Basic apparel production

Level - I

Learning Guide -10

Unit of Competence: -Receive and Respond to Workplace Communication

Module Title: - Receiving and Responding to Workplace Communication

LG Code: IND BAP1 M03 LO1-LG-10

TTLM Code: IND BAP1 M03 TTLM 0919v1

LO 1: Follow routine spoken messages

Instruction Sheet	Learning Guide #10

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

- Gathering required information
- Recording instructions/information
- Acting instructions
- Seeking clarification

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

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

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 20.
3. Read the information written in the "Information Sheets 1-4".
4. Accomplish the "Self-check 1, 2, 3 & 4 " 5, 8, 12 & 15 respectively.

Information Sheet-1	Gathering required information

INTRODUCTION

The workplace supervisors send and receive messages every day via email, voice mail, text and traditional memos. Routine and positive messages are two specific types of communication that are used to help inform, motivate and reward workplace individuals.

The **first type** of message is a **routine message**, which provides information regarding who, when, what, where, why and how of daily happenings in the workplace. Some examples of routine messages in business are order confirmation; contract terms letters, service letters or service updates, dispatch lists, bug reports and satisfaction surveys. Lastly, routine messages should have the most important information located at the top of the message, and the overall mood is neutral. The information should be checked for legal appropriateness as well.

The **second type** of message is a **positive message**, which focuses on a type of communication that provides good news, acceptance or congratulations in the workplace. So Companies are sending billions of messages every single day as part of the process of a workday.

1.1 Gathering information

Gathering Information describes the process of acquiring knowledge. It is not the knowledge itself. As long as the focus is on the process of gaining **information** or learning, **Gathering Information** is the operative word.

There are many ways to get **information**. The most common research **methods** are: literature searches, talking with people, focus groups, personal interviews, telephone surveys, mail surveys, email surveys, and internet surveys. A literature search involves reviewing all readily available materials.

Gathering workplace information is simply collecting any information regarding daily work activities.

10 Techniques for Gathering work Requirements or Information:

It's difficult to build a solution if you don't know the requirements (in spite of the fact that many teams still try to do it today). The requirements or information are first gathered from the client.

Many techniques are available for gathering requirements. Each has value in certain circumstances in many cases; you need multiple techniques to gain a complete picture from a diverse set of clients and stakeholders. Here's a look at some of the approaches you can take.

#1: One-on-one interviews

The most common technique for gathering requirements is to sit down with the clients and ask them what they need. The discussion should be planned out ahead of time based on the type of requirements you're looking for. There are many good ways to plan the interview, but generally you want to ask open-ended questions to get the interviewee to start talking and then ask probing questions to uncover requirements.

#2: Group interviews

Group interviews are similar to the one-on-one interview, except that more than one person is being interviewed; usually two to four. These interviews work well when everyone is at the same level or has the same role. Group interviews require more preparation and more formality to get the information you want from all the participants.

#3: Facilitated sessions

In a facilitated session, you bring a larger group (five or more) together for a common purpose. In this case, you are trying to gather a set of common requirements from the group in a faster manner than if you were to interview each of them separately.

#4: Joint application development (JAD)

JAD sessions are similar to general facilitated sessions. However, the group typically stays in the session until the session objectives are completed. For a requirements JAD session, the participants stay in session until a complete set of requirements is documented and agreed to.

#5: Questionnaires

Questionnaires are much more informal and they are good tools to gather requirements from stakeholders in remote locations or those who will have only minor input into the overall requirements. Questionnaires can also be used when you have to gather input from dozens, hundreds, or thousands of people.

#6: Prototyping

Prototyping is a relatively modern technique for gathering requirements. In this approach, you gather preliminary requirements that you use to build an initial version of the solution a prototype. You show this to the client, who then gives you additional requirements. You change the application and cycle around with the client again. This repetitive process continues until the product meets the critical mass of business needs or for an agreed number of iterations.

#7: Use cases

Use cases are basically stories that describe how discrete processes work. The stories include people (actors) and describe how the solution works from a user perspective. Use cases may be easier for the users to articulate, although the use cases may need to be distilled later into the more specific detailed requirements.

#8: Following people around

This technique is especially helpful when gathering information on current processes. You may find for instance, that some people have their work routine down to such a habit that they have a hard time explaining what they do or why. You may need to watch them perform their job before you can understand the entire picture. In some cases, you might also want to participate in the actual work process to get a hands-on feel for how works function today.

#9: Request for proposals (RFPs)

If you are a vendor, you may receive requirements through an RFP. This list of requirements is there for you to compare against your own capabilities to determine how close a match you are to the client's needs.

#10: Brainstorming

On some projects, the requirements are not "uncovered" as much as they are "discovered." In other words, the solution is brand new and needs to be created as a set of ideas that people can agree to. In this type of project, simple brainstorming may be the starting point. The appropriate subject matter experts get into a room and start creatively brainstorming what the solution might look like. After all the ideas are generated, the participants prioritize the ones they think are the best for this solution. The resulting consensus of best ideas is used for the initial requirements.

Self-Check -1	Written Test

Directions: Give short answer for the following questions. Use the Answer sheet provided in the next page:

1) What is difference between Routine and positive messages in workplace?(5 points)
2) Write the difference between One-on-one interviews and Group interviews in gathering work information? (4 points)

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

Answer Sheet

Score = ____________

Rating: ______________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet-2	Recording instructions/information

2.1 Recording information/instructions

Workplace instructions are recorded and dispatched to the workplace individual workers by different modes:

A. Following Written Form Instructions:

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

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

Examples of written form instructions:

✓ Letters
✓ Memos
✓ Informal notes
✓ Faxes
✓ Emails
✓ Text messages
✓ Workplace signs
✓ Instruction manuals

B. Following Spoken Instruction

Spoken instructions are generally received face to face or via the telephone.

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

- When following spoken instructions, it is absolutely essential that you must listen.
- Avoid jumping to conclusions or assuming that you know how to complete the task.
- Use all your listening skills to ensure that you receive the message accurately.
- Ask questions if you are uncertain about particular steps.
- Sometimes people are afraid to ask questions because they think they will look stupid.
- Remember questioning shows that you are keen and interested and it is always better to ask questions rather than make a mistake.

The spoken instructions were not heard correctly due to:

- Too much noise around: Ask to move to a quieter place
- The person not speaking loudly or clearly enough: Ask them to speak up
- Not enough detail was given: Ask for more information – don't assume you know what they mean
- The meaning was unclear:

Self-Check -2	Written Test

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

1. Which of the following is/are written form instruction?

A. Letters B. Memos C. Informal notes D. Faxes E. All

2. Received face to face or via the telephone.

A. written instructions B. Spoken Instruction C. Positive message D. Instruction manuals

Note: **Satisfactory rating - 1 points** **Unsatisfactory - below 1 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet-3	Acting instructions

3.1 Acting upon Instructions

After any individual workers receive and understand work instruction presented in either written or Spoken form for specific work, then individual's needs to perform works by considering final product or service specifications.

The Problem With 'Less Is More' and Other Acting Instructions

As a director, my job is to collaborate with actors in guiding the audiences' attention to what's important, and away from distractions that may obscure the story. It is not to teach them to act.

As a teacher, my job is to create self-sufficient performers, capable of working with directors who may not know how to adhere to my first point. It is not to direct them.

The two jobs are quite different, but the common denominator of all great teachers and directors is their ability to use an acting vocabulary that is *doable*.

Aphorisms such as "less is more," "just feel it," "sit back into it," and "really connect" do nothing to help you become self-sufficient. Less *what* is more *what*? At best, such generalities foster dependence on the apparently omniscient instruction-giver, and at worst cause distrust in all future instructors' advice, because such suggestions—without the fortification of reliable technique—are ultimately indefinable and therefore *unplayable*.

Good acting teachers will help you understand the mechanics of translating generalized direction into specific, doable action, and good directors will speak only in such terms. Anything else, though often well intentioned, perpetuates the myth that acting is probably an unlearnable art; that it is mystical, ephemeral, and can only be mastered through closing one's eyes, rolling the dice, and praying not to land snake eyes.

Aside from being a fundamentally flawed strategy, this line of thinking disempowers all who see it as normal.

Unproven dicta, such as “just listen,” “build the chemistry” and “it’s all in the eyes” are additional clichés eroding actors’ common sense understanding that acting is not a guessing game, that it should be doable, and that doing is everything. None of the above suggestions can be *done*, and certainly not to a point where everyone would agree on the actual result. Even listening has sub-considerations, such as “What do you want?” “What is your opinion of what you just heard in that moment?” and “Are you getting closer to/further away from your objective as a result?” Reactions and feelings *in the moment* are the reflexive result of things being done by us, and done to us.

Doing is everything.

It is very easy to hear sounds and make facial expressions indicating that you have been affected, but knowing what you want, and having opinions of everything you hear makes *listening* more real for your scene partner, more engaging to the audience, and of paramount importance, more *doable* by you.

A great director may inadvertently teach you a tremendous amount about acting. A great teacher may inadvertently give you a stellar direction in a scene. But it is incumbent upon neither to do the other person’s job whilst attempting to do their own. The fact that many teachers and directors are confused on this point is evident in much of the advice offered to actors these days, from both fields.

The terrific advice of Sanford Meisner, that acting is “living truthfully in imaginary circumstances” is useless without the specific exercises he taught to ensure that such a generalization could actually produce the “truth” he so passionately advocated. Stanislavsky’s assertion that, “The person you are is a thousand times more interesting than the best actor you could ever hope to be,” is icing on the cake of his “system” designed to help you *do*, through techniques such as objectives, given circumstances, and sense memory. David Mamet and William H. Macy’s method of script analysis though Practical

Aesthetics repeatedly emphasizes viewing the work stoically and finding the *achievable action* in order to provide a foundation for Mamet's advice in "True and False" to "invent nothing, deny nothing, speak up, stand up, stay out of school," which would otherwise be a catchy quotable sound bite, but ultimately hollow, useless advice.

Declan Donnellan in "The Actor and the Target" coined the term "unuseful truths," and suggested that when viewed as the garnish rather than the meal, there is nothing wrong with hearing, or even repeating them. Treating such truisms as some kind of panacea for what ails your acting though is incredibly dangerous, since each one seems to promise that its pat and pithy structure holds a deeper meaning. Yet with no clear instruction on how to actually enact them, we are left worse off than we were before they entered our ear. Much like someone advising that, "Happiness is simply a matter of being true to oneself," it draws our attention to an ideal we now have no idea how to personally attain, due to the advice's lack of specifics.

The antidote to such deceptive sound bites in acting is the kind of specific instruction one can easily understand, successfully interpret, and finally, competently *do*.

Next time you hear a teacher or director describe acting in generalized terms, make it easy on yourself and ask instead: "What am I *doing*?" If you can't say it, you're certainly not doing it. The problem is not that you haven't "dropped it in," "kicked it up a notch," or "really opened up." The problem is that you don't know what to *do*.

Self-Check -3	Written Test

Directions: Give short answer for the following questions. Use the Answer sheet provided in the next page:

1. What the individuals workers needs to perform after receive and understand work instruction presented in either written or Spoken form for specific work? (5points)

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

Answer Sheet

Score = ____________
Rating: _____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet- 4	Seeking clarification

4.1 Seeking supervisor clarification

What is seeking clarification?

In communication, **clarification** involves offering back to the speaker the essential meaning, as understood by the listener, of what they have just said. There by checking that the listener's understanding is correct and resolving any areas of confusion or misunderstanding.

When workers are implementing workplace instructions, they may face difficulties how to implement work instructions, so they need to request work supervisor. In general some roles of supervisors in any work areas are listed as below:

A. Coach

A good supervisor places a high priority on coaching employees. Good coaching involves working with employees to establish suitable goals, action plans and time lines. The supervisor delegates and also provides ongoing guidance and support to the employee as they complete their action plans. A supervisor is sometimes confronted with walking a fine line between being a supervisor and the employee's confidant.

B. Mentor

Usually the supervisor understands the organization and the employee's profession better than the employee. Consequently, the supervisor is in a unique position to give ongoing advice to the employee about job and career. The employee can look to the supervisor as a model for direction and development. A good supervisor can be a priceless addition to the career of an employee.

C. Advocate for Organization

The supervisor is the first person to tell employees about new policies and programs from management. It's common that employees are confused or frustrated by these new actions and need further clarification and support from supervisors. In the rapidly changing world of today's organizations, it can be a major challenge to present new programs to employees without their being frustrated. The supervisor must be authentic, yet tactful.

D. Advocate for Employee

The supervisor is often responsible to represent the employee's requests to management and also representing the employee's case for deserving a reward. For example, if an employee deserves a promotion, the supervisor must justify the case for promotion to the next management personnel.

If the employee has a unique personal situation that warrants special consideration by the rest of management, the supervisor must explain this situation and how it can be handled. It's usual for employees sometimes seeing the supervisor as part of "management" while at other times seeing the supervisor as a personal friend.

Self-Check -4	Written Test

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

1. List some roles of supervisors in work area at least three (6 points)

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

Answer Sheet

Score = ____________
Rating: _____________

Name: _____________________________ Date: _________________

Short Answer Questions

List of Reference Materials

1- Journals

Basic apparel production

Level - I

Learning Guide -11

Unit of Competence:- Receive and Respond to Workplace Communication

Module Title: - Receiving and Responding to Workplace Communication

LG Code: IND BAP1 M03 LO2-LG-11

TTLM Code: IND BAP1 M03 TTLM 0919v1

LO2. Perform workplace duties following written notices

Instruction Sheet	Learning Guide #11

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

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

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

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

Learning Instructions:

5. Read the specific objectives of this Learning Guide.
6. Follow the instructions described in number 3 to 47.
7. Read the information written in the Information "Sheets 1, Sheets 2, Sheets 3 and Sheets 4".
8. Accomplish the "Self-check 1, Self-check 2, Self-check 3 and Self-check 4" in page -.17, 32, 36 & 47 respectively.

Information Sheet-1	Writing notices and instructions

What Is a Notice?

Notices are described as a formal announcement, which can be either written or printed, that contains an important piece of information. Notices contain information that is used to inform a certain group of people regarding a specific event. Notices are usually posted weeks before a certain event would happen or commence. It should contain a simple yet formal style and tone of writing and should be factual. Notices should be devoid of any flowery words or language and should follow a rigid format.

Notices are usually posted or printed especially when an occasion calls for it such as competitions, inaugurations, and exhibitions. If in a school setting, it used for school activities such as an excursion, a club or organization meeting or a live presentation or show. It is also widely used by organizations and even individuals when announcing any celebrations, death, and inaugurations. Additionally, government agencies would also make use of notices when announcing an event or even just issuing public instructions and would publish it in the newspapers.

SUGGESTED GUIDELINES FOR NOTICE AND EMAIL WRITING FOR ICSE 2019 ONWARDS

It is recommended that both the *notice and email* parts be taught as one unit, as the theme is common to both. It is only the target audience that is different, e.g. the Notice is for the pupils of the school, whereas the *email* is meant for the Principal of a neighbouring school.

e.g. Your school is hosting an inter school Debate Competition. Draft a *notice* for the school Notice Board giving all relevant details of the event.

Write an *email* to the Principal of a neighbouring school requesting him/her to send a team to participate in the debate.

NOTICE

Heading: Must be appropriate to the event (Not *Notice*) 1 mark

Date: ½ mark

Time: ½ mark

Venue: (Hall/Auditorium + Location) ½ + ½ mark

e.g. Sandra Hall; St Lawrence School

Name of event: War with Words (Inter-School Debate) 1 mark

For Whom? Details of Target Audience, invitees etc. 1 mark

e.g. All pupils from Class 8 to 10 are eligible to participate.

E MAIL

Format:

To: (A complete plausible e mail id ½ mark

e.g. bluebellschool@gmail.org

Subject: (must be appropriate to given topic) ½ mark

Salutation: ½ mark

Opening and Closing sentence: ½ + ½ mark

Subscription: ½ mark

Expression: 2 marks

The Tone must be formal.

The message is to be conveyed using clear and simple language.

An email is no excuse for shoddy expressions, short forms or SMS vocabulary and spelling.

Traditional rules for punctuation is to be maintained. (Judicious use of Capital Letters).

All communication must follow the standard norms of etiquette.

A notice is a formal means of communication. The purpose of a notice is to announce or display information to a specific group of people. Notices are generally meant to be pinned up on specific display boards whether in schools or in public places. Notices issued by the government appear in newspapers.

Format:

A notice should be written in the following format:

• the name of the galvanization issuing the notice

• the title ‘NOTICE’

• a heading to introduce the subject of the notice

• the date

• the body of the notice

• the writer’s signature, name (in block letters) and designation

Name of organization/office issuing the notice

Date Notice

Heading

Body of letter

Signature

Name

Designation

Points to remember:

• A well-written notice must inform the readers about the 5 Ws:

— What is going to happen, (that is, the event)

— Where it will take place

— When it will take place (that is, the date and time)

— Who can apply or is eligible for it

— Whom to contact or apply to (that is, the issuing authority)

• Only the most important points should be written.

• A.O.D. – that is, any other detail given in the question.

• One is free to add any relevant information not included in the question.

• The sentences should be short and grammatically accurate.

They should be in the passive voice as far as possible.

• The notice should be presented within a box.

• The word limit for a notice is 40–50 words (only the words in the body of the notice are counted).

• Information given in a notice must be clear and should not cause any misunderstanding or confusion.

• A notice must be catchy and appealing – it should attract the reader's attention at once.

• Increase the visual appeal of your notice by using bold letters, catchy slogans, striking words and phrases, etc.

• Standard abbreviations are allowed.

Elements of an Effective Notice Writing

An effective notice writing contains the four C's, namely, *conciseness, completeness, command,* and *clarity*. Find out more about it below:

An effective notice is *concise*

It is important to keep the information in your notice to have a minimum number of words and usually, forty to fifty words are sufficient enough for your notice.

The sentences you use to formulate your notice should be short, should have no repetitive or redundant content, and should be direct and straight to the point. What makes an effective notice is that it would leave no void or space for further inquiries without compromising the word count.

An effective notice is *complete*

What is the point of putting up a notice that contains incomplete details? Your purpose then of posting or printing one will be defeated. Notices should always make sure that it would contain every single information your target readers or audience has to know. One indication that the notice you have created is complete is that it would answer the basic 5 Wh questions: who, what where, when, and whom.

The content of your notice will be affected with the kind of event you are going to announce about. For example, you are going to create a notice for a meeting. If you are going to create a notice for your organization's meeting, make sure you would include who the notice is for, what event is being announced, where it will be, when it will be held, and who should be contact when there are inquiries that the notice could not answer. Additionally, it would also include other necessary information that may not necessarily be answering the 5 Wh questions.

An effective notice must possess *command*

Notices are authorized by someone who has, obviously, an authority to do so, therefore, you should ensure that you would include the name of the person in authority who is the one who issued the notice. It could be you if you are in authority, it could be the president of the organization, the principal of a school, the CEO of the company, the manager of a bank, or the secretary of the department.

The tendency when not including the name of the authority is that the target readers of the notice will not to heed to what is being written on the notice. An effective notice will become "an authority" itself and would have more credibility once it is signed by the person who authorized it.

On the other hand, the choice of text or language alone on your notice should have a strong command. Once you are able to have a strong and excellent command of the language you use, the more you become credible.

An effective notice should possess *clarity*

Another thing that would defeat the purpose of a notice is that it would not possess clarity. Once your notice would be ambiguous, the message you want to get across to your intended reader will not be clear to them at all.

For example, you posted a notice regarding an organization event and your notice lacks the specific information about when the event will take place and whom they should be contacting for further inquiries. Sure, you may have only included the date but you have not included the time, and you may also have included the name of the person your organization members would have to contact to in case they have inquiries but you were not able to include his or her contact number. However, how can your organization members attend the said event if it does not contain such pertinent information? One purpose of making use of a notice is that it could help in announcing certain information to people. How can you meet that purpose if your notice lacks the necessary and clear information? You will totally defeat the purpose of a notice.

Now that you already know the important elements of notice writing, make sure that you will be applying what you have learned on the notice you are creating now. You may also refer to the notice writing examples that we have uploaded here in this article. These notice writing examples show a wide variety of how to write a notice. The following notice writing examples are also ready for download just in case you are still not yet ready to create your own.

Simple Tips for Writing Notices

Here are some simple tips you can follow in case you are to write a notice:

If there is a specified word count limit, make sure that you stick to it. Usually, the word limit falls between 40 to 50 words. Remember that notices should be formal, simple, and devoid of flowery language. Anything that violates that would make you exceed to your word count.
Always write the word "NOTICE" at the very top of your notice. Your goal of posting a notice is to announce important information to people. You have to make your notice to really stand out and grab the attention of your target audience.
As the one who posted and issued the notice, always mention the name and the name of your school, organization, or office. This is for both you and your target audience's convenience. In the event that you will forget mentioning your name, your target audience will have a hard time knowing where it came from and you will also have a hard time getting the disseminated information's message to its target audience.
Speaking of target audience, you have to make sure that you should mention your target audience so that they will know if they are the ones the notice is intended for.
An effective notice must always answer these basic 5 Wh questions:

What (event) is going to happen?
Where will it (the event) take place?
When will it (the event) take place?
Who can apply/ are eligible/ is invited?
Whom should be contacted in case there are clarifications/questions?

Whatever purpose your notice holds, make sure it contains the following:

the appropriate heading
the date when the notice was issued
the purpose of the notice
other relevant details that does not answer the 5 Wh questions
the signature, name, and designation of the person who issued the notice

Make sure you write notices with short, grammatically correct, and error-free sentences. Your notice will not be heeded by your target audience once they see that it is too wordy and filled with a lot of spelling errors and grammatical mistakes. Additionally, use passive voice.

To make your notice more attention-grabbing or, of course, noticeable, you can make use of catchy typography and catchy colors along with bold letters for your catchy slogans that would really strike and grab the attention of your target audience.

Even up until this day, the presence of notice writing is still very present, only that it is now being disseminate through digital platforms rather than being posted on bulletin board like how it was before.

And even if it is not really entirely evident nowadays, notices can be timeless and will always be one of the very efficient ways in order to spread information and convey important messages effectively to the people it is intended for.

7.7 Writing Instructions

One of the most common and important uses of technical writing is to provide instructions, those step-by-step explanations of how to assemble, operate, repair, or do routine maintenance on something. Although they may seems intuitive and simple to write, instructions are some of the worst-written documents you can find. Most of us have probably had many infuriating experiences with badly written instructions. This chapter will show you what professionals consider the best techniques in providing instructions.

An effective set of instruction requires the following:

Clear, precise, and simple writing

A thorough understanding of the procedure in all its technical detail

The ability to put yourself in the place of the reader, the person trying to use your instructions

The ability to visualize the procedure in detail and to capture that awareness on paper

Willingness to test your instructions on the kind of person you wrote them for.

Preliminary Steps

At the beginning of a project to write a set of instructions, it is important to determine the structure or characteristics of the particular procedure you are going to write about. Here are some steps to follow:

1. Do a careful audience and task analysis

Early in the process, define the audience and situation of your instructions. Remember that defining an audience means defining the level of familiarity your readers have with the topic.

2. Determine the number of tasks

How many tasks are there in the procedure you are writing about? Let's use the term *procedure* to refer to the whole set of activities your instructions are intended to discuss. A *task* is a semi-independent group of actions within the procedure: for example, setting the clock on a microwave oven is one task in the big overall procedure of operating a microwave oven.

A simple procedure like changing the oil in a car contains only one task; there are no semi-independent groupings of activities. A more complex procedure like using a microwave oven contains several semi-independent tasks: setting the clock; setting the power level; using the timer; cleaning and maintaining the microwave, among others.

Some instructions have only a single task, but have many steps within that single task. For example, imagine a set of instructions for assembling a kids' swing set. In my own experience, there were more than a 130 steps! That can be a bit daunting. A good approach is to group similar and related steps into phases, and start renumbering the steps at each new phase. A *phase* then is a group of similar steps within a single-task procedure. In the swing-set example, setting up the frame would be a phase; anchoring the thing in the ground would be another; assembling the box swing would be still another.

3. Determine the best approach to the step-by-step discussion

For most instructions, you can focus on tasks, or you can focus on tools (or features of tools). In a *task approach* (also known as task orientation) to instructions on using a phone-answering service, you'd have these sections:

- Recording your greeting
- Playing back your messages
- Saving your messages
- Forwarding your messages
- Deleting your messages, and so on

These are tasks—the typical things we'd want to do with the machine.

On the other hand, in a *tools approach* to instructions on using a photocopier, there likely would be sections on how to use specific features:

- Copy button
- Cancel button
- Enlarge/reduce button
- Collate/staple button

Copy-size button, and so on

If you designed a set of instructions on this plan, you'd write steps for using each button or feature of the photocopier. Instructions using this tools approach are hard to make work. Sometimes, the name of the button doesn't quite match the task it is associated with; sometimes you have to use more than just the one button to accomplish the task. Still, there can be times when the tools/feature approach may be preferable.

4. Design groupings of tasks

Listing tasks may not be all that you need to do. There may be so many tasks that you must group them so that readers can find individual ones more easily. For example, the following are common task groupings in instructions:

1. Unpacking and setup tasks
2. Installing and customizing tasks
3. Basic operating tasks
4. Routine maintenance tasks
5. Troubleshooting tasks.

Common Sections in Instructions

The following is a review of the sections you'll commonly find in instructions. Don't assume that each one of them *must* be in the actual instructions you write, nor that they have to be in the order presented here, nor that these are the only sections possible in a set of instructions.

A Set of Instructions Often Includes the Following

Introduction: plan the introduction to your instructions carefully. It might include any of the following (but not necessarily in this order):

Indicate the specific tasks or procedure to be explained as well as the scope (what will and will not be covered)
Indicate what the audience needs in terms of knowledge and background to understand the instructions
Give a general idea of the procedure and what it accomplishes
Indicate the conditions when these instructions should (or should not) be used
Give an overview of the contents of the instructions.

General warning, caution, danger notices: instructions often must alert readers to the possibility of ruining their equipment, screwing up the procedure, and hurting themselves. Also, instructions must often emphasize key points or exceptions. For these situations, you use special notices—note, warning, caution, and danger notices. Notice how these special notices are used in the example instructions listed above.

Technical background or theory: at the beginning of certain kinds of instructions (after the introduction), you may need a discussion of background related to the procedure. For certain instructions, this background is critical—otherwise, the steps in the procedure make no sense. For example, you may have had some experience with those software applets in which you define your own colors by nudging red, green, and blue slider bars around. To really understand what you're doing, you need to have some background on color. Similarly, you can imagine that, for certain instructions using cameras, some theory might be needed as well.

Equipment and supplies: notice that most instructions include a list of the things you need to gather before you start the procedure. This includes *equipment*, the tools you use in the procedure (such as mixing bowls, spoons, bread pans, hammers, drills, and saws) and *supplies*, the things that are consumed in the procedure (such as wood, paint, oil, flour, and nails). In instructions, these typically are listed either in a simple vertical list or in a two-column list. Use the two-column list if you need to add some specifications to some or all of the items—for example, brand names, sizes, amounts, types, model numbers, and so on.

Discussion of the steps: when you get to the actual writing of the steps, there are several things to keep in mind: (1) the structure and format of those steps, (2) supplementary information that might be needed, and (3) the point of view and general writing style.

Structure and format: normally, we imagine a set of instructions as being formatted as vertical numbered lists. And most are in fact. Normally, you format your actual step-by-step instructions this way. There are some variations, however, as well as some other considerations:

Fixed-order steps are steps that must be performed in the order presented. For example, if you are changing the oil in a car, draining the oil is a step that *must* come before putting the new oil. These are numbered lists (usually, vertical numbered lists).

Variable-order steps are steps that can be performed in practically any order. Good examples are those troubleshooting guides that tell you to check this, check that where you are trying to fix something. You can do these kinds of steps in practically any order. With this type, the bulleted list is the appropriate format.

Alternate steps are those in which two or more ways to accomplish the same thing are presented. Alternate steps are also used when various conditions might exist. Use bulleted lists with this type, with OR inserted between the alternatives, or the lead-in indicating that alternatives are about to be presented.

Nested steps may be used in cases when individual steps within a procedure are rather complex in their own right and need to be broken down into sub-steps. In this case, you indent further and sequence the sub-steps as a, b, c, and so on.

"Step-less" instructions. can be used when you really cannot use numbered vertical list or provide straightforward instructional-style directing of the reader. Some situations must be so generalized or so variable that steps cannot be stated.

Supplementary discussion:often, it is not enough simply to tell readers to do this or to do that. They need additional explanatory information such as how the thing should look before and after the step; why they should care about doing this step; what mechanical principle is behind what they are doing; even more micro-level explanation of the step—discussion of the specific actions that make up the step.

The problem with supplementary discussion, however, is that it can hide the actual step. You want the actual step—the specific actions the reader is to take—to stand out. You don't want it all buried in a heap of words. There are at least two techniques to avoid this problem: you can split the instruction from the supplement into separate paragraphs; or you can bold the instruction.

Writing Style

Placing the key user steps in **bold** can a very helpful way to signal clearly what the reader needs to do. Often the command verb is bolded; sometimes bold font highlights the key component being discussed.

Use of the **passive voice** in instructions can be problematic. For some strange reason, some instructions sound like this: "The **Pause** button should be depressed in order to stop the display temporarily." Not only are we worried about the pause button's mental health, but we wonder who's supposed to depress the thing (*ninjas*?). It would be more helpful to indicate when the reader must "**press** the Pause button." Consider this example: "The Timer button is then set to 3:00." Again, one might ask, "is set by whom? *Ninjas*?" The person following these instructions might think it is simply a reference to some existing state, or she might wonder, "Are they talking to me?" Using the third person can also lead to awkwardness: "The user should then press the Pause button." Instructions should typically be written using command verb forms and using "you" to make it perfectly clear what the reader should do.

Illustrating Your Instructions

Perhaps more than in any other form of technical writing, graphics are crucial to instructions. Sometimes, words simply cannot explain the step. Illustrations are often critical to the readers' ability to visualize what they are supposed to do. Be sure that the graphics represent the image from the reader's perspective.

Formatting Your Instructions

Since people rarely *want* to read instructions, but often *have* to, format your instructions for reluctant readability. Try to make your reader *want* to read them, or at least not *resistant* to the idea of consulting them. Highly readable format will allow readers who have figured out some of the instructions on their own to skip to the section where they are stuck. Use what you have learned about headings, lists, visuals, and passive space to create effective and readable instructions:

Headings: normally, you'd want headings for any background section you might have, the equipment and supplies section, a general heading for the actual instructions section, and subheadings for the individual tasks or phases within that section.

Lists: similarly, instructions typically make extensive use of lists, particularly numbered vertical lists for the actual step-by-step explanations. Simple vertical lists or two-column lists are usually good for the equipment and supplies section. In-sentence lists are good whenever you give an overview of things to come.

Special Notices: you may have to alert readers to possibilities in which they may damage their equipment, waste supplies, cause the entire procedure to fail, injure themselves or others—even seriously or fatally. Companies have been sued for lack of these special notices, for poorly written special notices, or for special notices that were out of place. See special notices for a complete discussion of the proper use of these special notices as well as their format and placement within instructions.

Revision Checklist for Written Instructions

As you reread and revise your instructions, check that they do the following:

- Clearly describe the exact procedure to be explained
- Provide an overview of content
- Indicate audience requirements
- Use various types of lists wherever appropriate; in particular, use numbered lists for sequential steps
- Use headings and subheadings to divide the main sections and subsections in a logical, coherent order
- Use special notices as appropriate
- Use graphics to illustrate key actions and objects

Provide additional supplementary explanation of the steps as necessary

Create a section listing equipment and supplies if necessary.

Self-Check -1	Written Test

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

1. The notice and email parts be taught as one unit, as the theme is common to both. But it has difference some case. Explain that with example. (3 points)
2. List Elements of an Effective Notice Writing. (3 points)
3. An effective notice must always answer these basic 5 Wh questions. Write them. (5 points)
4. What can an effective set of instruction requires? (3 points)

***Note:* Satisfactory rating - 7 points** **Unsatisfactory - below 7 points**

Answer Sheet

Score = ___________
Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet-2	Organizational guidelines

2.1 Organizational guidelines

Organizations, like individuals, can be found guilty of criminal conduct, and the measure of their punishment for felonies. While organizations cannot be imprisoned, they can be fined, sentenced to probation for up to five years, ordered to make restitution and issue public notices of conviction to their victim and exposed to applicable forfeiture statutes. Data collected by the Sentencing Commission reflect that organizations are sentenced for a wide range of crimes. The most commonly occurring offenses (in order of decreasing frequency) are fraud, environmental waste discharge, tax offenses, antitrust offenses, and food and drug violations. The organizational sentencing guidelines (which apply to corporations, partnerships, labor unions, pension funds, trusts, non-profit entities, and governmental units) became effective November 1, 1991, after several years of public hearings and analyses. These guidelines are designed to further two key purposes of sentencing: “just punishment” and “deterrence.” Under the “just punishment” model, the punishment corresponds to the degree of blameworthiness of the offender, while under the “deterrence” model, incentives are offered for organizations to detect and prevent crime.

Effective Compliance Programs

Criminal liability can attach to an organization whenever an employee of the organization commits an act within the apparent scope of his or her employment, even if the employee acted directly contrary to company policy and instructions. An entire organization, despite its best efforts to prevent wrongdoing in its ranks, can still be held criminally liable for any of its employees’ illegal actions. Consequently, when the Commission promulgated the organizational guidelines, it attempted to alleviate the harshest aspects of this institutional vulnerability by incorporating into the sentencing structure the preventive and deterrent aspects of systematic compliance programs. The Commission did this by mitigating the potential fine range - in some cases up to 95 percent - if an organization can demonstrate that it had put in place an effective compliance program. This mitigating credit under the guidelines is contingent upon prompt reporting to the authorities and the non-involvement of high level personnel in the actual offense conduct.

Compliance standards and procedures reasonably capable of reducing the prospect of criminal activity—

- Oversight by high-level personnel
- Due Care in delegating substantial discretionary authority

- Effective Communication to all levels of employees
- Reasonable steps to achieve compliance, which include systems for monitoring, auditing, and reporting suspected wrong doing without fear of reprisal
- Consistent enforcement of compliance standards including disciplinary mechanisms
- Reasonable steps to respond to and prevent further similar offenses upon detection of a violation

The organizational guidelines criteria embody broad principles that, taken together, describe a corporate "good citizenship" model, but do not offer precise details for implementation. This approach was deliberately selected in order to encourage flexibility and independence by organizations in designing programs that are best suited to their particular circumstances.

2.1.1 Information documentation procedures

Understanding Documented Information

Documented information is most often used within organizations as either a form of communication or as a way to provide the evidence required by audits. However, under ISO 9001:2015 standards, documented information must meet four main objectives:

Communication of Information - Documentation must be able to communicate information in relation to the organization's various systems and processes and the steps needed to perform them

Evidence of Conformity - ISO 9001 requires that organizations have documentation in the form of records that support that they, in fact, have met ISO 9001 requirements

Knowledge Sharing - An organization's documents must be written in a way that employees across the company will be able to understand

Preserve the Organization's Experiences – Documentation should serve as some form of history of the organization's experiences. For example, one form of documentation may be the technical specifications of an early version of a product. This information can then be used later to serve as a baseline for improving or updating the product

Documents vs. Records

In many cases, you will see the term "documents" and "records" in place of "documented information" throughout your ISO 9001:2015 guide. This is not to confuse you; in fact, there are a few instances in which documents and records will refer to two separate things.

The difference? Records are pieces of documented information that are retained, while documents are maintained. It is important to keep this difference in mind as you review the ISO 9001 requirements.

Documented Information Mediums

Although most would assume that by "documented information," ISO 9001 is referred to documentation in the form of paperwork, that is not necessarily the case. In fact, under ISO 9001:2015, Clause 7.5.3 Control of documented information requirements and Clause 3.8.5, documentation can be in the form of any medium, including:

- Paper
- Electronic
- Computer disc
- Photographs
- Master sample

Although the most common form of documented information is in traditional paper, know that your organization's options are certainly not limited in this aspect.

Types of Documented Information

Similarly to how there are several types of mediums that your documentation can be in, there is also a range of the type of formats your information can have as well. Although ISO 9001 does not necessarily require a specific format, you can choose to structure your documentation's content as the following:

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

2.1.2 Company policies and procedures

Company policies and procedures establish the rules of conduct within an organization, outlining the responsibilities of both employees and employers. Company policies and procedures are in place to protect the rights of workers as well as the business interests of employers. Depending on the needs of the organization, various policies and procedures establish rules regarding employee conduct, attendance, dress code, privacy and other areas related to the terms and conditions of employment

What Are Company Policies and Procedures?

Policies and procedures in a company serve to define how employees are expected to behave and to detail responsibilities of both management and employees. Company policies and procedures help to ensure that employees receive their legal and ethical entitlements. At the same time, they guarantee that an organization pays proper attention to business concerns.

Why Do We Need Policies and Procedures in the Workplace?

Policies clarify the expected behavior and output of employees — or volunteers and others, such as board members — in the context of a specific organization, which allows employers and other leaders to manage more effectively. Policies and procedures guide daily workplace activities by promoting compliance with laws and regulations, providing strategic perspective for decision making, and simplifying processes.

How Do You Formulate or Write a Policy?

Creating good policies takes time and effort, but you can increase your chances for success by remembering a few basics. Most of the work happens before you ever begin to write. Your pre-writing activities include deciding on a document focus and researching background. After writing, your documents should be reviewed, validated, and approved. Finally, you will disseminate your documents and train users in the new policies and procedures.

Before you start to write, keep the following things in mind. A policy or procedure should focus on one concept at a time. Because of the complexity and effort required to develop good policies, and because they influence the values of your office and potentially also have legal ramifications, ensure that your C-level team supports and endorses your efforts. Support the policy with employee education. Don't expect users to simply read and retain information. As you train, give users a positive reason for learning and adapting to any new guidelines, such as achieving greater efficiency (which leads to a better organizational bottomline).

BASIC POLICYPROCEDURE TEMPLATE

Company Name

123 Company Address Drive
Fourth Floor, Suite 412
Company City, NY 11101
321-654-9870

YOUR LOGO

POLICY NAME				**POLICY NO.**	
EFFECTIVE DATE		**DATE OF LAST REVISION**		**VERSION NO.**	
ADMINISTRATOR RESPONSIBLE			**CONTACT INFORMATION**		
APPLIES TO Apply group names to define applicable areas of staff.					
GROUP 1		GROUP 2		GROUP 3	
GROUP 4		GROUP 5		GROUP 6	

VERSION HISTORY				
VERSION	**APPROVED BY**	**REVISION DATE**	**DESCRIPTION OF CHANGE**	**AUTHOR**

APPROVAL AND REVIEW

ADDITIONAL NOTES

SCOPE

Describe to what and to whom this policy applies.

POLICY STATEMENT

Describe the policy and the reason for the policy.

TERMS AND DEFINITIONS

Define any acronyms, jargon, or terms that might have multiple meanings.

TERM	DEFINITION

POLICY SECTIONS

Policy intro:

POLICY SECTION ONE NAME

POLICY SECTION TWO NAME

POLICY SECTION THREE NAME

EXCEPTIONS

Describe exceptions here.

RELATED POLICIES AND OTHER REFERENCES

ROLES AND RESPONSIBILITIES

List the job titles and business offices directly responsible for the policy.

ROLE	RESPONSIBILITY

CONTACTS

List contacts in the table.

SUBJECT	CONTACT	PHONE	EMAIL

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What Is the Difference between a Policy and a Procedure and a Process and a Work Instruction?

To have an efficient and compliant organization, you need all three p documents — policies, procedures, and processes — plus something else: work instructions. The terms policy and procedure are sometimes confused and used interchangeably, whereas they serve different purposes.

Policy: Policies are the guidelines that oversee organization activities, such as green manufacturing or a smoke-free environment. Policies describe legal, regulatory, or internal standards for required behavior and activities. Policies and procedures, depending on the size of the organization, may fill a volume or more or may consist of simply a handful of short paragraphs.

Cox sees policies as “more shades of grey,” as guidelines that senior and middle management use. “Policies require a lot of interaction between the senior leadership team and upper middle management,” he explains. “Policies need to be reviewed every so often to make sure they are serving the needs of the organization and require flexibility around them for revisions,” he adds.

As they define company culture, policies also communicate strategy, such as green manufacturing. Policies help reduce risk and ideally create an environment that encourages improvement. Although policies may reference laws and regulations, they do not reiterate laws and standards. Instead, they define a particular application of those legal or regulatory guidelines.

Procedures: Procedures guide middle management and create overarching structure for process instructions and work instructions, which provide production tasks and steps for supervisors, individual contributors, and workers. Procedures are used by supervisors, industrial engineers, or the individual worker. Procedures describe the process at a higher level and may be in a binder. They depict a repetitive task or process. In manufacturing, procedures describe a series of steps or tasks and contain work instructions. In general, procedures describe what to do, when to do something, and who does it.

“Procedures are very specific and need to be very black and white without a lot of need for interpretation,” says Cox. But, while the content may provide precise descriptions, the descriptions may change more frequently. “At the work instruction level, they may change every day or every few days as they [employees] attempt to get the best result for the customer.”

Processes: Processes describe what the organization does and who does it. They explain how procedures fit together to create deliver-ables or accomplish goals and objectives.

Work Instructions: Work instructions are the lowest level of document used by supervisors, individual contributors, or workers, with descriptions of how to complete a specific step. Work instructions are granular, short documents, often of only one page, a single paragraph, or a set of bullet points, and frequently include many visual cues, such as colors, graphics, or photographs.

Work instructions are intended to be precise documents that allow interchangeable staff in high turnover situations to train and achieve optimum performance in one hour or less. As Cox describes them, “Work instructions provide what is necessary to train a person as fast as possible or even self-training.” These documents should be at the work-site, so the trainer, and eventually the worker, can refer to them. An essential part of work instructions are checklists, which he says can be as simple as a photo with items of interest circled.

2.1.3 Organization manuals

An organizational manual provides and supplements additional details to the information supplied by organization chart. It provides information on pertinent matters about each position. The members of organization will find it to be a readily available reference defining the scope of authorities and responsibilities of management positions and the channels to be used in obtaining decisions or approvals of proposals. Every manager will see clearly the responsibilities of his job and his relationship with other persons in the organization.

The complex relationship in the organization is clearly understood. An organizational manual also provides uniformity and consistency in the procedures and practices. It provides detailed procedures for providing training to new employees and refresher courses to others. The manuals are periodically reviewed and changed whenever major policies are changed or there is a need for such action. Manuals also help in delegation of authority and management by exception.

Meaning of Organisation Manuals:

'Manual' means a hand-book. Organisation manual is a handbook maintained in hard cover, in loose-leaf form containing information about policies, operations, rules and regulations, objectives, procedures, departmental details etc.

It is a useful guide to all the organizational members as it gives details of the extent to which authority is exercised by every manager and a detailed analysis of various jobs in terms of job content and job responsibilities.

It is a supplement to organisation chart. While organisation chart gives an overview of the organisation structure, organisation manual describes the organisation structure in detail. A manual is, thus, wider in scope and includes organisation chart. It is a useful tool for managers to visualize the company as a whole and to view their responsibilities in the context of overall organisational responsibilities.

Responsibilities of various managerial positions are explained through position guides. "A position guide is a means of defining responsibility, authority and relationships for each position."

"It states the basic function of the position, the major end-result areas for which manager is responsible, and the reporting relationships involved."

Manuals are kept ready for reference by every functional head and his employees so that they do not have to approach their superiors to obtain information for decision-making.

Types of Organisation Manuals: Manuals can be of the following types:

1. Policy manual:

Policy is a general guideline that facilitates managerial action. Policy manual defines the area of operations within which managerial decisions are taken whenever managers face similar problems. It presents the intentions of top management to deal with specific organisational problems.

2. Rules and regulations manual:

Rules are the set of directions that must be followed by all organisational members to work in a unified direction. Rules and regulations manual gives information about the rules with respect to activities like absenteeism, medical facilities, housing facilities etc. for the employees.

3. Organisation manual:

It explains the structure of organisation in terms of division of work, creation of departments and distribution of responsibility along with authority at each position in the organisational hierarchy.

4. Operations manual:

Operations are the activities performed by the organisational members. The operations manual provides information about the programmes, procedures, methods and standards of the organisation. It assists in carrying out various operations smoothly.

5. Departmental practice manual:

Manuals that show the practices of each department with respect to policies, procedures, rules etc. are known as departmental practice manuals.

Contents of Organisation Manuals:- Manual contain the following information:

1. Objectives and policies:

The main and auxiliary objectives and policies of the company are clearly spelled out in organisation manuals to facilitate activities in the targeted direction. Focus on main and auxiliary objectives also enables managers to concentrate more on the main objectives.

2. Glossary of terms:

To enable members understand the various terms, like authority, accountability, coordination, responsibility, delegation, centralisation, decentralisation, plans, policies, line and staff and other terms, in their stated nomenclature, the manuals clearly define and describe these terms.

3. Organisation procedures:

Procedures define the methods of dealing with any activity. They must be uniformly followed by managers and, therefore, clearly charted out in the organisation manuals. Location of the organisation, its structure (in terms of divisions and departments), policies, rules and regulations of different functional areas are clearly spelled out in the manuals.

Merits of Organisation Manuals:- Organisation manuals have the following merits:

1. They provide broad view of the structure of the organisation.

2. They provide documentary evidence (in writing) of the authority, responsibility and reporting relationships of each managerial position.

3. They provide initiative to managers to develop their potential within the area of discretion.

4. They help to avoid overlapping of activities.

5. Since they limit the area of work to be performed, managers can know their responsibilities, compare them with their abilities and enhance them (if need be) through training and induction programmes.

6. By clearly defining the duties of every member, they provide useful means of controlling various organisational activities.

7. They facilitate delegation as managers can differentiate between reserved authority and that which can be delegated to subordinates.

8. They help in quick settlement of new employees to the existing structure of the organisation.

9. They help in quick decision-making by clearly spelling out organisational plans and policies.

Limitations of Organisation Manuals:- Organisation manuals suffer from the following limitations:

1. As manuals strictly define the area of work, they limit growth in areas other than those assigned to managers.

2. They hamper innovative team work as each individual's contribution to overall organisational activities is clearly defined.

3. Since overemphasis on responsibility is associated with accountability, managers avoid taking assignments for which they are not officially responsible.

4. Being costly in terms of money and time, they are suitable forms of documents for large-scale undertakings only.

2.1.4 Service manual

Factory service manuals (FSM) are the manuals provided by manufacturers which cover the servicing, maintenance and repair of their products. They were not originally offered to the public as they were developed for the dealerships so that their mechanics were able to fix their own products.

Many after-market manuals are available, with most of them referencing the FSM for topics such as torque specifications, dimensions and part numbers.

Self-Check -2	Written Test

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

1. How Policies and procedures guide daily workplace activities? (2 points)
2. To have an efficient and compliant organization, you need all three p documents. List them. (3 points)
3. List some types of Manual classification. (3 points).
4. Write merits and limitations of organisation manuals. (6 points)
5. ___________________ are the manuals provided by manufacturers which cover the servicing, maintenance and repair of their products.(2 points)

Note: **Satisfactory rating - 8 points** **Unsatisfactory - below 8 points**

Answer Sheet

Score = ____________

Rating: _____________

Name: ___________________________ Date: ________________

Short Answer Questions

Information Sheet-3	Following routine written instruction

3. **Following routine written instruction**

what is an instructional routine? As we use the term “**instructional routine**,” it refers to all of the elements of teaching/learning events other than the specific content to be taught and the specific materials used in the teaching.

How do you follow instructions?

Listen carefully to the instructions. Remind students that they should think about what is being said.

What is following instructions?

Following instructions is a part of everyday life. It is the child’s ability to act on requests by others. Following instructions requires the child to attend to detail in spoken language, to sequence the information in the appropriate steps and to seek clarification if they have trouble remembering or recalling the information. At home, parents ask their children to do things around the house (e.g. “Put the cup on the table”) and at school teachers ask their students to follow commands within the classroom (e.g. “Go to your bag and get your lunch”) and within academic tasks (e.g. “Copy the spelling words on the board, then put each of them into a sentence”). When children engage with their peers, they often give each other instructions in play (e.g. “Can you put the doll in the bed?” or “Let’s make the train go to the station, then get all the people”).

Why is the ability to following instructions important?

It is important for children to be able to follow instructions so that they can function effectively across different environments (e.g. home, kindergarten/school, when at the park or visiting a friend’s house). If a child struggles with following instructions this impacts on their ability to reach the desired ‘purpose’ or ‘outcome’ and thus complete tasks effectively.

What are the building blocks necessary to develop following instructions?

Hearing

Receptive (understanding) language: Comprehension of language, especially concepts and vocabulary.

Attention and concentration: Sustained effort, doing activities without distraction and being able to hold that effort long enough to get the task done.

Working memory: The ability to temporarily retain and manipulate information involved in language comprehension, reasoning, and learning new information and to update this information as change occurs.

1 – 2 years of age: Can follow simple 1 step instructions (e.g. "Give the cup to mum").

2 – 3 years of age: Can follow 2 part commands (e.g. "Go to your room and get your jacket").

3 – 4 years of age: Can follow 3 part instructions (e.g. "Point to the cat, dog and monkey").

How can you can tell if my child has problems with following instructions?

If a child has difficulties with following instructions they might:

Need instructions to be presented in a short and simple manner.

Struggle with following longer instructions and commands need to be repeated.

Fail to follow instructions accurately and often misinterprets information.

Appears to be distracted or non-compliant.

Look at you blankly when you give them an instruction.

Avoid carrying out instructions by talking about something else to distract the person.

Look to peers to work out what they need to do.

How to Follow Written Instructions

Performing well in any task usually includes following written instructions. If your child gets a toy or bike for a present and you do not follow the written instructions on how to put it together then you will have one unhappy child. When you suffer from a disease or illness, you must follow your doctor's written instructions if you want to overcome the illness.

Read all of the written instructions all the way through at least once.

Understand the written instructions. If you have a question reread the instructions or the part you do not understand.

Comprehend what the instructions tell you to do. Do not start to follow the instructions until you are completely clear with them. If necessary, call the person who wrote the instructions and ask any questions you still have.

Follow the written instructions. Perform each step of the instructions in the exact order written. For example if the instruction says "take pill 'a' with a full glass of water and then take two pill 'b' with orange juice", make sure you take pill "a" first.

Keep the instructions with you as you follow them. Even if you think you will remember them, find and read the instructions. Follow the written instructions at the same time.

Self-Check -3	Written Test

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

1. How do you follow instructions? (3 points)

Note: **Satisfactory rating - 2 points** **Unsatisfactory - below 2 points**

Answer Sheet

Score = ___________
Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet-4	Giving feedback to workplace supervisor

4.1 **Giving feedback to workplace supervisor**

What is performance feedback?

Feedback is a part of how we work. It can be a simple comment on a piece of work or can be a more detailed and structured discussion about how we are going and what we could do even better.

It can happen in a 'day to day' way, ie:

- You just handled that inquiry really well. You gave the correct information and communicated it very clearly.
- I think you could improve the report by talking with X to find out more...

'Day to day' feedback happens naturally and continuously as part of the way we interact with each other at work.

More structured feedback discussions happen when you talk with your supervisor/manager about how you are going in your job. Structured feedback discussions can happen as part of the performance cycle (e.g. performance planning discussions and mid or end of cycle review discussions) or at other times if there is a particular matter you wish to discuss, ie:

- I think the things you do really well are
- I've arranged this time to talk with you about a couple of issues I've noticed with your work recently…
- Some areas I would like to see you develop in are …

Who can I give feedback to?

We can all give feedback to people that we work with in the ACTPS:

- our supervisors/managers
- the staff we supervise/manage (this is a responsibility of all supervisors/managers)
- our peers and colleagues
- people in other teams/areas that we interact with or rely on to do our job.

It doesn't matter what level they are, or whether our job is at the same, higher or lower level.

In general we don't give feedback to members of the public or our clients/customers. This may be different in some roles (e.g. teachers will give feedback to students and parents).

Who are the people that need or expect feedback from you at work? Do you provide them with useful feedback?

If you have a concern about providing feedback to anyone at work, it's a good idea to discuss it with someone whose professional opinion you trust first. Your HR team will be able to offer you advice or further guidance.

The following image demonstrates the impact of getting and giving useful feedback:

Getting and giving good quality feedback means that we have an accurate idea of how we are going at work. We all need to hear:

- what we did well; and
- what improvements we can make.

Sometimes we may not recognise comments like these as feedback:

- I noticed that you presented really well in that meeting. You were able to talk confidently but next time - try and resolve any IT issues beforehand.
- I like the way you tried to resolve this issue on your own but next time you come across this problem, please ask X so they can show you a more effective way to approach it.
- You handled that really well because you really listened to the member of the public. In future you can call a colleague over if you feel you need some more support.

We are all responsible for being alert to feedback when it is given and using it to improve the way we work.

- sometimes supervisors/managers may need to make it clear that what is being said is feedback, ie, I'd like to give you some feedback about your progress on...

Giving feedback

Five top tips

These tips will work best for more structured feedback sessions but are worth bearing in mind for less planned conversations too.

1. Choose an appropriate time and place.

- Don't store it up. Give feedback as soon as possible and practical (within 24 hours of a specific event or instance if you can).
- Consider your schedules – make sure you and the person are both able to prepare for and focus on the discussion
- Have you chosen a meeting place which is overly conspicuous and might make the other person feel 'singled out'? Do you have another option of a different time of day or another place?
- Allow enough time so that you are not rushed.
- Never give "negative" feedback in public.
- On some occasions 'sleep on it' if you are angry, upset or stressed because feedback given at the wrong time often does more harm than good. The feedback

should be provided as soon as possible thereafter.

A word of caution: Some staff and managers choose to have performance discussions outside the workplace (ie: walking back from a meeting, in a vehicle on the way to another work-site or in a coffee shop). While this creates a private and relaxed discussion it is slightly less formal. If your discussion is potentially difficult, you may want another setting such as an office or meeting room.

2. Give feedback in person whenever you can.

- Face-to-face feedback conversations are ‘two-way’ (rather than feedback in an email, through another person or over the phone). This gives both people more of a chance to understand exactly what the other is saying.
- Be aware of your/their body language. Smile when it’s appropriate and listen by turning your body toward the other person and nodding to show when you understand their words.
- If you can’t give feedback in person choose your words very carefully to reduce the chance that they are misunderstood. Maybe ask your manager to check an email before you send it and try to fix up a later time to talk ‘face to face’.
- If you are passing feedback from one person to another (ie: from your manager to a colleague) ensure that you have enough information to make it meaningful and accurate.

3. Be prepared

- Ask yourself what you want to achieve from the discussion? Do you want to thank the other person or get them to change in some way?
- Plan what you want to talk about and what you will say:
  - ➢ be specific and use examples (see more information on being specific below)
  - ➢ develop questions to seek the other person’s views and ideas and encourage a two-way discussion
    - e.g. how do you think it went?
    - what could we have done differently?
  - ➢ if you are seeking change or improvement clarify exactly what you want.

NB: when planning your discussion; it might help to write your plan down. You can take it into the meeting with you and use it to help you keep the discussion on track.

- Have an open-mind. You should be prepared for new information to come to your attention as you discuss your feedback with the other person.
- How does the other person prefer to receive feedback? Plan and adjust your approach accordingly. For example:
  - Find a more private place if you are thanking someone who is uncomfortable receiving lots of attention.
  - Keep your communication very focused if you know the other person prefers to be direct and to the point.
  - Ask about their weekend/journey/family before launching straight into the feedback if you know this will help the other person feel more comfortable.
- If the feedback is about conduct or behaviour the following may help you to get 'the right words' clear in your mind prior to the discussion or 'pin down' exactly what want to see changed:
  - the ACTPS Values and Signature Behaviours
  - Talking about Behaviours: A Guide for Employees and Managers
  - directorate or team specific values or codes of conduct
  - your/their professional standards or codes of conduct
  - seeking advice or guidance from a mentor, trusted adviser or the Employee Assistance Program.

4. During a feedback discussion

- First, confirm with the other person that it is a suitable time and place.
- Begin the conversation by outlining the background/situation/issue and say what you'd like to get from the discussion.

For example:

> "today is your six-month performance review and I'd really like to thank you for your contribution to the team and give you some feedback on an area I think you could improve".
>
> OR
>
> "I've asked you to meet with me because of the incident that happened yesterday. I'd like you to help me understand what happened from your point of view and then I'd like us to talk about how we can stop it happening again".

- Encourage a two-way discussion by asking questions and listening (the other person should do most of the talking) – see below for more information on listening.

- When talking about behaviour; remember to describe the behaviour and its impact rather than using language which labels or 'targets' the other person. This will help you keep the discussion from turning very emotional.

For example, rather than saying:

"You're being very rude to me".

Say instead

"When you roll your eyes while I'm speaking; it makes me feel you don't respect what I'm saying".

- Remember your plan: Be specific and provide examples (see below for tips on being specific).
- Decide together what action you both will take after the meeting.
- Take time out: If the conversation begins to get emotional or you/they need time to 'digest' what is being said - arrange a break and reschedule the meeting for a later time.
- Check that the other person has understood what you have said.
- Think about appropriate confidentiality: who has a need to know about the feedback? Are you copying too many people into an email which contains feedback? How public are you being about your feedback conversation?

5. Following the discussion

- If the discussion was a scheduled Performance and Development session, complete the template to record what was discussed.
- In other circumstances, if it is appropriate, record your discussion (including any action either of you have committed to) in an email, by letter or as a personal file note and provide a copy to the other person. Appropriate circumstances to do this may include: a challenging discussion/a serious occurrence or topic/what you discussed was complicated and you both need something to remind you in the future.
- Remember that the other person may need a little time to reflect on what was said in your feedback discussion - they may come to you later with questions or comments.
- Make sure to follow through on any action you have committed to and if this isn't possible, tell the other person immediately.

Managing Up: How to give feedback to your Manager or Supervisor

Giving your manager or boss feedback is known as managing up or upwards feedback.

Upwards feedback is an integral part of performance discussions.

The approach to performance and development in the ACTPS is a two-way conversation. This means that employees and their supervisor/manager are encouraged to exchange information, ideas, suggestions and feedback.

Upwards feedback should include positive feedback as well as feedback about what you would like to see changed or improved.

Remember that:

- managers need to know what the people they supervise need from them, what they do well and where they could improve
- if you don't tell them they may not know or understand your expectations of them
- managers aren't perfect and require feedback to develop their skills and improve – the same as you do.

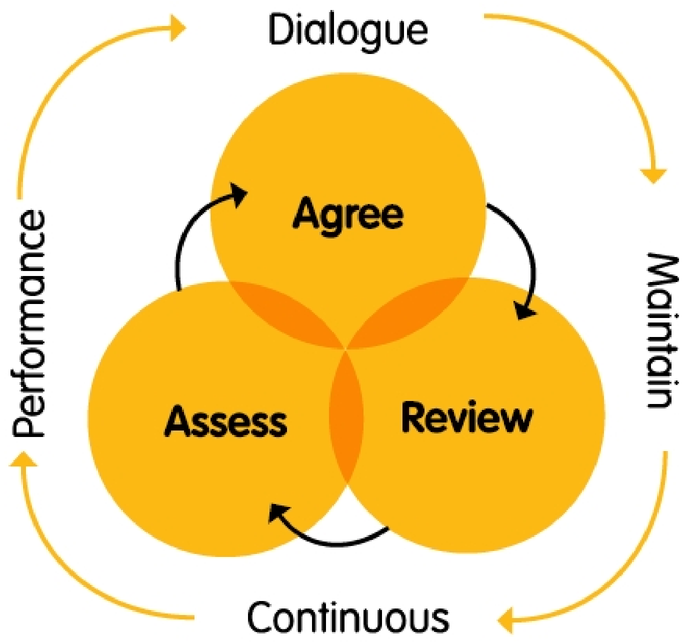
When can I give upwards feedback?

Upwards feedback is no different to any respectful and useful feedback - see the advice provided above. Be just as mindful of privacy and appropriate ways of conducting the feedback session.

Tips for upward feedback

At any time: when there is a burning issue, don't store it up:	During a performance planning discussion: know your own likes/ dislikes and tell your manager about them.	During a review discussion: be specific
• how you are being supported to do your job • what you appreciate about how you are supervised or managed • what you would like your supervisor/manager to do differently • how your supervisor can continue to support you to achieve the performance plan	• how you prefer work to be delegated to you • support you need to achieve work/life balance • what sort of guidance you need on particular tasks • how you prefer to receive feedback (e.g. how frequently you would like feedback and how you prefer it to be given)	• how you have been supported to achieve your performance plan including what has gone well and what could be done differently or better • what you appreciate about how you are supervised or managed • what you would like your supervisor/manager to do differently • how your supervisor can continue to support you to achieve the performance plan

Best practice performance cycle:



The process of managing up or providing upwards feedback forms part of an effective performance cycle. This involves ongoing discussion, reviewing and assessing performance.

Some more tips for providing upwards feedback….

- Take a constructive approach to upwards feedback. Be clear on your purpose for providing upwards feedback and communicate this purpose. If action isn't important, and you just want you supervisor/manager to listen, let them know this.
- Present feedback in a positive and supporting manner. Don't just state the problem. Offer options or solutions.

- Make sure your feedback is specific. Use examples to explain your feedback and describe what you would prefer your supervisor/manager to do. General statements such as ‘I don’t feel supported’ or ‘I’m happy with your supervision’ are not overly helpful.
- If appropriate, thank your supervisor/manager for listening and being open to your feedback.
- Acknowledge any changes that have been made in response to your feedback.
- If you think that the discussion may be difficult, refer to *Tips for a Difficult Performance Discussion* for information about preparing for, and having the discussion.

What if my feedback is not accepted or acted on?

- Have the feedback discussion again:
  - check that they understand your expectations and what this means in a practical way – be as specific as you can
  - reiterate the impact it is having on you, your capacity to do your work or achievement of your performance plan
  - ask if there is a reason why your expectations aren’t able to be met.
- Seek advice from a mentor, a trusted advisor, the HR team area in your Directorate or the Employee Assistance Program
- If you feel you are not getting anywhere with your supervisor/manager and the issue is important to you, raise the issue with a more senior manager.

Self-Check -4	Written Test

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

1. Who can I give feedback to? (4 points)
2. When More structured feedback discussions happen? (1 points)

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

Answer Sheet

Score = ____________

Rating: _____________

Name: _________________________ Date: _______________

Short Answer Questions

List of Reference Materials

1. https://www.examples.com/education/notice-writing-examples.html
2. https://pressbooks.bccampus.ca/technicalwriting/chapter/writinginstructions/
3. ISO.org, Guidance on the Requirements for Documented Information of ISO 9001:2015
4. https://www.businessmanagementideas.com/management/fundamentals-of-organising/organisation-manuals-meaning-types-and-merits/4853