Ethiopian TVET-System

Basic Biomedical Equipment Servicing Level II

Based on May 2011 Occupational standards

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Module Title: Participating in Workplace Communication

TTLM Code: EEL BES2 TTLM 1019v1

This module includes the following Learning Guides

LG4: Obtain and convey workplace information
LG Code: EEL BES2 M02 LO1-LG-04

LG5: Participate in workplace meetings and discussions
LG Code: EEL BES2 M05 LO1-LG-05

LG6: Complete relevant work related documents
LG Code: EEL BES2 M05 LO1-LG-06

Instruction Sheet	LG4: Obtain and convey workplace information

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

- Specific and relevant information is accessed from appropriate sources
- Effective questioning, active listening and speaking skills are used to gather and convey information
- Appropriate medium is used to transfer information and ideas
- Appropriate non- verbal communication is used
- Appropriate lines of communication with supervisors and colleagues are identified and followed
- Defined workplace procedures for the location and storage of information are used

- Personal interaction is carried out clearly and concisely

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

- Specific and relevant information is accessed from appropriate sources
- Effective questioning, active listening and speaking skills are used to gather and convey information
- Appropriate medium is used to transfer information and ideas
- Appropriate non- verbal communication is used
- Appropriate lines of communication with supervisors and colleagues are identified and followed
- Defined workplace procedures for the location and storage of information are used
- Personal interaction is carried out clearly and concisely

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information "Sheet 1, Sheet 2, Sheet 3, Sheet 4, Sheet 5 and Sheet 6".
4. Accomplish the "Self-check 1, Self-check 2, Self-check 3, Self-check 4, Self-check 5 and Self-check 6" **in page -8, 15, 23, 27, 33 and 37** respectively.

Information Sheet-1	Accessing information from appropriate sources

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. These materials can include internal company information, relevant trade publications, newspapers, magazines, annual reports, company literature, on-line data bases, and any other published materials. It is a very inexpensive method of gathering information, although it often does not yield timely information. Literature searches over the web are the fastest, while library literature searches can take between one and eight weeks.

Talking with people is a good way to get information during the initial stages of a research project. It can be used to gather information that is not publicly available, or that is too new to be found in the literature. Examples might include meetings with prospects, customers, suppliers, and other types of business conversations at trade shows, seminars, and association meetings. Although often valuable, the information has questionable validity because it is highly subjective and might not be representative of the population.

A *focus group* is used as a preliminary research technique to explore peoples ideas and attitudes. It is often used to test new approaches (such as products or advertising), and to discover customer concerns. A group of 6 to 20 people meet in a conference-room-like setting with a trained moderator. The room usually contains a one-way mirror for viewing, including audio and video capabilities. The moderator leads the group's discussion and keeps the focus on the areas you want to explore. Focus groups can be conducted within a couple of weeks and cost between two and three thousand dollars. Their disadvantage is that the sample is small and may not be representative of the population in general.

Personal interviews are a way to get in-depth and comprehensive information. They involve one person interviewing another person for personal or detailed information. Personal interviews are very expensive because of the one-to-one nature of the interview ($50+ per interview). Typically, an interviewer will ask questions from a written questionnaire and record the answers verbatim. Sometimes, the questionnaire is simply a list of topics that the research wants to discuss with an industry expert. Personal interviews (because of their expense) are generally used only when subjects are not likely to respond to other survey methods.

Telephone surveys are the fastest method of gathering information from a relatively large sample (100-400 respondents). The interviewer follows a prepared script that is essentially the same as a written questionnaire. However, unlike a mail survey, the telephone survey allows the opportunity for some opinion probing. Telephone surveys generally last less than ten minutes. Typical costs are between four and six thousand dollars, and they can be completed in two to four weeks.

Mail surveys are a cost effective method of gathering information. They are ideal for large sample sizes, or when the sample comes from a wide geographic area. They cost a little less than telephone interviews, however, they take over twice as long to complete (eight to twelve weeks). Because there is no interviewer, there is no possibility of interviewer bias. The main disadvantage is the inability to probe respondents for more detailed information.

Email and internet surveys are relatively new and little is known about the effect of sampling bias in internet surveys. While it is clearly the most cost effective and fastest method of distributing a survey, the demographic profile of the internet user does not represent the general population, although this is changing. Before doing an email or internet survey, carefully consider the effect that this bias might have on the results.

Information access is the freedom or ability to identify, obtain and make use of database or information effectively.

There are various research efforts in information access for which the objective is to simplify and make it more effective for human users to access and further process large and unwieldy amounts of data and information.

Several technologies applicable to the general area are Information Retrieval, Text Mining, Machine Translation, and Text Categorisation.

During discussions on free access to information as well as on information policy, information access is understood as concerning the insurance of free and closed access to information. Information access covers many issues including copyright, open source, privacy, and security.

Finding Information

You may assume, automatically, that academic text books are the primary source of information when you are engaged in a formal study programme. This may be true, to a degree, usually there is little need to question the credibility of such texts – they have probably been recommended by a tutor. There are, however, many other sources of information which should not be overlooked. Such sources include: the internet, newspapers, journals, transcripts from radio or TV programmes, leaflets, photographs and other artefacts (man-made objects).

Within the category of books there are many different types and genres, for example: fiction and non-fiction, including dictionaries, encyclopaedias, biographies, almanacs, archives, yearbooks and atlases, to name just a few. There are even more categories of websites and other internet resources. All sources of information can be of relevance depending on the subject matter of the research or project you're working on.

It is important to understand that all information will have a certain degree of validity or otherwise. A document can be easily forged or altered, especially on the internet where anybody can publish anything. It is therefore necessary to use judgement when deciding which documents to use in the context of your study.

All documents that you use for study fall into one of three categories:

Primary Documents

A primary document is a document that was written at the time of an event or period of research. Primary documents therefore include literary texts, letters, speeches and historical documents such as birth certificates and diaries. A live news-feed (or the transcript of) is a primary source – recording events as they unfold. Of course any major news event (like the Olympic Games) is likely to have several primary sources, accounts from different broadcasters. To get a fuller idea of the event you may look at more than one primary source of information – taking into account biases, points-of-view and personal or cultural perceptions.

Secondary Documents

A secondary document is written after an event - usually the authors will not have witnessed the event themselves. Such documents are usually written with reference to primary documents and attempt to provide an interpretation. Core texts - academic texts related to the topic being studied - are an example of secondary documents. In current affairs a secondary source would be a standard news story. A story that has been reported after the event. As a secondary source is a writer's interpretation of what happened (a primary source) it is more likely to contain observations, bias and subjective commentary that try to explain the event and put it into some sort of context.

Tertiary Documents

Tertiary documents usually act as pointers to primary and secondary documents. They are indexes, directories, bibliographies and other categorised collections of information - documents that you can turn to and be guided to other, potentially relevant, documents on a particular subject. For example, checking the bibliography of books can help to lead you to further research material or to looking at a list of similar stories on a news website.

Where to Get Your Information

There are a lot of different sources of information available to you as a student. The following list cannot hope to cover all sources of information, rather, it contains the main sources you are likely to find useful.

Library Sources

It is often possible to go to a physical library without being a member and to search through the shelves and access publications and other resources. If you are studying at a college or university you are likely to have access to their library. A lot of libraries will have a retrieval system to help you to locate documents – such systems are commonly accessed via a computer, although some older systems still exist. Retrieval systems enable you to search a database of titles held at the library, usually by either the author, the title of the book or publication or to enter broader terms, like the subject you are researching, to see a list of available publications.

It is now common, especially in educational establishments, for libraries and the documents that they hold, to be available online. There are numerous obvious advantages to this:

- You can access the information you want, when you want – not just when the physical library is open.
- You can access the information from anywhere that has an internet connection.
- As documents (books, journals, articles etc.) are held electronically, numerous people can be reading the same document at the same time.
- You can search electronic documents, or whole libraries of documents, quickly to find relevant information.

There are also some potential disadvantages of the 'digital library':

- The documents available electronically may be limited. This will depend, to an extent, on which documents your university has subscribed to or bought electronic versions of. Older and historic documents may not be available electronically.
- Some people find it easier to work with physical copies of books and journals – to flip through the pages and easily bookmark sections.

It is good practice to use a combination of library resources, familiarise yourself with the library facilities available to you and the type of documents that are available.

Internet Sources

There is a phenomenal amount of information available online, via web-pages, blogs, forums, social media, catalogues and so on. As there is so much information available and because such information can be published quickly and easily by anybody and at any time, it is important that you are vigilant in choosing reliable sources.

For many subjects the internet can be a very important place to research. In some disciplines the internet may be the most appropriate - or only - way of gathering information. This can be particularly true of subjects related to technology or current affairs. Whenever you use the internet for research, remember that the authorship, credibility and authenticity of internet documents is often difficult to establish. For this reason you need to be vigilant and take care when using the internet for academic research.

If you are studying formally, in a school, college or university, you should check what your institution's guidelines are for using internet sources in your work. Some institutions may penalise you, by marking down your work, if your references are mainly from online sources – especially sources that have not been specifically 'approved' by your tutor.

Sources from Bibliographies

Another way of locating information, books or publications, which might have a bearing on the topic being researched is to check through the bibliography of core texts or related books. Authors will have consulted other scholars and by checking their bibliography you will discover related publications which may well enhance your own research. Some authors will also provide a list of recommended reading and since they have already researched the subject area it may be worth taking note of their findings.

Sources from Colleagues

It is always worth discussing your study with friends, family and colleagues - you will often find that they have some interesting points of view and sometimes they may be able to help with sourcing of information. They may, for example, have studied the area at some time or know someone who has and be able to find or lend you relevant books or other resources.

Self-Check -1	Written Test

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

Part 1. <u>Say True for the correct answer and False for the wrong statement</u>

1. Tertiary documents usually act as pointers to primary and secondary documents.
2. Information access is the freedom or ability to identify, obtain and make use of database or information effectively

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

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

Answer Sheet

Score = ____________

Rating: _____________

Part 1. True or False question

1. ………….
2. …………..

Name: ___________________________ Date: ________________

Short Answer Questions

Information Sheet-2	Using effective questioning, listening and speaking skill

Using effective questioning, listening and speaking skill

Active Listening

Listening is a conscious activity which requires attention. Rather than waiting to speak, you need to listen attentively to fully understand the other person. Remember, there is no point in asking a question if you do not intend to listen carefully to the answer! Listening fully - or actively means putting everything else out of your mind and acknowledging the other person so they have feedback that you are listening properly and valuing what they have to say1 . Understanding and valuing does not mean agreeing; active listening is particularly valuable in situations of conflict2 or disagreement where if the other party feels you understand their viewpoint, an atmosphere of cooperation can be created which increases the possibility of resolving the conflict. Active listening is a structured way of listening and responding to others:

Some of the key skills for active listening include:

- Listen with your whole body:

- Face the other person and use an open posture to establish rapport
- Use eye contact and facial gestures to demonstrate your attention
- Be still and resist fidgeting

- Let the other person do the talking: o Be quiet and actively encourage the other person to talk; promote their willingness to communicate;

  - Avoid interrupting;
  - Avoid pre-judging what's being said (rather, make sure you focus on understanding precisely what the speaker means);
  - Avoid starting to think about your answer or response (wait until the speaker has finished - active listening is hard work and needs 100% of your concentration);
  - Don't finish their sentences or fill in the blanks – no matter how tempting!

- Notice non-verbal communication ie, body language, tone and pitch of the voice – listen for feelings and emotions3 as much as facts and words.
- Be comfortable with silence. Staying silent gives time and opportunity for the speaker to share extra information. It may feel odd initially, but you will be amazed how often more information emerges after a moment's silence.
- Listen inquisitively and strategically: o Inquisitive listening - actively looking for interesting 'bits' of information in what is being said that will help formulate a solution or answer; o Strategic listening - going beyond the words to understand the speakers real motivations and driving forces and/or needs. This involves listening 'between the lines' and hearing the things that were 'not said' as well as those that were.
- Use questions effectively (see below).
- Reflect back the information you receive to illustrate your understanding and provide opportunities for clarification. Use paraphrasing, acknowledgment and reflective statements. Some common mistakes made by people who think they are actively listening, but aren't really, include:
- Cursory listening; just going through the motions but the listener is either multi-tasking or not really interested in what's being said.
- Shallow listening; the listener believes they already know what the speaker is leading to and already knows the answer or what they are going to say next. This type of listening is often underpinned by arrogance and the listener fails to hear what is actually being said. Active listening takes time and focus to achieve; used effectively it opens up a whole new level on which to communicate and build relationships. Effective Questions Albert Einstein said, "If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than five minutes." Far too many people focus on having the "right answer" rather than discovering the "right question". In Germany, the job title Direktor Grundsatzfragen translates as "Director of Fundamental Questions." These are the people who are always thinking about

what the next questions will be. The German understanding and appreciation of Grundsatzfragen stems from a culture that highly values philosophy and the ongoing questioning of priorities and the meaning of life. We can all benefit from adopting this approach to thinking, which makes asking effective questions a key skill to develop. A powerful question:

- generates curiosity in the listener
- stimulates reflective conversation
- is thought-provoking
- surfaces underlying assumptions
- invites creativity and new possibilities
- generates energy and forward movement
- channels attention and focuses inquiry
- stays with participants
- touches a deep meaning
- evokes more questions. It has the capacity to spread beyond the place where it began into larger networks of conversation throughout an organization or a community. Powerful questions that travel well are often the key to large-scale change. But this is not straightforward; whilst asking and answering questions is part of everyday conversation for all of us and we might think that questioning is a natural skill that we all possess; it is not as easy as we assume. Questions need to be designed to help the other person reach a conclusions, or to provide information and insights helpful to the discussion. There are a range of question types that can be used for different purposes. Some questions provide structure, others direct flow, and some help us to reach closure. Question types include:

- Open questions, to gather information and facts, for example "What are your concerns and worries about this situation?"
- Probing questions, to gain additional detail, e.g. "Can you explain why that matters?"
- Hypothetical questions, to suggest an approach or introduce new ideas. An example might be "If you could get additional funding or resources, how might that help?"
- Reflective questions, to check understanding, such as "So would you prioritise the most critical areas for attention first and make sure that everyone knew what was most important?"
- Leading questions5 , to help a person reach a conclusion or have an ‘idea’ that you feel will be beneficial; a few well planned questions can very often lead the person towards the idea and instead of responding to your request, they have their idea of how to help you be more successful.
- Deflective questions to defuse an aggressive or defiant situation by redirecting the force of the other person’s attack instead of facing it head-on. ‘Attacks’ are synonymous with dissatisfaction, insubordination or resistance and prevent you from moving forward. Dealing with a strong objection by responding with similar force creates conflict. Deflective questions help to transform the negative

situation into a collaborative problem-solving6 occasion. Some examples include: o Dissatisfaction: I'm not happy with this project! o Response: What can WE do to make it right? o Insubordination: I have major concerns. I won't do it! o Response: How can WE address your concerns? o Resistance: I disagree with the approach! o Response: If you were to do it, what would be your approach?

- Closing questions, to bring agreement, commitment and conclusion, e.g. "When will you talk to your team and the client about this?" Questions are not neutral:
- Asking 'leading questions' when you are seeking information closes off options;
- Whereas asking 'open questions' when you are intending to move a person towards the conclusion you want them to reach can be counterproductive. Hypothetical, reflective and leading questions help generate ideas, motivate people and develop insights, they are particularly useful when leading knowledge workers7 . Other question sets are designed to gather information. To be effective, you need to know the objectives of the questions you are asking and then design the questions to support the objective.

Speaking effectively is defined as speaking in such a way that your message is clearly heard and, if possible, acted upon. There are two main elements to speaking effectively: what you say, and how you say it.

What you say means your choice of words. The words you might use when chatting to a friend are likely to be quite different from those used in a formal presentation or interview.

Similarly, the way that you speak will also vary in different situations. However, there are also likely to be some common factors: for example, whether you naturally talk quietly or loudly, and how you use body language.

This page discusses aspects of effective speaking. It also suggests ways in which you can become a more effective speaker.

Aspects of Effective Speaking

Effective speaking means being able to say what you want to say in such a way that it is heard and acted upon.

Whether you are talking to a major conference about a new scientific discovery, your children about their behaviour, or your boss about a pay rise, you need to be able to speak effectively. This means considering every possible tool and aspect to ensure that nothing distracts or detracts from your message.

Aspects of Effective Speaking

There are three main elements of effective speaking

- The words you use.
- Your voice.
- Your other non-verbal communication, particularly body language.

Choosing Your Words

What you say—the words you choose—matters.

If in doubt about your meaning, your audience will come back to the words that you used and double-check what you might have meant. It is therefore important to choose carefully, especially when you are saying something important. Things to consider include:

Your audience. The words you choose will be different if you are talking to 200 people at a conference, a trusted colleague, your boss, or your children. You need to think about your audience's overall level of understanding of the subject, and also the type of language that you use.

Shorter sentences are easier to process and understand. Using shorter sentences also creates urgency.

Simpler words are also easier to understand. If you cannot explain something in simple terms, you have probably not understood it yourself. This is particularly important if your audience are not all native speakers of the language.

Your Voice

Your voice can reveal as much about your personal history as your appearance. The sound of a voice and the content of speech can provide clues to an individual's emotional state.

For instance, if self-esteem is low, it may be reflected by hesitancy in the voice. A shy person may speak quietly, but someone who is confident in themselves will be more likely to have command of their voice and clarity of speech.

It is worth taking time to improve your command over your voice, especially if you find it hard to speak in public. It can even help to boost your confidence!

It is important to get used to the sound of your own voice. Most people are more relaxed in a private situation, particularly at home, where there are no pressures to conform to any other social rules and expectations. This is not the case in public situations when there are all sorts of influences exerted upon the way people speak.

Body Language

A considerably amount of communication—some estimates suggest over 50%—is non-verbal. Tone of voice, pace and emphasis are all part of non-verbal communication.

However, your body language is also important. This includes how you stand, your facial expressions, the way you use your hands to emphasise your speech, and even whether and with whom you make eye contact.

There is more about how to use body language to communicate effectively in our page on **Body Language**. This includes considering how far away you are from your audience, and therefore whether you need to exaggerate your gestures to make them clearer.

The importance of congruence

Perhaps the most important aspect of effective communication is *congruence*.

For communication to be effective, your non-verbal communication needs to **reinforce** your words: the two must say the same thing. Non-verbal communication is much harder to disguise than verbal—if you see that someone's body language is giving a different message from their words, it pays to listen to the non-verbal communication first as it is more likely to reflect their real views.

Self-Check -2	Written Test

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

Part 1. <u>Say True for the correct answer and False for the wrong statement</u>

1. Effective speaking means being able to say what you want to say in such a way that it is heard and acted upon.
2. A considerably amount of communication some estimates suggest over 50% is non-verbal.

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

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

Answer Sheet

Score = ___________
Rating: ____________

Part 1. True or False question

1. ………….
2. …………..

Name: ________________________   Date: _______________

Short Answer Questions

Information Sheet-3	Accessing information from appropriate sources

Appropriate medium to transfer information and ideas

Types of Communication Medium

We divide the different types of communication medium into two different categories:

1. Physical media
2. Mechanical media (everything that is not No. 1)

This site focus on the internal communication. Our listings of types of communication medium therefore exclude external media.

Physical media

With physical media we mean channels where the person who is talking can be seen and heard by the audience. The whole point here is to be able to not only hear the messages but also to see the body language and feel the climate in the room. This does not need to be two-way channels. In certain situations the receiver expect physical communication. This is the case especially when dealing with high concern messages, e.g. organizational change or down sizing. If a message is perceived as important to the receiver they expect to hear it live from their manager.

- Large meetings, town hall meetings
- Department meetings (weekly meetings)
- Up close and personal (exclusive meetings)
- Video conferences
- Viral communication or word of mouth

Large meetings

Large meetings have got great symbolic value and should be used only at special occasions. This channel works very well when you need to get across strategic and important messages to a large group of people at the same time, creating a wide attention, get engagement or communicate a sense of belonging. Large meetings are excellent when you want to present a new vision or strategy, inform about a reorganisation or share new values. The opportunity for dialogue is limited at large meeting, of course but you can create smaller groups where dialogue can be performed.

Weekly departmental meetings

In the weekly meetings you and your group communicate daily operative issues, gives status reports and solves problems. Weekly meetings are also used to follow up on information from large meetings, management team meetings etc from a "what's-in-it-for-us-perspective". This type of smaller group meetings gives good opportunities for dialogue. This channel is often the most important channel you have as a manager, because that's where you have the opportunity to build the big picture, you can prepare for change, you can create ownership of important strategies and goals etc. This is a favourite among the types of communication medium.

Up close and personal

This is a form of meetings where, often, a senior manager meets with a "random" selection of employees to discuss and answer questions. Some managers use this as a on going activities on a monthly basis. It can also be used in specific projects or campaigns e.g. launching new strategies.

Viral communication

Or viral marketing as it is also called works external as well as internal and refer to marketing techniques that use pre-existing social networks to produce increases in awareness or knowledge through self-replicating viral processes. It can be word-of-mouth delivered or enhanced by the network effects of social media.

Mechanical media

The second of the two types of communication medium is mechanical media. With mechanical media we mean written or electronic channels. These channels can be used as archives for messages or for giving the big picture and a deeper knowledge. But they can also be very fast. Typically though, because it is written, it is always interpret by the reader based on his or her mental condition. Irony or even humour rarely travels well in mechanical channels.

- E-mail
- Weekly letters or newsletters
- Personal letters
- Billboards
- Intranet
- Magazines or papers
- Sms
- Social media

E-mail

E-mail is a good channel for the daily communication to specific target groups. It is suitable mainly for up-to-date and "simple" messages and where there is no risk of misunderstanding, E-mail is an important supplement to weekly meetings and the Intranet. Invitation to and agenda for meetings can with advantage be sent out with e-mail before the meeting, while background facts and minutes from meetings is well suited to be stored on the Intranet.

Some short e-mail tips:

- Write short and to the point.
- Target your messages to the audience and avoid sending unnecessary all-employees-e-mails.
- Set up your subject line to describe what the e-mail is about.
- Clearly state if the message is for information or for action.
- Avoid attaching large documents if possible. Post a link or direct to the source instead.

Weekly letters

Managers that have large groups of employees and who has difficulties in meeting all of them often choose to publish a personally weekly letter. It is sort of a short summary of news with personally reflections. Many employees often appreciate it because it has the potential to give the "what's-in-it-for-us" angle. They can also contain summaries and status in tasks, projects or issues – yesterday, today and tomorrow.

Personal letters

At special occasions it can be justified to send a personal letter to employees in order to get attention to a specific issue. E.g. pat on the back letter after extra ordinary achievements. Or it can be a letter with your personal commentary on an ongoing reorganisation that affects many employees. One other example is a letter that summarizes the past year and wishes all the best for the holidays.

Billboard

One of the most forgotten types of communication medium is clearly the billboard. Especially today, when everything is about social media. But the good thing with the billboard is that you can use billboards to inform people who does not have computers and/or access to the Intranet or to reach people that work part time and does not attend weekly meetings.

- News summary
- Weekly letters
- Minutes from meetings
- Schedules
- Holiday lists

You can also use the billboard to gather ideas e.g. for items for upcoming meetings

Intranet

The Intranet is of course one of the most used types of communication medium and a very important communication channel and work tool for you as a manager, but it is also your job to help your employees prioritise and pick out the information on the Intranet, as well as translating messages into local consequences. Ask your self: what information concerns you employees? In what way are they concerned? How do I best communicate this to my employees? Weekly meeting or your weekly letter can be a suitable channel to discuss or inform of information found on the Intranet.

Employee magazine

A Magazine offers the opportunity to deepen a specific issue, explain context, describing consequences or tell a story. It also has the opportunity to reach many employees. If you want to create a broad internal understanding of strategic messages the magazine can be a good vehicle to use e.g. by writing an article based on an interview with you. As were the case with the Intranet you also have to “translate” the information in the magazine to your employees. You can ask yourself: What does the content in a specific article mean to us? How shall I best communicate it to the employees?

Sms

Or text messaging to the mobile phone is one of the new types of communication medium and not a very widely used channel but where it is used it is proven very effective. Some companies use it as an alert system e.g. for giving managers a head start when something important will be published on the Intranet. The advantage with Sms is that it is fast. But it should be used rarely as an exclusive channel. Some companies use it as a subscription tool where you can subscribe to e.g press-releases.

Social media

Wikipedia describe social media as “Media designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media supports the human need for social interaction, using Internet- and web-based technologies to transform broadcast media monologues (one to many) into social media dialogues (many to many). It supports the democratization of knowledge and information, transforming people from content consumers into content producers. Businesses also refer to social media as user-generated content (UGC) or consumer-generated media (CGM).”

More and more companies are using social media in their external marketing, setting up twitter and Facebook accounts etc. But these channels are also used internal where managers become “friends” on Facebook with their employees or where managers use blog and twitter targeting their employees.

Push or Pull

You can also divide the different types of communication medium in Push or Pull channels.

Push channels are channels where the sender are pushing the message to the receiver. Meaning it is up to the sender to control the communication.

- E-mail
- News letters and letters (if sent out)
- Magazines (if sent out)
- Meetings

- Telephone
- Sms

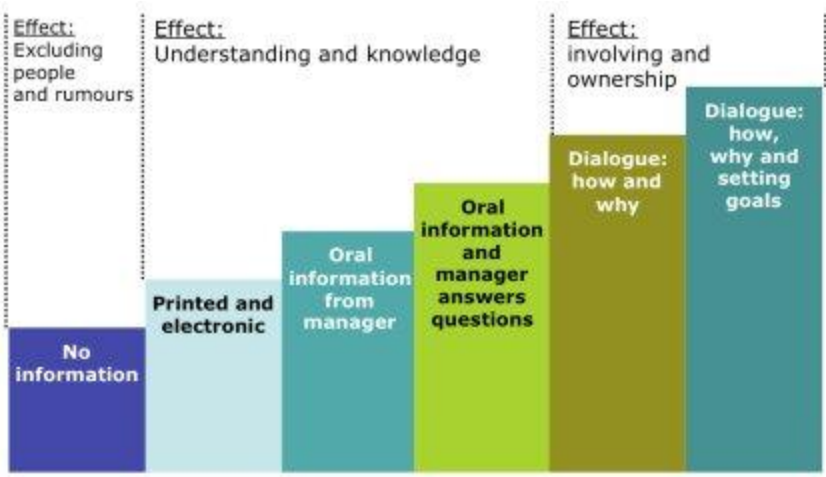
Pull channels on the other hand is when the receiver is pulling the message from the sender. It is up to the receiver when he or she wants to take in the message.

- Intranet
- Billboards
- New letters and letters (if not sent out)
- Magazines (if not sent out)
- Social media

Push channels are often regarded as having higher reliability than pull channels because of the fact that it is more active in the communication.

The ambition Stairway

Choosing the right types of communication medium is first and most about understanding your ambition with the communication. What effect is you looking for after you have communicated? Increased knowledge, better understanding more motivation or involvement, or do you want it to lead to some sort of action or changed behaviour?



The Ambition Stairway is a useful tool for you to use when deciding what channels to use for your level of ambition. Witch gives you control of the different types of communication medium. Also, it is important to realise that just publishing something on the Intranet will not get employees motivated and involved.

Message	Example	Channel
Social issues	Climate Cooperation Psychosocial issues	Printed or electronic information (e-mail, intranet or billboard). Psychosocial issues should be addressed at group meetings or individually.
Operational communication	Who is doing what when and how	Printed or electronic information. 1-2-1 with individuals or with does who are involved.
Feedback	Achievements Praise Criticism	1-2-1 with individuals. Praise and achievements can be communicated to groups.
News and status	Briefings Recruitments Events Projects	Printed or electronic information that is very well suited to be followed up on meetings.
Financial information	Forecasts Results Financial news	Printed or electronic information that is very well suited to be followed up on meetings. Important to simplify and to use illustrations.
Strategic communication	Visions Goals/objectives Strategies Organisational changes	Dialogue in meetings – with printed or electronic information as background and preparation.
Values	Values Management philosophy Employee philosophy Policies Guidelines Directives	Dialogue in meetings – with printed or electronic information as background and preparation.

Self-Check -3	Written Test

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

Part 1. <u>Say True for the correct answer and False for the wrong statement</u>

1. The Ambition Stairway is a useful tool for you to use when deciding what channels to use for your level of ambition.
2. At special occasions it can be justified to send a personal letter to employees in order to get attention to a specific issue.

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

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

Answer Sheet

Score = ____________
Rating: _____________

Part 1. True or False question

1. ………….
2. …………..

Name: ___________________________ Date: ________________

Short Answer Questions

Information Sheet-4	Appropriate non- verbal communication

Appropriate non- verbal communication

What are nonverbal dementia communication techniques?

There are many different types of nonverbal communication, including:

1. Facial expressions

Your face can express emotions without saying a word. And many facial expressions are the same across cultures, like happiness, sadness, anger, surprise, fear, and disgust.

2. Body movements and posture

The way someone moves and carries themselves can say a lot about them, their mood, and their state of mind.

3. Gestures

When we talk, we use gestures without even thinking about it – waving, pointing, and using our hands when we're angry or excited.

4. Eye contact

For people who can see, vision is the dominant sense. That's why eye contact is so important.

The way you look at someone can say a lot. Plus, eye contact helps you see the other person's engagement level and reactions.

5. Touch

Touch is another way to "speak" without using words.

For example, these mean very different things: a limp handshake, a gentle shoulder tap, a warm hug, a reassuring pat on the back, a patronizing pat on the head, or a controlling grip on the arm.

6. Space

Everyone needs some physical space, though how much may vary for each person and situation.

For example, standing too close can make someone uncomfortable. But staying at too far a distance could seem uncaring or uninterested.

7. Voice

The tone and volume of your voice adds a lot of meaning to words.

For example, imagine saying “fine” during a heated argument compared to saying it when you’re happy and content. The same word sounds completely different.

6 nonverbal dementia communication techniques

1. Be patient and calm

- Project a positive and calm attitude – it can help your older adult communicate more easily
- Avoid body language that shows frustration, anger, or impatience
- Try not to interrupt them
- Give them your full attention

When a situation is very frustrating, staying calm can be tough.

In those cases, it’s worthwhile to step away for a minute to do some deep breathing or calming exercises so you can come back with a calm attitude.

That helps you avoid a situation where your tension or frustration could subconsciously influence your older adult’s responses or behavior.

2. Keep voice, face, and body relaxed and positive

- Have a pleasant or happy look on your face – a tense facial expression could cause distress and make communication more difficult
- Keep your tone of voice positive and friendly

3. Be consistent

Avoid confusion by making sure your body language and facial expressions match the words you’re speaking.

4. Make eye contact and respect personal space

- Approach from the front so they can see you coming and have a chance to process who you are and the fact that you’re going to interact with them
- Don’t stand too close or stand over them – it can feel intimidating
- Keep your face at or below their eye level, this helps them feel more in control of the situation
- Make and maintain eye contact while having a conversation

5. Use gentle touch to reassure
Physical touch can give comfort and reassurance, but be sure to observe to make sure they're comfortable with the touching.
This could include:

- Shaking hands
- Patting or holding their hand
- Patting or rubbing their shoulder or back
- Putting an arm around them
- Giving a hug

6. Observe their nonverbal reactions
Dementia may make it difficult for your older adult to express themselves verbally. Watch for signs of frustration, anger, or fear and adjust your responses and actions to calm or soothe as needed.

Self-Check -4	Written Test

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

Part 1. <u>Say True for the correct answer and False for the wrong statement</u>

1. The way someone moves and carries themselves can say a lot about them, their mood, and their state of mind.
2. Dementia may make it difficult for your older adult to express themselves verbally.

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

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

Answer Sheet

Score = ____________
Rating: _____________

Part 1. True or False question

1. ………….
2. …………..

Name: ___________________________ Date: ________________

Short Answer Questions

Information Sheet-5	Appropriate lines of communication

Appropriate lines of communication with

1. Supervisor

Good communication with your supervisor is important to both of you. There are five important aspects to remember when communicating with your supervisor:

You must be able to follow instructions.

You need to know how to ask questions.

You should report any problems and results of your work.

You should accurately record and give messages to your supervisor.

You need to discuss your job performance.

Following instructions is important at all times, but especially during your training period. Your supervisor will be watching to see how well you do this. Use your senses to follow instructions correctly.

Concentrate. Focus your attention on the supervisor. Don't be distracted by noise and movement.

Listen. Pay attention to the words being spoken. If you hear unfamiliar words or terms, ask for clarification. Listening also means interpreting body language, voice inflections, and gestures. If this nonverbal communication is confusing, ask the supervisor to clarify what you don't understand. Watch. Sometimes a supervisor demonstrates how a task is performed. If necessary, ask the supervisor to repeat the process until you understand it completely. Sometimes a task may be too complex or time-consuming to demonstrate. In such cases, you probably will receive general instructions. If there are details you don't understand, ask for guidance to continue the task.

Question. After you have listened and watched, ask questions. A good supervisor will encourage you to ask questions. It's better to ask a question than to make a mistake because you didn't understand.

Write. Write down in a small notebook the important points to remember about the instructions you get. Don't write while your supervisor is talking or demonstrating something. Do it at a break in the instructions.

Practice. With your supervisor's permission, perform the task. Make sure you have fully completed the job. This may include putting tools away or cleaning up your work area. Don't leave your work partially completed.

2. Colleagues.

Communicating effectively with your colleagues minimises misunderstandings and maximises work efficiency. Effective communication also produces healthy working relationships, and allows you and your colleagues to resolve issues in a collaborative manner. This will in turn create a more fun and less stressful work environment.

Here are some ways to communicate better with your colleagues at work:

Listen actively

Listening actively shows that you're interested in what your colleague has to say and that you respect them. Listen to them closely, orienting your body towards them, and look at them directly as they speak. While they're talking, don't interrupt them. You'll only be able to understand what they're trying to say if you listen to them closely and wait for them to finish speaking before you reply. Then ask questions to clarify any issues you may have. Most importantly, don't email or text while someone's talking to you.

Speak with discretion and talk face to face

Speaking with discretion prevents any misunderstandings with your colleagues. Face to face communication helps with building trust and openness, and it enables you to sense and understand someone's viewpoint and feelings. Also talk face to face to resolve disagreements or fix complex problems, and use clear, friendly and polite language.

Offer constructive criticism

When giving feedback, leave your personal feelings out of it and make sure your workmate fully understands what you're telling them. If someone did a great job, offer positive reinforcement and also give them improvement tips without being mean or bossy.

Build and earn trust

For effective communication to occur, everyone must trust and respect each other. To build trust with your colleagues, it's important that you act consistently and with integrity. To earn their trust, communicate clearly, collaboratively and confidentially with them while showing them respect. Clear and concise communication will allow your colleagues to understand and then trust you. As a result, there will be more cooperation and less conflict in the workplace. Your main objective for communicating with colleagues is to lay the foundations for trust.

Get personal but don't be too casual

Get to know your colleagues better by talking about your personal lives during breaks or after work. This is also a good way to build trust. However, it's important that you don't get too casual in your conversations, especially in the office, as it might make the other person uncomfortable. Make sure that all communications, including your work emails, phone calls and meetings are professional, and avoid using offensive language in the office.

Consider communication preference and technology etiquette

Some people like communicating via email while others prefer talking on the phone, texting, or using social media or instant messaging. Use the method of contact that the other person prefers. If someone doesn't answer a call but responds quickly to an email, then use email to contact them. However, using email and social media makes it hard to determine the tone of a message. To avoid misunderstandings, it can sometimes be better to speak face to face.

If you won't be in the office for a long time, set up an automated message letting your colleagues know that you're not in the office and when to expect a reply from you, or who they can contact when you're away.

Tell them how what you're communicating is relevant to them

Your communication is only relevant if it's related to what the other person wants, needs, fears or desires. Figure out how what you'll say or write is relevant to your colleague and then tell them about it. If what you're communicating is indeed relevant to them, then it will keep them listening to or reading what you're trying to say.

Keep spoken and written communications short, simple and direct

Don't expect your colleague to listen to and read everything that you're trying to tell them because there's just not enough hours in the day. Try to avoid giving them complex explanations and recommendations with the expectation they will understand everything straight away. It's best to keep your communications short, simple and direct.

It's also advised that you keep emails to one or two paragraphs to prevent people from becoming bored and skipping over the most important part of the message. If you do have a lot of information to cover use bullet points or subheadings to make the email easy to scan for recipients.

Overall, when communicating with your colleagues you should maintain confidentiality, and treat them as you'd like to be treated. It's also important to have open lines of communication between colleagues to better serve each other.

Self-Check -5	Written Test

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

Part 1. <u>**Say True for the correct answer and False for the wrong statement**</u>

1. For effective communication to occur, everyone must trust and respect each other.
2. Following instructions is important at all times, but especially during your training period.

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

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

Answer Sheet

Score = ____________
Rating: _____________

Part 1. True or False question

1. ………….
2. …………..

Name: ___________________________ Date: ________________

Short Answer Questions

Information Sheet-6	**Work place procedures for the location and storage of information**

W ork place procedures for the location and storage of information

- File organization refers to the way data is stored in a file. File organization is very important because it determines the methods of access, efficiency, flexibility and storage devices to use. There are four methods of organizing files on a storage media. This include:

  - sequential,
  - random,
  - serial and
  - indexed-sequential

1. **Sequential file organization**

- Records are stored and accessed in a particular order sorted using a key field.
- Retrieval requires searching sequentially through the entire file record by record to the end.
- Because the record in a file are sorted in a particular order, better file searching methods like the binary search technique can be used to reduce the time used for searching a file .

- Since the records are sorted, it is possible to know in which half of the file a particular record being searched is located, Hence this method repeatedly divides the set of records in the file into two halves and searches only the half on which the records is found.
- For example, of the file has records with key fields 20, 30, 40, 50, 60 and the computer is searching for a record with key field 50, it starts at 40 upwards in its search, ignoring the first half of the set.

Advantages of sequential file organization

- The sorting makes it easy to access records.
- The binary chop technique can be used to reduce record search time by as much as half the time taken.

Disadvantages of sequential file organization

- The sorting does not remove the need to access other records as the search looks for particular records.
- Sequential records cannot support modern technologies that require fast access to stored records.
- The requirement that all records be of the same size is sometimes difficult to enforce.

1. **Random or direct file organization**

- Records are stored randomly but accessed directly.
- To access a file stored randomly, a record key is used to determine where a record is stored on the storage media.
- **Magnetic** and **optical** disks allow data to be stored and accessed randomly.

Advantages of random file access

- Quick retrieval of records.
- The records can be of different sizes.

1. **Serial file organization**

- Records in a file are stored and accessed one after another.
- The records are not stored in any way on the storage medium this type of organization is mainly used on **magnetic tapes**.

Advantages of serial file organization

- It is simple
- It is cheap

Disadvantages of serial file organization

- It is cumbersome to access because you have to access all proceeding records before retrieving the one being searched.
- Wastage of space on medium in form of inter-record gap.
- It cannot support modern high speed requirements for quick record access.

1. **Indexed-sequential file organization method**

- Almost similar to sequential method only that, an index is used to enable the computer to locate individual records on the storage media. For example, on a **magnetic drum**, records are stored sequential on the tracks. However, each record is assigned an index that can be used to access it directly.

Self-Check -6	Written Test

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

Part 1. Say True for the correct answer and False for the wrong statement

1. Records are stored and accessed in a particular order sorted using a key field.
2. The binary chop technique can be used to reduce record search time by as much as half the time taken.

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

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

Answer Sheet

Score = ____________
Rating: _____________

Part 1. True or False question

1. ………….
2. …………..

Instruction Sheet	LG5: Participate in workplace meetings and discussions

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

- Specific and relevant information is accessed from appropriate sources
- Effective questioning, active listening and speaking skills are used to gather and convey information
- Appropriate medium is used to transfer information and ideas
- Appropriate non- verbal communication is used
- Appropriate lines of communication with supervisors and colleagues are identified and followed
- Defined workplace procedures for the location and storage of information are used
- Personal interaction is carried out clearly and concisely

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

- Specific and relevant information is accessed from appropriate sources
- Effective questioning, active listening and speaking skills are used to gather and convey information
- Appropriate medium is used to transfer information and ideas
- Appropriate non- verbal communication is used
- Appropriate lines of communication with supervisors and colleagues are identified and followed
- Defined workplace procedures for the location and storage of information are used
- Personal interaction is carried out clearly and concisely

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3, Sheet 4, Sheet 5 and Sheet 6”.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3, Self-check 4, Self-check 5 and Self-check 6” **in page -42, 44, 49, 54, 56, 62 and 70** respectively.

Attending team meetings

Working in a team is not always one of the easy things to do. Teams work on a common goal yet from different angles, objectives, and geographic locations. It is, therefore, important to have team meetings so that the team can have an overall view of the progress. Whether at work place, in business or at school, people working in a team should have time to have a conversation with each other as. The meetings are effective in speeding up results of the work to be done and enhancing efficiency. So, what is the purpose of a team meeting? There are various reasons as to why people hold a team meeting.

Purpose of a Team Meeting:

A. Provides a Safe Environment for Sharing

When working on a project, team members need to share information from all angles. Unfortunately, if the methods of sharing are limited to formal documentation such as reports and emails, vital information can be left out. Team meetings give members a safe environment to share information and findings even those that may not have credible prove. When sharing such information, the team opens up doors for more research, cooperation and productivity. The freedom that team members have when they share face to face cannot be ignored for any project.

B. Provides a Platform to Learn the Fears of Team Members

When working with a team, it is important to understand each other. One purpose of team meeting is to provide the ground to understand each other's fears, hopes, and ambitions. The team should share the same ambitions and should be able to solve their troubles unanimously. Without proper team meetings, some team members may be incapacitated on working on various issues. The meeting is a platform to iron out all issues pertaining the team objectives and members responsibilities. This is the best time for asking questions and clearing the air on various issues.

C. Gives Space for Receiving Feedback

Colleagues need to give feedback regularly, however, without a team meeting, the information given may not be holistic. Having a team meeting gives team members a breathing space to get their heads out of work. It provides an opportunity for colleagues to refocus and reflect on their progress. All members have a chance to deliver in-depth reports on their progress and receive reports from their colleagues too. Team meetings are a checkpoint to determine whether the team is on the right course or it has veered off. Members can also get to learn from their colleagues. This is another team meeting purpose.

D. Creates Bonds and Supportive Relationship

Team members can only work well when they have a supportive relationship. Team meetings offer the best opportunity to bond and feel free with each other. In these sessions, colleagues get to help each other and those who need help have a chance to seek for it. When members are stuck at a certain level, it is impossible to have progress without having an all-inclusive meeting. On matters that need research and wide traveling, expenses can be reduced by sourcing from colleagues' findings. When members meet they create an environment for support.

E. Provides an Opportunity for Open Forum

An open forum is important for any organization or team. The team members use this opportunity to air out their frustrations, grievances and give compliments. A good team leader uses this opportunity to listen to colleagues and find a way to enhance team cooperation. The matters discussed during open forums cannot be featured in official reports. It is also during these meetings that team members get opportunities to iron their leadership skills and decision-making skills. The team leaders learn how to manage colleagues and attend to rising issues.

Self-Check -1	Written Test

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

Part 1. **<u>Say True for the correct answer and False for the wrong statement</u>**

1. Team members can only work well when they have a supportive relationship.
2. Working in a team is not always one of the easy things to do.

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

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

Answer Sheet

Score = ___________

Rating: ____________

Part 1. True or False question

1. ………….
2. …………..

Name: ____________________________ Date: ________________

Short Answer Questions

Information Sheet-2	Expressing own opinions

Expressing own opinions

Self-Check -2	Written Test

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

Part 1. <u>Say True for the correct answer and False for the wrong statement</u>

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

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

Answer Sheet

Score = ____________

Rating: _____________

Part 1. True or False question

1. ………….
2. …………..

Name: _____________________________   Date: _________________

Short Answer Questions

Information Sheet-3	Listening others without interruption

Listening others without interruption

When it comes to the average person's attention span, it's no secret that we are progressively becoming more and more distractable. If you've looked into this idea at all over the past few years, you've likely heard the very commonly toted stat by companies like Time Magazine and The Telegraph that the average human being's attention span (8 seconds) is now shorter than that of a goldfish (9 seconds). This stat seems to mark an all-time low in the practice of maintaining focused attention.

I bring this up because as goofy, crazy, or scary as this stat is, I often hear this line or a variation of it quoted as a quasi-excuse for people who have developed the difficult and frustrating habit of interrupting. I myself am someone who trends towards being an "interrupter," so I know full well the temptation to jump right into the middle of someone's work, conversation, or quiet. But as I've been working on snapping this bad habit, I wanted to share some practices that have helped me start to make the turn from constant interrupter to patient listener.

For those of us who are caught up in the habit of interrupting, I almost can't blame you. It seems as if our society is built around the concept of one giant interruption. Everywhere we turn, in almost every corner of our lives, we experience one interruption after another. According Thomas Oppong in his piece "How to Stop People Interrupting You When You're Trying to Work":

In other words: 51% of people get frequently interrupted every day and 46.5% get interrupted at least a few times. You don't have to be an M.I.T. graduate to realize that that is nearly EVERYONE. So if you are currently experiencing the vices of the habit of interruption, welcome to planet Earth. Many of us are in the same boat.

There are few things more frustrating than being in-the-flow, the sweet-spot, or the zone and getting interrupted. It's like having chicken pox and being told that you aren't supposed to scratch. We've all felt this frustration, but somehow, when we are getting ready to be on the other end of the equation and do the interrupting, we seem to forget those deep feelings of anger we've previously experienced. Which makes sense considering that we always seem to see our interruptions as totally justified.

But no matter why we interrupt, the simple fact of the matter is that we have to get better at nullifying this practice. Not only will it strengthen our relationships, both personal and professional, but it will actually, in turn, allow us to get more done and be better leaders in all areas of our lives.

So if you're in this with me, if you want to grow at being someone who can listen without interrupting, here are some practical steps you can start taking to build this habit.

Keep Eye Contact

Not only is eye contact a great sign of respect, but it is very hard to concentrate on what you would like to say when you are focused on looking the other person in the eyes. In our generation, eye contact has become a rare commodity, so when someone has strong eye contact, it says a lot. It shows that you are interested in what people have to say and you aren't looking off in the distance formulating the perfect interruption.

Keep Lists of Ongoing Conversations

One of the greatest ways to ensure that you can grow in your ability to listen

without interrupting is to have ongoing lists where you keep track of what you actually want to talk about. This isn't something that you do when you are in the middle of listening, but these lists are a tool of preparation that allows you to succeed beyond your normal, pre-determined methods of interrupting whenever a good idea comes to your mind.

I like using Evernote as my list-making tool of choice. As quirky as it sounds, I have different notes of lists of things that I want to talk to people about. Think of it as a to-do list of conversation. This is a starter to become a better listener. You'll have to read my next article on *how to not get sucked into your lists* to see how you can avoid allowing this practice to drive you back towards your habit of interrupting.

Assign Levels of Urgency to Your Tasks

One of the greatest elements of good listening is understanding what is truly urgent. The primary reason that most of us interrupt as frequently as we do is that we do not understand the difference between urgent and important. We live in a world that tells us that everything is urgent, so it's only natural that whenever the spark of inspiration hits us, we immediately think that we have to share it with the world. You can become a 10x better listener by asking yourself this question every time you have a thought you'd like to interject:

Does this need to be shared right now?

95% of the time, the answer will be "no." If you have to, write this question on a sticky note and put it on your desk, your kitchen fridge, or your bathroom mirror. See it and say it often.

Stay Humble

A lot of my desire to get better at listening started for me when I read this quote on a friend's social media account. He posted:

"Being impressed by your own advice will most likely make you a terrible listener. You'll only listen up until the point that you have a great idea. Then you'll interrupt, I mean interject, so that you can share your idol, I mean your wisdom." — Jackie Hill Perry

For me, a lot of my interrupting can be traced back to this quote above. Being impressed with our own advice is a silent killer. Everyone likes to sound good, and we like to know that other people think that we sound intelligent and wise. But if we allow that pride to camp out in our hearts, we will never be good listeners. We'll only continue to grow as bad interrupters because we'll always think that we have something more important to say.

If you want to get the most out of your conversations, if you want to grow in your ability to listen without interrupting, then these are some simple and tangible practices that will help you start down that path.

We are just starting to understand the data behind how devastating constant interruptions can be. You only to do a quick google search to see the dozens and dozens of articles written about how technological and work interruptions are limiting productivity, quelling idea generation, and are disturbing social relationships far beyond what we've experienced in the past.

So I say let's get ahead of the curve. Let's be the people who listen well. Let's make eye contact, keep lists, and learn to practice the difference between urgency and importance. Through it all, let's stay humble because prideful people never make good listeners. We have all the tools we need to start these steps.

Self-Check -3	Written Test

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

Part 1. **Say True for the correct answer and False for the wrong statement**

1. A lot of my desire to get better at listening started for me when I read this quote on a friend's social media account.
2. There are few things more frustrating than being in-the-flow, the sweet-spot, or the zone and getting interrupted.

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

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

Answer Sheet

Score = ___________
Rating: ____________

Part 1. True or False question

1. ………….
2. …………..

Name: ___________________________ Date: ________________

Short Answer Questions

Making meeting inputs consistent with

Planning Effective Meetings

Meeting management tends to be a set of skills often overlooked by leaders and managers. The following information is a rather "Cadillac" version of meeting management suggestions. The reader might pick which suggestions best fits the particular culture of their own organization. Keep in mind that meetings are very expensive activities when one considers the cost of labor for the meeting and how much can or cannot get done in them. So take meeting management very seriously.

The process used in a meeting depends on the kind of meeting you plan to have, e.g., staff meeting, planning meeting, problem solving meeting, etc. However, there are certain basics that are common to various types of meetings. These basics are described below.

(Note that there may seem to be a lot of suggestions listed below for something as apparently simple as having a meeting. However, any important activity would include a long list of suggestions. The list seems to become much smaller once you master how to conduct the activity.)

Complete Guides

Basics Guide to Conducting Effective Meetings
Planning a Great Meeting
Managing Meetings (A guide)
How to Conduct a Meeting

Selecting Participants

- The decision about who is to attend depends on what you want to accomplish in the meeting. This may seem too obvious to state, but it's surprising how many meetings occur without the right people there.
- Don't depend on your own judgment about who should come. Ask several other people for their opinion as well.
- If possible, call each person to tell them about the meeting, it's overall purpose and why their attendance is important.
- Follow-up your call with a meeting notice, including the purpose of the meeting, where it will be held and when, the list of participants and whom to contact if they have questions.
- Send out a copy of the proposed agenda along with the meeting notice.

- Have someone designated to record important actions, assignments and due dates during the meeting. This person should ensure that this information is distributed to all participants shortly after the meeting.

Developing Agendas

- Develop the agenda together with key participants in the meeting. Think of what overall outcome you want from the meeting and what activities need to occur to reach that outcome. The agenda should be organized so that these activities are conducted during the meeting.
  In the agenda, state the overall outcome that you want from the meeting
- Design the agenda so that participants get involved early by having something for them to do right away and so they come on time.
- Next to each major topic, include the type of action needed, the type of output expected (decision, vote, action assigned to someone), and time estimates for addressing each topic
- Ask participants if they'll commit to the agenda.
- Keep the agenda posted at all times.
- Don't overly design meetings; be willing to adapt the meeting agenda if members are making progress in the planning process.
- Think about how you label an event, so people come in with that mindset; it may pay to have a short dialogue around the label to develop a common mindset among attendees, particularly if they include representatives from various cultures.

Opening Meetings

· Always start on time; this respects those who showed up on time and reminds late-comers that the scheduling is serious.
· Welcome attendees and thank them for their time.
· Review the agenda at the beginning of each meeting, giving participants a chance to understand all proposed major topics, change them and accept them.
· Note that a meeting recorder if used will take minutes and provide them back to each participant shortly after the meeting.
· Model the kind of energy and participant needed by meeting participants.
· Clarify your role(s) in the meeting.

Establishing Ground Rules for Meetings

You don't need to develop new ground rules each time you have a meeting, surely. However, it pays to have a few basic ground rules that can be used for most of your meetings. These ground rules cultivate the basic ingredients needed for a successful meeting.

- Four powerful ground rules are: participate, get focus, maintain momentum and reach closure. (You may want a ground rule about confidentiality.)
- List your primary ground rules on the agenda.
- If you have new attendees who are not used to your meetings, you might review *each* ground rule.

- Keep the ground rules posted at all times.

How to Interject in a Meeting

Time Management

- One of the most difficult facilitation tasks is time management -- time seems to run out before tasks are completed. Therefore, the biggest challenge is keeping momentum to keep the process moving.
- You might ask attendees to help you keep track of the time.
- If the planned time on the agenda is getting out of hand, present it to the group and ask for their input as to a resolution. (Also see Time Management.)

Evaluations of Meeting Process

- It's amazing how often people will complain about a meeting being a complete waste of time -- but they only say so after the meeting. Get their feedback during the meeting when you can improve the meeting process right away. Evaluating a meeting only at the end of the meeting is usually too late to do anything about participants' feedback.
- Every couple of hours, conduct 5-10 minutes "satisfaction checks"
- In a round-table approach, quickly have each participant indicate how they think the meeting is going.

Estimate the Cost of a Meeting
Evaluating the Meeting Process
Evaluating the Overall Meeting
The Meeting is Over. Now it's Time to Evaluate and Improve!

Evaluating the Overall Meeting

- Leave 5-10 minutes at the end of the meeting to evaluate the meeting; don't skip this portion of the meeting.
- Have each member rank the meeting from 1-5, with 5 as the highest, and have each member explain their ranking.
- Have the chief executive rank the meeting last.

Closing Meetings

- Always end meetings on time and attempt to end on a positive note.
- At the end of a meeting, review actions and assignments, and set the time for the next meeting and ask each person if they can make it or not (to get their commitment)
- Clarify that meeting minutes and/or actions will be reported back to members in at most a week (this helps to keep momentum going).

Self-Check -4	Written Test

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

Part 1. **<u>Say True for the correct answer and False for the wrong statement</u>**

1. At the end of a meeting, review actions and assignments, and set the time for the next meeting and ask each person if they can make it or not.
2. If the planned time on the agenda is getting out of hand, present it to the group and ask for their input as to a resolution.

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

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

Answer Sheet

Score = ___________

Rating: ____________

Part 1. True or False question

1. ………….
2. …………..

Name: ___________________________ Date: ________________

Short Answer Questions

Information Sheet-5	Conducting workplace interactions

Conducting workplace interactions

Workplace investigations are among some of the most difficult tasks human resources professional encounters. No matter how friendly and close-knit your employees are, you'll likely have an incident that needs to be investigated at some point. In some situations, investigations are legally required, and the most serious situations could lead to litigation if not handled correctly. To conduct workplace investigations, begin with a well-developed plan, interview employees or witnesses related to the incident, and then write up the results along with your suggestions on how to handle the situation.

Self-Check -5	Written Test

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

Part 1. <u>Say True for the correct answer and False for the wrong statement</u>

1. Workplace investigations are among some of the most difficult tasks human resources professional encounters.
2. The binary chop technique can be used to reduce record search time by as much as half the time taken.

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

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

Answer Sheet

Score = ___________
Rating: ____________

Part 1. True or False question

1. ………….
2. …………..

Name: ___________________________ Date: ________________

Short Answer Questions

Information Sheet-6	Asking and responding questions about workplace procedures

Asking and responding questions about workplace procedures

Being able to ask and answer workers questions is an important part of teaching and learning. Asking questions helps you motivate students' curiosity about the topic and at the same time helps you assess their understanding of the material.

Types of Questions

There are two kinds of questions: closed and open. Closed questions check whether students have learned or remembered specific information. They require a factual answer and leave little or no room for dissent. The answer is either correct or incorrect. Closed questions are important for students, but it is also important that your questioning activities do not stay entirely within the closed question areas. Open-ended questions, on the other hand, require more complex responses and can stimulate lively class discussion because they give students opportunities to express ideas, draw inferences, and contribute their own opinions.

Use *closed questions* to check the retention of previously learned information and to focus thinking on a particular point or commonly held set of ideas.
Pose questions for which there are a limited number of acceptable responses or right answers.

- *What is the chemical formula for water?*
- *What happened when you switched from low to higher power magnification?*
- *What are plant cell walls made of?*

These are all questions that anticipate certain answers to which students have already been exposed in a lecture, class activity, assigned reading, or some visual aid (video, web site, chart, demonstration).

Try to word closed questions to avoid yes/no answers, unless that's the way you really want students to respond.

Also use closed questions to cause students to classify or pick out similarities and differences, apply previously learned information to a new problem, or make a judgment using standards that have been supplied.

Use *open questions* to promote discussion or student interaction, stimulate thinking and allow freedom to hypothesize, speculate and share ideas about possible activities.
Open questions anticipate a wide range of acceptable responses rather than one or two right answers. They draw on the students' past experiences, but also cause students to give opinions and their reasons for these opinions, to infer or identify implications, to formulate hypotheses, or to make judgments based on their own values and standards.

These are some examples of open questions:

- If you were to design a science display, what would you include in the display and why?
- What do you suppose life on earth might be like with weaker gravity?
- What should be included in a project to improve the local environment?
- If you suspected that you were the carrier of some genetic abnormality, would you have children?

Avoid questions that begin Do you think? or Should? because they encourage a yes or no response. Try instead for a question that might begin What do you think about?

Strategies for Asking Questions

How you ask questions will determine the level of participation you get from students.

Ask plenty of questions that are pitched at a level most of the class can handle.

Success is a powerful encouragement to future participation. Vary the intellectual approach of your questions to provide opportunities for different types of students to respond. Include some information questions, some that ask for conclusions, and some that ask for opinions.

Encourage students to use their own reactions, feelings, perceptions, values and life experiences as starting points for discussion.

Ask open-ended (divergent) questions — ones with many equally valid answers — to reduce potential anxiety students may feel about being wrong. Use the brainstorming method whereby you entertain a number of responses to a question and write them on the board before evaluating or moving on. This approach makes differences among students more acceptable and reduces the worry over being judged, which can inhibit participation.

Ask specific questions.

Try to stay away from asking "Are there any questions?" Generally students won't respond to such a broad question — they may not have formulated a question yet or they may be worried about looking dumb. A specific question like "Describe what just happened in this experiment" can tell you whether the students understand the topic.

Learn to really wait after you ask a question.

Too often teachers get anxious and move on too quickly. Waiting is a signal that you really do want students to participate. Give them time to digest the question. Most students will be thinking during the pause.

Give all students adequate time to formulate answers.

Don't call on the first person who raises a hand, and don't immediately approve a correct answer. Following a student contribution, ask if anyone else wants to comment or build on the idea. Encourage students to break the habit of expecting you to speak after every student response.

Be clear and positive in rewarding all participation.

Audience will watch what happens to others who speak up, and this expectation affects participation enormously.

Strategies for Answering Questions

Here is some useful advice about handling questions from students:

Repeat the question or paraphrase it.

Doing so focuses the other audience attention on the question and lets the student who asked it check to see that you understood what he/she asked.

Redirect content-related questions to the whole class.

This strategy encourages more student participation.

Answer a question with more questions.

Additional probing questions will get audience to focus on the part of the question that is most relevant to the answer.

Promote a discussion among students.

In situations where there is considerable difference of opinion about the answer, this approach involves more than just one or two students in the process of generating an answer.

Don't be afraid to admit you don't know the answer.

Tell students that you will seek the answer and let them know.

Set aside certain times in the class when you deal only with basic questions.

This strategy can help "smoke out" those students afraid to ask about basics or fundamentals they may have missed.

Self-Check -6	Written Test

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

Part 1. **Say True for the correct answer and False for the wrong statement**

1. Ask plenty of questions that are pitched at a level most of the class can handle
2. Use closed questions to check the retention of previously learned information and to focus thinking on a particular point or commonly held set of ideas.

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

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

Answer Sheet

Score = ___________
Rating: ____________

Part 1. True or False question

1. ………….
2. …………..

Name: ___________________________ Date: ________________

Short Answer Questions

Interpreting and implementing meeting outcomes.

Interpretation

The second stage is to determine what the results mean and how significant they are in the specific context to which they belong. The reasons behind certain hygiene practices and to what extent they are influenced by sociocultural factors can be teased out when the study team's multiple perspectives are brought to bear on the results. Wider issues concerning our understanding of the links between hygiene practices and health can also be explored in the light of the findings.

The following are some of the questions for the study team to answer when interpreting the study results:

- What do the results mean?
- Why did the results turn out the way they did?
- What are possible explanations of the results?
- Have all the *why* questions been answered?
- Do some of them require further investigation?

The interpretation of findings should ideally reflect the comments and suggestions made by members of the study population(s) during the feedback sessions that are built into the use of investigative and analytical methods/tools, such as those described in Chapters 5 and G. This will help minimize the biases that can creep into the interpretation of results, making sure that they are not separated from the context in which information was gathered (see Box 24).

Judgement

Descriptive analysis and interpretation of results ultimately lead to judging the findings as positive or negative or both, and stating the reasons why. The values of the study team and other stakeholders are brought to bear on the study findings. For example, the findings may show what is good, bad, desirable, or undesirable in the way the project has promoted improved water supply, sanitation, and hygiene/health, in the way people have responded to external interventions. and why. The question to be answered here is:

- What is the significance of the findings to the various stakeholders in this particular setting?
- to your project?
- to the study population?

- to applied researchers interested in the links between particular hygiene practices and health?

The interpretation and judgment of results are usually presented in the *Discussion* section of a report. It is important to strike a fair balance between the positive and negative aspects of the findings. For example, positive findings should be emphasized without brushing over negative ones. Similarly, negative findings should not only be listed, but discussed in a way that explores possible practical solutions or feasible remedies. The discussion section should be followed by the conclusions which may be presented in the same section or separately under *Conclusions*.

Recommendations

The fourth stage is to draw some recommendations for action to be taken on the basis of the analysis, interpretation, and judgement of study findings. The *Recommendations* section of a report normally follows the discussion and conclusions and should address the following questions.

- What are the implications of the findings, based on your analysis, interpretation, and judgements? What are the implications:
- for your particular project?
- for other projects that may be interested to learn from your findings?
- for any other interested parties, such as researchers?
- What should be done by your project and other stakeholders on the basis of the analysis, interpretation, and judgement of your study results?

The more the different concerned parties or stakeholders are involved in the interpretation and judgement of the study results, the easier it will be for you to reflect their interests in the recommendations. Practical and feasible suggestions should be clearly included in the recommendations.

Establishing the trustworthiness of information

As discussed in "Putting in Place Data Quality Checks" in Chapter 4, the criteria for establishing trustworthiness of qualitative data are essential components of the study design and conduct which enhance the trustworthiness (or *goodness*) of the information gathered. Unlike the statistical significance or goodness-of-fit tests applied to quantitative data, the criteria for trustworthiness of qualitative data are not a set of tests to be applied to the information after it has been collected, but in-built checks that are put in place before information gathering begins, and monitored throughout the conduct of investigation (see Chapter 4).

You should be able to judge the trustworthiness of the information you have gathered by applying all the criteria you put in place when designing the study while conducting it. The number of criteria applied may vary from one study to another, depending on the resources (human, material, time). and other constraints on the study design and execution. However, the following key criteria constitute the minimum requirements that should be met in order to establish the trustworthiness or the quality of qualitative information.

• *Prolonged or intense engagement* of the study team with the study population. The duration of the study will be determined by resources available and the study team's familiarity with the study population. A lot can be done in a couple of weeks, especially if field workers know their study population very well. If not, a longer time will be required for the team to establish rapport with the population and minimize biases introduced by unusual manners and the unnecessary separation of the study team from the community. Be clear and honest in reporting your estimate of biases that might have crept into the study due to the type of engagement between the study team and the population(s).

• *Triangulation* of sources. methods, and investigators. As discussed in Chapter 4, it is often not feasible or practical to design a study in which means of triangulation of sources, methods, and investigators can all be put in place and applied. For example, one study may be conducted by using focus group discussions with caretakers of young children, semi-structured interviews with the same category of respondents and spot-check observations of selected households, and the study team may consist of very few individuals with similar disciplinary backgrounds. Another study may employ a larger study team with diverse backgrounds and skills and sufficient resources to enable them to use participatory investigative and analytical tools as well. Crosschecking information can be done in both cases through triangulation of sources and methods, or triangulation of methods and investigators. The most important thing is that trustworthiness of the results is checked and crosschecked by triangulation. Your report should include a clear account of the triangulation carried out.

• *Feedback and discussion with the population.* This will help in finding possible paths for the interpretation of findings and should be documented in the report.

• *Peer review/checking.* When peers, independent reviewers, including perhaps some of your colleagues who were not directly involved in the investigation processes, check your results, they may identify areas where you may need to provide more information or justification for the conclusions drawn. This means that your study report has to include rigorous description and analysis, with an attached *diary of activities* containing sufficient detail on when and how the study was carried out, for reference.

Peer reviews are most productive when criticisms are put to the study team clearly and constructively. However, you should be prepared to respond to difficult questions and/or not-so-constructive criticisms as well. You may need to review and, if necessary, clarify major decisions and changes of direction made during the conduct of the study. To help in preparation for such eventualities, self criticism during the processes of investigation and analysis should be encouraged among members of the study team, in an atmosphere of trust and openness.

Study reports that include very little or no detail on how the study was conducted, when, and why methodological and other decisions were made may arouse suspicion in the reviewer's mind about the trustworthiness of the findings, and may even jeopardize the investigators' credibility and status.

Presentation of findings

The results of your hygiene evaluation study may be reported in different ways depending on the target audience or readership. To begin with, you will have a written report which will contain a complete record of the study processes and findings. Once you have completed the report, you may decide to extract parts of it, and prepare short summaries for dissemination among the various stakeholders who will expect to learn about your results. In this section, we will deal with the complete report first and then suggest additional ways in which it may be disseminated among specific audiences or readerships.

Writing a Complete Study Report

At the end of the investigation and analysis processes, you will find yourself with considerable amounts of fieldnotes, charts, and other written records of what you have done. These will all need to be systematically organized, kept in notebooks, and files compiled by hand or on a computer, if available. You can then start putting them together following a report outline, as shown in "Stages of Analysis and Interpretation of Findings" in this chapter. Box 25 provides an example of a report outline.

Writing Separate Summaries for Specific Readers or Interest Groups

You may need to send short summaries such as an executive summary to your project funders, the study population, local community groups, governmental, and/or non-governmental counterparts. It is important to balance well the positive and negative findings when reporting in short, executive summary format. By definition, an executive summary does not allow the reader the benefit of seeing the findings in the context. Evaluation study results are seldom entirely positive or entirely negative, but a combination of the two. Whether they are interpreted as positive or negative depends on who is interpreting and using them.

You may also want to prepare short articles summarizing your findings for dissemination in local and/or regional networks of practitioners working in the fields of health/hygiene education, water supply, and sanitation; research network such as the global applied research network (GARNET)) which has a topic network on Hygiene Behaviour, the working group on Promotion of Sanitation, and so on. You will need to bear in mind the interests of each of these groups when deciding what to include, and what language and style to use.

Making Verbal Presentations to Selected Groups and Inviting Their Comments and Suggestions

You may find it beneficial to present partial or full results of your investigation to some of the most important stakeholders in the study in order to elicit their responses to the analysis and interpretation of your findings. For example, in Chapters 5 and 6, we looked at a number of participatory tools for information gathering (mapping, historyline, seasonal calendars, pocket chart) which included the presentation of information gathered to the study participants there and then. Charts, graphs, and other visual displays can be used to present the findings in ways that will interest and stimulate participants. However, only overall results should be given and not details of individual interviews or households.

Implementation of findings

Many of the methods and tools described in this handbook lead naturally from collecting and analysing data (i.e., establishing what the problem is) to planning what needs to be done to address the issues raised. For example, a healthwalk may reveal that part of a community is using a water source particularly vulnerable to pollution for its drinking water. Indeed, we have seen in Chapter 5 the impact of information gathered during a healthwalk on project design and implementation. Similarly, information from focus group discussions and semi-structured interviews may reveal a higher incidence of diarrhoea among this group. Presentation of these findings to the community will almost inevitably lead to a discussion of what needs to be done to remedy the situation, moving the emphasis from data collection to implementation. Thus a hygiene evaluation study does not end with the presentation of findings. It should lead to follow-up action on the basis of the findings.

Whether or not participatory approaches are given importance in the evaluation, the end result of the study will be the identification of *high risk* hygiene practices which currently exist, embedded in a context of local physical conditions, beliefs, and ideas. You will almost inevitably advocate that follow up action should include hygiene promotion activities. The goal of any hygiene promotion project must be to influence people to abandon the high risk practices identified in favour of low risk, safe practices. But, what influences people's decisions to change their normal practice? Many studies have shown that the answer to this question is "not received knowledge alone." Commonly, four factors influencing behavioural change are identified:

- *Facilitation*. The new practice makes life easier for the person adopting it.
- *Understanding*. The new practice makes sense in the context of existing loca.
- knowledge/ideas.
- *Approval.* Important and respected people in the community approve of and have adopted the practice.
- *Ability to make change.* It is physically possible for the person concerned to make the necessary changes.

Below are some examples of how information gathered using this handbook may be fed into an implementation process that takes these four factors into account:

Facilitation. In order to get people to use safe water for drinking purposes, it may be necessary to ensure that there are sufficient protected water sources throughout the community to make it easier and more convenient to use as opposed to traditional, unprotected ones. In planning terms, this may mean continuing a mapping exercise that identified existing sources instead of using the map, with the community, to plan the location of new water points.

Understanding. Hygiene promotion messages and activities are not received by people in a vacuum. Rather they are assessed, accepted, modified, or rejected by people within the context of their existing health concerns and beliefs about illness. A number of similar evaluations have, for example, elicited the local concepts of *hot* and *cold* illnesses that need to be treated by controlling diet and reducing intake of some foods. In a number of cases, the promotion of ORS has run into difficulties because diarrhoea is classified as a *hot* illness requiring treatment with cooling substances, while sugar, a major constituent of ORS, is categorized as *hot*, therefore rendering ORS an unsuitable treatment. Project implementers have found various ways to overcome such problems including substituting honey (considered a cooling substance) for sugar in one case, and in another, encouraging people to use ORS in conjunction with herbal teas made from guava leaves - a traditional remedy considered *cooling* and seen to overcome the perceived *heating* effect of the sugar in ORS.

Approval. In order to enhance the desirability of change, it may be necessary to target hygiene promotion at certain groups of trend setters, such as traditional healers, local leaders, or young mothers who are likely to be copied by their peers. Often this would best be done through a continued use of the group discussion techniques used earlier in the evaluation.

Ability. If behavioural change requires resources, it may be beyond some people's abilities to make the change. Promotion of latrines, for example, may need careful planning with communities, using many of the techniques discussed earlier to enable targeted assistance/subsidies to be allocated to those who would otherwise be unable to make the change.

In projects where the promotion of *low risk* hygiene practices has been achieved, the follow-up action to evaluations may involve tackling other issues that are next in the list of priorities. Whatever the outcomes of your study are, we shall be interested to learn about your experiences of using this handbook (see Evaluation Sheet at the back of the book).

Self-Check -7	Written Test

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

Part 1. **Say True for the correct answer and False for the wrong statement**

1. The interpretation and judgment of results are usually presented in the Discussion section of a report.
2. The results of your hygiene evaluation study may be reported in different ways depending on the target audience or readership.

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

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

Answer Sheet

Score = ___________

Rating: ____________

Part 1. True or False question

1. ………….
2. …………..

Name: _________________________ Date: _______________

Short Answer Questions

Instruction Sheet	LG6: Complete relevant work related documents

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

- Specific and relevant information is accessed from appropriate sources
- Effective questioning, active listening and speaking skills are used to gather and convey information
- Appropriate medium is used to transfer information and ideas
- Appropriate non- verbal communication is used
- Appropriate lines of communication with supervisors and colleagues are identified and followed
- Defined workplace procedures for the location and storage of information are used
- Personal interaction is carried out clearly and concisely

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

- Specific and relevant information is accessed from appropriate sources
- Effective questioning, active listening and speaking skills are used to gather and convey information
- Appropriate medium is used to transfer information and ideas
- Appropriate non- verbal communication is used
- Appropriate lines of communication with supervisors and colleagues are identified and followed
- Defined workplace procedures for the location and storage of information are used
- Personal interaction is carried out clearly and concisely

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information "Sheet 1, Sheet 2 Sheet 3, Sheet 4 and Sheet 5".
4. Accomplish the "Self-check 1, Self-check 2, Self-check 3 Self-check and Self-check 5" **in page -76, 79, 83 and 86** respectively.

Sources: Choosing the Right Ones

Before now, we have looked at using expository essay forms as ways to construct essays. In this chapter, we will begin to l0ok at being more critical: not only with the sources we choose but also in how we compose our ideas. Also, this chapter will help you finalize the selection of your article for your critique. In the next chapter, you will have the opportunity to expand on the examples given and apply your own information and ideas to develop your critical essay. Before we begin that, we need to further examine how important it is to choose correct sources as supporting evidence for ideas. You will also explore different resources available to you where you can search to find supporting evidence because you cannot always rely on basic Internet searches to help you find the best support available. You have already explored different topics you find interesting when coming up with a topic for your expository essay, and while the content of this chapter is relevant to conducting any type of research, consider the connection to finding a suitable academic article for your critique. You may have already come across an academic journal article you would like to be the basis for your critique. If you have, you still should apply the material in this chapter as you may discover an article you would prefer to use. Also, you will need to apply the information in section

Choosing a Source to confirm whether the source you have chosen is appropriate. If you have not found an article yet or discover the one you chose does not fit the parameters, the content below will help you find one that is both interesting and fits the parameters for your next essay.

How Choosing a Source for a Critique is Different

Most essays focus on a topic–one you have narrowed down–and require a number of sources to back up the points or ideas. A critique, on the other hand, focuses on *onesource* of information. Soon you will learn more about critiquing, but at this stage, it is important to know this is the key difference between a critique and a research paper because it will have an impact your choice of base and supplemental sources. However, you first need to choose a topic that you will then narrow in your search for an appropriate academic article to critique. Simply stated, then, a critique is typically a discussion centred around one **primary source**. However, just as with any other essay, you may need to bring in supplemental sources to support the ideas you present in your discussion. While your next assignment stems around the one source you choose, you will need to look for other sources on the same topic in case you need them for background or supporting information or to even present opposing points of view.

For the critique you are required to write for your next assignment, the original source you will base your critical response on needs to meet the criteria outlined in

Table: Source Selection Criteria.

It should:	It should NOT:
Be on a topic interesting to you. It is better if it is something you react to strongly (positively or negatively) because it is easier to generate ideas of what to critique when you have more of an emotional response.	Be on a topic on which you have no opinion or background information.
Be from an academic source/journal–even though you may use an academic database to find your article, you may come across non-academic sources.	Be from a website because this makes it difficult for citations and referencing. Be from a newspaper (print or online) because these are often biased.
Contain language that is relatively straightforward–some challenging vocabulary would be all right because you can critique this.	Have a lot of challenging vocabulary forcing you to constantly refer to a dictionary–you may get bogged down in doing that and miss the main points the author is presenting.
Be 5 to 10 pages in length, giving you enough content to choose a few points to discuss in depth.	Be closer to 3 or as high as 20 pages–this will either provide you with too little content, and you will be stuck for ideas, or it will give you too much and you will only cover the points superficially.

Table gives you an idea of the technical criteria you need to meet when choosing a source for your next assignment. The next section will help you ensure you find a credible source, and one that meets the requirement to use an appropriate academic source.

Strategies for Gathering Reliable Information

Now that you have chosen your topic, you are ready to begin the research. This phase can be both exciting and challenging. As you read this section, you will learn ways to locate sources efficiently, so you have enough time to read the sources, take notes, and think about how to use the information.

Of course, the technological advances of the past few decades—particularly the rise of online media—mean that, as a 21st century student, you have countless sources of information available at your fingertips. However, how can you tell whether a source is reliable? This section will discuss strategies for evaluating sources critically so that you can be a media savvy researcher

Self-Check -1	Written Test

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

Part 1. <u>Say True for the correct answer and False for the wrong statement</u>

1. Choosing a Source to confirm whether the source you have chosen is appropriate.
2. Be on a topic on which you have no opinion or background information.

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

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

Answer Sheet

Score = ___________

Rating: ____________

Part 1. True or False question

1. ………….
2. …………..

Name: ___________________________ Date: ________________

Short Answer Questions

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

Workplace data is recorded on standard workplace forms and documents

DOCUMENTS AND RECORDS It is important to understand the difference between a document and a record.

Documents	Records
• Permanent • Describe facility policies and work instructions • Define systems, processes and procedures	• Filled in as activity occurs • Provide proof that policies were followed or activities performed • Demonstrate processes and procedures are being conducted as required

Document and record all processes and activities. These documents and records should be stored in official files and remain accessible to staff who need them. Base the documents on the prerequisite programs and on the product protection or HACCP plan. If documents are already being kept, review them to make sure they are complete and that they follow the necessary standards. Follow these three general principles to develop records and documents:

1. Keep it short and simple. Use bullet points and flow diagrams instead of long sentences and lengthy paragraphs.
2. Clarity is important. Step-by-step instructions are easily understood.
3. Use a standardized, consistent format. Although different programs may need different documents and records, using a similar approach will help staff learn quickly.

Let staff know that attempts to falsify records are easily detected. Auditors are trained to look for signs of fraud that can include records completed in the same increasingly messy handwriting and using the same pen. Checking records regularly helps ensure that employees are completingtheir assigned activities. It helps to make sure that records are being filled out honestly and with all the information needed. Records are an important tool for analyzing and improving food safety. False records will not help improve the system or help you reach your goal

Sample forms of records are included at the end of many chapters in this guidebook. Processors can use them as they are, or change them to meet a facility's specific needs. At the very least, it is important that records include:

- Who is responsible for a specific duty;
- How they are to perform the duty;
- When they are to perform the duty;
- Spaces for the date and initials of the person who is responsible for the record(s); and
- Spaces for stating deviation findings (unusual situations or results outside of acceptable limits), and the actions taken to that fix that issue.

Self-Check -2	Written Test

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

Part 1. <u>Say True for the correct answer and False for the wrong statement</u>

1. Choosing a Source to confirm whether the source you have chosen is appropriate.
2. Be on a topic on which you have no opinion or background information.

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

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

Answer Sheet

Score = ____________

Rating: _____________

Part 1. True or False question

1. ………….
2. …………..

Name: ____________________________ Date: ________________

Short Answer Questions

Information Sheet-3	Errors in recording information on forms/ documents are identified and properly acted upon

Errors in recording information on forms/ documents are identified and properly acted upon

Error Reporting Systems

Although the previous chapter talked about creating and disseminating new knowledge to prevent errors from ever happening, this chapter looks at what happens after an error occurs and how to learn from errors and prevent their recurrence. One way to learn from errors is to establish a reporting system. Reporting systems have the potential to serve two important functions. They can hold providers accountable for performance or, alternatively, they can provide information that leads to improved safety. Conceptually, these purposes are not incompatible, but in reality, they can prove difficult to satisfy simultaneously.

Reporting systems whose primary purpose is to hold providers accountable are "mandatory reporting systems." Reporting focuses on errors associated with serious injuries or death. Most mandatory reporting systems are operated by state regulatory programs that have the authority to investigate specific cases and issue penalties or fines for wrong-doing. These systems serve three purposes. First, they provide the public with a minimum level of protection by assuring that the most serious errors are reported and investigated and appropriate follow-up action is taken. Second, they provide an incentive to health care organizations to improve patient safety in order to avoid the potential penalties and public exposure. Third, they require all health care organizations to make some level of investment in patient safety, thus creating a more level playing field. While safety experts recognize that

errors resulting in serious harm are the "tip of the iceberg," they represent the small subset of errors that signal major system breakdowns with grave consequences for patients.

Reporting systems that focus on safety improvement are "voluntary reporting systems." The focus of voluntary systems is usually on errors that resulted in no harm (sometimes referred to as "near misses") or very minimal patient harm. Reports are usually submitted in confidence outside of the public arena and no penalties or fines are issued around a specific case. When voluntary systems focus on the analysis of "near misses," their aim is to identify and remedy vulnerabilities in systems before the occurrence of harm. Voluntary reporting systems are particularly useful for identifying types of errors that occur too infrequently for an individual health care organization to readily detect based on their own data, and patterns of errors that point to systemic issues affecting all health care organizations.

The committee believes that there is a need for both mandatory and voluntary reporting systems and that they should be operated separately. Mandatory reporting systems should focus on detection of errors that result in serious patient harm or death (i.e., preventable adverse events). Adequate attention and resources must be devoted to analyzing reports and taking appropriate follow-up action to hold health care organizations accountable. The results of analyses of individual reports should be made available to the public.

The continued development of voluntary reporting efforts should also be encouraged. As discussed in Chapter 6, reports submitted to voluntary reporting systems should be afforded legal protections from data discoverability. Health care organizations should be encouraged to participate in voluntary reporting systems as an important component of their patient safety programs.

For either type of reporting program, implementation without adequate resources for analysis and follow-up will not be useful. Receiving reports is only the first step in the process of reducing errors. Sufficient attention must be devoted to analyzing and understanding the causes of errors in order to make improvements.

Self-Check -3	Written Test

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

Part 1. Say True for the correct answer and False for the wrong statement

1. The continued development of voluntary reporting efforts should also be encouraged.
2. Reporting systems whose primary purpose is to hold providers accountable are "mandatory reporting systems."

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

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

Answer Sheet

Score = ___________
Rating: ____________

Part 1. True or False question

1. ………….
2. …………..

Name: ___________________________ Date: ________________

Short Answer Questions

Information Sheet-4	Reporting requirements to supervisor are completed according to organizational guidelines

Reporting requirements to supervisor are completed according to organizational guidelines

Rules for Formatting Organizational Charts

Whether you are using organizational chart software such as SmartDraw or some other tool, here are a few rules to help you build the right diagram for your needs.

1. Identify the purpose of the org chart
2. Import data to create an org chart
3. Determine the right format for your org chart
4. Types of content to include
5. How to display non-traditional roles
6. Choose the best orientation for your org chart

What Purpose Will the Organizational Chart Serve?

Why do you want to draw an org chart? That may seem like a silly question, and it may have a seemingly benign answer: "Because my boss told me to" or "Because the org chart we have is outdated." But chances are, that's not the real reason. It's important to know how the org chart will be used. Here's why.

The format you choose for your org chart and the information in it may depend on its purpose. For example, if it is to be used to plan a growth or change strategy, you may decide to make a completely different org chart than if you're putting together a visual company directory.

Self-Check -4	Written Test

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

Part 1. <u>Say True for the correct answer and False for the wrong statement</u>

1. The format you choose for your org chart and the information in it may depend on its purpose.
2. Import data to create an org chart rules to help you build the right diagram for your needs.

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

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

Answer Sheet

Score = ___________

Rating: ____________

Part 1. True or False question

1. ………….
2. …………..

Name: ___________________________ Date: ________________

Short Answer Questions

No	Name of trainer	Qualification	Region	E-mail
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