



Basic Metal Works

Level-I

Learning Guide-06

Unit of Competence: Receive and Respond to

Workplace Communication

Module Title:

Receiving and Responding to

Workplace Communication

LG Code:

IND BMW1 M02 LO1-LG-06

TTLM Code:

IND BMW1 M02 TTLM 1019v1

LO1: Follow routine spoken messages.



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

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

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

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

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

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
4. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” **in page -16, 20, 27 and 34** 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 –** (if you are ready).



Information Sheet-1	Gathering information
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1.1.

Concepts of communication

The world **communication** has been derived from the Latin word “communis”, which means common. **Communication**, therefore, refers to the sharing of ideas, facts, opinions, information and understanding. It is the transfer or transmission of some information and understanding from one person to another. Although the word “communication” is used often, there is no consensus amongst communication experts regarding its definition. In general, it is defined as the process by which information is exchanged between individuals. The process uses written messages, spoken words and gestures. Communication can be defined as process of transmitting information, thoughts, opinions, messages, facts, ideas or emotions and understanding from one person, place or things to another person, place or thing. Organizational Behaviour seeks to examine the impact of communication on the behaviour of employees within organizations.

'Communication is a process of transferring information from one entity to another'. However, it is not just a process. It's an art of first listening or reading the information, comprehending it, processing it and then transferring it. There is a huge amount of effort that goes into communication. Gesticulations, voice modulation, body language and the spoken language are some of the important aspects of communication. If the other person is unable to comprehend any of these factors, then the process fails.

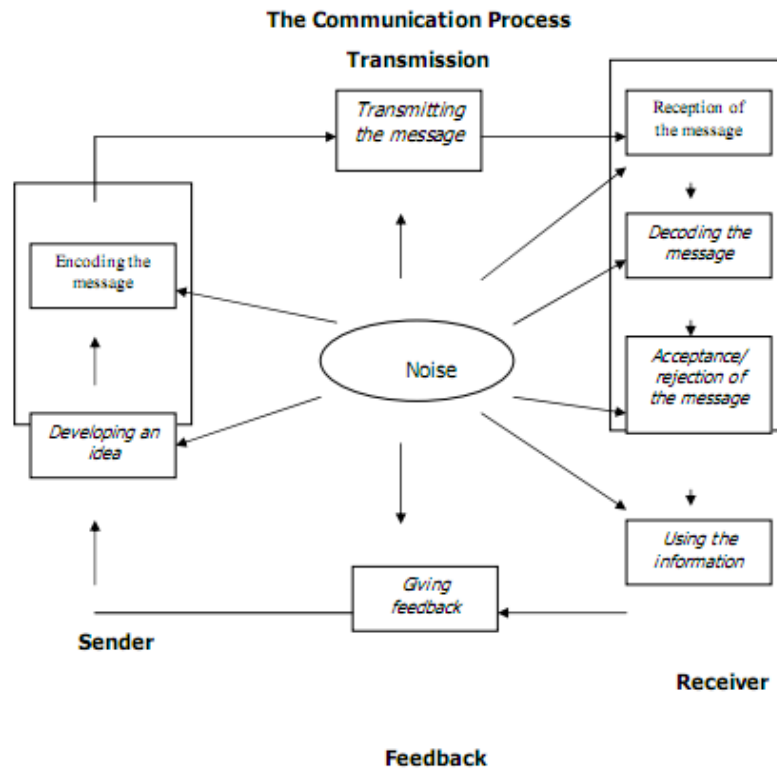
Communication is exchanging **information** in the form of messages, symbols, thoughts, signs and opinions. There are many different types of communication, depending on the medium used, or the way in which information is exchanged. To be effective the information must be communicated to the right person, at the right time and in the right manner. The person receiving the information must also effectively listen, read and/or observe so they understand the communication.

- **Functions of communication**

- a. **The information function** serves to provide knowledge to the individuals need for guidance in their actions. It also fulfills worker’s desires for awareness of things that affect them.
- b. **The command and instructive functions** serve to make the employee aware of his obligations to the formal organization and to provide him with additional guidance on how to perform his duties adequately.
- c. **The influence and persuasion function** (also known as motivational function) encourages the appropriate individual to perform or to exhibit a certain behaviour. Messages communicated are used to convince individuals that their actions can be personally or organizationally beneficial.
- d. **The integrative function** refers to the fact that the communication of

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messages / ideas, if properly handled, should help to relate the activities of the workers to their efforts complement rather than detract from each other. Work efforts are unified rather than fragmented as a result of properly integrative communication. Employees can perform well and be involved in their work only when they understand their job duties and responsibilities. Unless the organization's key goals, values and strategies are communicated to employees, they will not work in that direction.



• **The Communication Process**

The communication process involves a sender or communication source, the subject matter of communication, expressions used for communicating (encoding), the medium of communication, receiver(s) of the communication and the interpretation thereof (decoding) and feedback. This can be diagrammatically represented as follows:

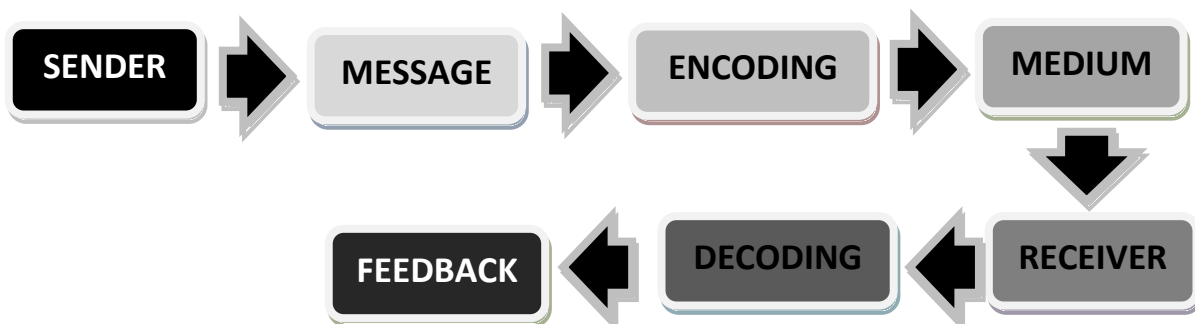


Fig 1.1. communication process

The two-way communication process involves the transmission of a message from a sender to a receiver and back. Communication may take place through speech, hand signals, or other form. All communication involves eight steps, regardless of the form used.



1. **Developing an idea:** The sender should perceive that he has some important message to be conveyed to the receiver. The sender should have a clear idea about what he wants to communicate to the receiver.
2. **Encoding the message:** The sender codifies the message. He selects appropriate word, charts, or symbols in this step, to convey his idea as clearly as possible. He also decides on the medium of transmission so that the words and symbols constituting the message can be arranged in a suitable manner.
3. **Transmitting the message:** This step involves the transmission of the message using an appropriate medium of communication such as memo, phone call or personal interaction. While transmitting the message, the sender tries to ensure that the timing of the message is right. The sender also takes care that the transmission of the message doesn't encounter any barriers or interference, which may impede the flow of communication. Ensuring that the communication channel is free from barriers or interference increases the chances of the message reaching the target audience and holding its attention.
4. **Reception of the message:** In this step, the receiver, the person for whom the message was intended, receives the message. If the message was communicated orally, the receiver has to be a good listener to avoid loss of information during transmission of the message.
5. **Decoding the message:** The message is decoded and understood by the receiver. The receiver has to understand the message exactly as intended by the sender. The communicator of a message can make the receiver listen to him, but understanding has to be achieved by the receiver alone. This aspect of understanding is referred to as "getting through" to a person.
6. **Acceptance or rejection of the message:** The receiver is free to accept or reject the decoded message. The receiver can not only choose whether to accept a message, he can also choose whether to accept the message in toto or in part. The acceptance decision of the receiver is influenced by factors such as his perception regarding the accuracy of the message, the authority of the sender, and the implications of accepting the information.
7. **Using the information:** This step involves the use of the information by the receiver. The receiver may use the information, discard it, or store it for future.
8. **Giving feedback:** Feedback occurs when the receiver sends back some response to the sender or acknowledges receipt of the message. The communication loop is complete only after feedback has been provided. Feedback is essential for finding out whether the message has been properly received, decoded, accepted and used by the receiver. The two-way communication process can be compared to the back-and-forth pattern of play of tennis or badminton. The players adjust their shots depending on the response of the opponent. Similarly, as communication progresses, the sender adjusts his message according to the previous response of the receiver. Two-way communication leads to the accurate transmission of information and improves the quality of decisions and actions dependent on that information.

Refer : <https://www.manage.gov.in/studymaterial/EC.pdf>

1. Organizational Communication

Organizational Communication can be broadly classified into formal and informal communication.

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- ✓ Formal communications are those that are official, that are a part of the recognized communication system which is involved in the operation of the organization. These communications may be oral or written. A formal communication can be from a superior to a subordinate, from a subordinate to a superior, intra-administrative, or external. Formal communications take place externally to the organization i.e. with outside groups, such as suppliers, clients, unions, government agencies and community groups.
- ✓ Informal communications grow out of the social interactions among people who work together. These are not bound by any chart on the wall but are bound by conventions, customs and culture. Such communication provides useful information for events to come, in the form of grapevine.

Organizational Communication can also be classified as

1. Downward Communication
2. Upward Communication
3. Lateral Communication
4. Interactive Communication

Refer : <https://www.manage.gov.in/studymaterial/EC.pdf>

Effective communication is vital in the workplace. It enables workers and supervisors to work together efficiently to meet both the goals of the enterprise and the needs of customers and clients.

- Effective communication helps workers to:
 - ✓ complete a schedule of tasks
 - ✓ follow a set of instructions
 - ✓ learn correct procedures and improve work practices
 - ✓ solve problems
 - ✓ work as part of a team
 - ✓ Follow the enterprise Occupational Health and Safety and environmental procedures.
- There three main modes of communication:
 - ✓ Verbal communication
 - ✓ Non-verbal communication
 - ✓ Written communication

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.

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

• **Communicating information**

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

1.2

. Gathering information.

• **Concepts of 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.

• **Collecting information**

To collect information at work, you might have to use many forms of communication with a range of people. This could involve talking to someone face to face or on the phone, sending a letter or email, consulting a manual or code, or maybe looking something up online. Once you've found the information you were looking for, you need to share it with whoever needs to know and possibly record it for future reference. There are two essential skills to collecting information:

- active listening
- asking the right questions.

Active listening

Active listening means giving your full attention to the speaker so that you can:

- take in what they're saying
- understand their opinion
- let them know that you've understood.



Fig.1.2. Information by listening.

• **Gathering information for work**

Every day, you have to gather information that you need for your work. Some information comes from your supervisor, co-workers, clients, suppliers and other people you speak with each day. Some information, such as work rosters, vehicle logbooks, or telephone

messages, comes in written form. You might also gather information from your own observations by, for example, looking at a rain gauge, or checking supplies of materials.

Asking questions

Questions can be used to clarify or confirm what someone is saying to you, as we discussed in active listening. They can also be useful to keep a conversation going and get more information, especially from someone who is a reluctant communicator.



Two main types of questions are open and closed questions.

Fig.1.2. Information by questioning.

Closed questions such as 'Have you finished that job?' can be answered with just a 'yes' or 'no' response – they're good for getting a short, quick answer.

Open questions require a longer answer and tend to start with words like 'why' or 'how'. They allow the other person to give more information or an opinion and are more friendly when used in conversation.

1.1.1. Information sources



- Letters memos
- internet websites
- emails
- newsletters
- SMS industry magazines
- Plans
- work notes
- order sheets
- faxes

Listening

Quite a lot of information is collected by listening to someone. You can listen to the other person.

- face-to-face
- by telephone
- by radio.



Observing

-You can also collect information by observation. 'For instance you might:

- count items of stock
- check the condition of equipment or livestock
- check a thermometer, vermin traps, a fuel gauge
- watch a TV program or DVD.

Refer: https://en.wikipedia.org/wiki/Workplace_communication



1.1.2.

Workplace

communication and process

Effective workplace communication is vital to company success. If management cannot communicate their wants with workers, and workers cannot communicate their needs back to management as well as amongst each other, the workforce will not be a cohesive team. To communicate effectively, understanding the steps in this information exchange process is vital.

The five steps of communication process in work place

- **Creation**

The first step in communicating a message is creating the message. This requires that the individual sending the message decide what he wants to say, and selects a medium through which to communicate this information. If the medium he selects is a written one, he must compose a concise and clear message that others can understand. If the medium is oral, he must plan out a clear spoken message.

- **Transmission**

After a message is created, it must be transmitted. This transmission may be as simple as meeting with the intended recipient of the message and orally sharing the message, or calling the individual to communicate orally over the phone. If the message is a print one, it could include distributing a paper memo or sending an email. Often, the number of individuals that the message must reach will influence the transmission, as individuals will be less likely to use face-to-face transmission if they must share the message with a large number of people.

- **Reception**

After transmitting the message, the communication duties change hands and fall upon the receiver of the message. This individual must obtain the message either from the written format the sender selected or by listening carefully as the message is delivered orally.

- **Translation**

Once receiving the message, the recipient must translate the message into terms that she can easily understand. To do this, she must listen to or read the message in question and paraphrase it within her head, turning the potentially complex contents of the message into more manageable and meaningful components.

- **Response**

Communication is a two-way street and response is often necessary. Message recipients take the lead in concluding the communication process by crafting a response to the



message. This response may be verbal and immediate, which would commonly be the case if the communication is face-to-face. It may also be a written response that either expands upon the message or simply indicates receipt of the message in question.

Workers may be required to contribute to the collection, recording and reporting of a wide range of workplace information. To do this effectively they need to be able to:

- ✓ Correctly identify sources of information.
- ✓ Obtain appropriate information.
- ✓ Record information on standard forms.
- ✓ Use correct procedures for the storage of information.

What is workplace mean? Any or all places where people are employed and a person's place of employment.

What is workplace process mean? Quick line of workplace process is find a property, a service, a report, a career and office.

How to perform workplace duties? You can perform workplace duties using the following written notices and organizational guidelines:

Written notices and instructions

- ✓ Handwriting and printed materials
- ✓ Internal memos
- ✓ External communications
- ✓ Electronic mail
- ✓ Briefing notes
- ✓ General correspondence
- ✓ Marketing materials
- ✓ Journal articles
- ✓ Journal articles

1.1.3.

Organizational guidelines

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

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

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.

Active Listening Listening: - is a conscious activity which requires attention. Rather than waiting to speak, you need to listen attentively to fully understand the other person. Remember, there is no point in asking a question if you do not intend to listen carefully to the answer! Listening fully - or actively means putting everything else out of your mind and acknowledging the other person so they have feedback that you are listening properly and valuing what they have to say¹ . Understanding and valuing does not mean agreeing; active listening is particularly valuable in situations of conflict² or disagreement where if the other party feels you understand their viewpoint, an atmosphere of cooperation can be created which increases the possibility of resolving the conflict.

- The nine important listening skills:
 1. Identify the purpose
 2. Looking for a plan
 3. Giving feedback
 4. Searching for interest
 5. Evaluating the message
 6. Listening for more than verbal content
 7. Listening for a conclusion
 8. Taking notes
 9. Following directions

Identify the purpose

Always know the purpose of a meeting before a speaker begins to talk. If not then you have to spend time trying to identify the purpose of the message and you will be distracted. The sooner you know the purpose, the easier it will be to understand the whole message.

Looking for a plan

- When listening to a speech, try to identify a plan of presentation. This makes it easier for you to see how the parts of the message fit together.
- When you know the plan you can often anticipate what the speaker will say next.
- You will also be able to sort out the relevant and irrelevant information.

In face to face general conversations, speech is not usually planned out and it is not necessary to know the plan of the speech



Giving feedback

- Giving feedback shows understanding.
- Without interrupting you can give nonverbal feedback by nodding, looking puzzled, smiling, or frowning.

Searching for interest

If you want to succeed at your job, show interest in anything that will improve your performance.

Even if you attend uninteresting meetings, listen for things that might interest you or help you in your job.

Evaluating the message

- There are times to listen and be caring and there are times to make judgments. Be able to distinguish between the two.
- Sometime it is inappropriate to make judgments, but other times it can make you a better listener because your mind becomes more actively involved in the listening process.
- Always keep an open mind to messages.
- Also try to distinguish between fact & fiction when listening. Try to decide if the points given are relevant to the message.

Listening for more than verbal content

- The manner in which a speech is given affects the meaning of the message.
- Pay attention to speech, pitch, volume, & voice quality.
- Experts say that 40% of the meaning of oral communication is due to vocal cues, not the actual words spoken but the way they are said.

Listening for a conclusion

- You may need to take action based on the conclusion. Summarize the main points then draw your own conclusion. Don't jump to a conclusion until the speaker is finished.

Taking notes

- Always take notes on the main points presented in a meeting. It shows you are concerned and that you care. Notes are also good to refer to at a later date.

Following directions

- Be sure you understand each step. Give feedback so that the person giving the directions knows that you understand.

- **Keys to help successful workplace communication:**

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- ✓ 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:**

1. **Organizing your thoughts:** - Think about what you want to say before you say it.

2. **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.

3. **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.

4. **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.

What is the difference between internal and external communication?

- ✓ Internal communication involves the communication that exists within a company and can take many forms. Key to the success of an organization is communication from within. In order to effectively engage in two ways symmetrical communication (the goal of public relations) communication is essential internally.
- ✓ External communication covers how a provider interacts with those outside their own organization. This may be with the public, employers, community organizations, local authorities, job centers, funding bodies and other training providers.

General correspondence:- In many everyday situations you can deal with people by phone, but sometimes you have to put things in writing, especially in those situations where you need to keep a record of what's been said.

What is email? Electronic email, email is a short-hand term meaning electronic mail, email is much the same as a letter, only that it is exchanged in a different way. Electronic mail is commonly called email or e-mail, a method of exchanging digital messages from one to one or more recipients.

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.



Communication is made up of three parts—

55% non verbal—expressions, gestures

38% tone of voice

7% actual words

Self-Check -1

Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: **(2 points)**

- The process of transferring information from one entity to another is _____.
A. Separation B. Communication C. Diversion D. Unity
- Communication is exchanging information in the form of _____.
A. Messages B. Symbols C. Signs D. All
- An effective communication helps workers to _____.
A. Messages B. Symbols C. Signs D. All
- Which one of the following is the main modes of communication?
A. Verbal communication B. Non-verbal communication C. Written communication D. All
- More data means more and better ways of dealing with current situation
A. True B. False
- List four common skills to become more effective at work: **(4 points)**

Note: Satisfactory rating - 7 points

Unsatisfactory - below 7 points

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



Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Information Sheet- 2	Recording information
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2.1. Concepts of Recording Information

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

Locating written information

Before you can use records, you need to know where to find them. Written information may be located in:

- | | |
|-----------------------|------------------------------|
| a) computer databases | d) filing cabinets |
| b) shelving | e) drawers |
| c) counters | f) pin boards or whiteboards |

- **Organising written information**

Records need to be kept in the same place all the time so that everyone knows where to get them when they want to use them. It would be very frustrating to find that the vehicle logbook was not in the truck as it should be, or that someone had moved the order book just when you needed it to answer a customer inquiry.

Sometimes many records are kept together in one place, such as in a filing cabinet. They are often organised in alphabetical order so that they are easy to find. There are many ways to organise records, so you must use the method preferred in your workplace. Records stored together must be replaced in the correct order to make it easy for everyone to find them. Some records are only needed for a short time. Eg A message telling you to collect a parcel from the post office can be thrown away afterwards, and the social club newsletter can be replaced on the pin board when the new one arrives.

- **Recording information accurately and legibly**

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

- **Communicating face to face**

Communicating face to face with other people involves:

- ✓ speaking
- ✓ listening
- observing
- being observed

When you are face to face with another person, you don't just hear the words they say - you also hear their tone of voice, see what they look like and watch how they behave. At the same time, they can hear, see and watch you.

Observing and being observed

Would you be convinced by the advice of safety inspector who forgot his hard hat and steel-capped boots? Would you want a sandwich made by a lunch bar attendant with filthy hands and clothes?

Your personal presentation dress and hygiene all contribute to the impression you make on others. Appropriate personal presentation demonstrates your respect for yourself, your employer, and the people you interact with through your work.

Make sure your clothes are suitable for the work you do. If your work calls for personal protective equipment, make sure you wear it. In some jobs you will need to cover long hair and jewellery. You should be neat, clean and well groomed for a job that involves personal contact with others - especially the general public.



People also notice 'body language'. The way you use your hands, your posture and the expressions on your face are all examples of non-verbal behaviour that you can use to get your message across. When you are face to face with someone, you pick up a lot of information from their non-verbal communication. Some people can be very quiet, yet still show aggressive body language. They might have a pained look on their face, they might look tense, or they might shake with anger. You interpret as much from their mannerisms and gestures, tone of voice and level of eye contact, as you do from their words

Choosing the right way to share information depends on the needs and interests of the other person, not just on what you want to say. When sharing information:

Listening

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

As a listener you should:

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



Speaking

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

Responding to inquiries

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

- **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.

Recording information

If you receive information verbally, you may need to record it so that it can be accessed later or by other people. This means they need to be able to find, read and understand it.

Remember to always:

- use legible handwriting
- use simple clear language
- make numbers very clear
- make sure the information is correct.

A good idea is to look over what you have written to make sure it is complete and accurate before passing it on or storing it.

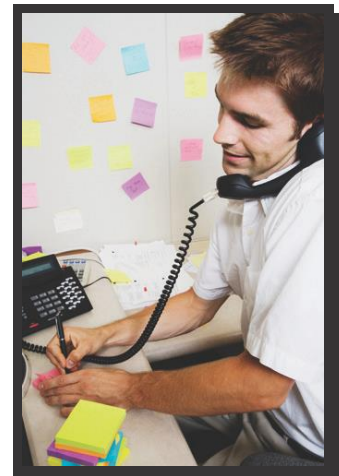


Fig 1.3. Recording information.



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

1. Which one of the following is a face to face communication with others? **(2 points)**
A. Speaking B. Observe C. Listening D. All
2. When people are giving you instructions, you need to listen carefully so that the job is done safely and accurately. **(2 points)**
A. False B. True
3. Written information is useful if it is inaccurate and not legible. **(2 points)**
A. False B. True
4. List the area where written information may be located in: **(6 points)**

Note: Satisfactory rating – 6 points

Unsatisfactory - 6 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet- 3	Acting upon immediate Instructions.
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3.1. Introduction to Acting upon immediate Instructions.

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.

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.

3.2. 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.

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.

- **Information recording model**

<p>Record information accurately - check the quality of records.</p>	<p>Review your methods for recording and storing information - re-evaluate your methods, systems and procedures on a regular basis to check that they are as effective and efficient as possible.</p>
<p>Record information in appropriate detail - you will need to keep a different level of detail on information, depending on how significant it is and how you anticipate using it.</p>	<p>Introduce new methods of recording and storing information as needed - regularly review whether the supply of information continues to meet requirements.</p>
<p>Record and store information using accepted formats, systems and procedures - your organization may have developed formal</p>	<p>Analyze and correct any breakdowns in the methods of recording and storing information - when systems do breakdown, analyze the cause,</p>



<p>procedures and systems for storing different types of information, both paper-based and on computer.</p>	<p>and take action</p>
<p>Make sure you can retrieve information promptly when required - consider how urgently the information may be needed.</p>	

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.



Centralization and decentralization

- ✓ Centralized when all the power for decision making rests at a single point in the organization - ultimately in the hands of one person or group, the structure. If the power is dispersed among many people/groups, it is known as 'decentralized' (or distributed).
- ✓ Centralization and decentralization should not be treated as absolutes, but rather as two ends of a continuum.

Advantages

- ✓ frees top management of routine every day decisions to concentrate on strategic responsibilities
- ✓ decisions are more local, quicker, more responsive to clients (patients)
- ✓ increased awareness of cost effectiveness through the organization
- ✓ increased motivation and satisfaction by junior management

Disadvantages

- ✓ requires good communication and adequate control to and from the centre
- ✓ need for centre to co-ordinate/integrate
- ✓ can lead to inequity in treatment of clients/patients
- ✓ need individuals willing to take on additional responsibilities

In general, large organizations lean towards:

- ✓ Less centralization
- ✓ more specialization
- ✓ more rules and procedures to be followed

Levels of the organization

According to **Ducker**, organizations are layered into three main levels:

- ✓ The **technical level** of the organization is concerned with specific operations and defined tasks, with actual jobs to be done, and with performance of the technical function. Inter-relates with managerial level.
- ✓ The **managerial level** (or organizational level) is concerned with the co-ordination and integration of work, at the technical level, e.g. resource allocation, administration and control of the operations of the technical function.
- ✓ The **community level** (or institutional level) is concerned with the broad objectives and the work of the organization as a whole. Decisions made at this level will include the selection of operations, development of organizations in relation to external agencies



and the wider social environment, e.g. Board of Directors, governing bodies of universities. Control by legislation, codes of standards, professional or trade associations, political or government action and public interests.

These nine design parameters are the basic components of organizational structure - that fall into four broad groupings:

1. Design of positions
2. Design of superstructure
3. Design of lateral linkages
4. Design of decision making

Work design

- ✓ Work can be combined in various forms. Decisions on the methods of groupings will consider:
 - ✓ the need for co ordination
 - ✓ the identification of clearly defined divisions of work
 - ✓ economy
 - ✓ the process of managing activities
 - ✓ avoiding conflict, and
- ✓ The design of work organization which takes account of the nature of staff employed, their interests and job satisfaction Span of control - number of direct reports.

Influencing factors:

- ✓ nature of organization, complexity of work, range of responsibilities
- ✓ ability and personal qualities e.g. capacity of manager
- ✓ time available to spend with subordinates
- ✓ ability and training of subordinates
- ✓ effectiveness of co-ordination, communication, control systems
- ✓ physical location of subordinates

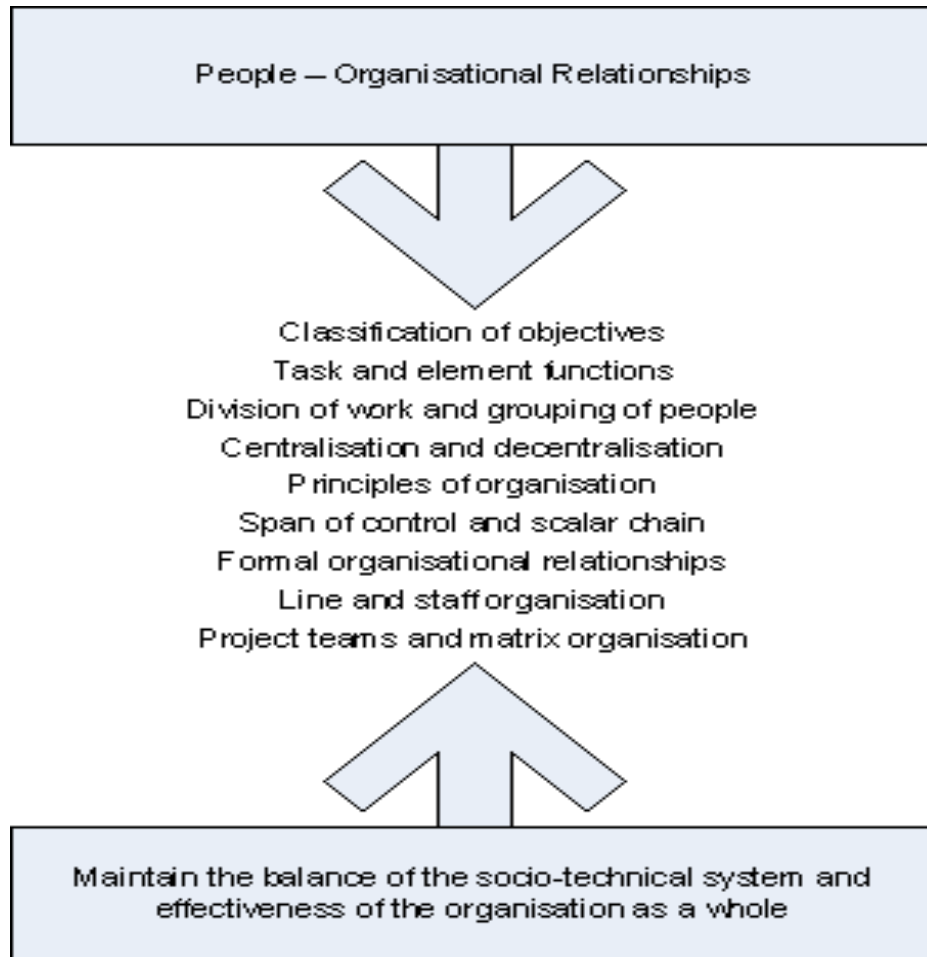
Formal Organizational Relationships

- Line - vertical flow of authority
- Functional - between specialist in advisory positions and line management teams
- Staff - personal assistants to senior members

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People and Organizational Relationship



Refer: https://www.dphu.org/uploads/attachements/books/books_4741_0.pdf.asean.org/storage/images/2013/economic/matm/Toolboxes for Six Tourism Labour Divisions/Common Competencies (as of February)



Information Sheet-4	Seeking clarification
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4.1. Concepts of seeking clarification from workplace supervisor

4.1.1 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.

- **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.



i. Clarifying work instructions

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

ii. Clarifying verbal instructions

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

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

iii. Clarifying ambiguous policies and procedures

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

- **Seeking specialist advice**

It may be that, in some circumstances, a specialist may need to be called in to provide more detailed or specific information to ensure that correct procedures/instructions are being followed.

Depending on the circumstances, specialists could include:

- ✓ occupational health and safety officers
- ✓ education officers
- ✓ legal representatives
- ✓ Department of Child Safety officers



Remember, if you have been given an instruction, you will be held responsible for carrying it out. So you need to be honest with yourself and others and seek clarity, or report any other difficulties you may be having in carrying out the instruction, if you require it.

- Ask yourself exactly **what you want to gain from the conversation**: a lack of clarity can lead to confusion and poor decisions.
 - Asking **clarifying questions**: "How?", "Why?", "When?", "Who?", "What?", "Where?", will help the other person crystallize their thoughts.
 - **Summarize the main points** in simple language.
 - **Get the other person's agreement** that your summary is accurate.
 - **Define the problem** and then move the focus to the **solution**: separate the points that relate to the problem and those that relate to the solution.
 - **Agree on the action you will both take**: even if this is that there will be no action.
- **Information about your role and responsibilities**

✓ **Job description**

your job role and key responsibilities are usually contained within a Job Description (sometimes called a Position Description, Work Profile or Duty Statement). The job or position description will outline the name of the position, the award classification, the department or area or work, the industrial award or agreement, the duties to be completed and the selection criteria, as well as many other things.

- **Duties**

your job description will list the duties which must be completed as part of your job. For instance, the duties could be:

- ✓ facilitating clients' involvement in community activities
- ✓ transporting clients to appointments
- ✓ maintaining a safe environment for clients
- ✓ facilitating groups of clients
- ✓ observing and reporting for clients' plans
- ✓ Participating in the development of clients' plans.

- **Selection Criteria**

The selection criteria for a job define the essential skills, knowledge, experience and qualifications that an applicant for the role must have. By default you should possess these in order to be working within your current role.

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For the duties listed above the selection criteria could be:

- ✓ Demonstrated interest in caring for... (for example, young people or children or people with mental illness)
- ✓ sound interpersonal and communication skills
- ✓ Current drivers' licenses.

Resource - Duty Statement - Program Assistant (Word Document 66 kB)

4.1.2. 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?"

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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"

4.1.3. 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.

a) Verbal communication

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

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

b) Written communication

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

- signs and labels
- notes, messages and memos

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

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

To be effective, written workplace information must be:

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

Courteous – as with verbal communication, the style of the language chosen should be appropriate to the situation and the reader.

Identification of communication process

Selecting or identification of medium managers can communicate through a variety of media. Potential media include face to face conversation, telephone calls, written memos or photographs or drawings. Meetings bulletin boards, computer output, or graphs. Choosing the appropriate media depends on many factors, including the nature of the message, its intended purpose, the type of audience, proximity to the audience, time horizon for disseminating the message, and personal preference.

Refer: https://www.dtwd.wa.gov.au/sites/default/files/teachingproducts/BC1952_CCBY.PDF

<http://www.wchra.org/resources/Pictures/WCHRA%20MMP%20Presentations/March%20MMP%20Effective%20Workplace%20Comm%20WCHRA%20032217.pdf>

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Self-Check -4	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: (2 points each)

1. Depending on the circumstances, specialists could include____. (3 points)
A. Education officers C. Occupational health and safety officers
B. Legal representatives D. All
2. To be effective, written workplace information must be_____.
A. Clear B. Correct C. Ambiguous D. A & B
3. An intentional process of presenting ideas in a clear, concise, and persuasive way is--
A. Instruction B. Communication C. Information D. None
4. To handle communication of the work environment we have to develop ethical work practices.
A. True B. False

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

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____



List of Reference Materials

1. The Communication Process: <https://www.manage.gov.in/studymaterial/EC.pdf>
2. Organizational Communication: <https://www.manage.gov.in/studymaterial/EC.pdf>
3. Gathering information: https://en.wikipedia.org/wiki/Workplace_communication
4. https://www.dphu.org/uploads/attachements/books/books_4741_0.pdf
5. **Clarifying work instructions :**
https://www.dtwd.wa.gov.au/sites/default/files/teachingproducts/BC1952_CCBY.PDF
<http://www.wchra.org/resources/Pictures/WCHRA%20MMP%20Presentations/March%20MMP%20Effective%20Workplace%20Comm%20WCHRA%20032217.pdf>
6. **Acting upon immediate Instructions :**
7. [https://www.dphu.org/uploads/attachements/books/books_4741_0](https://www.dphu.org/uploads/attachements/books/books_4741_0.pdf)
[.pdf](https://www.dphu.org/uploads/attachements/books/books_4741_0.pdf).[asean.org/storage/images/2013/economic/matm/Toolboxes for Six Tourism Labour Divisions/Common Competencies \(as of February\)](http://asean.org/storage/images/2013/economic/matm/Toolboxes_for_Six_Tourism_Labour_Divisions/Common_Competencies_(as_of_February).pdf)



Basic Metal Works

Level-I

Learning Guide-07

Unit of Competence: Receive and Respond to

Workplace Communication

Module Title:

Receiving and Responding to

Workplace Communication

LG Code:

IND BMW1 M02 LO2-LG-07

TTLM Code:

IND BMW1 M02 TTLM 1019v1

LO 2: Perform workplace duties following written notices



Instruction Sheet	Learning Guide #2
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- Reading and interpreting written notices and instructions
- Recording instructions/information Organizational guidelines
- Following written instruction in sequence.
- Giving feedback.

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

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

- Read and interpret written notices and instructions correctly in accordance with organizational guidelines
- Followed routine written instruction are in sequence
- Given feedback to workplace supervisor based on the instructions/information received

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
4. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” **in page -44, 48, 53 and 57** 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 –** (if you are ready).

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1.1. Concepts of reading and interpreting written notices and instructions

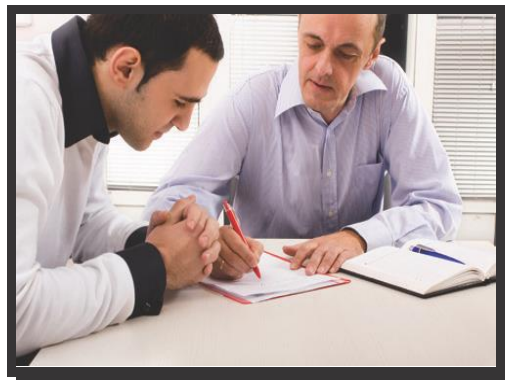
1.1.1. Giving and receiving instructions

If instructions are not clear, people will get confused and things won't be done the way they should be. Giving and receiving instructions clearly is an important part of being an effective employee.

- **Giving instructions**

To give effective instructions you need to:

- ✓ explain what is to be done, i.e the task
- ✓ use easy-to-understand language
- ✓ put things into a logical sequence
- ✓ demonstrate or use pictures, if necessary
- ✓ pay extra attention to safety issues
- ✓ take enough time
- ✓ check that the other person understands.



A good way to check if someone understands is to get them, to explain back to you what you told them or get them to do what you just explained to them.

- **Receiving instructions**

The most important thing about receiving instructions is to thoroughly understand what needs to be done. To do this you'll need to:

- ✓ listen carefully (remember all those listening skills we looked at earlier)
- ✓ ask as many questions as you need to
- ✓ check your understanding by repeating things back to the speaker
- ✓ pay extra attention to safety issues
- ✓ give some feedback
- ✓ ask for help straight away if you discover that the instructions no longer make sense when you get started on the task.

- **Writing effectively**

Good writing is clear, easy to read, easy to understand and tells the reader exactly what they need to know.

To make your writing effective:

- ✓ use short sentences, because they are easier to read than long ones
- ✓ use the 'active voice', which tells the reader who does what, for example 'the driver will unload the bricks'. Using the 'passive voice' to write the same thing





requires a longer and more complicated sentence, for example 'the bricks will be unloaded by the driver'

- ✓ use as few words as possible
- ✓ only include the relevant information
- ✓ use simple everyday language, and avoid technical terms (jargon) unless you are writing for a specialist in the field and you know that they understand.

- **Professionalism**

- ✓ **Being courteous**

Part of being professional at work is being courteous. This means that you show respect for others, are polite, tactful and try not to offend anyone.

Be sensitive to how the reader may feel about the message you are sending, as that can affect how well they take in your message.

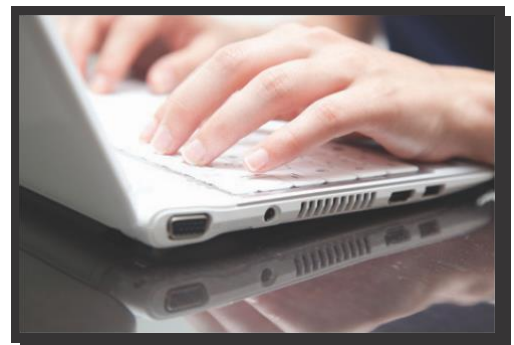
Try to be positive not negative, even in a difficult situation. This is more important in written communication as the reader can't see the expression on your face or hear the tone of your voice, they can only read the words you have written. As a result your message may seem more negative than you intended.



- **Sending the right message**

Professional behavior is valued by employers. When you speak on the phone, participate in a meeting, write emails or create and send documents, you are representing the organization you work for.

Written communication, in particular, provides a permanent record.



Most workplaces will have rules about:

- how to write
- what not to write
- who can respond to queries
- who is allowed to do certain things, such as give quotes, or provide timelines
- who is allowed to make decisions such as accepting deliveries or accepting projects.



1.1.2. The writing process

It's important that anybody who reads information that you write is able to understand it. Your writing needs to be clear, concise and logical.

There are three main things to do:

1. plan before you write
2. draft
3. edit and check your work.

- **Plan before you write**

Before you start writing, take a few minutes to ask yourself the following questions.

- ✓ **Why am I writing?**

Be clear in your own mind about why you are writing.

- ✓ **Who am I writing for?**

Who you are writing for will determine how much and what type of information you provide.

- ✓ **When is it required?**

Being aware of time requirements allows you to priorities and structure your time. Timing refers to when you need to have finished the task, whether it needs to be sent somewhere by a particular time and also when you would like an answer, action or result from the reader/s.

Is there an organisational standard or template required?

The format you use will be determined by the organisational standard required, and the most appropriate way to pass on the information. For example, in most companies, all quotes should be written, to provide a record of what was agreed upon.

Phone messages might be emailed or handwritten and placed in an in-tray.

1.1.3. Workplace documents and forms

There are many different types of written communication you may need to use at work and most types have a specific format.

Common workplace documents and forms include:

- emails
- messages and notes
- text messages
- memorandums



- letters
 - forms and checklists
 - facsimiles.
- **Emails at work**

Emails at work are very different to personal emails. Personal emails are usually chatty and informal, very similar to talking face-to-face. At work, we need to maintain a professional approach at all times, including in emails. Remember that email creates a permanent record that can't be erased.

Emails should always include the:

- ✓ receiver's name
- ✓ sender's name
- ✓ subject
- ✓ date
- ✓ message
- ✓ email address.

It's also good practice to include at least one other way to contact the sender, apart from the email address.

Emails should be created the same way as any other type of written communication they need to be planned, drafted and edited.

- **Messages and notes at work**

Messages and notes are used in an informal way to pass on information such as:

- ✓ telephone calls
- ✓ results of conversations
- ✓ notes from meetings
- ✓ site visit notes.

Messages and notes are less formal than some other written communications but they still need to always include:

- ✓ your name
- ✓ the date and time.

The workplace might have a standard format, such as:

- ✓ a message pad for telephone messages
- ✓ a notebook for recording site visit notes.

- **Text messages at work**

Text messages are becoming a more common part of workplace communications. If texting is a part of your workplace communications, keep

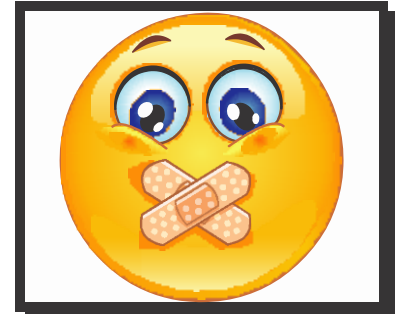
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them professional. Some good rules to follow are:

- don't use emoticons (smileys) – they are too informal
- avoid abbreviations as much as possible
- don't use internet slang, such as LO
- punctuate your message
- use correct spelling.

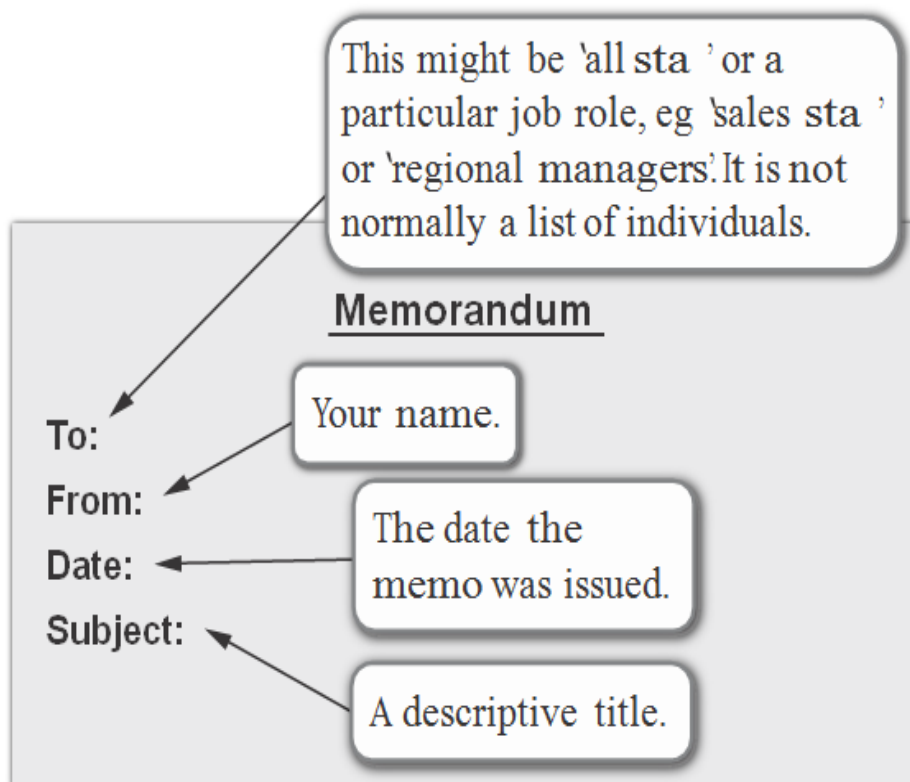
Only use text messaging if you know it is acceptable in your workplace. If you aren't sure, check first.



- **Memorandums**

A memorandum, or memo for short, is a way of communicating something to a lot of people within an organisation at once. It may be sent as an email or printed out and distributed.

Headings that should be included at the top of a memo are:



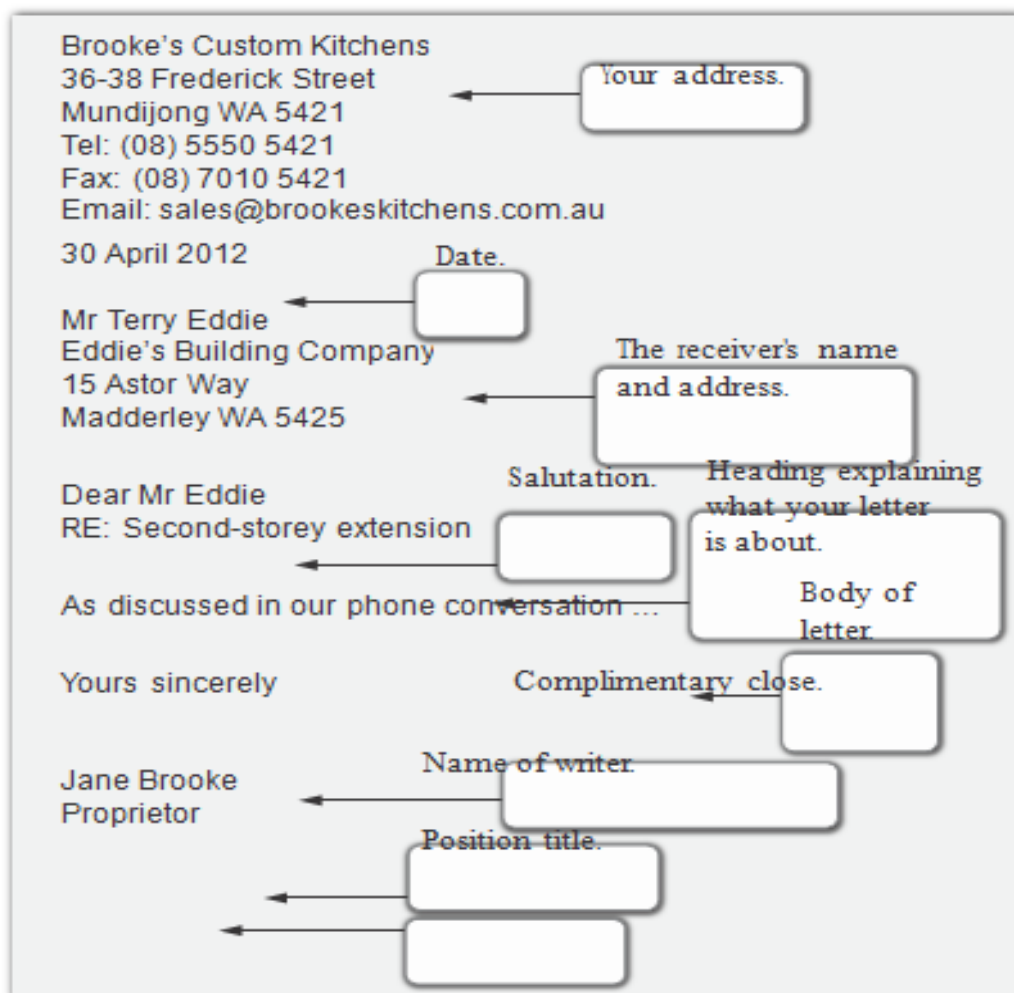


- **Letters**

Letters are a formal type of written communication. Common types of letters include:

- ✓ Inquiries
- ✓ replies to letters
- ✓ responses to sales queries
- ✓ Orders
- ✓ Complaints
- ✓ job applications.

If you're writing a letter on a blank piece of paper, you should use the format below. However, your workplace will most likely have standard printed stationery with a letterhead for you to use. If it does, you can leave out your business address, because the letterhead will already contain this.



Letter writing format



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

1. If instructions are not clear, people will get _____confused (**3 points**)
A. Confused B. Easily understand C. Clear idea D Easily distinguish things
2. Which one of the following is needed to give effective instructions? ?(**2 points**)
A. Take enough time C. Use easy-to-understand language D. All
B. Put things in a logical sequence
3. Which one of the following is common work place documents and forms? (**2 points**)
A. Message and notes B. Emails C. A & B D. Game
4. Which one of the following is a more common part of work place communication. (**2 points**)
A. Telephone B. Message C. Letter D. Posta
5. List out the three main things in writing process.(**5 points**)

Note: Satisfactory rating - 7 points

Unsatisfactory - below 7 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____



Information Sheet-2	Organizational guidelines
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3.1. Introduction to Organizational guidelines

3.1.1. Definition of an organization:

Systems of activities and behaviors to enable humans and their machines to accomplish goals and objectives. A joint function of human characteristics and the nature of the task environment.

Organizational theory attempts to explain how organizations work by defining the common features that organizations or groups of organizations share, by collecting data about them, and by analyzing them, assessing 'what works where - and why!'. (It is important here to understand that structure and management of organizations will differ - differ with the sector they operate in (public, private, and voluntary) and differ with their various stakeholder configurations, differ also with the particular strategic goals and objectives they set themselves.

There is therefore no one 'recipe' that will work across all, or even many, organizations, the structure will reflect what is today being called the 'DNA' of organizations - which takes into account organizational culture -'the way we do things around here' and other factors particular to any one organization.

- **An Organizational Theory**

- ✓ Organizational theory is especially useful for people who manage organizations, or who aspire to do so in the future. But whether or not you are a manager, if you work in public health, you will be working with organizations - hospitals, charities, local and national government etc - and so you need to understand them.

- ✓ It enables the manager to see that his or her organization and its problems are rarely wholly unique. Usually, much of value can be learned from examining the behavior of other organizations in broadly similar circumstances.

- ✓ It can help us to explain what is happening in our own organization and to identify possible solutions to its challenges, issues and problems, provided the solutions selected take into



account cultural and other key aspects and are not simply 'broad-brush' or replica implementations based on what is done elsewhere.

✓ Organizations, especially large organizations are generally 'complex', having many inter-related facets and areas that need to be co-ordinate, managed together to achieve efficiencies and effectiveness in achieving stated goals and objectives.

✓ Organizations also need to be 'adaptive', they need to respond to ongoing changes in the environments in which they operate e.g. the political, social, economic and technological conditions that together form the environment in which organizations operate.

✓ Organizations are 'complex adaptive systems' that use people, tasks and technologies to achieve specified goals and objectives.

✓ Organizational theory refers to how organizations are structured and how they are managed.

- **Structure** is the organization of the resources and assets and represents the division and distribution of work among members (managers and employees) of the organization, and the co-ordination of their activities in such a way that they are directed towards achieving the declared goals and objectives of the organization.
- **Management** is about how the organization manages the structure, the resources and the activities within the organization and how it measures and monitors the resulting performance towards achieving the declared goals and objectives of the organization.
- **Ducker:** suggests three criteria for effective organizations:
 1. They must be organized for *business performance*
 2. Their structure should contain the *least number of management levels*
 3. Organizational structure should facilitate training and testing of future organization leaders
- **Organization Structure**
 - ✓ Structure is the pattern of relationships among positions in the organization and among members of the organization.
 - ✓ The purpose of structure is the division of work among members of the organization, and the co-ordination of their activities so that they are directed towards achieving the same goals and objectives of the organization.



- ✓ Structure defines tasks and responsibilities, work roles and relationships, and channels of communication.
- **Objectives of an organization structure**
 - ✓ accountability for areas of work undertaken by groups and individual members of the organization
 - ✓ co-ordination of different parts of the organization and different areas of work
 - ✓ effective and efficient organizational performance, including resource utilization
 - ✓ monitoring the activities of the organization
 - ✓ flexibility in order to respond to changing environmental factors
 - ✓ the social satisfaction of members of the organization
- **Dimensions of organizational structure**

Child (1988) suggests six major dimensions as components of an organization structure:

- ✓ allocation of individual tasks and responsibilities, job specialization and definition
- ✓ formal reporting relationships, levels of authority and spans of control
- ✓ grouping together of sections, departments, divisions and larger units
- ✓ systems for communication of information, integration of effort and participation
- ✓ delegation of authority and procedures for monitoring and evaluating the action
- ✓ motivation of employees through systems for performance appraisal

Types of organizational structure

This is essentially the process by which the organization's mission is divided into discrete roles and tasks of individuals within the organization. There are different ways of doing this. All essentially act initially by grouping key activities in the organization and then allocating roles/tasks to individuals.

These can fall into the following categories:

- a. functional
- b. product/ service
- c. geographical
- d. matrix

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

1. _____ The system of activities and behaviors that enable human and their machines to accomplish goals and objectives.

(2 points)

- A. Structure B. Organization C. Monitoring D. Management

2. _____ is the organization of the resources and assets and represents the division and distribution of work among members (managers and employees) of the organization. **(2 points)**

- A. Structure B. Organization C. Monitoring D. Management

3. _____ List out three criteria for effective organizations suggests **Ducker: (6 points)**

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

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____





Information Sheet-3	Following written instruction in sequence
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3.1. Concepts of following written instruction in sequence

3.1.1. Sequential follow up of written instruction

- **Writing Instructions**

One of the most common and one of the most important uses of technical writing is instructions--those step-by-step explanations of how to do things: assemble something, operate something, repair something, or do routine maintenance on something. But for something seemingly so easy and intuitive, instructions are some of the worst-written documents you can find. Like me, you've probably had many infuriating experiences with badly written instructions. What follows in this chapter may not be a fool-proof, goof-proof guide to writing instructions, but it will show you what professionals consider the best techniques.

Ultimately, however, good instruction writing not only requires these techniques but also:

- Clear, simple writing
- A thorough understanding the procedure in all its technical detail
- Your ability to put yourself in the place of the reader, the person trying to use your instructions
- Your ability to visualize the procedure in great detail and to capture that awareness on paper
- Finally, your willingness to go that extra distance and test your instructions on the kind of person you wrote them for.

By now, you've probably studied headings, lists, and special notices--writing a set of instructions with these tools probably seems obvious. Just break the discussion out into numbered vertical lists and throw in some special notices at the obvious points and you're done! Well, not quite, but that's a great start. This unit explores some of the features of instructions that can make them more complex. You can in turn use these considerations to plan your own instructions.

- **Purpose of Providing Prior Written Notice**

The purpose of providing prior written notice to a parent is to:

- ✓ Provide comprehensive documentation of the proposed and refused actions made;



- ✓ Make sure the LEA and the parents are “on the same page” about a child’s educational program;
- ✓ provide the parents with an opportunity to voice any concerns or suggestions;
- ✓ Provide sufficient information to ensure that the parent understands the rationale behind an LEA’s decision making regarding a particular proposed or refused action;
- ✓ Ensure that informed parental consent is obtained, as necessary;
- ✓ Assist the parent in determining the basis for any disagreement(s) with the proposed and/or refused actions addressed in the prior written notice and whether to seek resolution of any dispute through local dispute resolution procedures, a state complaint, mediation or a due process hearing.

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. 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.

- **Guidelines for writing instructions**

When writing instructions, avoid persuasive language and take a task-based approach. Keep the writing concise and clear, and focus on the enabling the user to successfully accomplish the task.



In general, follow these guidelines:

1. **Conciseness and Clarity**

Keep sentences short and understandable. Use common terminology whenever possible. Avoid using idioms, slang, jargon, nicknames, abbreviations, and acronyms. If you do use terminology that might be new or confusing, then clearly define each term when it first appears in the instructions.

2. **Audience**

It is important to know your audience when writing instructions, so you are including all necessary information and excluding unnecessary information. Knowing your audience allows you to make reasonable and well-informed assumptions based on the audience's likely background, experience, and familiarity with the subject. For example, if you are writing instructions for a group of senior citizens at the local branch of the public library, it may not be safe to assume that they are familiar with the basics of opening a specific software application. However, if you are writing instructions for a group of software developers within a professional organization, it may be safe to assume that they are familiar with the basics of opening a specific software application.

When deciding what information to include and exclude from instructions, it is important to clearly identify who your audience is and what their likely proficiency is with the topic of the instructions and related background information.

3. **Graphics**

Pictures speak louder than words. Adding graphics to convey your thoughts may be more effective than the words themselves. Instructions that are well illustrated and accompany your written instructions are usually highly successful. It adds an extra level of understanding and allows the reader to skim or troubleshoot if problems occur. Pictures add an additional dimension that will allow your reader to visualize the end product. Also, when using graphics you should be mindful of those visual learners, and adapt the graphics.

Also, when taking pictures, ensure that the area is well lit and the pictures are clear and bright. Dark or fuzzy pictures are often difficult to follow. Take care to photograph the subject in the same orientation each time to avoid confusion and consider using a tripod.

Size is also important when using images in instructions. A picture that is too small to see is just as useless as a blurry image.



To be powerful and understandable, your text and graphic for each step should clearly correlate to that step of the instructions.

4. Formatting

Remember that the readers will actually be performing the task as they read along with the instructions. So you should not use solid blocks of small, hard to decipher text. Make sure to create a design and layout for your instructions page that will allow easy readability and add aesthetic quality. Keeping the page simple, but with a defined hierarchy, will assist the reader in completing the steps of the instructions.

5. Order

It is important your instructions be planned out in a logical progression. Make sure to state the problem clearly on the first page. Follow your problems with a set of specific steps detailing how to solve the proposed problem. Technical instructions must flow in a logical pattern. For example, when assembling a table it would not be good if you put the finishing touches on it before you had all the screws in place. As stated before, there should also be clear graphics where necessary to clarify the action. Remember, a picture is worth a thousand words.

6. Testing and Verification

We all know that instructions are difficult to write and that sometimes it sounds good on paper, but when you actually attempt to put the instructions to use, you might find that your wording makes no sense to others. Remember what might be common or obvious to you might baffle your readers, so know your audience. In addition to testing your instructions on yourself, have someone who knows nothing about your product test it. This is called a usability study.

• Following Written Instructions

The following points should help you to follow written instructions in a more effective way.

- ✓ Read through all the instructions or steps before beginning the task. This will give a clear picture of what the whole tasks involves.
- ✓ If diagrams are provided take time to look at them carefully. As you work through the task check the diagrams to make sure that your work matches the example given.
- ✓ If you are not sure of the meaning of any words or terms take the time to find out the correct meaning. Ask your workplace supervisor if you guess correctly you may find that you cannot complete the task or that the finished task is not done properly.
- ✓ Avoid the temptation to try to complete the task before reading all the instructions. Although the job may take a little longer, it will save time in the long run as you may avoid mistakes.



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

1. Which one of the following is speak louder than words? **(2 points)**
A. Letter B. Picture C. Phone D. Sound
2. When writing instructions, avoid persuasive language and take atask based approach. **(2 points)**
A. True b. False
3. It is important your instructions be planned out in a logical progression. **(2 points)**
A. False B. True

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

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____



Information Sheet-4

Giving feedback

4.1. Concepts of Give feed back to workplace supervisor

4.1.1. 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.

A referral is an act of sending someone or something to a person or place or organization where what is wanted or needed can be obtained. In other words, a referral can be defined as a process in which any practitioners at a one level of



the service system, having insufficient resources (material/equipment,, finance, skills) to manage a critical condition, seeks the assistance of a better or differently resourced facility at the same or higher level to assist in, or take over. Besides, for example, when someone is referred, he/she recommended to someone or for something.

Accordingly, encouraging clients to referral means is the process of directing or redirecting (as any support issues or a person who need support) to an appropriate specialist or agency for definitive treatment.

The last part, i.e. **FEEDBACK** is **crucial** in determining whether the communication has been understood by the receiver in the same light as intended by the sender. Let us try and understand the importance of communication in different walks of our daily lives.

Feedback is critical to effective communication between participants.



Feedback:

There are many types of feedbacking, verbally by face to face or by phone conversation. Another is the written type by means of report of feedback form. This system is also good for survey purposes to get information from other people about your services and products. Feedback must be specific, direct and clear to answer questions needed for information clarification or data gathering. Below are the samples of forms for feedbacking.

Refer: <https://www.cabrillo.edu/services/jobs/pdfs/giving-feedback.pdf>

Refer: https://www.cmtedd.act.gov.au/_data/assets/pdf_file/0003/463728/art_feedback.pdf



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

- Which one of the following is linked to poor work place relationships?(**2points**)
A. 20% performance
C. 60% performance
B. 40% performance
D. 30% performance
- Effective feedback not only reduces employee stress,it can reduce stress on managers ?(**2points**)
A. False B. True
- List an inadequate internal communication has been linked to: (**10 points**)
- How to encourage clients to referrals by respecting his/her rights

Note: Satisfactory rating – 4 points Unsatisfactory - below 7 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____



List of Reference Materials

1. Organizational guidelines:

https://www.dphu.org/uploads/attachements/books/books_4741_0.pdf

2. Giving feed back: <https://www.cabrillo.edu/services/jobs/pdfs/giving-feedback.pdf>

3. Give feed back :

https://www.cmtedd.act.gov.au/__data/assets/pdf_file/0003/463728/art_feedback.pdf