



BEEKEEPING Level - II

Learning Guide

Unit of Competence: Participate in Workplace Communication

Module Title: Participating in Workplace Communication



Learning Guide- 1

LG Code: AGR BKG2M01LO1-LG-01

TTLM Code: AGR BGK2 TTLM 0919v2

LO 1: Obtain and convey workplace information

Beekeeping level-II	Version:01	Page No.2
	Copyright Info/Author: Ethiopia Federal TVET Agency	



Beekeeping level-II	Version:01	Page No.3
	Copyright Info/Author: Ethiopia Federal TVET Agency	



Instruction Sheet	Learning Guide #1
--------------------------	--------------------------

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

- Accessing Specific and relevant information
- Using effective questioning, active listening and speaking skills and gather information.
- Using appropriate medium information and ideas.
- Using appropriate non- verbal communication
- Identifying and following appropriate lines communication
- Using and defining workplace procedures
- Carrying personal interaction 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:**

- Access specific and relevant information
- Use effective question, active listen and speak skills and gather information.
- Use appropriate medium information and ideas.
- Use appropriate non- verbal communication
- Identify and follow appropriate lines communication
- Use and define workplace procedures
- Carr personal interaction out clearly and concisely



Learning Activities

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheets -1”
3. Accomplish the “Self-check” in page-----
4. If you earned a satisfactory evaluation precede to “Operation Sheet” in page ----- & -----
----- However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity -----
5. Read the “Operation Sheet” and try to understand the procedures discussed.

Beekeeping level-II	Version:01	Page No.5
	Copyright Info/Author: Ethiopia Federal TVET Agency	



Information Sheet-1	Accessing Specific and relevant information
----------------------------	--

1.1 Workplace communication

- **What is workplace mean?** Any or all places where people are employed and a person's place of employment.
- **What is Communication mean?** Communication is the process of exchanging or sharing information, ideas from one person to another.
- **What is Information Mean?** Information is any useful data or knowledge

Purpose/ Function/ uses of Communication

- I. **For instruction:** The instructive function unvarying and importantly deals with the commanding nature. It is more or less of directive nature.
- II. **For integration:** It is consolidated function under which integration of activities is endeavored. The integration function of communication mainly involves bringing about inter-relationship among the various functions of the business organization.
- III. **For information:** The purposes or function of communication in an organization is to inform the individual or group about the particular task or company policies and procedures etc.
- IV. **For evaluation:** Examination of activities to form an idea or judgment of the worth of task is achieved through communication.
- V. **For direction:** Communication is necessary to issue directions by the top management or manager to the lower level. Employee can perform better when he is directed by his senior.

Beekeeping level-II	Version:01	Page No.6
	Copyright Info/Author: Ethiopia Federal TVET Agency	



- VI. **For teaching:** The importance of personal safety on the job has been greatly recognized. A complete communication process is required to teach and educate workers about personal safety on the jobs.
- VII. **For influencing:** A complete communication process is necessary in influencing others or being influenced. The individual having potential to influence others can easily persuade others.
- VIII. **For image building:** A business enterprise cannot isolate from the rest of the society. There is interrelationship and interdependence between the society and an enterprise operating in the society.
- IX. **For employees orientation:** When a new employee enter into the organization at that time he or she will be unknown to the organization programs, policies, culture etc

1.2. Sources of Information

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

In the strictest sense of the word, particularly in information theory, a *source* is a process that generates message data that one would like to communicate, or reproduce as exactly as possible somewhere else in space or time. In general it is possible to group sources into two, i.e. primary source and secondary sources.

Appropriate sources in the organization context include the following

- Team members
- Suppliers
- Trade personnel
- Local government
- Industry bodies

For a better communication it is very important to identify specific needs and relevant information. It

Beekeeping level-II	Version:01	Page No.7
	Copyright Info/Author: Ethiopia Federal TVET Agency	



is also very important to find and accessed appropriate *sources of information*

- Information may be in the form of spoken or written words, pictures, gestures, symbols and (for an interesting few) telepathic messages from a variety of intriguing sources.
- There are various sources of information depending upon the nature and the flow of information. From the business perspectives, internal sources of information in a company are those which have a direct involvement in the company and the external stakeholders, which have the interest in the company.

Examples of **external source of information** in a company include:-

- Suppliers
- Local government
- Industry body
- Advertising agencies
- News agents

A. Team members (Employees):- the opinion, idea and suggestions of team members or employees and management are one of the appropriate internal sources of information in the company or organization.

B. Suppliers:- a supplier is a person or business that provides a product or services to another entity,

- The idea and opinion of suppliers are one of the appropriate sources of information.

C. Trade personnel:- is a person that sales and distribute the final products of the company.

- The opinion and ideas of trade personnel are one of the appropriate sources of information



D. **Local government;**-The administration of a particular country or district ideas and opinions are another internal source of information for the company.

E. **Industry bodies** :- industry body also known as a trade association

- We gain information about the trade activities from the trade associations

Self-Check -1	Written Test
---------------	--------------

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

1. List at least 4 Purpose Communication (4 points).
2. Write the difference between communication and information (4 points).

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

You can ask you teacher for the copy of the correct answers.	Version:01	Page No.9
	Copyright Info/Author: Ethiopia Federal TVET Agency	



Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-2	Using effective questioning, active listening and speaking skills and gather information.
---------------------	---

2.1. Effective questioning Skills

Beekeeping level-II	Version:01	Page No.10
	Copyright Info/Author: Ethiopia Federal TVET Agency	



- Questioning is a key skill in effective and fundamental communication.
- Questioning is the key to gaining more information and without it interpersonal communication can fail.
- The primary function of a question is to gain information.

Some of the key skills for Effective questioning include:-

- ❖ Being structured
- ❖ Develop silent time
- ❖ Encouraging participation
- ❖ Analyze your questions
- ❖ Avoid asking multiple questions
- ❖ Use more divergent time

2.2. Active listening Skills

- Listening is a conscious which requires attention. Rather than waiting to speak you need to listen attentively to fully understand the other person.
- Active listening is a structured way of listening and responding to others.

Beekeeping level-II	Version:01	Page
	Copyright Info/Author: Ethiopia Federal TVET Agency	No.11



Some of the key skills for active listening include:-

- ❖
 - Listen with your whole body
 - Face the other person and use an open posture
 - Use eye contact and facial gestures to demonstrate your attention.
 - Be still and resist fidgeting
- ❖ Keep an open mind
- ❖ Notice nonverbal communication
- ❖ Be comfortable with silence
- ❖ Try to feel what the speaker is feeling
- ❖ Ask questions only for ensuring understanding

2.2.1 Characteristic of Active Listener

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

1. Pay attention

Give the speaker your undivided attention and acknowledge the message. Recognize that what is not said also speaks loudly.

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

Beekeeping level-II	Version:01	Page
	Copyright Info/Author: Ethiopia Federal TVET Agency	No.12



2. Show that you are listening; Use your own body language and gestures to convey your attention.

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

3. Provide feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- ✓ Reflect what has been said by paraphrasing.—What I'm hearing is... and—Sounds like you are saying... are great ways to reflect back.
- ✓ Ask questions to clarify certain points.—What do you mean when you say...?—Is this what you mean?
- ✓ Summarize the speaker's comments periodically.

4. Defer judgment;

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

- ✓ Allow the speaker to finish.
- ✓ Don't interrupt with counter-arguments.

5. Respond Appropriately.

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

- ✓ Be candid, open, and honest in your response.
- ✓ Assert your opinions respectfully.

Beekeeping level-II	Version:01	Page
	Copyright Info/Author: Ethiopia Federal TVET Agency	No.13



- ✓ Treat the other person as he or she would want to be treated.

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

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

Beekeeping level-II	Version:01	Page
	Copyright Info/Author: Ethiopia Federal TVET Agency	No.14



2.3. Active speaking Skills

➤ Active speaking is a key skill in effective and fundamental communication.

Some of the key skills for active speaking include:-

- ❖ Think before you speak
- ❖ Know your message
- ❖ Know something about the audience
- ❖ Use easy language & use simple words
- ❖ Give importance to the subject and voice should be clear & sweet



Self-Check -2	Written Test
---------------	--------------

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

1. Write the characteristic of active listener (6 point)
2. Define active listening. (3 point).
3. Mention active speaking skills.(6 points).

Note: Satisfactory rating – above 12 points Unsatisfactory – below 12 points.

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Question

Beekeeping level-II	Version:01	Page No.16
	Copyright Info/Author: Ethiopia Federal TVET Agency	



Information Sheet-3	Mode of communication
---------------------	-----------------------

Mode is a term used to describe the way something is done or experienced. When we use the phrase **mode of communication**, we are describing the way communication is expressed.

❖ There are three modes of communication

A. **Interpersonal communication:** - is a two-way means of communication that allows the participants to evaluate and respond to each other. For example, two people who are speaking and listening to each other, either in a face-to-face conversation or over the phone, are participating in interpersonal communication.

B. **Interpretive communication:**

C. **Presentational communication:**

Beekeeping level-II	Version:01	Page No.17
	Copyright Info/Author: Ethiopia Federal TVET Agency	



Interpersonal	Interpretive	Presentational
<ul style="list-style-type: none"> • Two-way communication with active negotiation of meaning among individuals 	<ul style="list-style-type: none"> • One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer 	<ul style="list-style-type: none"> • One-way communication intended for an audience of readers, listeners, or viewers
<ul style="list-style-type: none"> • Spontaneous • Usually involves exchange of information • Meaningful 	<ul style="list-style-type: none"> • Reader, listener or viewer interprets what the author, speaker, or producer wants the receiver of the message to understand 	<ul style="list-style-type: none"> • Presentation of information; not exchange • No direct opportunity for the active negotiation of meaning exists
<ul style="list-style-type: none"> • Participants observe and monitor one another to see how their meanings and intentions are being communicated and make adjustments and clarifications accordingly 	<ul style="list-style-type: none"> • Interpretation differs from comprehension and translation in that it implies the ability to read, listen or view “between the lines,” including understanding from within the cultural mindset or perspective 	<ul style="list-style-type: none"> • To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture



Self-Check -3	Written Test
---------------	--------------

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

1. Discuss the three type of communication (8 points)

Note: Satisfactory rating –8 points

Unsatisfactory - below 8 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Beekeeping level-II	Version:01	Page No.19
	Copyright Info/Author: Ethiopia Federal TVET Agency	



Information Sheet-4	Using appropriate non- verbal communication
----------------------------	--

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

- Body Language
- Personal space
- Gesture and posture
- Facial Expressions
- Timings, Example and Behavior

4.1. Dimensions of Non– Verbal communication

Verbal communication refers to the communication which occurs with the help of words. A verbal contact, therefore, suggests an oral contact and a verbal evidence denotes an oral evidence. Since non– verbal communication refers to the type of communication that does not use words, it is the third type of communication as distinct from both oral communication and written communication.

Non–verbal communication is very ancient and one of the earliest types of communications. It developed much before oral communication developed and the languages came into being.

Gestures, signals, postures and facial expressions were obviously among the earliest means of communication used by the pre – literate man. Another significant dimension of non– verbal communication is its universality unlike the verbal communication which has the limitations in terms of reach, then non–verbal communication that does not use words transcends boundaries and barriers. When we refer to nonverbal communication, we refer to various types of

Beekeeping level-II	Version:01	Page No.20
	Copyright Info/Autor: Ethiopia Federal TVET Agency	



communication where the body, the mannerisms and the behavior tend to communicate these include:

- ✓ Body Language where several parts of the body communicate – face, eyes,
- ✓ voice, carriage leaning, walking etc.
- ✓ Postures and gestures
- ✓ Attire
- ✓ Appearance
- ✓ Space
- ✓ Timing
- ✓ Example
- ✓ Behaviour.

Non-verbal communication may be both intended and unintended. The communicator may try to convey certain messages to his target group through conscious gestures, postures and body language. There may also be occasions when his body language or posture or appearance is interpreted by the receiver, even though he himself is not doing so consciously. A sloppy posture or casual attire may be interpreted as a lack of seriousness, although the speaker is quite earnest in intent.

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

4.2. Body Language

There are many ways in which the human body expresses itself. A skillful communicator can express himself in many ways and various parts of the body may intentionally or otherwise carry a message. Similarly,

Beekeeping level-II	Version:01	Page
	Copyright Info/Author: Ethiopia Federal TVET Agency	No.21



akeen listener and observer tries to observe and make sense from the body expressions as well. Facial expressions, eye movements and the state of the eyes and variety and intensity of human voice can and do convey different meanings. Innocence, anger, wonder, shock, grief, terror, indifference, seriousness, friendliness, approval, disapproval, exasperation, and many other feelings can be expressed through the body language. In some professions where the facial and other body expressions are important, they are consciously cultivated. Let us look at drama artists, movie stars, actors and actresses. The success of their performance often depends on their ability to cultivate and display a wider range of expressions which the situation demands.

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

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

- Makes a face
- Smiles
- Has a wooden expression

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

- Worried looks
- Sad eyes
- Furtive glance

Beekeeping level-II	Version:01	Page
	Copyright Info/Author: Ethiopia Federal TVET Agency	No.22



- Eyes emitting fire
- Un setting stare
- Hurried glance
- Cold stare

Voice:-

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

- Tone– harsh, soft, whisper
- Pitch – high, low
- Quality– controlled, uncontrolled
- Pace– rapid, slow
- Force– intensity

Attire:

Attire or dress is another important aspect of non-verbal communication.

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

Appearance:

Physical appearance of persons play a role in the process of communication, the way the man or woman

Beekeeping level-II	Version:01	Page
	Copyright Info/Author: Ethiopia Federal TVET Agency	No.23



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

4.3. Posture and Gestures

Another component of nonverbal communication relates to postures and gestures. Refer to the carriage, state, attitude of body or mind. Gestures refer to any significant movement of limb or body and deliberate use of such movements as an expression of feeling. Gestures can also be under stood as a step or move calculated to make a response from another or to convey intention.

Gesture includes gesticulation. The posture of an individual may be described as erect or upright or reclining. Gestures in human interfaces are many and varied. People read and interpret gestures and smiling, patting the back, putting the hand over his or her shoulders, clasping the hands, shrugging, touching, frowning, scowling, yawning and crossing and uncrossing of legs are among the various types of physical actions and gestures that are recalled to convey meanings and messages and are likewise interpreted by the others carrying the message. The message conveyed through these actions can be both positive and negative and therefore, the communicator has to be quite conscious while doing so. Again, to be effective, these gestures, posture and actions

Beekeeping level-II	Version:01	Page
	Copyright Info/Autor: Ethiopia Federal TVET Agency	No.24



have to complement the spoken word. If not, communication results in contradiction and confusion. A smile at the wrong time may be mistaken for a sneer and therefore, may irritate a person. In the organizational context, leaders and effective communicators make effective use of gestures like a smile, a touch and a pat on the back. They come in very handy for motivation, morale building and clearing apprehensions.

4.4. Personal space

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

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

Beekeeping level-II	Version:01	Page
	Copyright Info/Author: Ethiopia Federal TVET Agency	No.25



Self-Check -4	Written Test
---------------	--------------

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

1. What are the distinct features of voice (5 point).
2. List down non – verbal communication types (5 point).

Note: Satisfactory rating –above 6 points

Unsatisfactory - below 6 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

Beekeeping level-II	Version:01	Page No.26
	Copyright Info/Author: Ethiopia Federal TVET Agency	



Operation Sheet 5	Identifying and following appropriate lines communication
--------------------------	--

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

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

A. DOWNWARD CHANNEL OF COMMUNICATION

Downward Communication in an organization means that flow is from high to lower authority. This is usually considered to be from management to employees that much of it also is within the management group. Downward communication is used more by theory X managers than Theory Y managers. It also tends to dominate in mechanistic organization. In organic system, there is a more open, multidirectional flow of information. People transmit and receive of information.

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

Fancy booklets, expensive films, and noisily public-address systems often have failed to achieve employee understanding. Sometimes, these devices have become ends in themselves; they have been made more expensive, prettier, or fancier without any evidence that they improved employee understanding.

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

Beekeeping level-II	Version:01	Page No.27
	Copyright Info/Autor: Ethiopia Federal TVET Agency	



- **Job instruction:** managers secure better results if they state their instructions in terms of the objective requirements of the job.
- **Performance feedback:** employees also need feedback about their performance. There are many reasons. It helps them know how well they are meeting their own goals. It shows that others are interested in what they are doing. Assuming that performance is satisfactory, it enhances one's self-image and feeling of success. Generally, performance feedback leads to both improved performance and improved attitudes.
- **News:** downward messages should reach employees as news rather than as a state confirmation of what already has been learned from other sources
- **Indoctrination** – to get employees support by convincing them, gain their will. Downward communication is effected as oral or written communication.
- ❖ **Written Communication** includes different forms as letters, circulars, manuals, bulletins reports, posters, magazines, etc.
- ❖ **Oral communication** may include orders and instructions, meeting, face-to-face discussions, telephone.

Limitations of downward communications

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

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

Beekeeping level-II	Version:01	Page
	Copyright Info/Author: Ethiopia Federal TVET Agency	No.28



Improving Downward Communication

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

B. Upward Communication

If the managers have to transmit information down the line of authority, they have also to receive information continuously emanating from levels below them. Upward communication occurs when someone in a lower position in the organizational hierarchy communicates information,

Beekeeping level-II	Version:01	Page No.29
	Copyright Info/Author: Ethiopia Federal TVET Agency	



ideas, suggestions, opinions, or grievance to someone in a higher position. It is a means of getting information to higher organizational levels where important decisions are made.

❖ The following types of messages are valuable when communicated upward:

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

Importance of upward communication

1. Providing feedback: Upward communication provides the management with the necessary feedback. The management is able to ascertain whether the directives issued to the lower staff have been properly understood and followed. It also gets valuable information on what the employees think of the organization.

2. Outlet for the pent-up emotions: Upward communication gives the employees an opportunity to vent their problems and grievances. Although the management often thinks it knows and realizes the grievances of the employees, the latter hardly feel convinced and satisfied. In any case, it is of vital importance to look at the employees' problems as they look at them. Their genuine and pressing grievances are redressed; a ground is prepared for the solution of some other problems; and with regard to those problems which cannot be

Beekeeping level-II	Version:01	Page
	Copyright Info/Autor: Ethiopia Federal TVET Agency	No.30



immediately solved, at least the employees feel light after having talked about them.

3. Constructive suggestions: Often employees offer constructive suggestions to promote the welfare of the organization. Some of these suggestions, when implemented, definitely prove beneficial. If some perceptible change is felt in consequence of the suggestions made by the employees, they feel highly encouraged. They develop a sense of participation in the decision-making processes. It helps them to identify themselves with the organization and to develop greater loyalty towards it.

4. Easier introduction of new schemes: Since the employees feel themselves to be a part to the decision-making process, it helps the organization to introduce new schemes without unduly antagonizing the employees. They not only willingly lend their concurrence and

Reports: Reports are written, checked, and filed by the management. Reports are prepared to make a very important matter to be communicated upward. success of it

Social gatherings: Informal, casual, recreational events furnish superb opportunities for

5. Greater harmony and cohesion: Upward communication acts as a kind of lubricant. It unplanned upward communication. The spontaneous information sharing reveals true

conditions better than most formal communications. They offer a very informal atmosphere in which the employees shed their inhibitions and feel free to, they talk about their problems. These included departmental parties, sports events, get-together, bowling groups,

picnics, hobby groups etc.

Direct correspondence: Letters and written questions from employees may be

Methods of Upward communication

encouraged. These methods are direct and personal. Questions and letters may be

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

Beekeeping level-II	Version:01	Page
	Copyright Info/Author: Ethiopia Federal TVET Agency	No.31



Beekeeping level-II	Version:01	Page No.32
	Copyright Info/Author: Ethiopia Federal TVET Agency	



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

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

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

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

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

Beekeeping level-II	Version:01	Page
	Copyright Info/Autor: Ethiopia Federal TVET Agency	No.33



Beekeeping level-II	Version:01	Page No.34
	Copyright Info/Author: Ethiopia Federal TVET Agency	



8. Employee Letters and Question-

Answer programs: Some firms actively encourage letters and written questions from employees. These firms feel that these methods are personal, direct way for employees to put their ideas before management. Typically, the questions are processed anonymously by a management representative who works with the appropriate manager to prepare an informed reply. All letters and questions are answered. If a reply is of general interest, it may be published in the company newspaper or weekly bulletin. In this way, management operates a type of written open-door policy to assure that employees feel free to bring their questions all the way to the top if necessary.

Limitations of Upward Communication

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

1. Employees are usually reluctant to initiate upward communication. They do experience

an awe of authority and shy of contacting their superiors, become status conscious. They

feel that if they communicate their problems to their superiors, it may adversely reflect

on

their own efficiency. For instance,

- ✓ A supervisor reporting to his boss that he has got difficulties in getting cooperation from workers.
- ✓ A worker repeatedly asking for clarifications.
- ✓ An employee complaining about his previous and present bosses.

2. Distortion/edition, filtering, slanting: Upward communication is more prone to deliberate distortion. Information, particularly of unpalatable sort, is suitably edited before it is passed on. While transmitting communication upwards, the transmitter is always conscious of how it will be received and there is a temptation of sugar-coating. This is true both for the rank and file employees and for superiors (managers) at different levels.

3. Delay: Upward messages tend to travel slowly. They are usually subject to delay. Each level is reluctant to take a problem upward because to do so is considered an admission of failure, so the information is delayed until it is decided how to solve it before passing on,



and time is required to edit, filter, or do any form of distortion before forwarding it upward

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

a) The bypassed superiors feel slighted and get irritated. The high-ups get suspicious of both

the applicant (informant) and his boss.

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

5. **Lack of response (negligence):** Top level managers are either too busy or they do not give much weight to information coming from subordinates and they don't respond to it. Upward information is mostly overlooked. This makes workers cynical. They carry the impression that the opportunity to communicate upward that the management claim to have provided with is only a eye-wash. Then, subordinates refrain from communicating upward, develop dissatisfaction and look for any other means to minimize their stress, sabotage, indifference, malingering, etc.

Improving Upward Communication

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

- ✓ Any matter created to his accountability.
- ✓ Any matter creating controversy between organizations or workers.
- ✓ Any matter requiring supervisors authorize or knowledge.
- ✓ Any matter requiring change, deviations form existing practices and policies.

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

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



C.Horizontal Communication

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

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

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

D.Diagonal Communication

While it is probably the least used channel of communications, diagonal communication is important in situations where members cannot communicate effectively through other channels.

For example, the comptroller of a large organization may wish to conduct a distribution cost analysis.

One part of that task may involve having the sales force send a special report directly to the comptroller rather than going through the traditional channels in the marketing department.

Another example may be a project team drawn from different departments that reports to the different departments. Thus, the flow of communication would be diagonal as opposed to vertical (upward or downward) and horizontal. In this case, a diagonal channel would be the most efficient in terms of time and effort for the organization.



Operation Sheet 6

Using and defining workplace procedures

- ❖ **A procedure** sets out the steps to be followed for work activities.
- ❖ Procedures are the specific methods employed to express policies in action in day-to-day operations of the organization.
- ❖ Procedures should be in writing to provide clarity and certainty at the workplace and demonstrate compliance. They should clearly set out the role of health and safety representatives, and any other parties involved in the activity.
- ❖ Every company has different policies and procedures.
- ❖ The procedures should be easily accessible, for example by placing them on notice boards and intranet sites.
- ❖ The policies and procedures were explained in detail to each employee during their first week of employment with the company.



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

Say True or False

1. -----Procedures are not the specific methods employed to express policies in action in day-to-day operations of the organization.
2. ----- Every company has not different policies and procedures.
3. ----- **Procedures** sets out the steps to be followed for work activities.



Information Sheet: 8

Using information storage system

- ❖ **Information storage System** is the systematic process of collecting and cataloging data so that they can be located and displayed on request.
- ❖ Computers and data processing techniques have made possible the high-speed, selective retrieval of large amounts of information for government, commercial, and academic purposes.
- ❖ There are several basic types of information-storage-and-retrieval systems.

Information storage systems

Generally there are two types of information storage systems

8.1 Manual filing system

- ❖ These files are hand-written and are always present in an intangible form. Moreover they can be stored in different areas like shelves, cupboards and in a file room etc. if a person wants to transfer them then he has to carry them along his way which is quite difficult.
- ❖ Also they are always present in hardcopy.
- ❖ The maintenance of the manual files is also an issue and they can be destroyed easily as well.

8.2 Computer-based filing system

- ❖ Computer files are the type of files which are made on computer and are stored in the form of the soft copy.
- ❖ The data are stored within the computer, either in main storage or auxiliary storage, for ready access.
- ❖ These types of files have a lot of protection as they are secured by different passwords and codes.
- ❖ Destroying computer files is not that easy. Such type of files can be transferred in no time through emails etc.

Key Difference

- Computer files are difficult to destroy; manual files are easy to destroy.
- Manual files are easily accessible; computer files are not.



- Manual files can be transported through physical means; computer files are transferred electronically.

List of Reference Materials

1. *Deluliis, David, PhD. (2016). "Workplace Communication". Communication Research Trends.*
2. *Henson, Baden (2007). Communication in the workplace. Milton, Old: Wiley. [ISBN 0-7314-0650-8](#)*



BEEKEEPING LEVEL-II

Learning Guide- 2

Unit of Competence: Participate in Workplace Communication

Module Title: Participating in Workplace Communication

LG Code: AGR BKG2M01LO1-LG-02

TTLM Code: AGR BGK2 TTLM 0919v2

LO 2: Participate in workplace meetings and discussions.



Instruction Sheet	Learning Guide # 2
--------------------------	---------------------------

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

- Attending Team meetings on time
- Expressing and listening opinions clearly and without interruption.
- Making Meeting inputs for meeting purpose and establishing protocols.
- Conducting workplace interactions
- Asking and responding questions
- Implementing Meetings outcomes

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

- Attend team meetings on time
- Express and listen opinions clearly and without interruption.
- Make Meeting inputs for meeting purpose and establish protocols.
- Conduct workplace interactions
- Ask and respond questions
- Implement meetings outcomes



Learning Activities

6. Read the specific objectives of this Learning Guide.
7. Read the information written in the “Information Sheets -1”
8. Accomplish the “Self-check” in page-----
9. If you earned a satisfactory evaluation precede to “Operation Sheet” in page -----
& ----- However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity -----



Information Sheet-1	Attending Team meetings on time
----------------------------	--

There are several occasions in life when we find ourselves in the midst of discussions and meetings. Both in professional and personal lives, group discussions, meetings and friendly arguments are a part of our life. It can help us to effectively participate in any of such discussions if we are aware of the rules and etiquettes of such meetings and of our own roles and responsibilities as participants.

A meeting is a gathering of two or more people that has been convened for the purpose of achieving a common goal through verbal interaction, such as sharing information or reaching agreement. Meetings may occur face to face or virtually, as mediated by communications technology, such as a telephone conference call, a Skype conference call, or a videoconference.

Why we attend team meetings?

Here are some reasons why team meetings are essential

1. **They're great for building supportive relationships** – team meetings give team members a place to help each other and offer their support.
2. **They're vital for learning about our colleagues' motivations, fears, hopes, troubles, etc.** – even when it isn't actually said.
3. **Team meetings provide us with a 'safe' environment** – it's an opportunity to share information we wouldn't be so comfortable sharing by email, or in a report.
4. **A team meeting is a level playing field and an open forum** – everybody present shares the same opportunity to communicate and listen. Everybody gets the chance to speak, and hear what's said!
5. **They play a vital role in leadership** – the team leader uses team meetings to rally the troops, clarify the mission, and everybody's part in it. Leadership is difficult if a leader doesn't engage with followers.



Organizational Meetings

Organizational meetings are crucial for the effectiveness of the organization in living out its purpose and goals. These meetings can serve as an informational exchange, event/program planning, growth and development of the membership, recruitment planning, and a myriad of others. An effectively planned and implemented meeting will make the group run more efficiently and hopefully keep the membership involved

Effective Meeting Management

Things to Consider Prior to the Meeting

- Is there a reason to meet? Define the reason for meeting and stick to it, if there isn't a reason to meet, don't!
- Develop an agenda using input from all executive members and the advisor
- Pass out the agenda to the membership prior to the meeting and any lengthy handouts that will be discussed during the meeting
- Establish a common meeting time & place
- Make sure the group size will be accommodated in the meeting location
- Make agendas available at the meeting for guests, visitors, and membership

Things to Consider During the Meeting

- Greet members, guests, and visitors as they arrive to the meeting
- Start the meeting promptly
- Go over what will be discussed & keep to it
- On discussion items, encourage input from everyone
- Keep on topics being discussed, appropriately end conversations that don't have any input on the topic
- Have a secretary keep minutes of the meeting to be distributed to the executive committee & membership within 3 to 4 days after the conclusion of the meeting
- Role model positive attributes (note taking, listening, showing interest, etc.)
- Sum up the meeting with what's been agreed upon
- Establish the next meeting: time, date, location



Things to Consider After the Meeting

- Have minutes typed and distributed within 4 days after the meeting
- Ask for feedback about the meeting from the executive group
- Follow-up on delegated tasks
- Offer recognition
- Add unfinished / didn't get to items on the next meeting's agenda

Agenda:

The business executive spends a considerable amount of time in regular meetings, special committee meetings, small informal meetings, and annual meetings and conversations. Much of today's business is transacted around the conference table or is through conference telephone calls where opinions are exchanged, new ideas developed, reports made, and future action decisions made. Small committee meetings and conferences will not, of course, require the amount of preliminary work that a sizeable conversation or annual meeting of company stockholders require. Nevertheless, almost any official gathering of business people for the purposes, results of research, and so forth, will require thorough preparation.

Order

An understanding of parliamentary procedure is helpful in preparing for and conducting meetings. The following order of business is one variant generally adhered to in meetings conducted according to formal parliamentary procedure:

1. Calling the meeting to order
2. Roll call
3. Reading and approving the minutes of the previous meetings
4. Treasurer's report
5. Officer reports
6. Committee reports a) Standing committees; b) Special committees;
7. Unfinished business
8. New business
9. Appointments of committees



10. Nominations of officers

11. Elections

12. Announcements

13. Adjustment

Notice: Information that notifies a meeting should include:

- Whether the meeting is regular or special.
- The day, date, time, place, purpose of the meeting.
- The notice should be given a week or two-weeks in advance or even more.
- The notice may be type written or telephone if the group is small.
- Formsmaybedevelopedandusedparticularlyforregularmeetings.Ifsmallpeople,
Individual letters may be used



Self-Check -1	Written Test
----------------------	---------------------

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

1. Write the formal meeting procedures (5 point).
2. Write the characteristic of meeting (5 point)

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

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-2	Expressing and listening opinions clearly and without interruption.
----------------------------	--

2.1. Levels of listening

Level 1 Listening:

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

Level 1 listening is appropriate when you are gathering information for yourself like getting directions or ordering in a restaurant or a store.

Level 2 Listening:

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

Level 2 listening let go of judgment. We are no longer planning what we are going to say next. We respond to what we actually hear.

Level 3 Listening:

When we listen more deeply than the two levels described above, in addition to the conversation we take in all information that surrounds the conversation. We are aware of the context and the impact of the context on all parties. We include all our senses, in particular our intuition.

Level 3 listening consider what is not being said and we notice the energy in the room and in the person we are listening to. We use that information to ask more effective questions.



2.2. Listening Skills as part of Effective Questioning include:

Articulating

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

Clarifying

Clarifying is a combination of asking and clearly articulating what we have heard. By asking questions our client knows we are listening and filling in the gaps. When our client is being vague, it is important for us to clarify the circumstances. We can assist them to see what they can't see themselves by making a suggestion. For example: "Here's what I hear you saying. Is that right? "

Being Curious

Do not assume you know the answer or what your client is going to tell you. Wait and be curious about what brings them to see you. What motivates them? What is really behind the meeting? Use your curiosity so that your next question can go deeper.

Silence

Giving the person we are listening to time to answer questions is an important aspect of listening. Waiting for the client to talk rather than talking for them is imperative for an effective listener.



Self-Check -2	Written Test
----------------------	---------------------

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

1. What is the difference between listening levels.(5 point).
2. Define clarifying. (3 point)

Note: Satisfactory rating - 8 points

Unsatisfactory - below 8 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-3	Establishing meeting purpose and inputs protocols
----------------------------	--

A meeting is where a group of people come together to discuss issues, to improve communication, to promote coordination or to deal with any matters that are put on the agenda.

Some Purposes of Meeting

- Sharing information
- Building relationships
- Sharing inspiration
- Negotiating
- Educating others

Effective meetings really boil down to three things:

1. They achieve the meeting's objective.
2. They take up a minimum amount of time.
3. They leave participants feeling that a sensible process has been followed.

Meeting input protocol

- Everyone is required to participate as every team member contribute to our success.
- Everyone is to be respectful of each other. All opinions are valued and welcome.
- Everyone is expected to utilize and implement the skills acquired in team meetings.
- If you describe a problem, you must offer a solution to the problem.
- Keep your input short and to the point. Do not stray off topic or the agenda.
- Once the agenda is finalized, no new items are to be addressed in that meeting. You must get your topic on the agenda to address it.
- If you say nothing, then you are agreeing with what being said.
- Compliance with meeting decisions
- Obeying meeting instructions



Self-Check -3	Written Test
----------------------	---------------------

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

1. Write the purpose of meeting? **(4 points)**
2. List out characteristic effective meetings. **(4 points)**

Note: Satisfactory rating –8 points

Unsatisfactory - below 8 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-4	Conducting workplace interactions
----------------------------	--

- Great business leaders and human resources professionals know the benefits of effective working relationships. These are relationships between co-workers, managers and staff, and employees with the public.
- Positive interactions increase good feelings, increase morale and improve work satisfaction. Negative interactions create confusion, anxiety, tension and uncertainty, which adversely affect work efficiency and company productivity.

The benefit of Effective Interaction in Workplace

- It increases Productivity
- Develop company morale
- It promotes team building
- It increases employee morale
- It motivates employees
- It makes working more fun

Means of Effective interaction in the workplace

- Face to face
- Telephone
- Electronic and two way radio
- Written including electronic, memos, instruction and forms

Non-verbal

The 8 tips on how to best interact with your team members

- Schedule regular open meeting
- Speak simply
- Utilize visuals
- Value every team member's ideas
- Establish ground rules for the team
- Encourage debate
- Show appreciation



- **Use appropriate body language**



Self-Check -4	Written Test
----------------------	---------------------

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

1. how to you interact with your team members (4 point)
2. list out some benefit of effective interaction in workplace (4 point)

Note: Satisfactory rating – 8points

Unsatisfactory - below 8points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-5	Asking and responding questions
----------------------------	--



Self-Check -5	Written Test
----------------------	---------------------

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

Note: Satisfactory rating –13 points

Unsatisfactory - below 13 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-6	Implementing Meetings outcomes
---------------------	--------------------------------

Overview

This article will focus on a few elements: the importance of purpose-oriented meetings, the difference between a meeting task and a meeting outcome, and also delegating tasks and assigning responsibility.

- **Why Purpose is Crucial to an Effective Meeting**

Meeting Purpose: to identify the school's parking problems and their causes as the first step to improving parking.

Have you ever sat through a meeting and wondered why you were invited, or how the topics under discussion were not relevant to you? Have you ever walked away from a meeting with no clear idea of what was expected of you afterwards? Chances are, you have, and you were left with a negative impression. The reason for this is that the meeting had *no purpose*.

Business meetings often fall into the trap of holding purposeless meetings. Sometimes this happens because a meeting has taken place every week for many years and it is simply habit for everyone to turn up, talk shop for a couple of hours and then head home. Other times, an ill-prepared facilitator has called a meeting but not properly thought about the reason behind it. Whatever the **reason**, purposeless meetings are a waste of time, and as the maxim goes, time is money.

Purpose is a key characteristic of effective meetings because it unites everyone there behind a common cause. There should be no question why the meeting has been called. As a facilitator, your first exercise in preparing a meeting should be to work out exactly what the reason behind the meeting is. If you have difficulty doing this, then perhaps a meeting is not the most effective way of reaching your goal.

- **Tasks and Outcomes**



When you have established the purpose for a meeting, assigning tasks and assessing outcomes becomes a lot easier. Let's explore what the terms mean.

Task

A task is an action assigned to somebody at the meeting; a job they must do to help achieve the purpose of the meeting. As a facilitator, it is your job to ensure the tasks are assigned. Many people will volunteer for tasks, but occasionally you will have to delegate – especially when it may not be for something particularly glamorous

Meeting Outcomes

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

- 1. *Clearly define the purpose of the meeting.*** If the purpose is clearly defined, it will immediately help to decide whether it is at all necessary to call a meeting. It is quite possible that in certain cases it may suffice to circulate a note and individually ask for the opinion of the people concerned. Such a procedure will help to take a quick decision without any avoidable loss of time or money. If it is necessary to call a meeting, the next step is to determine who should attend the meeting and what items should be on the Agenda.
- 2. *Distribute the agenda among all the members.*** This is of utmost importance; for if



members are ignorant of agenda, they will not be able to make any advance preparation and their participation in the meeting will be ineffective.

3. **Provide all the facts.** If the items on the agenda require the member to know some important facts, the best thing is to provide them in advance. If a meeting has been called to discuss the declining sales of a particular product, all the facts and figures having any bearing on the subject should be collected, cyclostyled and circulated among the members.

4. **Restrict the number of invitees.** The number of invitees to meetings should not be very large, for large groups tend to be unproductive. Only those persons should be invited who are closely concerned with the subject to be discussed and none else. The optimum number of members attending a meeting is between five and ten.



Self-Check -5	Written Test
----------------------	---------------------

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

1. Write the purpose of meeting (3 points)
2.is an action assigned to somebody at the meeting(3 points)
3. List out the major meeting outcomes.(4 points)

Note: Satisfactory rating –10points

Unsatisfactory - below 10points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Operation Sheet- 1	Follow simple spoken language
---------------------------	-------------------------------

Follow simple spoken language

Step 1-Seat properly

Step 2-

Step 3-Ready to listen

Step 4-Active listing

Step 5-Communicate to other.



LAP Test	Practical Demonstration
-----------------	--------------------------------

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within --- hour.

Task 1.How can follow simple spoken language.



List of Reference Materials

1. *Deluliis, David, PhD. (2016). "Workplace Communication". Communication Research Trends.*

Henson, Baden (2007). Communication in the workplace. Milton, Old: Wiley. [ISBN 0-7314-0650-8](#)



BEEKEEPING LEVEL-II

Learning Guide- 3

Unit of Competence: Participate in Workplace Communication

Module Title: Participating in Workplace Communication

LG Code: AGR BKG2M01LO1-LG-03

TTLM Code: AGR BGK2 TTLM 0919v2

LO 3: Complete relevant work related documents



Instruction Sheet	Learning Guide # 3
--------------------------	---------------------------

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

- Completing employment condition forms
- Recording workplace data
- Using basic mathematical processes
- Identifying and acting upon Errors in recording information
- Completing reporting requirements.

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

- Complete employment condition forms
- Record workplace data
- Use basic mathematical processes
- Identify and acting upon Errors in recording information
- Complete reporting requirements

Learning Activities

10. Read the specific objectives of this Learning Guide.
11. Read the information written in the “Information Sheets -”
12. Accomplish the “Self-check” in page-----
13. If you earned a satisfactory evaluation precede to “Operation Sheet” in page ----- & ----- However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity -----
14. Read the “Operation Sheet” and try to understand the procedures discussed.



Information Sheet-1	Completing employment condition forms
----------------------------	--

1.1. Introduction

Employment is a relationship between two parties, usually based on a contract where work is paid for, where one party, which may be a corporation, for profit, not-for-profit organization, co-operative or other entity is the employer and the other is the employee. Employees work in return for payment, which may be in the form of an hourly wage, by piecework or an annual salary, depending on the type of work an employee does or which sector they are working in.

Most organizations will have a basic record of workers from their original application form. A well designed form can provide not only the necessary information to aid shortlisting, but also a guide for the interview. Only questions directly relevant to the job requirements should be asked, as to do otherwise may be potentially discriminatory. For instance, questions relating to trade union membership and marital status should not be included on any application form as they may be construed as evidence of intention to discriminate.

Information may be requested about any disability that might affect someone's application - for instance if there are any reasonable adjustments that the organization may make to assist in the application process or in the job itself.

Other records useful in the recruitment and selection process are:

- Job descriptions, setting out the purpose, duties and responsibilities of each job.
- Person specification, setting out the characteristics and competencies necessary in the person who is best suited to perform each job – for instance, skill, qualifications, particular experience.



1.2. Forms of Employee

Forms that are common to most enterprises include:

➤ **Personnel forms:** - personnel forms or Employee information forms provide key data on employees that can be used to keep track of who worked for the company, When, and in what positions. It can also be used as an emergency contact information form in the event of any serious workplace injury. Personnel record forms are necessary for the formulation and implementation of employment policies and procedures for recruitment, training, promotion, dismissal etc. Some of these are required by law and others enable personnel to monitor other processes. For instance, personnel records, and the statistics they provide, are important in helping to develop policies free from any bias on grounds of sex, race, age or disability.

- Telephone message forms
- Safety reports
- Dockets, invoices and receipts
- Petty cash vouchers
- Time sheets
- Telephone message forms
- Leave forms.

Other enterprise forms might include:

- Chemical records
- weather records
- vehicle and machinery log books
- Registration, license and insurance forms
- Equipment inspection records



Self-Check -1	Written Test
----------------------	---------------------

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

1. Mention the personnel forms of employment. **(10 points)**

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

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-2	Recording Workplace Data.
----------------------------	----------------------------------

Introduction

All organizations, however large or small, need to keep certain records, some because of the law requires them, and some for internal purposes. For instance, keeping records of hours worked by most workers (for the purposes of the implementation of the Working Time Regulations), and pay rates will enable employers to monitor legislation compliance. Every employer also needs records of workers joining them, their job title, and pay and so on.

Why personnel records are important

All organizations, private or public, need to plan and to formulate policies and procedures which will enable them to remain competitive and provide good service to their customers. Planning depends on information, and personnel planning equally depends on effective, **accurate record keeping enabling** the organization to recruit, train and develop staff to their full potential, and being as effective as possible within the organization, thereby making a strategic contribution to its goals.

❖ Good records can help managers:

- **Make** decisions based on fact rather than guesswork
- **Know** what staff resources are available to meet production/service requirements
- **More** accurately assess levels of performance and productivity
- **Know** what is happening with absence levels, labor turnover, sickness, accidents, lateness, discipline etc, and take appropriate and timely action.



❖ What records are needed?

Every organization should keep information about individual workers- for example:

- **Personal details:-** name, address, emergency contact, date of birth, sex, education and qualifications, tax code, national insurance number, details of any known work-relevant disability, work experience.
- **Employment history with the organization:-** date employment began, promotions, present job, and job title.
- **Details of terms and conditions:-** pay, hours of work, holiday entitlement, any other benefits, e.g. car, private health insurance. A copy of the written main terms and conditions of employment, or the employment contract must be kept to avoid any future query on the terms and conditions agreed on starting. Copies of any changes to the contract and, if appropriate, a copy of the worker's agreement to exceed the Working Time Regulations limits must also be kept.
- **Absence details:-** lateness, sickness, any other authorized or unauthorized absence e.g. annual holiday, maternity/paternity/dependents leave, Details of any accidents connected with work, including on way to and from work.
- **Details of training/further education** undertaken with the organization, whether internal or external. Any worker on a Modern Apprenticeship with the organization is normally entitled to a written agreement setting out the terms of the apprenticeship
- **Details of any disciplinary action.**
- **Details of termination of employment**

Some of Key areas that need records

Statutory records

This section covers the main areas that anyone dealing with personnel matters will need for record keeping. Good records help managers. Records required by law include:

- Tax and national insurance



- For most workers it is advisable to keep records of individual hours worked to enable averaging over a period to meet the requirements of the Working Time Regulations
- Holidays, again for the Working Time Regulations
- Pay, to ensure the requirements of the Minimum Wage Act are being met, and to meet the statutory requirement that workers are issued with pay statements.
- Paid sickness and Statutory Sick Pay



Self-Check -2	Written Test
----------------------	---------------------

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

1. Why records are needed(5 points)
2. Please mention the use of good records.(5 points)

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-3	Using basic mathematical processes
----------------------------	---

Statistics is the study of the collection, organization, analysis, interpretation, and presentation of data. It deals with all aspects of this, including the planning of data collection in terms of the design of surveys and experiments.

A statistician is someone who is particularly well-versed in the ways of thinking necessary to successfully apply statistical analysis. Such people often gain experience through working in any of a wide number of fields. A discipline called *mathematical statistics* studies statistics mathematically.

The word *statistics*, when referring to the scientific discipline, is singular, as in "Statistics is an art." This should not be confused with the word *statistic*, referring to a quantity (such as mean or median) calculated from a set of data, whose plural is *statistics*.

Scope

Some consider statistics a mathematical body of science that pertains to the collection, analysis, interpretation or explanation, and presentation of data, while others consider it a branch of **mathematics** concerned with collecting and interpreting data. Because of its empirical roots and its focus on applications, statistics is usually considered a distinct mathematical science rather than a branch of mathematics.

Much of statistics is non-mathematical: ensuring that **data collection** is undertaken in a way that produces valid conclusions; coding and archiving data so that information is retained and made useful for international comparisons of **official statistics**; reporting of results and summarized data (tables and graphs) in ways comprehensible to those who must use them; implementing procedures that ensure the **privacy of census information**. Statisticians improve data quality by developing specific experiment designs and survey samples.

Statistical methods can summarize or describe a collection of data. This is called *descriptive statistics*. This is particularly useful in communicating the results of experiments and research. In addition, data patterns may be modeled in a way that accounts for randomness and uncertainty in the observations.



Mean, median, and mode are three kinds of "averages". There are many "averages" in statistics, but these are, I think, the three most common, and are certainly the three you are most likely to encounter in your pre-statistics courses, if the topic comes up at all.

The "mean" is the "average" you're used to, where you add up all the numbers and then divide by the number of numbers.

The "median" is the "middle" value in the list of numbers. To find the median, your numbers have to be listed in numerical order from smallest to largest, so you may have to rewrite your list before you can find the median.

The "mode" is the value that occurs most often. If no number in the list is repeated, then there is no mode for the list.

The "range" of a list a numbers is just the difference between the largest and smallest value

Example Find the mean, median, mode, and range for the following list of values:

13, 18, 13, 14, 13, 16, 14, 21, 13

The mean is the usual average, so I'll add and then divide:

$$(13 + 18 + 13 + 14 + 13 + 16 + 14 + 21 + 13) \div 9 = 15$$

Note that the mean, in this case, isn't a value from the original list. This is a common result. You should not assume that your mean will be one of your original numbers.

The median is the middle value, so first I'll have to rewrite the list in numerical order:

13, 13, 13, 13, 14, 14, 16, 18, 21

There are nine numbers in the list, so the middle one will be the $(9 + 1) \div 2 = 10 \div 2 = 5$ th number:

13, 13, 13, 13, 14, 14, 16, 18, 21

So the median is 14

The mode is the number that is repeated more often than any other, so 13 is the mode.



The largest value in the list is 21, and the smallest is 13, so the range is $21 - 13 = 8$.

Mean:	15
median:	14
mode:	13
range: 8	

Note: The formula for the place to find the median is " $([\text{the number of data points}] + 1) \div 2$ ", but you don't have to use this formula. You can just count in from both ends of the list until you meet in the middle, if you prefer, especially if your list is short. Either way will work.

Basic mathematics process

1. Addition

2. division

3. subtraction

4. multiplication



Self-Check -3	Written Test
----------------------	---------------------

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

1. Define statics? **(4points)**
2. List out the basic matimatical process.**(6 points)**
3. please mention and define the most common averages in statics (10).

Note: Satisfactory rating –20 points

Unsatisfactory - below 20 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-4	Identifying and acting upon Errors in recording information
----------------------------	--

An error of information is an accounting mistake in which an entry is recorded in the incorrect information.

Administratively, incorrect or inconsistent data can lead to false conclusions and misdirected investments on both public and private scales. For instance, the government may want to analyze population census figures to decide which regions require further spending and investment on infrastructure and services. In this case, it will be important to have access to reliable data to avoid erroneous fiscal decisions.

In the business world, incorrect data can be costly. Many companies use customer information databases that record data like contact information, addresses, and preferences.

Identifying, rectifying and referring errors

There will be times when you are checking or processing financial transactions in your organization and you identify an error or discrepancy which needs to be rectified (corrected.) You may be able to do this yourself. If you are unable to do this because you don't know how, or you are not authorized to do so, you will need to refer the discrepancy to an authorized work colleague.

Discrepancies may occur for a variety of reasons, including:

- Miss keyed data; for example, making a mistake when entering information such as an item code, price or quantity;
- Arithmetic errors; for example, adding amounts together instead of subtracting
- Counting errors; for example, incorrectly counting cash in a trial balance.
- Accounting errors; for example, entering debit amounts as credits.



Self-Check -4	Written Test
----------------------	---------------------

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

1. What is Error .(2 points)
2. Why recording error may occur? (8 point)

Note: Satisfactory rating –10 points

Unsatisfactory - below 10 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-5	Completing reporting requirements
----------------------------	--

What is reporting?

Reporting is the regular provision of information to decision-makers within an organization to support them in their work. These reports can take the form of **graphs, text and tables** and, typically, are disseminated through an intranet as a set of regularly updated web pages (or "enterprise portal"). Alternatively, they may be emailed directly to users or simply printed out and handed around, in the time-honored fashion.

What is a Business Report?

Business reports are documents prepared by employees or managers that provide regulators, investors and creditors with information about the performance and strategies of the business.

Reporting Methods

A)**Written Reporting**:- Written reporting is the most common mode of reporting. It may be in form of a letter, circular or manual. Written reporting is most popular mode, reason being, reports can be kept as legal records by using this mode and can be used as reference sources. Written reports are always carefully formulated. Written reporting, sometimes saves time and money. However it suffers from poor expression of senders.



B) Graphic Reporting:-The reports may be presented in the form of charts, diagrams and pictures. These reports have the advantage of quick grasp of trends of information presented.

A look at the chart or diagram may enable the reader to have an idea about the information. In the modern times graphs and charts are becoming more popular as a mode of presenting any kind of information. Various management professionals express their views through graphs and charts. Graphical presentation being most effective medium of reporting removes dullness and confusions which we usually find in other forms of reporting.

C. Oral Reporting

❖ Oral reporting may be done in the following forms:

- I. Group meetings
- II. Conversation with individuals

- Oral reporting is helpful only to a limited extent.
- It cannot form a part of important managerial decision making. For the purpose, the reports must be in writing so that these may be referred in future discussions too. A combination of written, graphic and oral reporting may be useful for effective and efficient reporting in an organization

Advantages of Reporting

- Assess Performance and Comparison
- Regulatory and Creditor Compliance

Disadvantages of Reporting

- Cost of Time
- Not Always Accurate
- Potential to Neglect Qualitative Information



Self-Check -4	Written Test
----------------------	---------------------

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

1. Write the advantages of reporting? (3 point)
2. Write the disadvantages of reporting? (3 point)
3. Explain the methods of reporting? (4 point)

Note: Satisfactory rating –10 points

Unsatisfactory - below 10 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Operation Sheet-1	Techniques to Do basic mathematical processes of addition, subtraction, division and multiplication
--------------------------	--

- **Techniques to Do basic mathematical processes of addition, subtraction, division and multiplication**

Step1-Identify average types in mathematics

Step 2- List out each formulas

Step 3-mean" is the "average

Step 4-median" is the "middle

Step 5-mode" is the value that occurs most often

Step 6-calculate the needed one

Step 7- list out the major mathematical process.



LAP Test	Practical Demonstration
-----------------	--------------------------------

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within --- hour.

Task 1- Identity and give examples for mathematical averages



List of Reference Materials

1. *Deluliis, David, PhD. (2016). "Workplace Communication". Communication Research Trends.*

Henson, Baden (2007). Communication in the workplace. Milton, Old: Wiley. [ISBN](#)