly, by appropriate consideration of the worker.
- ✓ Workers learn quickly to spot the usable portions of the work instructions and apply the appropriate material on the job.
- ✓ As a first step in judging the overall effectiveness of work instructions, managers and /or supervisors can examine their work instructions against work achievement.

- Accuracy in recording instructions/ information/message
- Techniques of recording instructions

Instructions for recording your time worked:

- ✓ At the end of your work week, you must record your time for all hours worked, including overtime.
- ✓ It is your responsibility to record your time fully and accurately before submitting it to the client representative for approval. When required, you should record the in/out time or total time attributed to your work day and meal period. If you are not being provided a meal or rest break to which you are entitled, advise your Branch Adecco Representative immediately.
- ✓ Include in your hours worked all time spent changing in and out of your client required apparel at work (including uniforms and equipment), travel time required by your assignment (other than commuting time), and time waiting on client security lines, if applicable, to the nearest quarter (1/4) hour.
- ✓ Please notify your Branch Adecco Representative if you have questions regarding what time should be recorded.
- ✓ In order to ensure that your paycheck is accurate you must record your time completely and without errors.
- ✓ Immediate response for instruction
- ✓ More detail is explained above regarding instruction. These instructions are component of an enterprise which is expected to be respected by any participants in the enterprise. Therefore the concerned bodies in the enterprise should be immediate responsive for the instructions given to the implementers on the lower level as directed. Immediate response sustains vertical and horizontal relation ship among the managers and workers in time saving and economical effective manner. For the immediate response of instructions workers and supervisor at work site should update their latest information to make the response very effective and realistic on time of any request.

Time Entry Methods

- To ensure prompt and accurate payment you must record all of your hours worked (including overtime) using one of our convenient time entry methods.
- Please confirm the time entry procedures with your Adecco Representative, as procedures may vary from assignment to assignment.

Self-Check -3	Written Test

Directions: Answer all the questions listed below.

Say true or false for the following statements

1. Instruction may be in the form of spoken or written words, pictures, gestures, and symbols.
2. A work instruction is a tool provided to help someone to do a job correctly.
3. Without work instruction progress could not be measured.
4. If work instructions are to be practical quality tools, the worker must at least share focus with the supervisor.

Note: **Satisfactory rating – 3 points** **Unsatisfactory - below 3**

Score = ____________

Rating: _____________

Information Sheet-4	Following Routine Written Instruction

4.1. **Two common time entry procedures are:**

1. Entering hours via the telephone.

- Hours must be entered via the telephone by Sunday at midnight by calling the IVR (Interactive Voice Response) line at. 1.888.481.1761 You will need the last 4 digits of your social security number and assignment number (obtained from your Adecco Representative). Follow the automated instructions provided.

2. Entering hours via the internet.

- Hours must be entered via the internet by Sunday at midnight by typing www.webtime.mypeoplenet.com into your internet browser.
- The first time you use the system, you will register as a New user using the last 4 digits of your social security number. Once you have created a logon and password you will follow instructions provided to record your time weekly.

Introduction following Routine Written Instruction

The type of written communication you use will depend on the area you work in and on your job tasks. Within the workplace whether sending an internal or external email it is important that the message is constructed in a professional manner to give the correct impression on those receiving it. Poorly worded or constructed emails can render an incorrect message, or give out the wrong tone.

Clearly email does not convey facial signals, and therefore messages written with one intent can often be read as the opposite. Emails are also retained much longer than paper documents, so any negative impression given can be lasting and irreparable. There are a few major do's and don'ts that will help ensure you are a successful email communicator:

DO:

- Do always read, then re-read an email before sending it, to check spelling, grammar and tone.
- Do ensure that the content of the email is relevant and has an appropriate subject heading.
- Do ensure that contact details are appended to the email, so that those reading it can contact the sender if required.
- Do be polite in all emails.
- Do scan any attachments for viruses before sending the email.
- Do be concise, use valid points and avoid lengthy ramblings.

DON'T

- Don't reply to a message when angry, as this may be regrettable later.
- Don't type in capitals; this is considered to be shouting.
- Don't cc the email to anyone to whom it is not relevant.
- Don't send unsuitable attachments, as this could provoke complaints.
- Don't make personal remarks about anyone in an email. This is extremely unprofessional.
- Don't use email to discuss confidential information; it is not as secure as commonly perceived.

Remember that communicating via email is basically the same as communicating by distance without the benefits of the spoken word (like the telephone). Communicating by distance can create unique problems. Generally speaking, good email etiquette will help avoid any problems. Always check your email with the receiver in mind and most important, remember that once you press the send button the message can't be taken back. Remember the common saying to "think before you speak" Nothing has changed, with email – you just need to "think before you send".

Apart from email there are many other forms of written communication used in the workplace. These may include:

- letters and faxes
- forms, reports and memos

- minutes and agendas for meetings
- technical manuals
- workplace policies and procedures
- workplace signs
- whiteboards and pin-up boards for notices
- task instructions
- The workplace is always a professional environment. This means that each type of written communication has an expected
- professional standard. Some of the basic expectations are that all written communication:
- is simple and easy to understand
- is to the point and avoids unnecessary repetition or sentence “sprawl” (long rambling sentences)
- avoids too many technical terms
- avoids slang, offensive language and discriminatory, racist or sexist language

Workplace notices that are updated are often displayed on a whiteboard, pin up board or placed in staff pigeon holes.

Remember that these forms of communication are very public, can be seen by people for whom they are not intended and can also cause confusion if they are out of date.

Ethical work practices in handling communications

Ethics is a basic component of human communication in sending and receiving and responding of all round information in life, which it is governed by natural law. Good ethical practices like respecting customers and coworkers, respecting the law, integrity, transparency, loyalty, confidentiality, and the likes are the component of handling communication. If ethical work practices are not expected we can’t handle communication properly and it may create dispute between the workers and the customers. To handle communication of the work environment we have to develop ethical work practices.

Conciseness in receiving and clarifying messages/information/communication.

- Getting your message across in a way that is clear and coherent to everyone that is listening is a critical skill in organizational as well as personal life.
- The Communication Effectiveness Profile provides a highly structured process through which to look at the large and often complex subject of communicating with others.

Receiving the Message

- Receiving the Message looks at how well you listen to and successfully "process" what others are saying (verbal and non-verbal messages) before you respond.
- It asks the question: "How attentive or empathetic are you in a listening situation so that you can fully appreciate what the speaker is trying to convey

Clarifying

- Clarifying looks at the extent to which you use careful and incisive questioning techniques to successfully "translate" the words and actions of the other party in order to understand their meaning. It asks the question: "How well do you gently question and probe the other person in a conversation or discussion, in order to ensure that you accurately interpret their message?

Understanding

- Understanding looks at the extent to which you make sense of what you see and hear in order to engage fully in a conversation and respond intelligently, according to the circumstances. It asks the question: "How well do you reflect and process information while someone is speaking, in order to understand the key aspects of what is being communicated and how you might respond?

Self-Check -4	Written Test

Directions: Answer all the questions listed below.

Say True Or False For The Statements Given Below

1. Understanding looks at the extent to which you make sense of what you see and hear.
2. Receiving the Message looks at how well you listen to and successfully "process" what others are saying.
3. Respecting customers and coworkers, respecting the law, integrity, transparency, loyalty, confidentiality are good ethical practices.
4. We should not reply to a message when angry, as this may be regrettable later.
5. Read, then re-read an email before sending it, to check spelling, grammar and tone.

Note: **Satisfactory rating – 3 points** **Unsatisfactory - below 3 points**

Score = ___________

Rating: ____________

5.1 **Introduction to Feedback**

Descriptive feedback identifies or describes how a person communicates. For instance, Manager A asks Manager B to comment on her behavior at a staff meeting. B indicates that A was specific, clear, and instructive on introducing the staff to the computer database for managing patient accounts. B provides a descriptive feedback of although one-way communication is more efficient, as in the case of the physician‘s written prescription.

A‘s behavior at the staff meeting.

To be effective, communication must allow opportunities for feedback. Feedback can take by several forms, each with a different intent. Key ton (2002) provides us with three different forms of feedback: descriptive, evaluative, and prescriptive.

In addition to forms and intent, there are also four levels of feedback. Feedback can focus on a group or an individual working with specific tasks or procedures. It can also provide information about relationships within the group or individual behavior within a group (Key ton, 2002).

Task or procedural feedback. Feedback at this level involves issues of effectiveness and appropriateness. Specific issues that relate to task

feedback include the quantity or quality of a group‘s output. For instance, are patients satisfied with the new outpatient clinic? Did the group complete the project on time? Procedural feedback refers to whether a correct procedure was used appropriately at the time by the group.

Relational feedback. Feedback that provides information about interpersonal dynamics within a group. This level of feedback emphasizes how a group gets along while working together. It is effective when it is combined with the descriptive and prescriptive forms of feedback.

Prescriptive feedback that provides advice about how one should behave or communicate. For example, Manager A asks Manager B how she could have made changes to better communicate her message to her staff. B suggests for A to be

Friendlier and more cooperative by giving the staff specific times that A is available for help with the new computer database. This type of advice is prescriptive feedback.

Feedback is any information that individuals receive about their behavior. Feedback can be information related to the productivity of groups in an organization, or the performance of a particular individual. For instance, a manager requires feedback to determine staff acceptance of his or her newly set policy whereby staff must phone all patients to confirm their appointments 48 hours in advance of the appointments.

Through the feedback process, senders and receivers may adjust their outputs as related to the transmitted information. In the absence of feedback or in the case where the communication process does not allow for sufficient feedback to develop or feedback is ignored, a certain amount of feedback will occur spontaneously and tends to take a negative form. In one-way communication, a person sends a one-directional message without interaction. When a physician writes out a prescription

and gives it to the nurse to hand to the patient, the physician‘s order is an example of one-way communication and does not provide the opportunity for the patient to ask questions directly. A negative feedback may occur when the patient expresses frustration or anger through verbal or nonverbal messages when the physician does not directly explain the necessity and functions of the medication. However, the same patient could express satisfaction and appreciation toward the nurse who explains the usefulness of the medication. In this case, the opportunity for feedback results in two-way communication between the patient and the nurse. Two-way communication is more accurate and information-rich when the message is complex,

Group feedback. Feedback that focuses on how well the group is performing.

Like the questions raised at the individual feedback level, similar questions are asked for the group. Do team members within the group have adequate knowledge to complete a task? Have they developed a communication network to facilitate their objectives?

5.2 Provision of feedback

The people speaking to your customers day after day know exactly what is causing recurring frustration and issues. It’s great motivation for the front line if you are seen to act on it too Advisors should be providing feedback on what customers are saying at least daily. So you need to action that feedback fast to show you are listening and keep the ideas coming. Tell them what you are doing about it the next day in the morning briefing or provide visibility of ownership and next actions. Use advisors for proactive data collection too, in order to diagnose problems. This will help you to quantify the scale of problems as well as get to root cause faster. For example, when a customer calls to make a payment, get the advisor to ask a few probing questions that will help you understand why the automated service wasn’t used or didn’t work for them. A handful of responses like this from advisors can get you to the root cause much faster and can provide solutions you hadn’t thought of. First, briefly state your purpose by indicating what you’d like to cover and why it’s important. If you are initiating feedback, this focus gives the other person a heads up about how the operation will go. If the other person has requested feedback, a focusing statement will make sure that you direct your feedback toward what the person needs. Remember to be clear and straight-to-the-point. 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

2. 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.
3. Pick the right tone:

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

4. 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.
5. Be a good listener. Be open to the worker's responses and suggestions for addressing the situation.
6. 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

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

Self-Check 2	Written Test

Directions: Answer all the questions listed below.

I. Write true or false for the following questions

1. Providing effective feedback to employees is one of the most constructive tools managers can use to address this pressing workplace issue.
2. Feedback is any information that individuals receive about their behavior.
3. Feedback that provides advice about how one should behave or communicate.
4. To be effective, communication must allow opportunities for feedback.
5. Task or procedural feedback involves issues of effectiveness and appropriateness.

Note: **Satisfactory rating – 3 points** **Unsatisfactory - below 3 points**

Score = ____________

Rating: _____________

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