



FEDERAL TVET AGENCY

Artificial Insemination Level- I

Learning Guide #50

**Unit of Competence: Receive and Respond to Workplace
Communication Module Title: Receiving and Responding to
Workplace Communication**

LG Code: AGR ATI1 M15 LO1-LG-50

TTLM Code: AGR ATI1 TTLM15 0919v1

Lo1. Follow routine spoken

L01. Follow routine spoken message

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instruction sheet -1	Learning Guide 1
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Listening effectively and interpreting information correctly
- Following instructions/procedures appropriately
- Seeking clarifications on any instruction/procedure

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 –

- Listen effectively and interpret information correctly
- Follow instructions/procedures appropriately
- Seek clarifications on any instruction/procedure

Learning Activities

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheets.
3. Accomplish the “Self-check ”.
4. If you earned a satisfactory evaluation proceed to “Information Sheet ”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
5. Submit your accomplished Self-check. This will form part of your training portfolio.
6. If you earned a satisfactory evaluation proceed to “LAP test”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to the previous information and revise.
7. Do the “LAP test” (if you are ready) and show your output to your teacher. Your teacher will evaluate your output is satisfactory. you can continuous learning guide #2.

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Information Sheet	1. Follow routine spoken
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2. Follow routine spoken

1.1 Introduction to Communication

1.1.1 Key terms and concepts

Term	Definition
Active listening	Techniques used by a listener that reassure the person speaking that the listener is giving them their full attention and attending to what they are saying.
Clarification	An explanation that makes a statement easier to understand.
Enterprise communication procedures, systems and technology	Methods used in a business to exchange messages and information, including telephones, letters, facsimiles, computers and radio systems.
Enterprise requirements	Obligations of employees in a business, including methods used to report to supervisors and organise, record and store information.
Reporting and recording	Providing information to others about an event (reporting) and preparing a written account (recording).
Written workplace notices and instructions	Announcements and directions given to employees in print form.

2.1.2 Communication is the exchange of information, messages and thoughts.

To be effective the information must be communicated to the right person, at the right time and in the right manner. The person receiving the information must also effectively listen, read and/or observe so they understand the communication.

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

1.2. Communication process.

Effective communication is important so that

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- team members understand and agree with team goals
- goals and tasks can be clarified
- team members understand how their tasks fit in with other people’s tasks
- problems can be sorted out before they become too serious
- information that affects team goals can be shared
- the team can evaluate their progress and discuss ways to improve their work.

Communication may either be oral or written.

Oral communication methods may include

- discussion: to share ideas to facilitate a job being completed on time
- debate: when two people do not agree so put forward their point of view in order to convince the other person
- negotiation: when people discuss their differences of opinion but are willing to compromise with each other in order to get a job done
- speeches: for example, in a training session.

Written communication methods may include

- instructions: to explain how a task must be completed in order to limit misunderstanding
- schedules: to prioritise tasks so that the most important is completed first

reports: often used as feedback or when evaluating a task/procedure

Effective communication helps workers to:

- complete a schedule of tasks
- follow a set of instructions
- learn correct procedures and improve work practices
- solve problems
- work as part of a team
- follow the enterprise Occupational Health and Safety and environmental procedures.

1.3. Verbal and written communication

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There are three main modes of communication:

1. **Verbal communication**
2. **Non-verbal communication**
3. **Written communication**

✓ **Non-verbal communication**

A significant aspect of face-to-face communication is non-verbal body language. This includes body posture, arm and hand positions, facial expressions, eye contact and hand gestures. Sometimes a conflicting message may be given because the words spoken do not match a speaker's body language.

Good observation skills are needed to 'read' what is really being communicated. Being aware of cues and signals is a crucial skill in understanding people's attitudes.

Personal presentation, dress and hygiene also contribute to the impression a person makes when they are communicating.

Other forms of non-verbal communication regularly found in the workplace include:

- **Signals**, for example hand signals used when operating machinery; traffic lights.
- **Signs**, for example safety signs; workplace warnings; men's, ladies and disabled toilets; first aid posts.
- **Diagrams**, for example property maps; diagrams in machinery manuals.
- **Symbols**, for example poison schedules; map legends; machinery gears and levers.

Here are some of the signs

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1.4. Receive and act on verbal messages and instructions.

In primary industries a large proportion of communication is verbal or spoken. This may occur face-to-face or via telephones or two-way radios. For verbal communication to be effective both the speaker and the listener need to be actively engaged in the conversation.

The speaker should be clear, concise, and courteous and use a style of language that is appropriate to the situation and the audience. The information should be accurate to the best of the speaker's knowledge. The tone of voice and body language used when speaking are often as important as the words themselves.

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

1.5 Gather information.

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

- Gather information different ways:-
 - Record information forms.
 - Mass Maida
 - New paper
 - Poster e.t.c

1.6 Internal and external information

What is the difference between internal and external communication?

Internal communication involves the communication that exists within a company and can take many forms. Key to the success of an organization is communication from within. In order to effectively engage in two ways symmetrical communication (the goal of public relations) communication is essential internally.

External communication covers how a provider interacts with those outside their own organization. This may be with the public, employers, community organizations, local authorities, job centers, funding bodies and other training providers.

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

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

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Questions should be asked by the listener to clarify the meaning and by the speaker to ensure that the information has been fully understood. There are three types of questions:

1. **Closed questions** are used to obtain a particular piece of information. They are usually answered with a yes or no or with a limited response. For example:
 - Have you driven a four-wheel drive tractor before?
2. **Open questions** encourage people to discuss a situation and share information. They often require longer answers and begin with how, where, when, which, who, why or what. For example:
 - What types of tractors have you driven?
3. **Reflective questions**, also called mirror questions, are used to show the speaker that you have been actively listening to them. They are also helpful when encouraging a person to express their opinions clearly. For example:
 - So, you've driven this type of tractor before?
 - You've found this type of tractor to run reliably, haven't you?

Good speaking, listening and questioning skills are essential when communicating via the telephone or two-way radios to ensure that the correct information has been received.

There are a number of barriers that reduce the effectiveness of verbal communication. These include:

- inappropriate choice of language style
- inappropriate body language
- disruptions
- noise in the proximity and/or a poor signal
- relevance of the topic to the listener
- assumptions made by both the speaker and listener.

1.7 Record Instructions/information.

Instruction may be in the form of spoken or written words, pictures, gestures, symbols and (for an interesting few) telepathic messages from a variety of intriguing sources. Most of the instructions that enters our life can be ignored or quickly forgotten. But in the workplace, effective information is essential to our progress and well being.

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Without workplace information, nothing would be accomplished. Instructions could not be given; equipment and supplies could not be ordered; progress could not be measured; and services could not be delivered to citizens. The five functions of management – planning, organizing, staffing, leading and controlling – are all dependent on information/instruction.

It is a simple process. Information involves three elements message, someone to send the message and someone to receive the message. When a message is sent and received, information/instruction has occurred but this does not necessarily mean the information/instruction has been effective. Effective instruction occurs only when the message that the sender intended is exactly the same message received by the person to whom it was sent.

In the other way Information strategies underpin any community engagement activity. Effective information provision allows citizens and clients to understand the issue and to decide whether they want to participate in a consultation or active participation activity. Internal information provision strategies should also be developed to ensure government decision-makers are well informed about the engagement process, its progress and any issues that may arise throughout the process.

While one-way information provision can enable a large number of people in a community to learn about an issue, the reasons for focusing the level of engagement activity to information provision only must be made explicit at the outset. Before initiating either an information provision or information sharing process it is important to reflect on the insights gained from community research and consider:

- What is the key message to be delivered?
- Why is this information important to the target group?
- Why is it important to government that this information be provided?

The benefits of information provision strategies are that they are able to quickly inform the community of a specific topic alerting them of appropriate behavioral

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change. Further, information sessions can be part of a much bigger engagement process, and not just a standalone process.

1.8 Accuracy in recording message/ information/

Instructions for recording your time worked:

- At the end of your work week, you must record your time for all hours worked, including overtime.
- It is your responsibility to record your time fully and accurately before submitting it to the client representative for approval. When required, you should record the in/out time or total time attributed to your work day and meal period. If you are not being provided a meal or rest break to which you are entitled, advise your Branch Adecco Representative immediately.
- Include in your hours worked all time spent changing in and out of your client required apparel at work (including uniforms and equipment), travel time required by your assignment (other than commuting time), and time waiting on client security lines, if applicable, to the nearest quarter (1/4) hour.
- Please notify your Branch Adecco Representative if you have questions regarding what time should be recorded.
- In order to ensure that your paycheck is accurate you must record your time completely and without errors.

1.9 Certification of information.

- ✓ **Information accurately** - check the quality of records.
- ✓ **Information in appropriate detail** - you will need to keep a different level of detail on information, depending on how significant it is and how you anticipate using it.
- ✓ **Record and store information using accepted formats, systems and procedures** - your organization may have developed formal procedures and systems for storing different types of information, both paper-based and on computer.
- ✓ **Review your methods for recording and storing information** - re-evaluate your methods, systems and procedures on a regular basis to check that they are as effective and efficient as possible.

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- ✓ **Introduce new methods of recording and storing information as needed** - regularly review whether the supply of information continues to meet requirements.
- ✓ **Analyze and correct any breakdowns in the methods of recording and storing information** - when systems do breakdown, analyze the cause, and take action
- ✓ **Make sure you can retrieve information promptly when required** - consider how urgently the information may be needed.

Self-Check 1	Written Test
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Name: _____

Date: _____

That’s what I thought you said!

Read the passage below and answer the questions which follow using your knowledge of effective communication.

“Where’s bras’n hose fittings?” asked the well-dressed elderly woman as she entered a large department store.

The young department store salesman immediately turned on his heel. With a dramatic sweep of his right arm he began to usher the customer towards the gardening section of his workplace.

As he walked ahead of her he stated confidently, “You’ll find we’ve got a great range to suit all our customers’ needs. Everything from our latest click together range of plastic garden hoses to the traditional and durable brass-type fittings. I’m sure we’ll have just what you want.”

The woman looked bemused and opened her mouth to speak but the young man continued, “As a matter of fact, new stock came in this morning. Look, here is the bargain of the year – our Complete Garden Watering System – available for \$89.95 in green and gold plastic or the lifetime guaranteed brass version for \$129.99. And we have.....”

Interrupting, the frustrated customer looked the salesman in the eye. She repeated her enquiry, now using her clearest voice.

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“Young man, where is the ladies underwear department? I am looking for bras, hose and fittings!”

Questions

1. Write modes of communication?
2. What communication skills does the woman employ to refocus the salesman’s attention?
3. Write the effectiveness of verbal communication?

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Learning Guide #51

**Unit of Competence: Receive and Respond to Workplace
Communication Module Title: Receiving and Responding to
Workplace Communication**

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L02. Perform workplace duties following routine written notices

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L02. Perform workplace duties following routine written notices

Instruction sheet	Learning Guide 2
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Reading and interpreting written workplace notices and instructions correctly
- Following routine written instructions/procedures in sequence

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 workplace notices and instructions correctly
- Follow routine written instructions/procedures in sequence

Learning Activities

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheets.”
3. Accomplish the “Self-check”.

4. If you earned a satisfactory evaluation proceed to “Information Sheet -”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #2.
5. If-check. This will form part of your training portfolio
6. If you earned a satisfactory evaluation proceed to “LAP test”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to the previous information and revise.
7. Do the “LAP test” (if you are ready) and show your output to your teacher. Your teacher will evaluate your output is satisfactory. you can continuous learning guide #2.

Information Sheet-1	Perform workplace duties following written notices
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1. Perform workplace duties following written notices

1.1. Read and interpret written notices and instructions

- **Definition of an organization:** Systems of activities and behaviors to enable humans and their machines to accomplish goals and objectives. A joint function of human characteristics and the nature of the task environment.

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

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

An Organizational Theory

- Organizational theory is especially useful for people who manage organizations, or who aspire to do so in the future. But whether or not you are a manager, if you work in public health, you will be working with organizations - hospitals, charities, local and national government etc - and so you need to understand them.
- It enables the manager to see that his or her organization and its problems are rarely wholly unique. Usually, much of value can be learned from examining the behavior of other organizations in broadly similar circumstances.
- It can help us to explain what is happening in our own organization and to identify possible solutions to its challenges, issues and problems, provided the solutions selected take into account cultural and other key aspects and are not simply 'broad-brush' or replica implementations based on what is done elsewhere.
- Organizations, especially large organizations are generally 'complex', having many inter-related facets and areas that need to be co-ordinate, managed together to achieve efficiencies and effectiveness in achieving stated goals and objectives.
- Organizations also need to be 'adaptive', they need to respond to ongoing changes in the environments in which they operate e.g. the political, social, economic and technological conditions that together form the environment in which organizations operate.
- Organizations are 'complex adaptive systems' that use people, tasks and technologies to achieve specified goals and objectives.
- Organizational theory refers to how organizations are structured and how they are managed.

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Structure is the organization of the resources and assets and represents the division and distribution of work among members (managers and employees) of the organization, and the co-ordination of their activities in such a way that they are directed towards achieving the declared goals and objectives of the organization.

Management is about how the organization manages the structure, the resources and the activities within the organization and how it measures and monitors the resulting performance towards achieving the declared goals and objectives of the organization.

Ducker: suggests three criteria for effective organizations:

1. They must be organized for *business performance*
2. Their structure should contain the *least number of management levels*
3. Organizational structure should facilitate training and testing of future organization leaders

Organization Structure

- Structure is the pattern of relationships among positions in the organization and among members of the organization.
- The purpose of structure is the division of work among members of the organization, and the co-ordination of their activities so that they are directed towards achieving the same goals and objectives of the organization.
- Structure defines tasks and responsibilities, work roles and relationships, and channels of communication.

Objectives of an organization structure

- ✓ accountability for areas of work undertaken by groups and individual members of the organization
- ✓ co-ordination of different parts of the organization and different areas of work

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- ✓ effective and efficient organizational performance, including resource utilization
- ✓ monitoring the activities of the organization
- ✓ flexibility in order to respond to changing environmental factors
- ✓ the social satisfaction of members of the organization

Dimensions of organizational structure

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

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

Types of organizational structure

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

These can fall into the following categories:

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

2.2. Routine written instruction.

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1.1.1 Written communication

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

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

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

To be effective, written workplace information must be:

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

1.2 Ethical work practices in handling communications

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

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ethical work practices.

Conciseness in receiving and clarifying messages/information/communication.

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

Receiving the message

Receiving the Message looks at how well you listen to and successfully "process" what others are saying (verbal and non-verbal messages) before you respond.

It asks the question: "How attentive or empathetic are you in a listening situation so that you can fully appreciate what the speaker is trying to convey

Clarifying

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

Understanding

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

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1.3. Feedback

Feedback is an essential element for everyone in an organization's workforce. Giving feedback is a task you perform again and again as a manager or supervisor, letting people know where they are and where to go next in terms of expectations and goals - yours, their own, and the organizations.

Feedback is a useful tool for indicating when things are going in the right direction or for redirecting problem performance. Your objective in giving feedback is to provide guidance by supplying information in a useful manner, either to support effective behavior, or to guide someone back on track toward successful performance.

Feedback on performance may include

- formal or informal performance appraisals, which generally occur on a regular basis. The first appraisal usually takes place three months after an employee starts a job then every six or twelve months thereafter. These appraisals allow for a formal method of feedback which can lead to modification of work performance, further training and re-evaluation of performance.

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- obtaining feedback from supervisors and colleagues – mainly in the form of informal comments on a job well done or suggestions of how to complete a task.
- Obtaining feedback from clients – hopefully positive praise rather than negative points.
- Personal, reflective behavior strategies – thinking about what you have done and how you can improve it next time.
- Routine organizational methods for monitoring service – these include customer complaint or satisfaction forms, and surveys that are completed at the end of a task.

It is important that your work performance is monitored and that you receive feedback that is constructive and encourages you to strive for improvement. Some clues that constructive feedback is needed are when:

- Someone asks for your opinion about how they are doing
- Unresolved problems persist
- Errors occur again and again
- An employee's performance doesn't meet expectations
- A peer's work habits disturb you

Therefore, Feedback provided by others in the team should be encouraged, acknowledged and acted upon the goals of the organization.

Self-Check 2	Written Test
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Name: _____

Date: _____

. Give the short answer

1. List the guidelines of written instructions? (5 points)
2. What is ethics? (5 points)
3. Define feed back? (4 points)

Note:

- **Satisfactory rating - above 14 points**
- **Unsatisfactory - below 14 points**

Filling out forms

Read the following passage and select the best answer from the list provided to fill each blank space.

filled	knowledge	carefully	Photocopy
letters	answers	boxes	Understand
forms	questions	clearly	Advice
single	Date	pen	Signature
before	Check	correct	Records

When filling out _____ it is most important to _____ read any instructions relating to them. This should be done _____ you start to fill out the form. Some forms are _____ out with a pencil. Others require a blue or black _____ to be used.

You are usually asked to print _____ or use block/capital _____. Often a series of empty _____ are provided. You place a _____ letter or numeral in each space as you write the answers to the _____.

Many forms require a _____ and _____ at the end. You may be asked to sign to the fact that the _____ you have provided on the form are true, _____ and current to the best of your _____.

It is essential to _____ over all the entries you have made. You should also make a _____ of important forms for your own _____. If you don't _____ a question on a form seek _____ from the agency that sent the form or from your supervisor.

Answer keys of learning guide

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Self-Check 1	Written Test
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1. There are three main modes of communication:

4. **Verbal communication**
5. **Non-verbal communication**
6. **Written communication**

2. There are a number of barriers that reduce the effectiveness of verbal communication. These include:

- inappropriate choice of language style
- inappropriate body language
- disruptions
- noise in the proximity and/or a poor signal
- relevance of the topic to the listener
- assumptions made by both the speaker and listener.

Self-Check 2	Written Test
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1. signs and labels,notes, messages and memos,rosters and work schedules,safety material and notices,invoices and dockets with customer information **and** tables and simple graphs.

2. Ethics is a basic component of human communication in sending and receiving and responding of all round information in life, which it is governed by natural law.

3. Feedback is an essential element for everyone in an organization's workforce. Giving feedback is a task you perform again and again as a manager or supervisor, letting people know where they are and where to go next in terms of expectations and goals - yours, their own, and the organizations.