

# **(BASIC TEXTILE OPERATION)**

**NTQF Level -1**

## **Learning Guide -16**

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

**Module Title: Receiving and Responding to  
Workplace Communication**

**LG Code: IND BTO1 M04 LO1-LG-17**

**TTLM Code: IND BTO1 TTLM 0919v1**

**LO1: Follow routine spoken messages**



## Instruction Sheet

## Learning Guide #16

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

- Definition and meaning of communication
- Nature of communications
- The role of communication
- Lines of communication
- Barriers to effective communication
- Types of communication
- Gathering and interpreting information
- recording Instructions/information properly
- Responding to information request
- Seeking supervisor 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 information attentively and correctly interpreting or understanding information/instructions
- recording Instructions/information properly
- act upon Instructions immediately in accordance with information receive
- Seeking supervisor clarification

### **Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 40.
3. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 1”.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
6. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions.



7. Read the information written in the “Information Sheet 2”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
8. Accomplish the “Self-check 2”.
9. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 2).
10. If you earned a satisfactory evaluation proceed to “Information Sheet 3”. However, if your rating is unsatisfactory, see your teacher for further instructions.
11. Read the information written in the “Information Sheets 3”. And Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
12. Accomplish the “Self-check 3”.
13. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 3).
14. If you earned a satisfactory evaluation proceed to “information sheet 4”. However, if your rating is unsatisfactory, see your teacher for further instructions
15. Read the “information sheet 4” and try to understand the procedures discussed.
16. Accomplish the “Self-check 4”.
17. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 4).
18. If you earned a satisfactory evaluation proceed to “information sheet 5”. However, if your rating is unsatisfactory, see your teacher for further instructions.
19. Read the “information sheet 5” and try to understand the procedures discussed.
20. Accomplish the “Self-check 5”.
21. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 5).
22. If you earned a satisfactory evaluation proceed to “information sheet 6”. However, if your rating is unsatisfactory, see your teacher for further instructions.
23. Read the information written in the “Information Sheets 6”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.



24. Accomplish the “Self-check 6”.
25. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 6).
26. If you earned a satisfactory evaluation proceed to “Information Sheet 7”. However, if your rating is unsatisfactory, see your teacher for further instructions.
27. Read the information written in the “Information Sheet 7”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
28. Accomplish the “Self-check 7”.
29. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 7).
30. If you earned a satisfactory evaluation proceed to “Information Sheet 8”. However, if your rating is unsatisfactory, see your teacher for further instructions.
31. Read the information written in the “Information Sheets 8”. And Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
32. Accomplish the “Self-check 8”.
33. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 8).
34. If you earned a satisfactory evaluation proceed to “information sheet 9”. However, if your rating is unsatisfactory, see your teacher for further instructions
35. Read the “information sheet 9” and try to understand the procedures discussed.
36. Accomplish the “Self-check 9”.
37. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 9).
38. If you earned a satisfactory evaluation proceed to “information sheet 10”. However, if your rating is unsatisfactory, see your teacher for further instructions.
39. Read the “information sheet 10” and try to understand the procedures discussed.
40. Accomplish the “Self-check 10”



## Information Sheet-1

## Definition and meaning of communication

### 1.1. Communication (Meaning, Concept and Process)

Communication is a dynamic process that takes place around us all the time. In fact we spend 70% of our time receiving and sending messages.

#### Meaning:

The origin of the word “communication” is “communicare” or “communis” which means “to impart”, “to participate”, “to share” or “to make common.” The sense of sharing is inherent in the very origin and meaning of “communication.”

#### Definitions:

- **Keith Davis:** Communication is a process of passing information and understanding from one person to another.
- **John Adair:** Communication is essentially the ability of one person to make contact with another and make him/her understood.
- **William Newman and Charles Summer:** Communication is an exchange of ideas, facts, opinions or emotions of two or more persons.
- **Louis Allen:** Communication is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding.
- **Peter Little:** Communication is a process by which information is transmitted between individuals and / or organizations so that an understanding response results.
- **Murphy, Hildebrandt, Thomas:** Communication is a process of transmitting and receiving verbal and non-verbal messages. It is considered effective when it achieves the desired response or reaction from the receiver.



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

- 1. What is communication? (2 point)
- 2. What is the meaning communication? (2 point)

**Note: Satisfactory rating - 4 points**

**Unsatisfactory - below 4 points**

**Answer Sheet**

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Short Answer Questions**

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<b>Information Sheet-2</b>	<b>Nature of communications</b>
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**2.1. Nature of communication**

- ✓ it involves at list two persons ; sender and receiver
- ✓ two way process: telling and lecturing
- ✓ purpose of communication
- ✓ different ways of communication(verbal, nonverbal)
- ✓ scope of communication ( at all level of communication)

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

1. Discuss the nature communication. (3 point)

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Short Answer Questions**

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<b>Information Sheet-3</b>	<b>Role of communication</b>
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### 3.1. Need of Communication

- ✓ Growth in size of business
- ✓ Exchanging of technology
- ✓ Achieving objectives
- ✓ Tough communication
- ✓ Growing specialization
- ✓ Trade union movement
- ✓ Human relation
- ✓ Public relation

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

1. Discuss the need of communication. (3 point)

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

### Answer Sheet

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Short Answer Questions

1. \_\_\_\_\_

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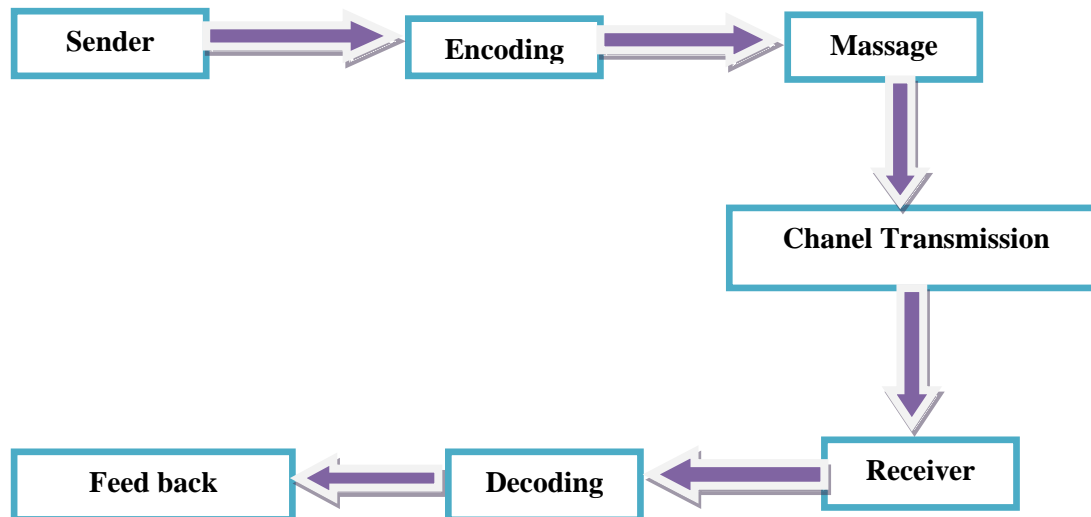




## Information Sheet-4

## lines of communications

### 4.1. The Process of Communication:



Communication is a two-way process involving the following elements: a sender, a message, a medium, a channel, a receiver, a response and feedback. However, it is not sufficient to have just all these elements; there should be cooperation and understanding between the two parties involved. It is important to have a common frame of reference or context for successful and meaningful communication, e.g. a common language or common interpretation of a gesture.

Essentially communication involves the sender or the communicator and the receiver. Both should necessarily share a mutually accepted code e.g. a common language. The context in which the communication takes place is called the “communication environment”. The content of the code is sent in a certain medium (oral, written or non-verbal) using channels (air, mikes, body, pictures, text, etc.) in the form of encoded messages. The “code” is not restricted to only language; it may also involve the use of costumes, gestures, colors among other things. The process of communication can be described in the following manner:

The sender sends a “message” using a “medium” and a “channel” to the “receiver”. The message arrives in the sensory world of the receiver. The receiver’s brain filters the message on the basis of his/her knowledge, emotions, attitudes, and biases and gives the message a unique meaning. This meaning may trigger a response which the mind of the receiver forms. The receiver encodes his/her response and sends it across as “feedback” into the sensory world of the sender. This completes one cycle of communication and the process continues in a cyclic manner, i.e. cycle after cycle, as long as the people involved care to communicate.



#### **4.2. The components of the communication process can be listed as follows:**

1. Idea or impulse that arises in the sender's mind
2. Formal expression of the idea or impulse using a medium and channel: encoding
3. Interpretation of the message by the receiver: decoding
4. Reaction or response of the receiver
5. Conveying the reaction/response in the feedback using a medium and channel
6. Decoding of the feedback received

#### **4.3. The essentials of effective communication are:**

1. A common communication environment
2. Cooperation between the sender and the receiver
3. Selection of an appropriate channel
4. Correct encoding and decoding of the message
5. Receipt of the desired response and feedback

#### **4.4. Feedback:**

The transmission of the receiver's response to the sender is called "feedback." It is one of the most vital factors of the communication process. It is essential because it is a barometer of effective communication. The sender needs to know whether the receiver of the message has received it in the intended way and whether he responds in the desired manner. Of course, even if one receives a response, it may or may not be the one you had expected. But once you receive some response, you know that the message has been communicated, e.g. a notice for a meeting. There could be both positive and negative responses to this message; some may turn up for the meeting and some may not. Communication is said to be fully effective only when you get the desired response.

Feedback helps in improving communication as it enables the sender to pinpoint defects in the transmission of the message. A skilful communicator is always looking for warning signs that the communication is not going well and adjusts messages accordingly. Being alert to feedback helps the sender know whether he/she is on the right track. In the long run, it helps in understanding one's strengths and weaknesses in the communication context.

In the business world, managers should ensure that adequate facilities and opportunities exist for obtaining feedback. This is done through establishment of internal systems and forums which enable employees to express their views and influence decisions. Market research is another way of obtaining feedback and information from employees and external target groups.



Types: Feedback may be **positive** or **negative**. Positive feedback occurs when the receiver receives the desired response based on a clear understanding of the symbols used in the message.

Negative feedback occurs when there is an undesired response because of miscommunication. In some cases, not getting feedback is also a sort of feedback. For instance, complete silence on the part of the receiver is also an indicator of either effective communication (agreement) or a failure on the part of the communicator (inability to understand, dissent).

Observation of changes in the recipient's behavior in face-to-face communication is a source of valuable feedback in cases where the receiver does not explicitly express his reaction. For instance, if a counselor gives a pep-talk to a depressed student and notices that he is more cheerful, relaxed and willing to talk on his next visit; he interprets this change as a positive response.

Feedback may be either **immediate** or **delayed**. For example, oral responses are immediately conveyed but in case of written communication, the feedback may take some time.



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

1. Discuss the process of communication. (3 point)

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Short Answer Questions**

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<b>Information Sheet-5</b>	<b>Barriers of Communication</b>
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- ✓ Individual difference
- ✓ Noise
- ✓ Wrong assumption
- ✓ Difference of interest
- ✓ Poor retention
- ✓ Words with different meaning
- ✓ Offence style of communication

<b>Self-Check –5</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Discuss barriers of communication. (5 point)

**Note: Satisfactory rating - 5 points**

**Unsatisfactory - below 5 points**

**Answer Sheet**

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Short Answer Questions**

1. \_\_\_\_\_

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## Information Sheet-6

## Types of communication

6.1. Based on the following categorization communication has four types.

### 1. Based on Means of Delivering

- **Verbal**

- ✓ Spoken communication – *in the form of audio*
- ✓ Written communication – *in the form of letters*
- ✓ Tele communication – *phone*
- ✓ Electronic communication – *Gmail*

- **Non verbal**

- ✓ Body movement
- ✓ Posture
- ✓ Gesture
- ✓ Facial expression
- ✓ Silence

### 2. Based on Purpose of Communication

- **Formal communication** – follows line of authority

Example, Manager → Supervisor → labors and vice versa.

- **In formal communication;** it doesn't follow line of authority
- **Therapeutic communication;** it takes place between health care personal and patient

### 3. Based on Level of Communication

- **Interpersonal communication:** we can say it is self-talk. It takes place with an individual
- **Intrapersonal communication:** it takes place whenever two or more people interact and exchange messages or ideas (*assertive, passive and aggressive*).
- **Transpersonal communication:** it takes place within a person's spiritual domain
- **Small group communication:** communication among three or more people who are related to each other by some common purpose.
- **Public communication:** takes place in the large group of people. Example, when politician convey people.
- **Organizational communication:** takes place when individuals and groups communicate with in an organization to achieve the goals.



#### 4. Based on Pattern of Communication

- **One-way communication:** it takes place messages are delivered to the audience from the communicator only without constant feedback. Example, lecture to class room
- **Two-way communication;** it takes place when the communicator and audience take part in the process. The audience may rise question and add information, ideas, and opinions on the subject. Example press conference
- **Many to one communication:** it takes place when several people communicate with one person at same time. Example panel interview

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

1. Discuss types communication based on different categorization. (5 point)

**Note: Satisfactory rating - 5 points**

**Unsatisfactory - below 5 points**

#### Answer Sheet

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Short Answer Questions

1. \_\_\_\_\_

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## Information sheet 7

## Gathering and interpreting information

### 7.1. Information gathering

To determine whether information needs to be withheld, it is necessary to first conduct a search of all information repositories to determine what information is held that is within scope of the request. This may include a search through documents, a helpdesk call, asking business units related to the information, or a registry search. A helpdesk call will include a search of all GCSB databases where information may be stored about the request.

### 7.2. 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 wellbeing.

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.

**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 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 expressing 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.

### **Workplace communication and process**

**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.

### **Organizational guidelines**

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



- ✓ Serves 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

### **Relation between receive and response at workplace communications:**

**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.

### **Keys to help successful workplace communication**

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



<b>Self-Check -7</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 1. How to gather information/instruction? (2 point)
- 2. Discuss about understanding of information. (3 point)

**Note: Satisfactory rating - 5 points**

**Unsatisfactory - below 5 points**

**Answer Sheet**

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Short Answer Questions**

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**Information sheet 8****recording Instructions/information properly****Techniques of recording instructions**

- ✓ 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.



<b>Self-Check -8</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Discuss about recording Instructions/information properly. (5 point)

**Note: Satisfactory rating - 5 points**

**Unsatisfactory - below 5 points**

**Answer Sheet**

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Short Answer Questions**

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<b>Information sheet 9</b>	<b>Responding to information request</b>
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**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 relationship 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

<b>Self-Check -9</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Discuss responding to information request. (5 point)

**Note: Satisfactory rating - 5 points**

**Unsatisfactory - below 5 points**

**Answer Sheet**

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Short Answer Questions**

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## Information sheet 10

## Seeking supervisor clarification

### Getting Clarification from workplace supervisor

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.
- ✓ As a first step in judging the overall effectiveness of work instructions, managers and /or supervisors can examine their work instructions against work achievement.



<b>Self-Check -10</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Discuss seeking supervisor clarification. (5 point)

**Note: Satisfactory rating - 5 points**

**Unsatisfactory - below 5 points**

**Answer Sheet**

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Short Answer Questions**

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## List of Reference Materials

### 1- BOOKS

2- [www.comunicate .et](http://www.comunicate.et)