BEEKEPING LEVEL-I

Learning Guide- 1

Unit of Competence: Receive and Respond to Workplace Communication

Module Title: Receiving and Responding to Workplace Communication

LG Code: AGR BKG1 M05 LO1-LG-01

TTLM Code: AGR BGK1 TTLM 0919v1

LO 1: Follow Routine Spoken Messages

Instruction Sheet	Learning Guide #1

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

- Gathering and interpreting required information
- Recording information/instruction properly
- Receiving information according to instruction
- Clarifying and see all occasions for work place instructions/procedures

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 and interpret required information
- Record information/instruction properly
- Receive information according to instruction
- Clarify and see all occasions for work place instructions/procedures

Learning Activities

1. Read the specific objectives of this Learning Guide.

2. Read the information written in the "Information Sheets -1"

3. Accomplish the "Self-check" in page-------------

4. If you earned a satisfactory evaluation precede to "Operation Sheet" in page ---------- & ---------- However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity --------------

5. Read the "Operation Sheet" and try to understand the procedures discussed.

Information Sheet-1	Gathering and interpreting required information

1.1. Good Information at Workplace

As individuals, it is very difficult to know what information to absorb and what to screen out. *What is the wheat and what is the chaff?* Some of the most important qualities that make information useful for planning and decision-making are:

- ➢ **Accurate:** Information that is true, verifiable and not deceptive. Accurate information is based on empirical data and can be validated by comparing sources or checking for internal consistency.

- ➢ **Current:** Information that is applicable to the present time. Keeping information current requires a process of eliminating the old and adding the new. Information should be reviewed and updated timely to be current.

- ➢ **Relevant:** Relevant information applies to the interests of the individuals who use it for the decisions they are facing. It should reduce a person's uncertainties while facilitating choice and planning.

- ➢ **Specific:** For information to be specific, it must contain concrete facts. General observations are often interesting and can provide a background for further analysis, but facts are essential to realistic planning and decision-making.

- ➢ **Understandable:** People using information must be able to comprehend it before they can use it. Data must be analyzed and converted into words. The content of the message should avoid ambiguities and be informative to the intended audience.

- ➢ **Comprehensive:** The information should include all the important categories within its scope of coverage.

- ➢ **Unbiased:** It is unbiased when the individual or organization delivering the information has no vested interest in the decisions or plans of the people who are receiving the information.

- ➢ **Comparable:** The information presented should be of uniform collection, analysis, content, and format so that a user of the information can compare and contrast the various files.

Three distinct sections to gather and interpreted information are listed below:

1. **Collect and assess information:** To produce useful information, it is important that the right information for the assigned work is collected and from the right people.
2. **Organize information:** Once collected, information must be organized to the reader can readily acquire what they need.
3. **Review information needs:** Finally, checks are necessary to ensure that what you are providing meet the requirements of the person who needs it.

1.2. How we get and use Information

How much information we retain in the communication process depends on many factors. It is important for each of us to recognize how we learn best. Do we remember most of what we read? Most of what we hear? Do we learn more if someone shows us?

Typically, we retain information at these rates:

- ✓ 10 percent of what we read
- ✓ 20 percent of what we hear
- ✓ 30 percent of what we see
- ✓ 50 percent of what we see and hear
- ✓ 70 percent of what we see and discuss
- ✓ 90 percent of what we do

Another way to think about how we retain information is this adage:

- ✓ Tell me and I will probably forget
- ✓ Show me and I might remember
- ✓ Involve me and I will learn.

1.3. Interpreting Communication at Work Place

A large percentage (studies suggest over 90%) of the meaning we derive from communication, we derive from the non-verbal cues that the other person gives. Often a person says one thing but communicates something totally different through vocal intonation and body language. These mixed signals force the receiver to choose between the verbal and nonverbal parts of the message. Most often, the receiver chooses the nonverbal aspects.

Mixed messages create tension and distrust because the receiver senses that the communicator is hiding something or is being less than candid.

Nonverbal communication is made up of the following parts:
> Visual
> Tactile
> Vocal
> Use of time, space, and image

Visual: Often called body language and includes facial expression, eye movement, posture, and gestures. The face is the biggest part of this. All of us "read" people's faces for ways to interpret what they say and feel. This fact becomes very apparent when we deal with someone with dark sunglasses. Of course, we can easily misread these cues especially when communicating across cultures where gestures can mean something very different in another culture. For example

Tactile: This involves the use of touch to impart meaning as in a handshake, a pat on the back, an arm around the shoulder, a kiss, or a hug.

Vocal: The meaning of words can be altered significantly by changing the intonation of one's voice. Think of how many ways you can say "no"- you could express mild doubt, terror, amazement, anger among other emotions. Vocal meanings vary across cultures.

Physical Space: For most of us, someone standing very close to us makes us uncomfortable. We feel our "space" has been invaded. For Americans, the "intimate zone" is

about two feet; this can vary from culture to culture. This zone is reserved for our closest friends. We use "things" to communicate. This can involve expensive things, neat or messy things, photographs, plants, etc.

Image: We use clothing and other dimensions of physical appearance to communicate our values and expectations.

A "majority" of the meaning we attribute to words comes not from the words themselves, but from nonverbal factors such as gestures, facial expressions, tone, body language, etc. Nonverbal cues can play five roles:

1. Repetition: they can repeat the message the person is making verbally

2. Contradiction: they can contradict a message the individual is trying to convey

3. Substitution: they can substitute for a verbal message. For example, a person's eyes can often convey a far more vivid message than words and often do

4. Complementing: they may add to or complement a verbal message. A boss who pats a person on the back in addition to giving praise can increase the impact of the message

5. Accenting: non-verbal communication may accept or underline a verbal message. Pounding/hammering the table, for example, can underline a message.

Information Interpreting

Once a source of information has been found, the next step is to collect the correct information and interpret it. This depends of the purpose of obtaining the information, people who will use it and the time spent to obtain it. Normally, information has to be sorted so that only relevant data would be collected. Information should also be interpreted clearly, written down accurately and legibly.

Self-Check -1	Written Test

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

1. List out type of nonverbal communication.(5 points)
2. How we get and use Information? (5 points)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

Information Sheet- 2	Recording information/instruction properly

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

Without workplace information, nothing would be accomplished. Instructions could not be given; equipment and supplies could not be ordered; progress could not be measured; and services could not be delivered to citizens.

The five functions of management:

> ➢ Planning
> ➢ Organizing
> ➢ Staffing
> ➢ Leading and
> ➢ Controlling are all dependent on information/instruction.

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

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

While one-way information provision can enable a large number of people in a community to learn about an issue, the reasons for focusing the level of engagement activity to information provision only must be made explicit at the outset.

Before initiating either an information provision or information sharing process it is important to reflect on the insights gained from community research and consider:

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

The benefits of information provision strategies are that they are able to quickly inform the community of a specific topic alerting them of appropriate behavioral change. Further, information sessions can be part of a much bigger engagement process, and not just a standalone process.

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.

Information Sheet-3	**Giving and Receiving Feedback**

Receiving and relaying information's requires the completion of three important steps:

- ✓ The message was fully understood, and, if required, clarified with the sender
- ✓ It is accurately recorded either mentally or on paper
- ✓ The message is accurately relayed to the intended recipient in a timely fashion

Only commit information to memory when you are totally confident of your ability to remember all the details, and are relaying the information within a very short period of time. Otherwise, it is recommended that you write down the details of the information.

Factors affecting accuracy of information

- The person on the other end of the phone is hard to hear
- The person giving you a message over the telephone or face to face has an accent that is difficult to understand
- The information being given is hard to understand
- Too many distractions are around when on the telephone or speaking with someone
- You are not focusing on what is being said
- Your bad listening habits come into play (day dreaming, interrupting, you are easily distracted, etc)

Here are some recommended tips when passing on a message:

- ✓ Find the appropriate person and let them know you have information for them
- ✓ Make sure the person is ready to hear the information with no distractions
- ✓ Relay the information details using appropriate communication skills (tone of voice, body language, facial expression, etc)
- ✓ Watch the body language of the listener for evidence of confusion
- ✓ Ask for feedback from the recipient (listen to any feedback they give)
- ✓ Repeat the entire information (or parts of it) if necessary, so that both that you and the recipient are confident the message and all the details have been relayed and understood.

There may be the tendency to tell other persons of a message that was not intended for them. It is safer to pass the details of a message only to the intended recipient unless management policy dictates otherwise. Check with your supervisor or manager whether there are any policies relating to the relaying of messages.

Self-Check -3	Written Test

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

1. What are the major role for receiving and relaying information's (4 points)
2. List some factors those affecting accuracy of information (4 points **)**

Note: **Satisfactory rating – 4 and above**   **Unsatisfactory - below 4 points**

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet-4	Clarifying and see all occasions for work place instructions/procedures

4.4. Introduction

A policy is a statement which underpins how human resource management issues will be dealt with in an organization. It communicates an organization's values and the organization's expectations of employee behaviors and performance.

Workplace policies often reinforce and clarify standard operating procedure in a workplace. Well written policies help employers manage staff more effectively by clearly defining acceptable and unacceptable behavior in the workplace, and set out the implications of not complying with those policies.

A workplace policy consists of a statement of purpose and one or more broad guidelines on action to be taken to achieve that purpose. The statement of purpose should be written in simple terms, free of jargon. The length of the policy may vary depending on the issue it addresses.

A policy may allow discretion in its implementation and the basis of that discretion should be stated as part of the policy. A policy may also be required where there is a diversity of interests and preferences, which could result in vague and conflicting objectives among those who are directly involved.

Not all workplace issues require a policy. Many routine matters can be dealt with through simple workplace procedures and processes being put in place.

4.2. Use of work place instruction

Well-written workplace policies:

- are consistent with the values of the organization
- comply with employment and other associated legislation
- demonstrate that the organization is being operated in an efficient and businesslike manner
- ensure uniformity and consistency in decision-making and operational procedures
- add strength to the position of staff when possible legal actions arise

- Any time when a new problem can be handled quickly and effectively through an existing policy
- Foster stability and continuity
- Maintain the direction of the organization even during periods of change
- Provide the framework for business planning
- Assist in assessing performance and establishing accountability
- Clarify functions and responsibilities.

4.3. Type of work place instruction

Here are some examples of common workplace policies that could assist your workplace:

- Code of conduct
- Recruitment policy
- Internet and email policy
- Mobile phone policy
- Non-smoking policy
- Drug and alcohol policy
- Health and safety policy
- Anti-discrimination and harassment policy
- Grievance handling policy
- Discipline and termination policy
- Using social media.

Self-Check -4	Written Test

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

1. Please mention the benefit of work place police. (10 points)

Note: **Satisfactory rating – 10 points**   **Unsatisfactory - below 10 points**

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

List of Reference Materials

Effective Communication in the Workplace: Learn How to Communicate Effectively and Avoid Common Barriers to Effective Communication Paperback – November 13, 2014

Book of effective Communication in Work Place

Book of Employment Communication

Operation Sheet 1	Technique of Receive and clarify conciseness messages/information/communication

1.1. The techniques for receive and clarify conciseness messages/information/communication;

Steps 1- Pay attention

Step 2- Fully understood of message

Step 3- Accurately recorded

Step 4- Organized

Step 5- Controlling the information

LAP Test	Practical Demonstration

Name: _____ Date: _____

Time started: _____ Time finished: _____

Task 1: How can you receive and organized the information from different sources.

BEEKEPING LEVEL-I

Learning Guide- 2

Unit of Competence: Receive and Respond to Workplace Communication

Module Title: Receiving and Responding to Workplace Communication

LG Code: AGR BKG1 M05 LO1-LG-02

TTLM Code: AGR BGK1 TTLM 0919v1

LO 2: Perform Workplace Duties Following Written Notices

Instruction Sheet	Learning Guide # 2

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

- Reading and interpreting written notices.
- Following Routine written instructions
- Giving and Receiving Feedback

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

- Read and interpret written notices.
- Follow Routine written instructions
- Giving and Receiving Feedback

Learning Activities

1. Read the specific objectives of this Learning Guide.

2. Read the information written in the "Information Sheets -1"

3. Accomplish the "Self-check" in page-------------

4. If you earned a satisfactory evaluation precede to "Operation Sheet" in page ----------
   & ---------- However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity --------------

5. Read the "Operation Sheet" and try to understand the procedures discussed.

Information Sheet-1	Reading and interpreting written notices and instruction

1.1. Definition of an organization

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

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.

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.

N.B. 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

1.2. Organization Structure

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.

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

Objectives of an organization structure

- accountability for areas of work undertaken by groups and individual members of the organization
- co-ordination of different parts of the organization and different areas of work
- effective and efficient organizational performance, including resource utilization
- monitoring the activities of the organization
- flexibility in order to respond to changing environmental factors
- the social satisfaction of members of the organization

Dimensions of organizational structure

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

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

1.3. 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:

1. Functional
2. Product/ service
3. Geographical
4. Matrix

1.4.   Written Communication (Notices)

Now a days, communication is possible through a variety of media. The written form of communication includes letters, circulars, telegrams, memos, minutes, questionnaires, manuals etc. Everything that is transmitted in the written form falls in the category of written notices.

Characteristics of writing notices:

- ✓ It is formal in nature.
- ✓ Being permanent in nature, it can be preserved and can become evidence.
- ✓ It is time consuming and slow in nature.
- ✓ There are less chances of misunderstanding
- ✓ Written communication is rigid and cannot be changed.
- ✓ It can be re scrutinized even after an apse of time. One can review whenever required.
- ✓ More   accuracy   is   possible while preparing the statement.
- ✓ It carries importance.
- ✓ Written communication depends on the use of   symbols   and requires   precise   selection of symbols
- ✓ Written communication includes letters, circulars, minutes etc.
- ✓ Written communication is precise, permanent, and legally important and it gives sufficient time to think and act.
- ✓ Written communication consumes more time and rigid.

Advantage of reading and interpreting writing notice

- ❖ Written communication can be accurate and precise.
- ❖ It can be referred again and again till it is properly understood.
- ❖ It serves as a permanent record.
- ❖ It can serve as a legal document.
- ❖ It facilitates to fix up responsibilities if needed.
- ❖ In case of written communication. there are less chances of missing any point.
- ❖ Even lengthy matters can also be transmitted.
- ❖ It helps in reducing disputes as it can be referred as evidence.
- ❖ It gives enough time to the receiver to think, understand and act.

Dis-advantage of reading and interpreting writing notice

- ❖ Written communication is time consuming.
- ❖ It is a costly process.
- ❖ Quick clarification of doubts and misunderstandings is not possible.
- ❖ Addition or alterations, if required become expensive and time consuming.
- ❖ There are great chances of leakage of the content.
- ❖ It lacks personal touch.
- ❖ There is a possibility of delay

Self-Check -1	Written Test

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

1. _____ pattern of relationships among positions in the organization and among members of the organization (**3 points**)

    A. Organizational structure   C. Aim of structure

    B. Communication   D. Relationship

2. List at least four characteristics of writing notices **(4 points)**

3. What are the major type of organizational structure.(**3 points**)

Note: **Satisfactory rating - 10 points**   **Unsatisfactory - below 10 points**

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

Information Sheet-2	Following Routine written instructions

A *written communication* is any type of interaction that makes use of written words or symbols to convey a message. *Written notices* and *instructions* are parts of *written communication* in a workplace. Written communication is the next most common form of communication to verbal (spoken) communication. The basic process of a written communication starts when an idea or fact is observed and thought by a person. The sender then translates these ideas in mind into written symbols or codes. Next these codes are transferred to another person (receiver) through a medium also known as a *channel.* Finally the receiver takes and assimilates the message and gives *feedback* to ensure whether the message has been understood or not. The overflow of communication process is indicated in fig 1 above. Note that arrows indicate the directional flow of information.

A good written communication should be clear, concise, concrete correct and considerate. More specifically it means that communication in this respect should answer the basic questions of *who*, *what, when* and *where* so that it would be *relevant* and not *too wordy*. Some of the expected qualities of a written communication in a workplace are:-

➢ Focuses on the receiver(audiences) and their interests
➢ Uses *active verb* expressions like "*someone did*" to show facts and figures.
➢ Uses commonly known expressions for readability and understanding
➢ It is usually short, tactful, good natured and supported by pictures
➢ It is straight forward, accurate to the audience and non-discriminatory

To be effective, written workplace information must be:

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

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

Advantages of a Written Communication

➢ Do not need to be delivered on spur of the moment instead they can be edited and revised for their content, to the maximum effect, before forwarding to the intended audience.

➢ Provides for a permanent record of the message for later study. Since they are permanent written messages also written forms of communication also enable the receivers of information to take more time and review the message so that an appropriate feedback could be given.

➢ Increased client/ customer satisfaction; improved inter organizational efficiency and enhanced image in the community and industry.

Disadvantages of a Written Communication

➢ Unlike oral communication, where impressions and reactions are exchanged instantaneously, the sender of a written communication does not generally receive immediate feedback to his/her messages.

➢ Written messages often take more time to compose, both due to their information packed nature and the difficulties individuals face in composing and corresponding ideas of the message.

Generally 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.

Self-Check -2	Written Test

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

1. What is written communication? (**3 points**)
2. Write the dis advantage and advantage of written communication (**6 points**)
3. Write the criteria of effective written workplace information.(3 point).

Note: **Satisfactory rating - 9 points**　　　　**Unsatisfactory - below 9 points**

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

Answer Sheet

Score = _____

Rating: _____

Name: _____　　　　Date: _____

Short Answer Questions

Information Sheet-3	Giving and Receiving Feedback

Feedback:- Is the final component in communication process. It is a step where the receiver of information conveys back whether the received information has been understood or not. In this case, the receiver formats an appropriate response to the first communication based on the channel and finally sends it back to the source. Feedback consists of messages (information) the receiver returns which enables the source to understand how accurately the message (information) has been sent as well as the receiver's reactions to it. The receiver can respond to either intentional or unintentional messages.

The types of feedback range from direct verbal statements to subtle facial expressions or changes in body posture which might indicate the sender that the receiver feels uncomfortable with the information. In this case the source can adapt, modify or improve the styles to make the communication process more effective. For instance, the receiver might react saying "*Say that again, I don't understand*" when the message sent is not clear or not heard.
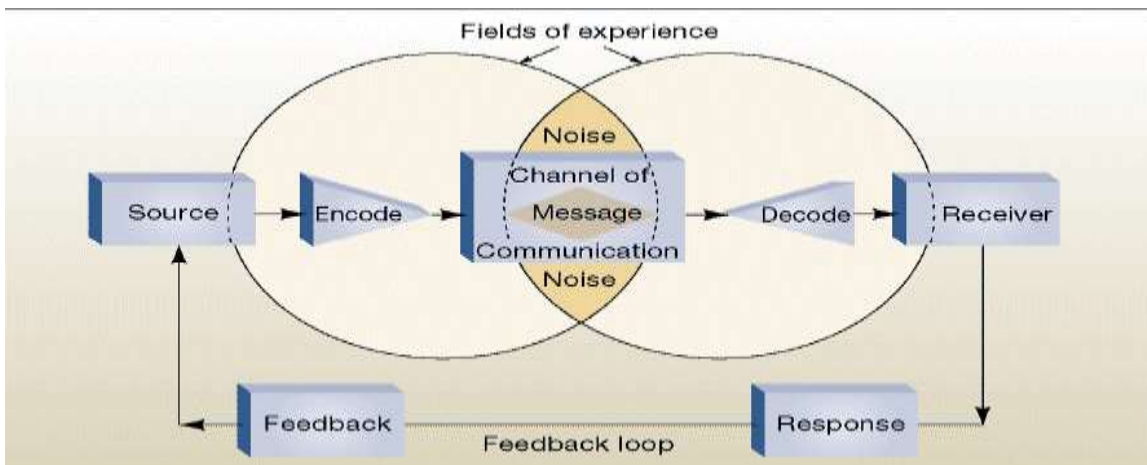

Fig 1. Components of the communication process

In the above figure, the term "*fields of experience*" refers to the area of knowledge and experience attained by both the source and the receiver in the communication process. It shortly means what the source and the receiver actually know, understand and are culturally or socially familiar with *Feedback loop* is a continuous and cyclical process of giving and receiving feed back in a work place.

Giving and receiving feedback is part of the communication process, and lets speakers know that listeners received and understood the message. As a speaker, you receive feedback about how others perceive you and your message. As a listener, you can improve communication by providing feedback such as nodding if you understand the message, paraphrasing to make sure you are interpreting the message correctly, and asking questions if you need more information. You also give feedback when others ask you to evaluate an idea, event, or document. Feedback in general should be positive, objective, and descriptive.

1. **Emphasize the positive**

To minimize defensiveness in your listener, include positive observations with your feedback. This lets the other person know you are being fair and have a balanced opinion of their performance. It also helps them listen to your message more constructively.

2. **Be tactful**

Tact is the ability to act or speak in way that maintains good relations with others or avoids giving offense. When you provide feedback, consider the content and how your listener is likely to receive it. Look for common ground, ask questions, and allow your colleague to make suggestions for improvement.

3. **Depersonalize negative messages**

Instead of communicating a negative or critical message when you are charged with emotion, wait until you are calm and can look at the message more objectively. Avoid making comments your audience might perceive as personal. Your objective is to fix problems and improve performance, not to assign blame. Also avoid you-based messages when offering critical feedback. Instead, use the words I or we in your sentences, which express how you feel without attacking or blaming.

4. **Provide solutions**

Focus on offering solutions rather than identifying problems or weaknesses. Constructive feedback includes recommendations and alternatives that build on your listener's strengths.

5. **Choose your location and timing**

Consider where and when you approach someone to offer feedback—especially if the message is negative. Deliver feedback in a neutral, private location. Do not confront someone in the presence of others, which could be publicly embarrassing. Choose a time that minimizes the interruption to your listener's day.

6. **Give others permission to disagree with you**

After you give feedback, be prepared to receive it. Listen to feedback with an open mind and learn what you can from it. Avoid interpreting disagreement or critical comments as personal attacks. Identify what you have in common, ask questions that seek solutions or alternatives, and look for a fair solution on which you can both agree. Table A-4 lists the do's and don'ts for giving feedback.

Self-Check -3	Written Test

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

1. What is feedback? (**3 points**)
2. List out feedback components.(**4 points**)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

Operation Sheet 1	Technique for occupational health and safety

Technique for occupational health and safety

Steps 1- Prepare Personal protective equipment

Step 2- Wear prepare

Step 3- Identify material and equipment

Step 4- Identify hazards

Step 5- Apply proper occupational health and safety

LAP Test	Practical Demonstration

Name: _____ Date: _____

Time started: _____ Time finished: _____

Task 1: How can you Identify and apply occupational health and safety.