



**NATURAL RESOURCES CONSERVATION AND
DEVELOPMENT**

NTQF Level -II

Learning Guide #1

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

**Module Title: Participating in Work place
Communication**

LG Code:- AGR NRC2 M01 LO1-LG-1

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LO1. Obtain and convey workplace information

Instruction Sheet	Learning Guide #-01
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Accessing Specific and relevant information from appropriate sources
- Using effective questioning, active listening and speaking skills to gather and convey information
- Using appropriate medium to transfer information and ideas
- Using appropriate non- verbal communication.
- Identifying and following appropriate lines of communication
- Using defined workplace procedures for the location and storage of information
- Carrying out personal interaction clearly and concisely

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, you will be able to –

- Access Specific and relevant information from appropriate sources
- Use effective question, active listening and speaking skills to gather and convey information
- Use appropriate medium to transfer information and ideas
- Use appropriate non- verbal communication.
- Identify and follow appropriate lines of communication
- Use defined workplace procedures for the location and storage of information
- Carry out personal interaction clearly and concisely

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 -6, 9, 12 and 14** 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 -15**.
6. Do the “LAP test” in **page – 16** (if you are ready).



Information Sheet-1	Accessing Specific and relevant information from appropriate sources
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I. Work place Information

1.1. Sources of Information

A source of information is one of the basic concepts of communication and information processing. Sources are objects which encode message data and transmit the information, via a channel, to one or more receivers.

In the strictest sense of the word, particularly in information theory, a *source* is a process that generates message data that one would like to communicate, or reproduce as exactly as possible somewhere else in space or time.

In general it is possible to group sources in to two, i.e primary source and secondary sources.

Appropriate sources in the organization context include the following

Team members

Suppliers

Trade personnel

Local government

Industry bodies

For a better communication it is very important to identify specific needs and relevant information. It is also very important to find and accessed appropriate *sources of information*.

1.2 Communication Skills

Communication is a process of transferring information from one entity to another.

Communication processes are sign-mediated interactions between at least two agents which share a *repertoire* of signs and *semiotic* rules. Communication is commonly defined as "the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs".

Although there is such a thing as one-way communication, communication can be perceived better as a two-way process in which there is an exchange and progression of thoughts, feelings or ideas (energy) towards a mutually accepted goal or direction (information).



Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message, and an intended recipient; however the receiver need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur.

Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speech, song, and tone of voice, and there are nonverbal means, such as body_language, sign_language, paralanguage, touch, eye_contact, through media, i.e., pictures, There are numerous definitions of communications ranging from highly technical ones to generalized versions that suggest all human activities as forms of communications. However the following definition offered by William Scott in his organization theory appears comprehensive and especially satisfying the students of business communication since it touches all aspects of the process. Administrative communication is a process which involves the transmission and accurate replication of ideas ensured by feedback for the purpose of eliciting



Self-Check -1	Written Test
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1. List appropriate sources in the organization? (5pts) **ans** Team members , Suppliers, Trade personnel ,Local government, Industry bodies
2. what is Communication?(5pts) **ans** is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium.

Note: Satisfactory rating - 5 and above points

Unsatisfactory - below 5 points

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

Name: _____

Date: _____

Information Sheet-2	Using effective questioning, active listening and speaking skills to gather and convey information
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1.2.1 Active listening



Active listening is an intent to "listen for meaning". Active listening requires the listener to understand, interpret, and evaluate what he or she heard. The ability to listen actively can improve personal relationships through reducing conflicts, strengthening cooperation and fostering understanding.

When interacting, people often are not listening attentively to one another. They may be distracted, thinking about other things, or thinking about what they are going to say next (the latter case is particularly true in conflict situations or disagreements). Active listening is a structured way of listening and responding to others. It focuses attention on the speaker. Suspending one's own frame of reference and suspending judgment are important in order to fully attend to the speaker. It is important to observe the other person's behavior and body language. Having the ability to interpret a person's body language allows the listener to develop a more accurate understanding of the speaker's words. Having heard, the listener may

then paraphrase the speaker's words. It is important to note that the listener is not necessarily agreeing with the speaker—simply stating what was said. In emotionally charged communications, the listener may listen for feelings. Thus, rather than merely repeating what the speaker has said, the active listener might describe the underlying emotion (—you seem to feel angry or —you seem to feel frustrated, is that because...?).

Individuals in conflict often contradict one another. This has the effect of denying the validity of the other person's position. Either party may react defensively, or they may lash out or withdraw. On the other hand, if one finds that the other party understands, an atmosphere of cooperation can be created. This increases the possibility of collaborating and resolving the conflict.

In the book *Leader Effectiveness Training*, Thomas Gordon, who coined the term "active listening" states "Active listening is certainly not complex. Listeners need only restate, in their own language, their impression of the expression of the sender. ... Still, learning to do Active Listening well is a rather difficult task. Clarifying what is being observed, felt, and needed [and requested] rather than on diagnosing and judging, we discover the depth of our own compassion. Through its emphasis on deep

Listening to ourselves as well as others NVC fosters respect, attentiveness, and empathy, and engenders a mutual desire to give from the heart. Rosenberg further clarifies the intricacy of perception and addictiveness of what he calls "deep listening" by saying; "While I conveniently



refer to NVC as a —process or —language, it is possible to express all four pieces of the model without uttering a single word. The essence of NVC is to be found in our consciousness of these four components, not in the actual words that are exchanged.

Becoming an Active Listener

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they are saying.

1. Pay attention

Give the speaker your undivided attention and acknowledge the message. Recognize that

What is not said also speaks loudly.

- Look at the speaker directly.
- Put aside distracting thoughts. Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors.
- —Listen to the speaker's body language.
- Refrain from side conversations when listening in a group setting.



2. Show that you are listening.

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes, and uh huh.

3. Provide feedback.

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

Ask questions to clarify certain points. —What do you mean when you say...|| —Is this what you mean?||

Summarize the speaker's comments periodically.

4. Defer judgment.

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

Allow the speaker to finish.

Don't interrupt with counter-arguments.



5. Respond Appropriately.

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person as he or she would want to be treated.

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself constantly that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors and concentrate on the Message. Ask question, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

Start using active listening today to become a better communicator and improve your workplace productivity and relationships.

1.2.2 Active Speaking

Sometimes the way we say something means more than the words we use. Here are some ways You can demonstrate active speaking.

1.2.3 Effective Questioning

Effective questions are questions that are powerful and thought provoking. Effective questions are open-ended and not leading questions. They are not "why" questions, but rather "what" or "how" questions. "Why" questions are good for soliciting information, but can make people defensive so be thoughtful in your use of them. When asking effective questions, it is important to wait for the answer and not provide the answer.

When working with people to solve a problem, it is not enough to tell them what the problem is.

They need to find out or understand it for themselves. You help them do this by asking them thought provoking questions. Rather than make assumptions find out what the person you are

Talking to knows about the problem. For example: *"What do you think the problem is?"*



Behind effective questioning is also the ability to listen to the answer and suspend judgment.

This means being intent on understanding what the person who is talking is really saying. What is behind their words? Let go of your opinions so that they don't block you from learning more information. Pay attention to your gut for additional information.

"Asking good questions is productive, positive, creative, and can get us what we want". Most people believe this to be true and yet people do not ask enough good questions. Perhaps one of the reasons for this is that effective questioning requires it be combined with effective listening.

Effective questions help you:

Connect with your clients in a more meaningful way

Better and more fully understand your client's problem

Have clients experience you as an understanding, competent lawyer

Work with your staff more effectively

Help your staffs take responsibility for their actions and solve problems within the workplace more easily

Cross examine more effectively

Take revealing depositions

Gather better information

Do more solution oriented problem solving

Improve your negotiating skills

Reduce mistakes

Take the sting out of feedback

Defuse volatile situations

Get cooperation

Plant your own ideas

Persuade people



Powerful Questions

The following are examples of typical questions. These questions can help you improve your communication and understanding of the client or staff member.

1. Identification of issue:

These questions can be used in client interviews and meetings, settlement Negotiations and to work with others in solving problems.

2. Further information:

These questions can be used in depositions and to find out what someone has already done to resolve a work problem.

What do you mean by _____?

Tell me more about _____ What else?

What other ways did you try so far?

What will you have to do to get the job done?

3. Outcomes:

These questions can be used in settlement negotiations or while working with staff to plan how to do something.

How do you want _____ to turn out?

What do you want?

What is your desired outcome?

What benefits would you like to get out of X?

What do you propose?

What is your plan?

If you do this, how will it affect _____ ?

What else do you need to consider?

4. Taking Action:

These questions can be used in working with staff.

What will you do? When will you do it?

How will I know you did it?

What are your next steps?



Listening as Part of Effective Questioning

The client comes to you, not only for your ability to win a lawsuit, to negotiate a settlement, or draft a document, but also for your wisdom. You evidence your understanding or wisdom by listening to your client - not just asking questions or delivering the service.

When clients are listened to they feel understood and are more trusting of you. Effective listening is a skill that requires nurturing and needs development. Since lawyers are smart, the temptation is to get by with listening at a minimal level. To connect with your client and have they experience you as an effective lawyer requires you to maintain superior listening skills along with asking effective questions.

Factors that may work against effective listening include:

- 1 .A desire to keep control of the conversation.
2. As highly trained professionals, lawyers want to demonstrate their intelligence and skills so they often want to give the answer before they have fully heard the question.
3. Listening may result in hearing the client express feelings and emotions and some lawyers are uncomfortable with emotions and feelings being expressed. They think it is not within a lawyer's role or that it is unprofessional to do so.

When we really listen to a client, we begin to hear different levels of communication. Getting to a deeper level of understanding, rather than coming up with an immediate answer, is key to more effective problem solving. Listening in this manner allows the client to come up with their own solution or plan of action.

Consider the following different levels of listening:

Level 1 Listening:

When we are listening at level 1 our focus or attention is on how the words the other person is saying affect ourselves with minimal concern for the person talking. We listen for the words of the other person to see how they affect us. The attention is on me - what are my thoughts, judgments, issues, conclusions and feelings. There is no room to let in the feelings of the person being "listened" to. When listening at level 1 our opinions and judgments arise. Level 1 listening is appropriate when you are gathering information for yourself like getting directions or ordering in a restaurant or a store.

Level 2 Listening:

When we listen at level 2, there is a deeper focus on the person being listened to. This often means not even being aware of the context. Our awareness is totally on the other person. We notice what they say as well as how they say it and what they don't say. We listen for what they value and what is important to them. We



listen for what gives them energy or sadness or resignation. We let go of judgment. We are no longer planning what we are going to say next.

We respond to what we actually hear.

Level 3 Listening:

When we listen more deeply than the two levels described above, in addition to the conversation we take in all information that surrounds the conversation. We are aware of the context and the impact of the context on all parties. We include all our senses, in particular our intuition. We consider what is not being said and we notice the energy in the room and in the person we are listening to. We use that information to ask more effective questions.

Listening Skills as part of Effective Questioning include:

Articulating

Attention and awareness result in articulation and succinctly describing what we have learned from our client. Sharing our observation clearly but without judgment does this. We can repeat back to our clients just what they said. We can expand on this by articulating back to them what we believe they mean. This helps a person feel heard. For example: "What I hear you saying is ..."

Clarifying is a combination of asking and clearly articulating what we have heard. By asking questions our client knows we are listening and filling in the gaps. When our client is being vague, it is important for us to clarify the circumstances. We can assist them to see what they can't see themselves by making a suggestion.

For example: "Here's what I hear you saying. Is that right? "

Being Curious

Do not assume you know the answer or what your client is going to tell you. Wait and be curious about what brings them to see you. What motivates them? What is really behind the meeting?

Use your curiosity so that your next question can go deeper.

Silence Giving the person we are listening to time to answer questions is an important aspect of listening.

Waiting for the client to talk rather than talking for them is imperative for an effective listener.

Effective Use of Questioning

Questioning can..... arouse curiosity stimulate interest in the topic clarify concepts emphasize key points enhance problem-solving ability encourage students to think at higher cognitive levels motivate student to search for new information ascertain students' knowledge level to aid in modifying instruction



Self-Check -2	Written Test
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1. What is Active listening? (5pts) **ans** it is an intent to "listen for meaning".
2. List levels of listening? (5pts) **ans** level 1, 2,3
3. List Listening Skills as part of Effective Questioning? (10pts) **ans** Articulating, Clarifying, Being Curious

Note: Satisfactory rating - 10 and above points Unsatisfactory - below 10 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____



Information Sheet-3	Using appropriate medium to transfer information and ideas
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1.3 Medium of Communication

What is the appropriate medium for any given message? Should it be communicated face-to-face or on paper? The question of whether an oral or written channel (medium) should be used can be practically answered by reviewing the following questions:

1. Is immediate feedback needed? Is it important to get the receiver's reaction to your message? If so, then, oral communication provides the quickest feedback. Although feedback can be gained from written communication, it generally comes slowly. For many messages, there is a need for immediate feedback and oral communication provides that opportunity.
2. Is there a question of acceptance? Frequently, there may be resistance to the message we are attempting to communicate. If acceptance is likely to be a problem, oral Communication, they feel they have had no chance for input. In face-to-face communication, adapt your message to receiver to seek the receiver's feedback.
3. Is there a need for documented record of the communication? Many times in Organizations, the messages we send may need to be verified or monitored at a later date. Frequently, the receiver of a message is expected to be accountable for information contained in the message. In case where accountability is important, written communication is superior to oral communication.
4. Is there a need for detailed accuracy? If the message being communicated contains detailed or exacting information, or if it explains a complicated procedure, again, the written method is a superior means of communication. We should note that no one communication method is universally superior to another method. In many cases, the message can best be communicated by a combination of both written and oral communication media. Frequently, individuals will follow a conversation with a written summary. In other cases, people will carry a written communication so that they can provide a few words of explanation and ensure acceptance of the written statement.



The choice should take into consideration the cost benefit of the media, time, money, equipment/efficiency and effectiveness.

Self-Check -3	Written Test
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1. What is the appropriate medium for any given message? (10pts) **ans** channels
2. In case where accountability is important, written communication is superior to oral communication True or false? (5pts) **ans** true

Note: Satisfactory rating - 7 and above points Unsatisfactory - below 7 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____

Information Sheet-4	Using appropriate non- verbal communication.
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1.4 Non verbal communication

The several dimensions of non – verbal communication discussed in this chapter include the following:

Body Language

Personal space



Gesture and posture

Facial Expressions

Timings, Example and Behavior

Dimensions of Non – Verbal communication

Verbal communication refers to the communication which occurs with the help of words. a verbal contact, therefore, suggests an oral contact and a verbal evidence denotes oral evidence.

Since non – verbal communication refers to the type of communication that does not use words, it is the third type of communication as distinct from both oral communication and written Communication.

None – verbal communication is very ancient and one of the earliest types of communications. It developed much before oral communication developed and the languages came into being.

Gestures, signals, postures and facial expressions were obviously among the earliest means of Communication used by the pre – literate man.

Another significant dimension of non – verbal communication is its universality unlike the verbal communication which has the limitations of reach, the non – verbal communication that does not use words transcends boundaries and barriers. The language of love, compassion, etc. is widely recognized as a universal language mother Teresa, for example, was a communicator par excellence who spoke the universal language of love and compassion that was understood all over the world. When we refer to non – verbal communication, we refer to various types of communication where the body, the mannerisms and the behaviour tend to communicate these include:

Body Language where several parts of the body communicate – face, eyes, voice, carriage leaning, walking etc .

Postures and gestures

Attire

Appearance

Space

Timing

Example

Behaviour.

Non – verbal communication may be both intended and unintended. The communicator may try to convey certain messages to his target group through conscious gestures, postures and body language. There may



also be occasions when his body language or posture or appearance is interpreted by the receiver, even though he himself is not doing so consciously.

A sloppy posture or casual attire may be interpreted as lack of seriousness, although the speaker is quite earnest in intent.

The non – verbal communication is closely associated with the power of observation. The receiver should be in a position to see and hear the communicator. He should be in a position to clearly see the face, the gesture, the posture, the dress, the appearance and also hear the voice, its tone, quality, pitch, pace and intensity.

Body Language

There are many ways in which the human body expresses itself. A skilful communicator can express himself in many ways and various parts of the body may intentionally or otherwise carry a message. Similarly, a keen listener and observer tries to observe and make sense from the body expressions as well. Facial expressions, eye movements and the state of the eyes and variety and intensity of human voice can and do convey different meanings. Innocence, anger, wonder, shock, grief, terror, indifference, seriousness, friendliness, approval, disapproval, exasperation, and many other feelings can be expressed through the body language. In some professions where the facial and other body expressions are important, they are consciously cultivated. Let us look at drama artists, movie stars, actors and actresses. The success of their performance often depends on their ability to cultivate and display a wide range of expressions which the situation demands.

The head, the gait, the walk, the carriage are also various aspects of body language. Nodding of the head to convey consent and vigorous shaking of the head to convey disapproval are also

Common.

Facial Expressions:- It is said that the face is the index of the mind. The thoughts of the mind and the feelings of the heart often find expression on the face. There are people who are good at interpreting facial expressions. One makes an attempt to read the facial expression when a person uses the following expressions:

Makes a face

Smiles

Has a wooden expression

Eyes: - The eyes are indeed the most expressive part of the human face. The eyes of a person are



Often said to tell a tale. In fact the eyes are the most commonly described part of the body. The Feelings of the heart quite often find expression through the eyes. In the expression of love, affection, sincerity, etc. the eye contact becomes crucial. A person who blinks a lot is considered to be lying. Some of the words and expressions used while reading the eyes are as follows:

Worried looks

Sad eyes

Furtive glance

Eyes emitting fire

Un setting stare

Hurried glance

Cold stare

Voice:- Human voices, through their variations, convey different meanings. The speech or oral delivery reaches the audience better through voice regulation or what is specifically called voice modulation voice modulation refers to the adjustment or variation of tone or pitch while speaking. It is generally understood that voice has five distinct features, viz

Tone – harsh, soft, whisper

Pitch – high, low

Quality – controlled, uncontrolled

Pace – rapid, slow

Force – intensity

Voice related features are particularly relevant in spoken communication, either face to face or through telephone.

Attire

Attire or dress is another important aspect of non – verbal communication. The way a person dresses is often subjected to much interpretation. In business organizations the world over, the attire of a person has come to assume significance. Formal, informal or casual dressing convey separate meanings. Important occasions and ceremonial functions normally call for a formal dress. Organizations in fact very often have their own unwritten dress code that is well understood and scrupulously followed. A person addressing an important meeting, making an important announcement, receiving dignitaries or making an appearance in a high level conference, court of justice etc. has to wear a formal dress or a dress that is not interpreted as a casual wear. Any breach of this unwritten code is likely to dilute the effectiveness of the communication.



Appearance

Physical and appearance of persons play a role in the process of communication, the way the man or woman looks indicates the importance he or she attaches to his or her presence and participation. A dishevelled look as evidenced by disordered hair, untidy, unruffled or unkempt appearance, suggests indifference or casualness. Any person who is serious about what he wants to convey especially in a formal setting makes it a point to appear so. In modern society, people have the habit of judging others by their appearance. While there may be exceptions, generally speaking, a person keen on conveying a serious, business related message has to make a positive impression in terms of appearance. People tend to prejudge a speaker from his attire and appearance even before he starts speaking. When people speak and interact in business and organizational settings they speak not merely with the words appearance apart, many times even the very presence or absence of a person when he or she is a highly placed or highly regarded person, conveys a change people tend to associate the presence of certain person with the importance of the event or meeting or communication. The junior level faction or meeting or forum depending on the participation of the chief executive or executives or people considered important in the hierarchy.

Posture and Gestures

Another component of non verbal communication relates to postures and gestures. Refers to the carriage, state, and attitude of body or mind. Gesture refers to any significant movement of limb or body and a deliberate use of such movements as an expression of feeling. Gesture can also be understood as a step or move calculated to make response from another or to convey intention.

Gesture includes gesticulation. The posture of an individual may be described as erect or upright or reclining. Gestures in human interfaces are many and varied. People read and interpret gestures and smiling, patting the back, putting the hand over his or her shoulders, clasping the hands, shrugging, touching, frowning, scowling, yawning and crossing and uncrossing of legs are among the various types of physical actions and gestures that are called to convey meanings and messages and are likewise interpreted by the others carrying the message. The message conveyed through these actions can be both positive and negative and therefore, the communicator has to be quite conscious while doing so. Again, to be effective, these gestures, posture and actions have to complement the spoken word. If not, communication results in contradiction and confusion. A smile at the wrong time may be mistaken for a sneer and therefore, may irritate a person. In the organizational context, leaders and effective



communicators make effective use of gestures like a smile, a touch and a pat on the back. They come in very handy for motivation, morale building and clearing apprehensions.

Personal space

Personal space or the space between persons during their interactions with each other is another segment of non – verbal communication. Physical distance between persons can indicate familiarity, Closeness, etc. or otherwise. People who are very close to each other tend to keep minimum distance where as strangers and people who are not on very friendly terms with each other maintain physical distance. In a hierarchical relationship, physical space varies depending up on hierarchical differences. While peers move close to each other, subordinates maintain a certain distance from their superiors. Similarly the poor person refrains from going close to a rich person. In ancient societies, besides economic factors constituted the basis for Physical space.

All these factors are also relevant in proper understanding of the special non – verbal language.

The English, particularly respect such special considerations. Not only the length of space, but even the physical position has often its own significance. Front seats and special seats, as we all know, are occupied by relatively senior and more important persons when peers are in conversation, or speaking on the telephone, the subordinates normally wait at a distance a waiting the signal to approach. On the contrary, when the subordinates are in conversation, or speaking on the telephone, the superior move close and often shows his importance. Whether it is in an organization, or in a society context, personal space as its own significance, which one has to understand to make communication effective.

Self-Check -4	Written Test
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1. List some non-verbal communication? (10pts) **ans** Body Language, Personal space, Gesture and posture, Facial Expressions and Timings, Example and Behaviour.
2. Physical and appearance of persons play a role in the process of communication, true or false (5pts) **ans** true



Note: Satisfactory rating - 7 and above points Unsatisfactory - below 7 points

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

Name: _____

Date: _____

Information Sheet-5	Identifying and following appropriate lines of communication
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5.1 Lines of communications

This is the formal flows along prescribed channels, which all members desirous of communicating with one another are obliged to follow. Formal channels are the chains and networks that determine the direction and flow of official messages among all the different members and units of an organization. They are an integral part of organizational structure. They stem from the rules and customs that govern the distribution of authority, rank and type of work within the organization. Official messages mostly pass along structural paths.

Formal channels/flow of communication may include vertical channel (as downward channels and upward channels), horizontal and diagonal communication channels.

A. DOWNWARD CHANNEL OF COMMUNICATION

Downward Communication in an organization means that flow is from higher to lower authority.

This is usually considered to be from management to employees that much of it also is within the management group. Downward communication is used more by theory X managers than Theory



Y managers. It also tends to dominate in mechanistic organization. In organic system, there is a more open, multidirectional flow of information. People transmit and receive of information.

In downward communication, management has at its disposal a multitude of elaborate techniques and skilled staff assistance. Even with all this help, it has done a poor job on many occasions.

Fancy booklets, expensive films, and nosily public-address systems often have failed to achieve employee understanding.

Sometimes, these devices have become ends in themselves; they have been made more expensive, prettier, or fancier without any evidence that they improved employee understanding.

The key to better employee communication is not fancier pieces of paper. It is more human-oriented managers who communicate in human terms. Employees at lower levels have a number of communication needs, such as:

Job instruction: managers secure better results if they state their instructions in terms of the objective requirements of the job.

Performance feedback: employees also need feedback about their performance. There are many reasons. It helps them know how well they are meeting their own goals. It

Shows that others are interested in what they are doing. Assuming that performance is satisfactory, it enhances one's self-image and feeling of success. Generally, performance Feedback leads to both improved performance and improved attitudes.

News: downward messages should reach employees as news rather than as a state Confirmation of what already has been learned from other sources

Indoctrination – to get employees support by convincing them, gain their will.

Downward communication is effected as oral or written communication.

Written Communication includes different forms as letters, circulars, manuals, bulletins, reports, posters, magazines, etc.

Oral communication may include orders and instructions, meeting, face- to –face Discussions, telephone.

Limitations of downward communications

1. under communication, over communication, unclear, too little or too much information.
2. Delay.
3. Loss of information-(if particularly not completely written)
4. Distortion, exaggeration, unconscious twists, filtering, slanting, etc.
5. Built in resistance: downward communication smacks of too much authoritarianism



Subordinates may not be allowed to participate, ask for clarifications, appropriateness or validity etc.

Improving Downward Communication

1. Managers should keep themselves well informed of the objectives, activities and achievements of their organization. If they are themselves in possession of adequate information, they will be able to transmit information in an effective manner.
2. Managers must work according to a communication plan. They must decide before hand how much information is to be communicated and at what time. This will ensure that there is neither a communication gap, nor over communication or under communication.
3. There should not exist over concentration of authority at the highest level. If an organization is so structured that orders and instruction can originate at various levels, the lines of communication will be shortened. Downward flow will gain momentum. Delays will be eliminated. Loss of information and the possibility of distortion will be minimized, if not fully checked.
4. The information must be passed on to the correct person in the hierarchy. Avoid by passing. Bypassing creates problems in downward communication. Do not forget unity of command in the organization.

Chester Barnard said that people will accept the authority of downward communication only when the following four conditions are met:

- a) The employee must clearly understand the downward communication. A message that cannot be understood carries no authority. A great deal of administrative time is wasted interpreting and reinterpreting and trying to apply vaguely worded orders to concrete situation. It must be written at the reader's level of comprehension.
- b) The employee must believe that the order is consistent with the purposes of the organization. If orders are seen as incompatible with the organization's purposes, they will not be carried out. Conflicting orders from different supervisor personnel are not rare. If an employee is issued an order she or he must be given a reasonable explanation or the order will not be accepted.
- c) The employee must also believe that an order is consistent with his or her personal interests. If orders are issued that are believed to be incompatible with personal interests, they will not be obeyed. Resignation, malingering and sabotage are common responses to orders viewed as inconsistent with personal interests.
- d) The employee must be able to comply with orders- mentally and physically.

Ordering someone to —sink or swim is a metaphor, but some orders fall just short of that because they ask the impossible, orders that cannot be obeyed.



B. Upward Communication

If the managers have to transmit information down the line of authority, they have also to receive information continuously emanating from levels below them. Upward communication occurs when someone in a lower position in the organizational hierarchy communicates information, ideas, suggestions, opinions, or grievance to someone in a higher position. It is a means of getting information to higher organizational levels where important decisions are made.

The following types of messages are valuable when communicated upward:

1. What employees are doing (immediate subordinates and others down) and achievements progress, future plans etc.
2. What are employees 'problems-personal, work-related, complaints, applications?
3. Doubts and confusions related to policies, procedures, rules, regulations, orders.

Importance of upward communication

1. **Providing feedback:** Upward communication provides the management with the necessary feedback. The management is able to ascertain whether the directives issued to the lower staff have been properly understood and followed. It also gets valuable information on what the employees think of the organization.
2. **Outlet for the pent-up emotions:** Upward communication gives the employees an opportunity to vent their problems and grievances. Although the management often thinks it knows and realizes the grievances of the employees, the latter hardly feel convinced and satisfied. In any case, it is of vital importance to look at the employees 'problems as they look at them. Their genuine and pressing grievances are redressed; a ground is prepared for the solution of some other problems; and with regard to those problems which cannot be immediately solved, at least the employees feel light after having talked about them.
3. **Constructive suggestions:** Often employees offer constructive suggestions to promote to the welfare of the organization. Some of these suggestions, when implemented, definitely prove beneficial. If some perceptible change is felt in consequence of the suggestions made by the employees, they feel highly encouraged. They develop a sense of participation in the decision-making processes. It helps them to identify themselves with the organization and to develop greater loyalty towards it.
4. **Easier introduction of new schemes:** Since the employees feel themselves to be a part to the decision-making process, it helps the organization to introduce new schemes without unduly antagonizing the employees. They not only willingly lend/ their concurrence and support to any new schemes floated by the management but take extra pains to make a success of it



5. Greater harmony and cohesion: Upward communication acts as a kind of lubricant. It makes the atmosphere in the company congenial and creates greater harmony and cohesion between the management and the employees.

Methods of Upward communication

Some of the more commonly used methods of upward communication are stated here:-



anonymously and if they are of general interest, the answers may be published in the company's bulletins, newspapers, newsletters, etc.

Employee meetings: Meetings with employees are useful practices to build upward communication. In such meetings, employees are encouraged to talk about job problems, needs, management problems etc.

Open-door policy: An open-door policy is a statement that employees are encouraged to come to their supervisor or higher managers with any matter that concerns them. Usually employees are encouraged to see their supervisor first if any, then, higher management may be approached. The goal is to remove blocks to upward communication. It is a worthy, goal, but it is not easy to implement because there are psychological often barriers between managers and employees. Although the manager's door physically is open, psychological and social barriers exist that make employee reluctant to enter. Some employees hesitate to be singled out as lacking information or having a problem. Others are afraid they will incur Their managers' disfavour.

Sometimes an open-door policy is used to mask a manager's own hesitancy to make contacts with those beyond the door. As one manager said, —the open door is often a slogan to hide closed minds.¶ on the other hand, a genuine open-door can be a real aid to upward communication. The true test is whether the manager behind the door has an open-door attitude and whether employees feel psychologically free to enter.

An ever more effective open-door policy is for managers to walk through their own doors and get out among their people. In this way, they will learn more than they ever will, sitting in their offices. Use other techniques such as telephone calls, personal contacts, —Operation speak easy etc¶.

Counselling: In some organizations, workers are encouraged to seek the counsel of their superiors on their personal problems. As workers feel encouraged to talk about themselves freely, they provide the managers with valuable information.

Complaint and Suggestion Boxes: At some convenient place in the office or the factory, complaint-and – suggestion boxes are installed. The employees are encouraged to drop their



complaints or suggestions, if any, into these boxes. These boxes are opened at regular intervals and the information is gathered secretly.

8. Employee Letters and Question-Answer programs: Some firms actively encourage letters and written questions from employees. The firms feel that these methods are personal, direct way for employees to put their ideas before management. Typically, the questions are processed anonymously by a management representative who works with the appropriate manager to prepare an informed reply. All letters and questions are answered.

If a reply is of a general interest, it may be published in the company newspaper or weekly bulletin. In this way, management operates a type of written open-door policy to assure that employees feel free to bring their questions all the way to the top if necessary.

Limitations of Upward Communication

Upward communication suffers from a number of limitations, more prominent of which are the following:

1. Employees are usually reluctant to initiate upward communication. They do experience an awe of authority and shy of contacting their superiors, become status conscious. They feel that if they communicate their problems to their superiors, it may adversely reflect on their own efficiency. For instance,

A supervisor reporting to his boss that he has got difficulties in getting cooperation from workers.

A worker repeatedly asking for clarifications.

An employee complaining about his previous and present bosses. All may fear being judged as incompetent, and uncooperative ultimately called as complaint box.

2. Distortion/edition, filtering, slanting: Upward communication is more prone to deliberate distortion. Information, particularly of unpalatable sort, is suitably edited before it is passed on. While transmitting communication upwards, the transmitter is always conscious of how it will be received and there is a temptation of sugar-coating.

This is true both for the rank and file employees and for superiors (managers) at different levels.

3. Delay: Upward messages tend to travel slowly. They are usually subject to delay. Each level is reluctant to take a problem upward because to do so is considered an admission of



failure, so the information is delayed until it is decided how to solve it before passing on, and time is required to edit, filter, or do any form of distortion before forwarding it upward.

4. Bypassing /short-circuiting/: Sometimes, to avoid filtering, distortion or delay, subordinates become bold, ignore their immediate supervisors, and directly approach the top most authorities by short-circuiting the information chain (scalar chain). This proves harmful in two ways;

a) The bypassed superiors feel slighted and get irritated. The high-ups get suspicious of both the applicant (informant) and his boss.

b) The relationship between the subordinate who bypassed and his immediate superior gets strained and work suffers.

5. Lack of response (negligence): Top level managers are either too busy or they do not give much weight to information coming from subordinates and they don't respond to it.

Upward information is mostly overlooked. This makes workers cynical. They carry the impression that the opportunity to communicate upward that the management claims to have provided with is only an eye-wash. Then, subordinates refrain from communicating upward, develop dissatisfaction and look for any other means to minimize their stress, sabotage, indifference, malingering, etc.

Improving Upward Communication

1. Develop general policy guidelines: one way to build better upward communication is to have a general policy stating what kinds of upward messages are desired. E.g. policy on what employees shall keep their immediate supervisor informed about:

- Any matter created to his accountability.
- Any matter creating controversy between organizations or workers.
- Any matter requiring supervisors authorize or knowledge.
- Any matter requiring change, deviations from existing practices and policies.
- Any matter of particular importance to the organization etc.

2. Use decentralized management so as to facilitate timely communication and timely response so also to minimized distortion.

3. Use upward communication such as counseling, grievance systems, consultative genuine open door policy etc.



C. Horizontal Communication

Horizontal or lateral communication occurs when organization members or units at the same level in the hierarchy of authority communicate with one another. It has a consultative, persuasive or suggestive tone not directive. It serves the following purposes:

1. Coordination of tasks when mainly interdependence and interrelationship exists.
2. Problem solving-for problems requiring joint effort to reduce waste; adjust working conditions, space, machine.
3. Information sharing-new developments, policy changes, etc. appointments, delegation, plans and others.
4. Conflict resolution.

Horizontal communication may be carried out in the form of oral, face –to-face, telephone, etc. or written as letters, memos reports, etc.

D. Diagonal Communication

While it is probably the least used channel of communications, diagonal communication is important in situations where members cannot communicate effectively through other channels. For example, the comptroller of a large organization may wish to conduct a distribution cost analysis. One part of that task may involve having the sales force send a special report directly to the comptroller rather than going through the traditional channels in the marketing department. Another example may be a project team drawn from different departments that report to the different departments. Thus, the flow of communication would be diagonal as opposed to vertical (upward or downward) and horizontal. In this case, a diagonal channel would be the most efficient in terms of time and effort for the organization

Self-Check -5	Written Test
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1. What does Downward Communication in an organization means? (5pts) **ans** that flow is from higher to lower authority.



2. List some oral communications ? (5 p t s) **ans** orders and instructions, meeting, face- to –face, Discussions, telephone.
3. List formal channels/flow of communication? (5pts) **ans** vertical channel (as downward channels and upward channels), horizontal and diagonal communication channels

Note: Satisfactory rating – 7 and above points Unsatisfactory - below 7 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____



Information Sheet-6	Using defined workplace procedures for the location and storage of information
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Correctly identify sources of information

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

Most enterprises have a business directory that contains the names, addresses, phone and fax numbers, email addresses and contact names for a number of services such as: suppliers contractors the local veterinarian trade personnel industry and regulatory bodies local government.

Training organisations and advisors from the Department of Primary Industries and Rural Lands Protection Board are often listed on the directory of business services.

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

Obtain appropriate information

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

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

Information needs to be sorted so that only relevant data is collected. If a worker is asked to obtain a three-day weather forecast for the local district, a detailed analysis of the likelihood of cyclones in Queensland the following summer, although possibly interesting, would not be appropriate.



The information must also be interpreted correctly and written down accurately and legibly. A livestock carrier who phones to say that he will arrive to pick up cattle at 7am on Monday will not be impressed if the cattle are not yarded because the message was interpreted incorrectly and the subsequent note reads “Cattle truck coming 7pm Monday”.

Record information on standard forms

A number of forms need to be completed and submitted prior to, at the commencement of and during employment. These forms may be related to: employee records and workplace agreements personnel and staffing details taxation and superannuation banking and finance health and insurance records

Workers Compensation, accidents and incidents.

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

Details that are commonly requested include: full name and title home and postal addresses date of birth and country of citizenship phone and fax numbers and email addresses occupation signatures and dates.

Other details that may be required could include: highest level of qualification tax file number bank account details

ABN number emergency contact names, addresses and phone numbers.

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

It is good practice to make a copy of the form for future reference before presenting or mailing it. If sending the form by mail, ensure that the postal address is correct, the sender’s address is on the envelope and the correct postage is affixed. Retain original forms such as Birth Certificates and only forward photocopies.



Each workplace will have a range of forms, specific to the enterprise that workers need to complete. There is a legal obligation on employers to keep some of these records such as safety reports and chemical records.

Forms that are common to most enterprises include: safety reports docket, invoices and receipts petty cash vouchers time sheets telephone message forms leave forms.

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

Use correct procedures for the storage of information

Every organisation 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 organised 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.

Self-Check -6	Written Test
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1. How Information can be sourced? (5pts) **ans** by asking appropriate questions of employers, supervisors or colleagues
2. Where Information is store? (5pts) **ans** in filing cabinets and electronically



Note: Satisfactory rating – 5 and above points Unsatisfactory - below 5 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____



Information Sheet-7	Carrying out personal interaction clearly and concisely
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7.1. Effective Interpersonal Communication Skills

The development of effective interpersonal communication skills is an important endeavor for any individual who is seeking to become a stronger and more efficient communicator. Interpersonal communication skills play an integral role in establishing both a healthy home-life with loved ones, as well as a successful and rewarding professional career. People use communication skills to maintain relationships, transfer information, and convey emotions. In many ways communication is the foundation, the backbone, of a well-functioning and healthy society. We use communication every day, whether it is in the kitchen with our family, at the store with the cashier, or in the boardroom during an office presentation. The development of well-honed and flawless communication skills will therefore have a tangible and positive impact on an individual's ability to create and maintain relationships, as well as navigate the complex interaction that is required in a modern society.

Interpersonal communication involves the interaction between two or more people, including verbal, nonverbal, and physical communication. People use interpersonal interaction to convey information between each other and developing a relationship based on mutual experiences, understanding, and emotional connection. Developing strong interpersonal connections results in an improved connection to the surrounding world and a greater feeling of self-worth and self confidence. Besides these personal and psychological advantages, improved interpersonal communication skills can improve an individual's ability to function effectively in the workplace. Strong communication leads to fewer breakdowns in information transfers, increased task productivity, and improved worker efficiency. A well-developed interpersonal connection between colleagues also improves the overall workplace environment within the office, which enhances the time employees spend there. It goes without saying that a happy worker who enjoys coming to work is likely a more productive worker.



The development of effective communication skills can be achieved when the individual is willing to commit the time, energy, and limited expense required to bring about personal change. Improvement in the areas of communication can be accomplished through structured planning and diligent practice. The individuals' first step on the path to improvement is acknowledging and identifying the areas of communication where they are weakest. It is often difficult for someone to admit where faults, but this step is vital if they are to be successful. It is important to remember that many forms of communication are subtle and occur without the sender fully realizing; this is particularly true with many forms of physical and non-verbal communication. For instance, a simple communication skill that many people struggle with is maintaining eye contact with those individuals they are interacting with.

Of course it should be obvious that communicating is not only about sending messages. Strong interpersonal interaction is a two-way street that requires that both the sender and receiver are practicing effective communication skills. Becoming an active listener is an important component of developing into an effective communicator; this includes maintaining eye contact with those that are communicating to you, showing enthusiasm for what they are communicating, and asking clarifying questions when necessary. Active listening ensures that the sender's message is received both effectively and efficiently. The clarity and efficiency of information transfer is important both at home and in the workplace, where misunderstandings and mistakes can be reduced if not eliminated.

The development of effective interpersonal communication skills by the majority of people will result in a higher functioning and healthier society, as well as a more productive and efficient one.

7.2. Improve Your Communication Skills

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



1. **Listen.** Active listening is one of the most important communication skills you can acquire. By listening intently and not allowing your mind to drift off during meetings and discussions with co-workers, you can ensure that you are retaining the important information being discussed. Take notes during meetings and ask pertinent questions about the subject matter--repeating what the speaker has said will also help to keep the information in your brain.
2. **Accept constructive criticism.** Taking on a defensive posture is not the way to communicate in the workplace. If someone offers you some constructive criticism, talk with her on how to improve things. When critiquing others, do it in a professional way.
3. **Be aware of your body language.** Your body language communicates for you before you even open your mouth to speak--in fact, your body language often says more about you than the words that you say! Avoid crossing your arms, which may indicate boredom, and try to maintain eye contact when having a business discussion. Yawning, fidgeting and rolling your eyes will not impress your co-workers--or your boss--either.
4. **Answer your phone.** Making yourself available is a big part of maintaining effective communication. If you're at your desk, try to answer your phone. Check your voicemails often and respond in a timely manner. Remember that others are relying on you in order to get their own jobs done, so responding quickly to messages is extremely important.
5. **Use e-mail correctly.** Your e-mail skills can help to make or break your business communications. Because e-mails can be misconstrued (you can't hear the sender's tone as you can in a conversation), it is imperative that you word e-mails carefully. Also, check for typos and reread the e-mail to yourself before you send it. Be careful about whom you copy and blind-copy on e-mails--be sure that you are sending workplace communications only to the people that need to be included. Also, be careful with blind copying (bcc) on e-mails--this practice, of copying someone on an e-mail without the knowledge of others in the e-mail loop, should be reserved for unique situations only.
6. **Practice effective writing skills.** Your writing skills are one of your most important communication skills. If you have problems in this area, brush up on your writing skills



by taking a business writing or English class. Always check for typos before sending out any written communication. If it's an important memo or presentation, have a co-worker read it over for you to make sure your message is clear.

7. **Speak with confidence.** If you have to give a formal presentation, make sure you are confident and have a thorough knowledge of the subject matter--any nervousness will show through. Many people have a fear of speaking in public--if this is a problem for you, consider taking a public speaking class. When giving presentations, practice beforehand in front of a friend or co-worker. Make sure you are armed with detailed notes and practice your spiel over and over until you have it memorized. Visual aids, like a PowerPoint presentation, can also help you to get through a presentation. Allow your audience to ask you questions at the end to make sure that everyone understands what you have said.

By following these basic guidelines, you should find an improvement in your workplace communication skills, which in turn will enable you and your co-workers to get your jobs done more efficiently.

1.9. Questioning techniques

Asking questions is a fundamental part of finding information and for subtle (and otherwise) persuasion. Here are various pages on questioning:

- Closed Questions: That seeks short answers.
- Chunking Questions: Chunk up and down for more or less detail.
- Clear Questions: That is simple and unambiguous.
- Columbo Technique: Asking stupid questions that get the answers you want.
- Double Bind Questions: Whichever way you answer, the result is the same.
- Echo Questions: Repeat what they say as a question.
- Empowering Questions: That release limits on people.



- Funnel Questioning: Seeking more detail or more general information.
- Group Questioning: Tips for asking questions of many people at once.
- Interrogation Questions: Questions that lead to answers.
- Kipling Questions: Rudyard Kipling's six servants.
- Leading Questions: That may or may not be a good thing for you.
- Open Questions: For long and detailed answers.
- Open and Closed Questions: yes/no or long answer.
- Positive Questions: Deliberately leading the other person.
- Probing: Digging for more detail.
- Probing Questions: Specific questions for finding detail.
- Rhetorical Questions: Questions without answers.
- Socratic Questioning: Socrates' method of questioning in order to elicit learning.
- Tag Questions: Some questions encourage agreement, don't they?

And...

- Dodging the Question: How not to answer the question.
- Questioning Traps: A few pitfalls you may like to avoid.
- Responding to Questions: Turning questioning to your advantage.
- Selling with Questions: how to sell by asking instead of telling.
- The Power of Questions: How questions are just so very useful.



• Self-Check -3	Written Test
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1. What is Interpersonal communication? (5pts) **ans** involves the interaction between two or more people.
2. How to improve your communication skills? (5pts) **ans Listen. Accept constructive criticism, Be aware of your body language, Answer your phone**
3. _____ is the foundation, the backbone, of a well-functioning and healthy society . (5pts) **ans** communication

Note: Satisfactory rating - 10 and above points Unsatisfactory - below 10 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____



**NATURAL RESOURCES CONSERVATION AND
DEVELOPMENT**

NTQF Level -II

Learning Guide #1

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

**Module Title: Participating in Workplace
Communication**

LG Code:- AGR NRC2 M01 LO1-LG-1

TTLM Code: AGR NRC2 TTLM 0919v1



LO2. Participate in workplace meetings and discussions

Instruction Sheet	Learning Guide #-01
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Attending team meetings on time.
- Expressing own opinions clearly and Listening without interruption those of others
- Establishing meeting with the meeting purpose and protocols
- Conducting workplace interactions in a courteous manner
- Asking and responding questions about simple routine workplace procedures and matters
- Interpreting and implementing meetings outcomes

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, you will be able to –

- Attend team meetings on time.
- Express own opinions clearly and Listening without interruption those of others
- Establish meet with the meeting purpose and protocols
- Conduct workplace interactions in a courteous manner
- Ask and respond questions about simple routine workplace procedures and matters
- Interpreting and implementing meetings outcomes

Learning Instructions:

7. Read the specific objectives of this Learning Guide.
8. Follow the instructions described below 3 to 6.
9. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
10. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” in page -6, 9, 12 and 14 respectively.



11. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 ” in **page -15**.

12. Do the “LAP test” in **page – 16** (if you are ready).



11. Elections.

12. Announcements.

13. Adjustment.

1.1.3 Importance

Every meeting should follow a systematic schedule, and the agenda, which is a list of topics to be covered, should be prepared well in advance of the meetings. The agenda may be prepared just before the meeting if only the chairperson is to have a copy.

However, for regularly scheduled meetings, the presiding officer may send out a business that should be included before the final agenda is prepared.

1.1.4. Arrangements for the meeting

Notice: Information that notifies a meeting should include:

Whether the meeting is regular or special.

The day, date, time, place, purpose of the meeting.

The notice should be given a week or two-weeks in advance or even more.

The notice may be type written or telephone if the group is small.

Forms may be developed and used particularly for regular meetings. If small people,

Individual letters may be used.

Self-Check -1	Written Test
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1. List the Information that notifies a meeting should include? **ans** The day, date, time, place, purpose of the meeting.
2. Write parts of meeting? (5pts) **ans** Agenda, Order, Importance, Arrangements for the meeting

Note: Satisfactory rating - 3 and 5 points Unsatisfactory - below 3 and 5 points

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

Name: _____

Date: _____



Information Sheet- 2	Expressing own opinions clearly and Listening without interruption those of others
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2.1. Clear communication in the workplace

If you want to make instant changes in the workplace and improve effectiveness and productivity, clear communication is the key. Poor communication results in wasted time and money, interpersonal conflict, potential legal exposure and low morale.

Being successful in the workplace is a direct result of the way you put your message across. Communicating effectively, with staff, managers or the public, is a vital part of business communication. Consolidating your skills and building on your knowledge will enable you to improve your communication abilities and achieve far greater results.

If you work with others there are basic rules of communication that you must adhere to on a daily basis. Speaking, writing and listening all combine to put your message across to other people. Communicating clearly allows you to get things done effectively, obtain information, make decisions and develop positive business relationships. Poor communication, on the other hand, may cost you more than the time you have to take to explain something a second time.

2.1.1. A. The Rules of Success

- Know what you want to say. Being clear in your mind – write it down if it helps – will enable you to clarify your message.
- Communicate clearly. Putting your message across with the minimum of fuss will allow others to understand the meaning in your words – whether written or spoken. Communicating visually, or a combination of all of these methods, can also work just as effectively.



Analyzing: enables you to explore statements further. Asking further questions, paying attention to the other person's responses and picking up clues will help you gather all the information you may require.

Synthesizing: allows you to work with the other person so that you both achieve a desired result. This requires an exchange of further ideas as you both respond to statements and solutions.

Self-Check -2	Written Test
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1. Write the result of Poor communication? (5pts) **ans** wasted time and money, interpersonal conflict, potential legal exposure and low morale.
2. List Types of Questions?(10pts) **ans**
 - Open questions invite open discussion and will allow communication to flow.
 - Closed questions are specific and can generally be answered with a yes or no.
 - A fact-finding question allows you to explore further information.
 - Follow-up questions can elicit opinions and provide you with further information.
 - Feedback guarantees particular information is received

Note: Satisfactory rating - 10 and above points Unsatisfactory - below 10 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____



- a. Speakers
- b. Pre-meeting check offs
- c. Follow-up
- 5. Equipment and supplies
 - a. Office equipment and supplies
 - b. Projection equipment
 - c. Other equipment
 - d. Union regulations
- 6. Guests and dignitaries

Self-Check -3	Written Test
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1. List the Purpose and Protocols of meeting? 10pts **ans** Reserving meeting rooms, Supplementary materials
2. When conferences or large conventions are being prepared, List the criteria of it? (10pts)
ans The locality, Exhibit space, Registration, Meetings, Equipment and supplies.

Note: Satisfactory rating - 10 and above points Unsatisfactory - below 10 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____



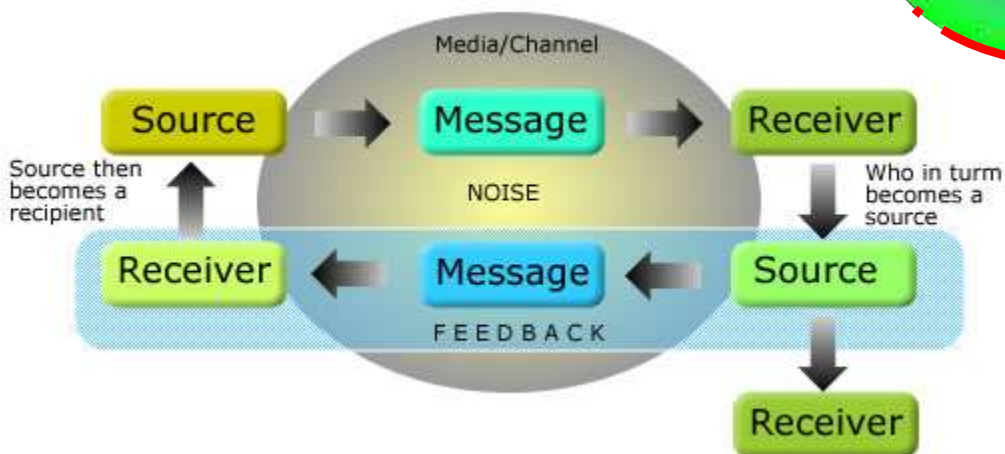
Information Sheet- 4	Conducting workplace interactions in a positive manner
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4.1. PROCESS OF WORKPLACE COMMUNICATION

The process of communication always contains messages, which are to be transmitted between the parties. There are two parties - one is 'Sender', who sends the message and the other 'Receiver', who receives it. Generally the process of communication is said to be complete when the receiver understands the message and gives the feedback or response. At road-crossings red light of the traffic signal sends the message to stop the vehicle. When people stop their vehicles by seeing the red light, it is the feedback or response. This feedback may be in any form. Even while talking to your friend 'nodding of the head' is treated as feedback. Thus, feedback becomes an essential element in the process of communication along with message, sender and receiver.

Hence 'Communication Process' includes the following elements:

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





4.2. MEANS/METHODS /OF COMMUNICATION

Over time, the methods and means used to communicate have expanded greatly. In early records, hieroglyphics and primitive cave paintings were used to communicate information and transmit messages. Oral stories and traditions were also passed down through generations and eventually many of these stories also came to be written down in some cultures.

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

Letters:

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

Telegram:

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



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

Phones:

Telephone is a very popular form of oral communication. It is widely used for internal and external business communications. Long distance communication is facilitated by STD (Subscriber Trunk Dialing) while international communication can be made through ISD (International Subscriber Dialing) facilities. Both government and private agencies provide telecom services. Telephone is mostly preferred as it helps in establishing instant communication.

In business firms as well as government and private offices automatic switchboards known as private automatic branch exchange (PABX) are installed to facilitate internal as well as external communication.

Now-a-days mobile phones are very popular as they give an access to the receiver at any time, anywhere. This is an improvement over the fixed line telephone. It possesses many modern features like Short Messaging Services (SMS), Multi Media Messaging Services (MMS) etc., by using which written messages can be sent to the receivers.

Telex:

Telex provides a means of printed communication using teleprinter. Teleprinters consist of machines installed at different places which are connected to a central exchange through cable. In each machine a standard keyboard is fitted. Any message typed by using those keyboards at one end is automatically typed at the other end. Hence instant transmission is possible.

Fax:



Fax or facsimile is an electronic device that enables instant transmission of any matter, which may be handwritten or printed like letters, diagrams, graphs, sketches, etc. By using telephone lines this machine sends the exact copy of the document to another fax machine at the receiving end. For sending any message the documents on which message, diagram or drawing is typed or drawn has to be put in the fax machine and the fax number (a telephone number) of the other party has to be dialed. Then the fax machine at the receiving end will instantly produce the replica of the matter. This is the most commonly used means of written communication in business. The main advantages of Fax system are easy operation, instant transmission of handwritten or printed matters over any distance, simultaneous transmission to two or more receivers, etc. The machine also records each transaction of communication. The only limitation is that fax machines accept document up to a standard size. Again, as a usual practice, a copy of the same document is sent to the receiver through post for their record. The receiver at the other end also makes a photocopy of the document immediately after receiving the message through fax machine, because there may be chances that the ink used by the machine may fade away after some time.

E-mail:

Electronic mail, popularly known as e-mail is a modern means of communication. The system makes use of electronic methods of transmitting and receiving information. In this case individuals, through the internet, open an e-mail account in their name from any ISP (Internet Service Provider). Then letters, messages, pictures or sounds can be sent through their computer to the e-mail accounts of other individuals. Whenever the other person will access his e-mail account he receives the message. The information is communicated audio visually and the process is extremely fast. This method is gaining popularity with increased use of internet among the users.

Voice Mail:

It is a computer-based system for receiving and responding to incoming telephone calls. It records and stores telephone messages through computer memory. The caller can get the required information by dialing the voice mail number and then following the instructions of the computer. The individuals can also record their messages through voice mail. The receivers at their own convenience can get the message from the machines and take action accordingly.



Pager:

This is an instrument which can be used to receive any short messages from the sender at any time. Within a limited area if any body wants to send any message to a person who does not have any fixed work place or he/she is in motion, then the message can be sent through pager. The sender dials a telephone number and gives his message orally to the company operating the pager service. This message is transmitted by the company to the person possessing the pager. The message travels through air in the form of electronic signal, which is converted into written message through pager. By reading that message the receiver will take action immediately. It is a system of one-way communication, which means; the receiver can only receive the message but cannot send any message through this machine.

Teleconferencing:

Conference generally refers to a meeting of people for consultation or discussion regarding Business Studies any common issues. Here people sit together and interact face to face with each other. But, teleconferencing is a system through which people interact with each other without physically sitting in front of others. People can hear the voice and see the picture of others and also respond to their queries even if sitting in different countries. It requires the use of modern electronic devices like telephone, computers, television etc. For every teleconferencing a central controlling unit is required that facilitate the entire process of communication. There are two different types of teleconferencing, one, audio-conferencing and other, videoconferencing.

Let us know more about them.

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

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

i. One-way video and two-way audio: In this system, the participants can listen to the voice and see the picture of the persons sitting at the studio. The audience maintains a contact with the studio through telephone and the persons at the studio listen to the voice of the participants.



ii. Both way audio and video: Here participants at both the end i.e., studio as well as audience end, are able to listen to the voice and see the picture of each other while talking amongst themselves.

4.3. EFFECTIVE INTERPERSONAL COMMUNICATION SKILLS

The development of effective interpersonal communication skills is an important endeavor for any individual who is seeking to become a stronger and more efficient communicator. Interpersonal communication skills play an integral role in establishing both a healthy home-life with loved ones, as well as a successful and rewarding professional career. People use communication skills to maintain relationships, transfer information, and convey emotions. In many ways communication is the foundation, the backbone, of a well-functioning and healthy society. We use communication every day, whether it is in the kitchen with our family, at the store with the cashier, or in the boardroom during an office presentation. The development of well-honed and flawless communication skills will therefore have a tangible and positive impact on an individual's ability to create and maintain relationships, as well as navigate the complex interaction that is required in a modern society.

Interpersonal communication involves the interaction between two or more people, including verbal, nonverbal, and physical communication. People use interpersonal interaction to convey information between each other and developing a relationship based on mutual experiences, understanding, and emotional connection. Developing strong interpersonal connections results in an improved connection to the surrounding world and a greater feeling of self worth and self confidence. Besides these personal and psychological advantages, improved interpersonal communication skills can improve an individual's ability to function effectively in the workplace. Strong communication leads to fewer breakdowns in information transfers, increased task productivity, and improved worker efficiency. A well-developed interpersonal connection between colleagues also improves the overall workplace environment within the office, which enhances the time employees spend there. It goes without saying that a happy worker who enjoys coming to work is likely a more productive worker.



The development of effective communication skills can be achieved when the individual is willing to commit the time, energy, and limited expense required to bring about personal change. Improvement in the areas of communication can be accomplished through structured planning and diligent practice. The individuals' first step on the path to improvement is acknowledging and identifying the areas of communication where they are weakest. It is often difficult for someone to admit where faults, but this step is vital if they are to be successful. It is important to remember that many forms of communication are subtle and occur without the sender fully realizing; this is particularly true with many forms of physical and non-verbal communication. For instance, a simple communication skill that many people struggle with is maintaining eye contact with those individuals they are interacting with.

Of course it should be obvious that communicating is not only about sending messages. Strong interpersonal interaction is a two-way street that requires that both the sender and receiver are practicing effective communication skills. Becoming an active listener is an important component of developing into an effective communicator; this includes maintaining eye contact with those that are communicating to you, showing enthusiasm for what they are communicating, and asking clarifying questions when necessary. Active listening ensures that the sender's message is received both effectively and efficiently. The clarity and efficiency of information transfer is important both at home and in the workplace, where misunderstandings and mistakes can be reduced if not eliminated.

The development of effective interpersonal communication skills by the majority of people will result in a higher functioning and healthier society, as well as a more productive and efficient one.



Self-Check -4	Written Test
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1. List Communication Process? (10pts) **ans** **Sender, Receiver, Message, Feedback**
2. What is Conference? (5pts) **ans** it refers to a meeting of people for consultation or discussion regarding Business Studies any common issues.

Note: Satisfactory rating - 10 and above points Unsatisfactory - below 10 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____



Information Sheet- 5	Asking and responding questions about simple routine workplace procedures and matters
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5.1. Performing Routine Workplace Instructions and Procedures

5.2.1. Giving Instructions

Written instructions may be brief dot points or detailed information.

When conveying information or instructions you need to:

- ✓ know what you want to say before you start talking
- ✓ know the required outcome
- ✓ know any procedures or policies that need to be considered
- ✓ Consider any communication problems the listener may have such as: literacy and numeracy problems physical problems such as hearing impairment.
- ✓ Consider their ages and sex (the way you speak to young workers and aged or experienced workers is not one and similar) etc.

It is extremely important that you pay attention to the following guidelines.

Be accurate

Be clear

Be concise

Be comprehensive

Explain fully

Be logical

Team members may have a variety of communication problems due to cultural differences. These differences need to be discussed with the person involved. During this discussion, speak



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

Be accurate

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

Be clear

- > give instructions that are very clear and not complicated
- > demonstrate what you mean
- > face the person you are communicating with
- > make eye contact, speak clearly
- > use gestures if necessary to demonstrate.

Be concise

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

Be comprehensive

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

Explain fully

- > explain the purpose or goal of the instruction or activity.

This can be done at the end of an instruction.



Communicate in a way that is consistent with the skills of the receiver

- > give instructions at a level the receiver will understand
- > do not assume the receiver has the same language skills as yourself
- > the receiver may need a different form of instruction.

Be logical

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

Always check that the receiver has understood the instruction or message. Look for feedback by asking the receiver to repeat what they have been instructed to do. Observe their body language to see if they look confident of their ability.

5.2.2. Receiving Instructions in the Workplace

Just as there are guidelines to follow when giving instructions there are also guidelines to ensure instructions are received and followed correctly.

Be a good Listener

- > pay attention
- > keep quiet, listen and look
- > respond when you understand
- > speak up if you do not understand
- > check to see if you have understood correctly.

Be attentive

- > face the person and listen
- > pay attention
- > do not be distracted
- > make notes if necessary.

Use good verbal skills

- > speak clearly
- > use appropriate language/terminology
- > Request an explanation if you do not understand



- > ask for instruction if required
- > make yourself understood.

- ✓ Use the right words. Trying to explain something to a new workmate with the acronyms and jargon only understood by experienced staff will result in **misunderstandings**.
- ✓ Use the right questions. Think about the information you need to know before asking the questions and your questions will be more focused and relevant.
- ✓ Use the right listening techniques.
- ✓ Active listening includes repeating words or phrases, and clarifying information to show you have heard and understand the meaning.
- ✓ Use the right tone of voice.
- ✓ This is not so much *what* is said, but *how* it is said. Using the wrong tone of voice, for example speaking angrily, may result in others misunderstanding you as they try to work out why you are angry rather than listening to what you say. *continued ...*

Questioning Always ask if you do not understand or are not sure what is being conveyed. It is not foolish to ask questions, as mistakes can cost money and lives.

Some suggested questions are listed below.

- Excuse me, would you mind explaining that again?
- I am not sure I fully understand. Could you please repeat what I need to do?
- Would you mind demonstrating how you do that?
- Would you mind making a sketch so that I do not make any mistakes?
- Do not forget to show your appreciation of any assistance you may

Self-Check -5	Written Test
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Information Sheet- 6	Interpreting and implementing meetings outcomes
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6.1 Meeting Outcomes

We might be skeptical or cynical about the outcome of meetings but we cannot avoid them. Even those managers who are the most vehement critics of meetings spend a lot of their time in attending them and are often required to hold them too. Meetings, if properly handled, can be a useful means of group communication. The following points should be helpful in ensuring the success of a meeting when you are conducting meetings:

1. *Clearly define the purpose of the meeting.* If the purpose is clearly defined, it will immediately help to decide whether it is at all necessary to call a meeting. It is quite possible that in certain cases it may suffice to circulate a note and individually ask for the opinion of the people concerned. Such a procedure will help to take a quick decision without any avoidable loss of time or money. If it is necessary to call a meeting, the next step is to determine who should attend the meeting and what items should be on the agenda.
2. *Distribute the agenda among all the members.* This is of utmost importance; for if members are ignorant of agenda, they will not be able to make any advance preparation and their participation in the meeting will be ineffective.
3. *Provide all the facts.* If the items on the agenda require the members to know some important facts, the best thing is to provide them in advance. If a meeting has been called to discuss the declining sales of a particular product, all the facts and figures having any bearing on the subject should be collected, cyclostyled and circulated among the members.
4. *Restrict the number of invitees.* The number of invitees to meeting should not be very large, for large groups tend to be unproductive. Only those persons should be invited who are



Self-Check -6	Written Test
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1. List points to ensuring the success of a meeting? (10pts) **ans** clearly define the purpose of the meeting, distribute the agenda among all the members, *provide all the facts*, and restrict the number of invitees.

Note: Satisfactory rating - 10 and above points Unsatisfactory - below 10 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____



**NATURAL RESOURCES CONSERVATION AND
DEVELOPMENT**

NTQF Level -II

Learning Guide#1

Unit of Competence: Participate in Workplace
Communication

Module Title: Participating in Workplace Communication

LG Code:- AGR NRC2 M01 LO1-LG-1

TTLM Code: AGR NRC2 TTLM 0919v1



LO3. Complete relevant work related documents

Instruction Sheet	Learning Guide #-01
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Completing range of forms relating to conditions of employment accurately and legibly
- Recording Workplace data on standard workplace forms and documents
- Using basic mathematical processes for routine calculations
- Identifying errors in recording information on forms/documents
- Completing reporting requirements to supervisor according to organizational guidelines.

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 –

- Complete range of forms relating to conditions of employment accurately and legibly
- Record Workplace data on standard workplace forms and documents
- Use basic mathematical processes for routine calculations
- Identify errors in recording information on forms/documents

Completing reporting requirements to supervisor according to organizational guidelines

Learning

Learning Instructions:

4. Read the specific objectives of this Learning Guide.



5. Follow the instructions described below 3 to 6.
6. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
7. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” in **page -6, 9, 12 and 14** respectively.
8. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 ” in **page 15**.
9. Do the “LAP test” in **page – 16** (if you are ready).



Information Sheet-1	Completing range of forms relating to conditions of employment accurately and legibly
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3.1 Work place Data and Forms

Definition

The term form has been aptly defined by little field‘ as a piece of paper with fixed data and blank spaces for variable data. John B. Love Chio, Director, procedures and records Management programmers, RCA Corporation, Cherry Hill, New Jersey, defines a form as a Piece of paper or card containing constant information with space provided for the entry of variable information on a prescribed formatted basis.

The nature of forms

The nature of forms varies according to the need. There is a form for almost every office activity. An invoice, a receipt, a cash memo, a purchase order, an employment application a sales man’s report, a performance appraisal, a register, a checklist, even a cheque, a letterhead, or business envelope, is a form. Each of these pieces of paper has certain fixed data printed on it and blanks are left to fill in the variable data.

Take a simple receipt, the name and address of the vendor and the words —Received from which are constant and known will be printed on it; so will an identifying number. These will be fixed data. There will be blanks for filling in the date, the amount and the transaction in respect of which the payment has been received, and space will be left for the variable data.

In providing space for filling in variable data, the method of data entry should be kept in mind.



For example, if the variable data is to be entered manually, hand writing spacing should be provided but if the data entry is by typewriter or through any other machine such as and dressing machine, teletypewriter, billing machine or computer, spacing suitable for such equipment should be provided.

A form is not necessarily a single sheet of paper although this is the most commonly used type of form, here are two such forms used by the consumer export department of a company a Packing slip followed by an invoice.

Function of fixed and variable data -The function of fixed data is to provide information which is constant and known in advance so that time and effort is not spent unnecessarily in repeating the same standard and constant and on copies.

Information which varies with each transaction is labeled in a particular position with blanks or dotted lines to indicate what type of information is to be filled in and where. This is the function of variable data in a form.

3.2 Purposes of forms

The purposes of forms include:

1. To standardize records
2. To expedite office work by providing a certain position for each item of information.
3. To fix responsibility for the work done by providing space for signature or statements of who did the work
4. To record necessary data repeatedly or as a matter of necessity
5. To identify records for future reference
6. To gather information
7. To give information or instruction
8. To simplify methods
9. To improve systems and procedures
10. To increase efficiency
11. To reduce costs by preventing mistakes and eliminating a great deal of time in writing, by hand or type writing.



Classification of office forms- Office forms may be classified into various categories including the following

1. According to function: accounting forms, purchase forms, sales forms, etc.
2. Internal or external use: internal use office forms such as memorandum forms, Requisitions, register, etc., external use forms, such as order forms, invoices, statements, Cheques, receipts, etc.
3. Single copy or multi – part forms
4. One or – two – wide forms
5. Carbonless or carbonized forms,
6. Plain or punched cards,
7. Unit sets partially or spot carbonized,
8. Continuous forms which may be fanfold or continuous separate strips. There are fanfold Marginally punched forms for ensuring alignments when they are to be used on machines Equipped with forms – feeding devices, and non – marginal punched fanfold forms. Continuous forms are much quicker to operate than unassembled loose forms, because the time spent in collecting, inserting, removing, etc. is saved.
9. Forms that machines can read. These are the MICT (Magnetic Ink Character Recognition) and OCR (Optical Character Recognition). MICT is a system mostly used by banks to sort and process numeric data that have been entered on cheques etc., by a special magnetic ink. In this system both alphabetic as well as numeric data can be read from the forms and converted into electrical impulses and transmitted to the computer for Processing. These forms can only be printed by precision equipment on paper of a special Quality.

Analyzing office system and procedures- In order to have a successful program of forms control it is essential to analyze office systems and procedures, to study the flow of work through flow charts etc., and to see whether the time required for completing the work can be reduced without increasing costs. This is where a study of the forms used comes in making such a study the possibility of reducing the number of forms should be kept in mind.



This can be done by eliminating obsolete forms and consolidating or simplifying other forms, and if feasible, mechanizing the preparation, use and flow of the forms.

Forms files- A master file should be kept of all forms, whether currently being used or not, but which have not been eliminated. This should be properly indexed.

Forms files are generally of the following types.

Numerical: - In the numerical file, samples of forms are arranged according to the identifying Number of each form.

Functional or Subject wise: - In the functional or subject wise file, samples of forms are Arranged alphabetically according to function or subject. This type of file is a very useful tool of forms control as the possibility of eliminating or consolidating forms can be easily perceived when the arrangement is subject wise.

Departmental: - Each department may also keep a file of the forms with which it is concerned.

3.3 Responsibility for forms Design and control

The responsibility for forms control should be centralized in a team selected from the relevant Departments and preferably headed by the specialist trained and experienced in systems and

Procedures and forms design and control, who would be able to guide the team and coordinate the programmer

The functions of such a team would include:

1. To collect and examine samples of all existing forms
2. To classify and keep an inventory of departments using them
3. To consider eliminating useless forms or parts of forms
4. To consider consolidating a number of forms into one
5. To examine whether the forms contain up – to – date titles, captions and information Requirements
6. To maintain a properly indexed master file of forms
7. To consider improvements or redesign of existing forms when the stock runs low
8. To consider requests for redesigning existing forms or replenishing stock



9. To consider the various reproduction processes and types to be used and whether the job should be done internally or through a reputable firm of forms manufactures

10. To lay down or improve procedures for handling forms and equipment for greater clerical efficiency.

REQUISITIONING AND REORDERING FORMS

Requisition for forms redesign, for new forms or for replenishment of inventory should be Sanctioned by the forms control committee. This itself should be done on a form, namely, the

Requisition for Ordering Forms'. The requisition, however, should be addressed to the forms supervisor and should contain the name of the requesting officer and the names and approvals of his department and division. It should also mention the date by which the forms are required. A Sample of the required form should be attached to the requisition with detailed specifications of size, colour and quality of paper.

Before, however, the requisition is sent to the forms control committee it should be checked by the forms specialist or coordinator if there are other forms which serve the same purpose or Whether a combination of forms would be advisable, etc, he should send the request with his

Suggestions and recommendations to the forms control committee.

After the forms control committee has made a decision on the request the specialist or co- coordinator should take the necessary action and guide the person requesting the form with

Whatever further work that may be required.

PRINCIPLES OF FORMS DESIGN AND CONTROL

Whether there is a specialist or a forms control committee, the administrative manager should be familiar with the basic principles of forms design and control. There are three basic principles.

They are:

Principle of use -a form should only be developed when there is a definite need for the use of such a form. If this principle is not followed, there will be a profusion of forms leading to confusion, overlapping and unnecessary effort and expense. It would be better to combine



several forms by creating flexible documents which can serve various purposes, thus simplifying office procedures and increasing efficiency.

Principle of standardization- All forms should be standardized by size, quality and colour of paper, and printing style. This will reduce cost and avoid confusion.

Principle of centralized control- There should be centralized control for the design, use and Elimination of forms.

Guidelines for Forms Design and Control- To the above basic principles may be added the Following guidelines.

1. Every form should serve a specific purpose so that it provides an independent source of Information.
2. Every form should contain up-to-date headings, captions and information requirements.
3. An identifying number should be given to each form. This will facilitate sorting and Filing. For example, each department may be identified by an alphabet, e.g. A for Accounts Department, P for purchase department, S for sales Department, c for Correspondence Department, and so on. A number should be given on each form origination in a department. For example, A6 for the sixth form originating from the Accounts Department.
4. The heading or title of the form should be descriptive and key words should be part of the title. For example, Purchase Order, Forms Requisition, Receipt, Sales Report, Invoice, etc. such key words would help in classifying the forms by subject or function.
5. No item should be specified on the form unless a need exists for it. This is because only necessary data should appear on the form.
6. On forms which are to be mailed, space should be provided for the mailing address so that it can be seen through a window.
7. When forms are to be used as source material for data processing, the layout of such form should correspond with the layout of the data processing cards.
8. When planning forms any equipment or device which will be involved in the procedure, for example, typewriter, filing equipment, accounting and other machines must be listed and examined to see to the smooth and steady operation of the system.



9. Clear, complete and simple instructions, bearing in mind the people who will be reading them, should be printed on the form to precede the items to which they apply. If the instructions are lengthy, the back of the form should be used. In such cases the paper should be
10. The printer should be given clear instructions regarding the paper, layout, types, etc.
11. Before the form is printed, the proof must be carefully checked with the original manuscript,
12. The items should be arranged in logical sequence so that the blanks can be filled in with the minimum of delay and without going up and down the form.
13. Related items should be grouped together.
14. Items of greatest use should be higher up the form than those which will be less frequently used.
15. Adequate space should be provided for margins and for entering data. If a machine is to be used the exact horizontal and vertical spacing required should be borne in mind.
16. In the case of carbonized multiple-copy forms the omission of undesired data should be provided for by uncoated portions or perforations for tearing off the unwanted information on certain copies.
17. When new employees are hired or employees are transferred from one department to another they should be given training in the procedure of handling forms.
18. When new forms are introduced their purpose should be explained to those who will be handling them.
19. In designing forms, the corporate image should not be neglected if a corporate style has already been established every document which goes out of the organization should be standardized to project the corporate image. Such a document may be letterhead, a receipt, an order form, a label, or even a signboard-each should be standardized to present an aesthetic corporate image which whoever would see or receive can immediately recognize, whether they are suppliers, customers, shareholders, or the general public.



20. The number of copies to be distributed should be kept to a minimum. In determining the number of copies. If this is not done, besides increased costs of paper, printing and handling of the extra copies, the files will get cluttered.

21. Attention should be given to the size of the envelope in which the form will be filed, and to the size of the envelope in which the form will be mailed.

22. It should be ascertained whether the cost of compiling the information is likely to be more than the value of the information. If this is so then it is better to discard the idea of having the form.

23. Finally, it should be determined whether the form is of sufficient importance to justify the time, work and expense necessary to prepare it.

24. Before a final printing order is given, a checklist should be prepared, if it does not already exist, and used to review the effectiveness and economy of the form.

Self-Check -3	Written Test
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1. Define the term form? (5pts) **ans** it is defined by little field' as a piece of paper with fixed data and blank spaces for variable data.
2. List the purposes of forms? (10pts) **ans**
 - To standardize records
 - To expedite office work by providing a certain position for each item of information.
 - To fix responsibility for the work done
 - To record necessary data repeatedly or as a matter of necessity
 - To identify records for future reference
 - To gather information



- To give information or instruction
- To simplify methods
- To improve systems and procedures
- To increase efficiency
- To reduce costs

Note: Satisfactory rating - 7 and above points Unsatisfactory - below 7 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____

Information Sheet-2	Recording Workplace data on standard workplace forms and documents
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Collecting Workplace Data

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



B. Questionnaires are a set of questions designed to gather information. They are useful when your audience is able to read and write, it is culturally appropriate, you have an engaged audience (i.e. workgroup or team), you personally know the people you want to collect the information on or for. Using a questionnaire without names on it might help to make sure information is kept private. If you want to get information from others who are remote to you, and it is not easy to get them in one place at one time consider using a mail questionnaire.

Choosing and interpreting a standardized questionnaire is something you might want to get an expert to help you. It is a good idea only to use a standardized questionnaire if you are sure that you will be able to use the information because the evaluator does not know who has answered the questionnaire. This means you can ask more questions that are sensitive.

However, people answering the questionnaire may not understand some sections or may have questions and you will not be there to clarify or it might be difficult to read what people have written. Some people might be more likely to complete and return your questionnaire than others, e.g. people who have difficulties reading and writing are less likely to participate and return completed questionnaires.

c. Hand-Out Questionnaires are another option. They are inexpensive, quick to administer, good for getting feedback, e.g. you can ask people how they felt about training workshops or activities they have just completed. Many people who you ask to complete the questionnaire will do so.

If people are completing the questionnaires in front of you, they may feel they have to give answers they think you want.

d. Mail Questionnaires can be sent out to a large number of people. If sent to people, then they have time to think about their answers.

The number of questionnaires you get back could be very low and it is very time consuming trying to get people to post completed questionnaires back to you.

e. Face-to-Face Interviews are a set of questions designed to gather information read out aloud to the participant face-to-face. They are good when you are not known to the interviewee, the interviewee is easily accessible (they live close by), it is culturally appropriate or there is only a small number of people you want to collect particular information from because face-to-face



interviews take a lot of time to organize and carry out. People are more likely to agree to take part, which allows you to look more deeply into complex issues, ensures the interviewee understands the questions and can provide a lot of detailed information. In addition, the interviewee does not have to be able to read or write well.

It maybe difficult to ask personal or sensitive questions and people might not tell the truth if they know the interviewer or the interviewer knows them. If you have different people doing the interviewing then they may ask the questions in different ways, making it harder to compare interviewee answers. It can also be expensive, for example, the time it takes to organize and do the interview and the costs of travelling to meet the interviewee.

f. Telephone Interviews are again a set of questions designed to gather information read out over the phone with the participant. This works well when you are sure everyone you want to talk to has a phone, you have permission to have people's phone numbers, people live far away and you can't get them into the same room to ask questions and it is culturally appropriate and the questions you are asking are simple and straight forward.

If you have a large number of calls to make, it will be very costly in terms of time and money but many people who you ask to interview are likely to do so. People are more likely to agree to take part, there are low to medium costs, allows you to clarify questions the interviewee may have, the interviewee does not need to have good reading or writing skills, can provide a lot of detailed information. The interviewee might not know who the interviewer is so they may feel more comfortable answering personal questions.

It is not always a good approach if people have hearing difficulties or do not speak your language very well or when you are trying to explore complex or sensitive issues. Not all people have phones; therefore, you might limit your sample to people who have phones, as those without phones will not be able to participate.

g. Focus Groups are another good way of gaining information. This is a discussion between a small group of participants (6-12) with a facilitator to get information about views and impressions. Consider this method when it is culturally appropriate, the participants are easily accessible (they live close by), there is someone experienced who can run the focus group or you want to reach different groups and compare their thoughts and ideas.



Focus groups are inexpensive, participants don't need to be able to read or write and is good for exploring more complex issues people can openly talk about their experiences. The focus group leader can answer any questions participants have. It is good for exploring new areas, reasons for change or lack of change.

h. Case Studies are a detailed description of a single event, person or place that illustrates your project. They are good when presenting the results of your evaluation; your project is focusing on particular groups as it helps people to identify with the particular groups within the project. You must be certain that the person in your case study cannot be identified and have a good example that illustrates or "showcases" your project.

Usually case studies have a minimal cost, and are a good way to present your project in a way that your organization will understand. Nevertheless, you need to be very careful to make sure that your case is not identified. Capture a range of people so that you can make representative generalizations and conclusions.

i. Story telling is when a person or group tells a story on a topic. This is useful when you are certain that your subject case cannot be identified. It can show results effectively and display your project in a way that your community will understand.

j. Photos, Pictures and Videos are a way of showing, at a point in time, how things look. It is effective when you have a clear visual outcome of your project; you are presenting to a board and/or writing articles for the local newsletter. There is a minimal cost, can show results effectively, are simple to document progress and it is easy to see how your evaluation has made a difference. Remember that you must gain permission if you photograph people and it is only appropriate if you need visuals.

k. Other Data Sources is information collected outside your project (e.g. public records, industry records). It is useful when you want to check the accuracy of some information that you collected or you are conducting a project where routine data may support your objectives.

It has already been collected so you do not have to do all the work to collect the information. However, you need to check if you need ethical approval and permission to access this information and that the information has been collected reliably. Finally ensure that you really know what the data means and from whom has been collected from.



1. Process Mapping is used to show the processes or activities involved in a project, process, team or system in a flow chart. It shows the workflow within a process and relationships between people and groups in the process.

This information can be helpful in identifying areas for improvement because it can provide accurate and detailed process information. Observations may however be influenced by how you feel about a certain event. You need to make sure you just record the facts. There is a risk that the mapping may not be completed on a regular basis or accurately.

Always think carefully about which method is most appropriate to achieving the information you need to organize and keep and which can be ignored. Keep the following four criteria in mind as you make your selections and apply them again when making your final choices as to suitability of material.

1. Who the users will be?
2. What their information needs are.
3. What materials are available?
4. How information can be disseminated?



It is important to collect only essential information. Too much information can be confusing.

4.1.2. Encouraging Personal Sharing of Information

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

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

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

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

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



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

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

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

Activity

Breaking into groups of three, one will be the interviewer, one the interviewee and the third will be the observer and timekeeper. The interviewer will spend five minutes asking questions about the value of this training. The interviewee will answer. At the end of the five minutes the observer will give positive reinforcement (what went well) and constructive feedback (what could be improved).

The groups then change roles and repeat the exercise twice more so that each has a turn in each role. It is important that the observer in each case provide **both** positive and constructive

Summary

- Organizing workplace information requires first finding the best useable information about a multitude of work fields.
- Data collected, to be useful must be accurate, current, relevant, specific, understandable, comprehensive, unbiased and comparable.
- To gain the information, you must consistently exercise excellent interpersonal communication skills.



- It is important that members of a group communicate freely with each other.
- Information is received through hearing, seeing, feeling, tasting, and smelling.
- The more ways we use to gather information, the better the information is received, understood and put to use.
- Retrieving or recalling information is important.
- Giving information involves the same five senses used to receive it.
- Interpreting information is vital.
- Clear communication is essential.

Self-Check -2	Written Test
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1. What is Questionnaires? 5pts **ans** a set of questions designed to gather information
2. What is Face-to-Face Interviews? 5pts **ans** are a set of questions designed to gather information read out aloud to the participant face-to-face.
3. What is the use of Process Mapping? 5pts **ans** is used to show the processes or activities involved in a project, process, team or system in a flow chart.

Note: Satisfactory rating – 7 and above points Unsatisfactory - below 7 points

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

Name: _____

Date: _____



Information Sheet-3	Using basic mathematical processes for routine calculations
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3.1. Using Basic Mathematical Calculation to Complete Work Related Documents

Uses and applies of mathematical techniques, processes, and concepts to understand and solve problems very crucial knowledge wanted at workplace. Applies understanding of mathematics, either explicitly or implicitly, to perform basic computations, apply mathematical processes or utilize tools, analyze problems, identify or specify patterns, and draw conclusions is highly wanted from a given expert.

To report the result of data collected.

Use calculator to complete basic mathematical calculations to report findings. This includes; Performs basic arithmetic (i.e., adding, subtracting, multiplying, dividing). Makes reasonable estimates of mathematical problems without a calculator.

Solves routine mathematical problems (e.g., volume/area calculations, obtaining/transposing measurements, calculation of sales tax, etc.). Independently applies simple mathematical techniques to solve practical problems. Creates tables and charts to store or explain quantitative information.



3.2 Importance of Routine Calculation in Recording Workplace Data

Important to:

- ✓ Solve concepts such as rate and proportion, tax added, percentage off, and computing with a given average.
- ✓ Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
- ✓ Perform straightforward word-to symbol translations
- ✓ Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes)
- ✓ Calculate percentages, percentage discounts, or percentage markups
- ✓ Divide negative numbers
- ✓ Decide what information, calculations, or unit conversions to use to solve the problem
- ✓ Compute the area and perimeter of triangles and rectangles in simple problems
- ✓ Translate from one representation of data to another (e.g., a bar graph to a circle graph)
- ✓ Exhibit knowledge of simple counting techniques
- ✓ Average hours and minutes or other mixed units in one system
- ✓ Use geometric formulas when all necessary information is given
- ✓ Locate points in the coordinate plane
- ✓ Comprehend the concept of length on the number line
- ✓ Exhibit knowledge of slope
- ✓ Find the measure of an angle using properties of parallel lines
- ✓ Exhibit knowledge of basic angle
- ✓ properties and special sums of angle measures (e.g., 90° , 180° , and 360°)
- ✓ Decide what information, calculations, or unit conversions to use to solve the problem
- ✓ Calculate the missing data value, given the average and all data values



1. What are basic arithmetic of calculation?(5pts) **ans** adding, subtracting, multiplying, dividing).
2. What are routine mathematical problems? (10pts) **ans**, volume/area calculations, obtaining/transposing measurements, calculation of sales tax, etc.).

Note: Satisfactory rating – 7 and above points Unsatisfactory - below 7 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____



Information Sheet-4	Identifying errors in recording information on forms/documents
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4.1. Identifying and Rectifying Errors in Recording Information

Team Proofing Stage

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

Single Proofing Stage

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

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

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

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

4.2. Definition of Reports



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

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

- clarifying your terms of reference
- writing the first draft
- planning your work
- Checking and re-drafting.
- collecting your information
- organizing and structuring your information

Different types

The terms of reference of a report are a guiding statement used to define the scope of your investigation. You must be clear from the start what you are being asked to do. You will probably have been given an assignment from your tutor but you may need to discuss this further to find out the precise subject and purpose of the report. Why have you been asked to write it?

Knowing your purpose will help you to communicate your information more clearly and will help you to be more selective when collecting your information.

Careful planning will help you to write a clear, concise and effective report, giving adequate time to each of the developmental stages prior to submission.

- Consider the report as a whole
 - Break down the task of writing the report into various parts.
 - How much time do you have to write the report?
 - How can this be divided up into the various planning stages?
 - Set yourself deadlines for the various stages.
- There are a number of questions you need to ask yourself at this stage:-
- What is the information you need?
 - Where do you find it?
 - How much do you need?
 - How shall you collect it?
 - In what order will you arrange it?

Terms of



You may have much of the information you need already such as results from a laboratory experiment or descriptions of your methods of data collection.

However, there may be other material that is needed such as background information on other research studies, or literature surveys. You may need to carry out some interviews

- Make a list of what information you need.
- Make an action plan stating how you are going to gather this.

One helpful way of organizing your information into topics is to brainstorm your ideas into a 'spider diagram.'

- Write the main theme in the centre of a piece of paper.
- Write down all the ideas and keywords related to your topic starting from the centre and branching out along lines of connecting ideas.⁵
- Each idea can be circled or linked by lines as appropriate.
- When you have finished, highlight any related ideas and then sort topics.
- Some ideas will form main headings, and others will be sub-sections under these headings.
- You should then be able to see a pattern emerging and be able to arrange your main headings in a logical order.

Taking notes.

We discussed earlier that there are different types of report such as laboratory reports or reports on an industrial placement. Always check with the person commissioning the report (your tutor, your placement supervisor) to find out precisely what your report should include and how it should be presented. The following common elements can be found in many different reports:

We shall now look at each of these in turn.

A given report should have the following steps

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Title page | | |
| Does this include the Title? Author's name? | | Have you listed all the main sections in sequence? |
| Module/course details? | | Have you included a list of illustrations? |
| <ul style="list-style-type: none">• Acknowledgements | | <ul style="list-style-type: none">• Abstract or summary |
| Have you acknowledged all sources of help? | | Does this state: |
| <ul style="list-style-type: none">• Contents | | The main task? |
| | | The methods used? |



The conclusions reached.

The recommendations made.

• **Introduction**

Does this include: Your terms of reference?

The limits of the report?

An outline of the method?

A brief background to the subject matter?

Methodology

In this section, you should state how you carried out your enquiry. What form did your enquiry take? Did you carry out interviews or questionnaires, how did you collect your data? What measurements did you make? How did you choose the subjects for your interviews? Present this information logically and concisely.

Results or findings

Present your findings in as simple a way as possible.

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

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

Illustration checklist

- Are all your diagrams / illustrations clearly labeled?
- Do they all have titles?

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



Discussion

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

Conclusions and recommendations

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

There are several points that you will need to consider when you are writing your report: Active or passive? Your tutor will be able to advise whether the report should be written in the 'active' or 'passive' voice.

The active voice reads as follows:

'I recommend ...'

The passive voice reads:

'It is recommended that ...'

The active voice allows you to write short, punchy sentences.

The passive appears more formal and considered.

Be aware of these differences and avoid mixing the two voices.

Simplicity

Most written reports should avoid using overly complicated language. If a report is to persuade, brief or justify, its message must be clear. Furthermore, the factual presentation of data should not be swamped with sophisticated, lengthy sentences.

Avoid using unnecessary jargon. This confuses even the most informed reader.

Ensure that your abbreviations are standardized. All too often authors invent their own jargon to ease the pressure on writing things in full. Be cautious of confusing your reader.

Use of language

Most reports should avoid the use of subjective language. For example, to report on a change in coloration from a "stunning green to a beautiful blue" is to project your own values onto a measurable outcome. What does the term "beautiful" mean to you? What will it mean to your reader? Such subjective or personal language commonly has no place in the more objective field of report writing.

Writing Reports 10

Most reports have a progressive numbering system.

The most common system is the decimal notation system.



The main sections are given single Arabic numbers - 1, 2, 3, and so on.

Sub-sections are given a decimal number - 1.1, 1.2, 1.3 and so on.

Sub-sections can be further divided into - 1.11, 1.12, 1.13 and so on.

An example structure would look as follows;

1. *Introduction*

1.1 _____

1.11 _____

1.2 _____

1.21 _____

2. *Methodology*

2.1 _____

2.11 _____

2.12 _____

The following suggestions will help you to produce an easily read report:

- Leave wide margins for binding and feedback comments from your tutor.
- Paragraphs should be short and concise.
- Headings should be clear - highlighted in bold or underlined.
- All diagrams and illustrations should be labeled and numbered.
- All standard units, measurements and technical terminology should be listed in a glossary of terms at the back of your report.

Once you have written the first draft of your report you will need to check it through. It is probably sensible to leave it on your desk for a day or so if you have the time. This will make a clear break from the intensive writing period, allowing you to view your work more objectively.

Assess your work in the following areas:

- Structure
- Content
- Style

Look at the clarity and precision of your work.

Use the report-writing checklist at the end of this section to check your report.

You may like to carry out a more formal evaluation.

Use the section **assessing yourself** to help you draft assessment criteria and evaluate your work.

The skills involved in writing a report will help you to condense and focus information, drawing objective findings from detailed data.



The ability to express yourself clearly and succinctly is an important skill and is one that can be greatly enhanced by approaching each report in a planned and focused way.

Conclusions and recommendations

Have you drawn together all of your main ideas?

Have you avoided any new information?

Are any recommendations clear and concise?

• References

Have you listed all references alphabetically?

Have you included all the necessary information?

Are your references accurate?

• Appendices

Have you only included supporting information?

Does the reader need to read these sections?

Overall:

• **What are the main points for consideration?**

• **What have you done well?**

• **What needs fine-tuning?**

Self-Check -4	Written Test
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1. what is A report? *10pts ans is a statement of the results of an investigation or of any matter on which definite information is required.*
- 2.

Note: Satisfactory rating - 3 and 5 points Unsatisfactory - below 3 and 5 points

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



Name: _____

Date: _____

Information Sheet-5	Completing reporting requirements to supervisor according to organizational guidelines
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5.1. Report Writing, Record Keeping and Documentation

A report is an account of something that conveys certain specific information to a specific leader. It is a document which states the result of an investigation on a study that draws a conclusion and makes recommendations. It is submitted to a person or body for whom the work is done.

The Structure of the Report

The structure of the report depends on the nature and the purpose of the report and the experience of the writer. It usually contains the general part in certain order depending on whether the reports are short or long.

Short Report Writing

Short report less formal .It is usually completed on prepared form or sometimes written out fully by the report writer. Normally it contains heading and message.

- a. The heading: this contains the identification labels (to, from, and subject). The date also forms parts of heading, and is usually written at the top right corner of the page or in the heading itself just preceding the subject. To and from, usually indicate the name and position of the receiver of the report, and name and position of the writer of the report respectively. Subject indicates the topic of the report.



Long Report Writing

The long report is more formal and usually conforms to all or some of the following conventions in its format

1. Front Matter

1. Title page:- usually includes

- Title near top of page
- Author
- Person to whom report is submitted
- Institution requiring report

2. Letter of transmittal:- Serves the Following Purpose

- a. It tells why the report is being submitted
- b. Presents the method briefly and informs the result
- c. Acknowledge the people who give the information
- d. Helps to identify the report



Self-Check -3	Written Test
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Note: Satisfactory rating - 3 and 5 points Unsatisfactory - below 3 and 5 points
You can ask you teacher for the copy of the correct answers.

Name: _____

Date: _____