



Ethiopian TVET-System



Basic Leather Garments and Goods Production Operations LEVEL I

Based on May 2012 Occupational Standards

May, 2020



Module Title: Receiving and Responding to Workplace Communication

TTLM Code: IND BLG1 TTLM 0919V1

This module includes the following Learning Guides

LG44: Follow routine spoken messages

LG Code: IND BLG1 M10 0919-LO1 LG-44

LG45: Perform workplace duties following written notices

LG Code: IND BLG1 M10 0919-LO2 LG-45

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**Instruction Sheet****LG44: Follow routine spoken messages**

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

- Types, concept and modes of communication
- Information gathering and interpretation
- Instructions are acted upon immediately in accordance with information Received.
- Receiving information
- Procedure of seeking clarification

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

- clear work area and dispose reused or recycled materials in accordance with legislation / regulations / code of practice and job specifications
- clean, check, maintain and store tools and equipment in accordance with manufacturer's recommendation and standard work practices

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks”. in each information sheets.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation proceed to “Operation sheets and LAP Tests if any”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity.
7. After You accomplish Operation sheets and LAP Tests, ensure you have a formative assessment and get a satisfactory result;
8. Then proceed to the next information sheet.



Information Sheet-1

Concept and mode of communication

Communication (Meaning, Concept and Process)

Communication is a dynamic process that takes place around us all the time. In fact we spend 70% of our time receiving and sending messages.

Meaning:

The origin of the word “communication” is “communicare” or “communis” which means “to impart”, “to participate”, “to share” or “to make common.” The sense of sharing is inherent in the very origin and meaning of “communication.”

Definitions:

- **Keith Davis:** Communication is a process of passing information and understanding from one person to another.
- **John Adair:** Communication is essentially the ability of one person to make contact with another and make him/her understood.
- **William Newman and Charles Summer:** Communication is an exchange of ideas, facts, opinions or emotions of two or more persons.
- **Louis Allen:** Communication is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding.
- **Peter Little:** Communication is a process by which information is transmitted between individuals and / or organizations so that an understanding response results.
- **Murphy, Hildebrandt, Thomas:** Communication is a process of transmitting and receiving verbal and non-verbal messages. It is considered effective when it achieves the desired response or reaction from the receiver.

Nature of communication

- ✓ it involves at least two persons ; sender and receiver
- ✓ two way process: telling and lecturing
- ✓ purpose of communication
- ✓ different ways of communication(verbal, non verbal)
- ✓ scope of communication (at all level of communication)

Need of Communication

- ✓ Growth in size of business
- ✓ Exchanging of technology
- ✓ Achieving objectives

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- ✓ Tough communication
- ✓ Growing specialization
- ✓ Trade union movement
- ✓ Human relation
- ✓ Public relation

The Process of Communication:

Communication is a two-way process involving the following elements: a sender, a message, a medium, a channel, a receiver, a response and feedback. However, it is not sufficient to have just all these elements; there should be cooperation and understanding between the two parties involved. It is important to have a common frame of reference or context for successful and meaningful communication, e.g. a common language or common interpretation of a gesture.

Essentially communication involves the sender or the communicator and the receiver. Both should necessarily share a mutually accepted code e.g. a common language. The context in which the communication takes place is called the “communication environment”. The content of the code is sent in a certain medium (oral, written or non-verbal) using channels (air, mikes, body, pictures, text, etc.) in the form of encoded messages. The “code” is not restricted to only language; it may also involve the use of costumes, gestures, colors among other things. The process of communication can be described in the following manner: The sender sends a “message” using a “medium” and a “channel” to the “receiver”. The message arrives in the sensory world of the receiver. The receiver’s brain filters the message on the basis of his/her knowledge, emotions, attitudes, and biases and gives the message a unique meaning. This meaning may trigger a response which the mind of the receiver forms. The receiver encodes his/her response and sends it across as “feedback” into the sensory world of the sender. This completes one cycle of communication and the process continues in a cyclic manner, i.e. cycle after cycle, as long as the people involved care to communicate.

The components of the communication process can be listed as follows:

1. Idea or impulse that arises in the sender’s mind
2. Formal expression of the idea or impulse using a medium and channel: encoding
3. Interpretation of the message by the receiver: decoding
4. Reaction or response of the receiver

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5. Conveying the message using a medium and channel
6. Decoding of the feedback received

reaction/response in the feedback

The essentials of effective communication are:

1. A common communication environment
2. Cooperation between the sender and the receiver
3. Selection of an appropriate channel
4. Correct encoding and decoding of the message
5. Receipt of the desired response and feedback

Types of Communication



Based on the following categorization communication has four types.

1. Based on Means of Delivering

- **Verbal**

- ✓ Spoken communication – *in the form of audio*
- ✓ Written communication – *in the form of letters*
- ✓ Tele communication – *phone*
- ✓ Electronic communication – *Gmail*

- **Non verbal**

- ✓ Body movement

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- ✓ Posture
- ✓ Gesture
- ✓ Facial expression
- ✓ Silence

Verbal Communication is further divided into:

1. Oral Communication
2. Written Communication

1. Oral Communication: In oral communication, Spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, and voice over internet. In oral communication, communication is influence by pitch, volume, speed and clarity of speaking.

Advantages of Oral communication are:

- 1) It brings quick feedback.
- 2) In a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.

Disadvantage of oral communication

- 1) In face-to-face discussion, user is unable to deeply think about what he is delivering

2. Written Communication: In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary & grammar used, writing style, precision and clarity of the language used. Written Communication is most common form of communication being used in business. So, it is considered core among business skills. Memos, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, Internet Web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used.

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Advantages of written communication:

- 1) Messages can be edited and revised many time before it is actually sent.
- 2) Written communication provides record for every message sent and can be saved for later study.
- 3) A written message enables receiver to fully understand it and send appropriate feedback.

Disadvantages of written communication include:

- 1) Unlike oral communication, written communication doesn't bring instant feedback.
- 2) It takes more time in composing a written message as compared to word-of-mouth. And number of people struggles for writing ability.

2) Nonverbal Communication

Nonverbal communication is the sending or receiving of wordless messages. We can say that communication other than oral and written, such as gesture, body language, posture, tone of voice or facial expressions, is called nonverbal communication. Nonverbal communication is all about the body language of speaker. Nonverbal communication has the following three elements:

a) Appearance: Speaker: clothing, hairstyle, neatness, use of cosmetics. Surrounding: room size, lighting, decorations, furnishings

b) Body Language: Facial expressions, gestures, postures

c) Sounds: Voice Tone, Volume, and Speech rate

2. Based on Purpose of Communication

1) Formal communication: In formal communication, certain rules, conventions and principles are followed while communicating message. Formal communication occurs in formal and official style. Usually professional settings, corporate meetings, conferences undergoes in formal pattern. In formal communication, use of slang and foul language is avoided and correct pronunciation is required. Authority lines are needed to be followed in formal communication.

- follows line of authority

Example, Manager → Supervisor → labors and vice versa.

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2) In formal communication;

Informal communication is done using channels that are in contrast with formal communication channels. It's just a casual talk. It is established for societal affiliations of members in an organization and face-to-face discussions. It happens among friends and family. In informal communication use of slang words, foul language is not restricted. Usually. Informal communication is done orally and using gestures. Informal communication, unlike formal communication, doesn't follow authority lines. In an organization, it helps in finding out staff grievances as people express more when talking informally. Informal communication helps in building relationships

- it doesn't follow line of authority
- **Therapeutic communication;** it takes place between health care personal and patient

3. Based on Level of Communication

- **Interpersonal communication;** we can say it is self talk. It takes place with an individual
- **Interpersonal communication;** it takes place whenever two or more people interact and exchange messages or ideas (*assertive, passive and aggressive*).
- **Transpersonal communication;** it takes place within a person's spiritual domain
- **Small group communication;** communication among three or more people who are related to each other by some common purpose.
- **Public communication;** takes place in the large group of people. Example, when politician convey people.
- **Organizational communication;** takes place when individuals and groups communicate with in an organization to achieve the goals.

4. Based on Pattern of Communication

- **One-way communication;** it takes place messages are delivered to the audience from the communicator only without constant feedback. Example, lecture to class room
- **Two-way communication;** it takes place when the communicator and audience take part in the process. The audience may rise question and add information, ideas, and opinions on the subject.

Example press conference

- **Many to one communication;** it takes place when several people communicate with one person at same time. Example panel interview

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Barriers of Communication

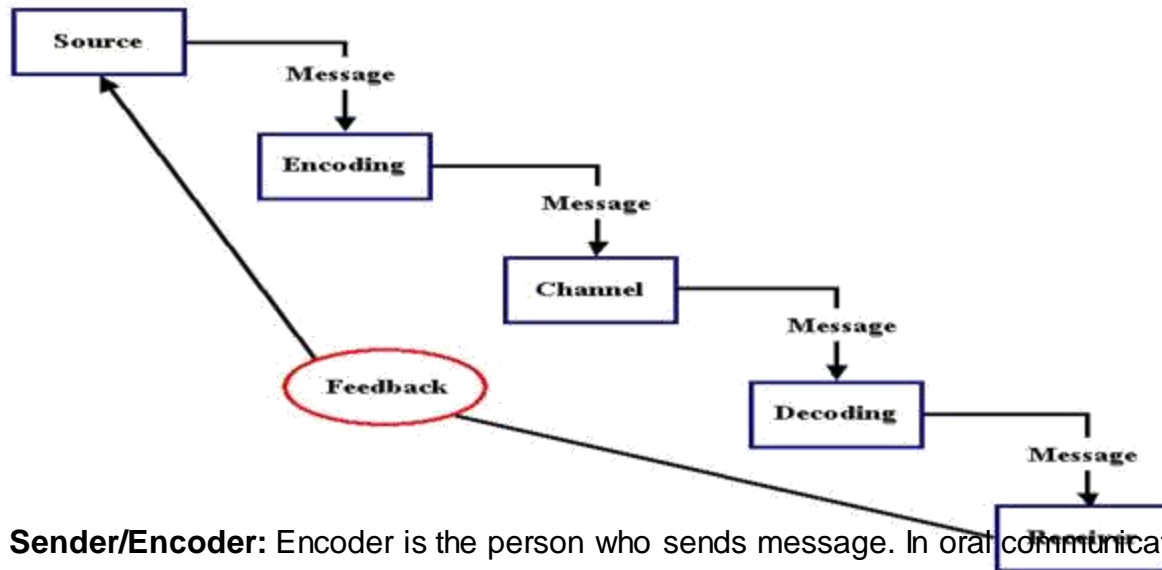
- ✓ Individual difference
- ✓ Noise
- ✓ Wrong assumption
- ✓ Difference of interest
- ✓ Poor retention
- ✓ Words with different meaning
- ✓ Offence style of communication

Components of Communication:

- 1) Source
- 2) Sender/Encoder
- 3) Message
- 4) Medium
- 5) Receiver/Decoder
- 6) Feedback

1) Source: Every message (Oral or written), begins with context. Context is a very broad field that consists different aspects. One aspect is country, culture and organization. Every organization, culture and country communicates information in their own way. Another aspect of context is external stimulus. The sources of external stimulus include; meeting, letter, memo, telephone call, fax, note, email and even a casual conversation. This external stimuli motivates you to respond and this response may be oral or written. Internal stimuli are another aspect of communication. Internal Stimuli includes; your opinion, attitude, likes, dislikes, emotions, experience, education and confidence. These all have multifaceted influence on the way you communicate your ideas. A sender can communicate his ideas effectively by considering all aspects of context mentioned above.

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2) Sender/Encoder: Encoder is the person who sends message. In oral communication the encoder is speaker, and in written communication writer is the encoder. An encoder uses combination of symbols, words, graphs and pictures understandable by the receiver, to best convey his message in order to achieve his desired response.

3) Message: Message is the information that is exchanged between sender and receiver. The first task is to decide what you want to communicate and what would be the content of your message; what the main points of your message are and what other information to include. The central idea of the message must be clear. While writing the message, encoder should keep in mind all aspects of context and the receiver. (How he will interpret the message). Messages can be intentional and unintentional.

4) Medium: Medium is the channel through which encoder will communicate his message. How the message gets there. Your medium to send a message may be print, electronic, or sound. Medium may be a person as postman. The choice of medium totally depends on the nature of you message and contextual factors discussed above. Choice of medium is also influence by the relationship between the sender and receiver.



5) Receiver/Decoder: The person to whom the message is being sent is called 'receiver'/'decoder'. Receiver may be a listener or a reader depending on the choice of medium by sender to transmit the message. Receiver is also influenced by the context, internal and external stimuli. Receiver is the person who interprets the message, so higher the chances are of miscommunication because of receiver's perception, opinion, attitude and personality. There will be minor deviation in transmitting the exact idea only if your receiver is educated and have communication skills.



6) Feedback: Response or reaction of the receiver, to a message, is called 'feedback'. Feedback may be written or oral message, an action or simply, silence may also be a feedback to a message. Feedback is the most important component of communication in business. Communication is said to be effective only when it receives some feedback. Feedback, actually, completes the loop of communication.



Communication Flows in an organization, In an organization, communication flows in 5 main directions-

Organization, In an organization,

- 1) Downward
- 2) Upward
- 3) Lateral
- 4) Diagonal
- 5) External

1) Downward Flow of Communication: Communication that flows from a higher level in an organization to a lower level is a downward communication. In other words, communication from superiors to subordinates in a chain of command is a downward communication. This communication flow is used by the managers to transmit work-related information to the employees at lower levels. Employees require this information for performing their jobs and for meeting the expectations of their managers. Downward communication is used by the managers for the following purposes -

- a) Providing feedback on employees performance
- b) Giving job instructions
- c) Providing a complete understanding of the employee's job as well as to communicate them how their job is related to other jobs in the organization.
- d) Communicating the organization's mission and vision to the employees.
- e) Highlighting the areas of attention

Organizational publications, circulars, letter to employees, group meetings etc are all examples of downward communication. In order to have effective and error-free downward communication, managers must:

- 1) Specify communication objective
- 2) Ensure that the message is accurate, specific and unambiguous.
- 3) Utilize the best communication technique to convey the message to the receiver in right form

2) Upward Flow of Communication: Communication that flows to a higher level in an organization is called upward communication. It provides feedback on how well the organization is functioning. The subordinates use upward communication to convey their problems and performances to their superiors. The subordinates also use upward communication to tell how well they have understood the downward communication. It can

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also be used by the employees to share their views and ideas and to participate in the decision-making process. Upward communication leads to a more committed and loyal workforce in an organization because the employees are given a chance to raise and speak dissatisfaction issues to the higher levels. The managers get to know about the employees feelings towards their jobs, peers, supervisor and organization in general. Managers can thus accordingly take actions for improving things.



3) Upward Flow of Communication: Communication that flows to a higher level in an organization is called upward communication. It provides feedback on how well the organization is functioning. The subordinates use upward communication to convey their problems and performances to their superiors. The subordinates also use upward communication to tell how well they have understood the downward communication. It can also be used by the employees to share their views and ideas and to participate in the decision-making process. Upward communication leads to a more committed and loyal workforce in an organization because the employees are given a chance to raise and speak dissatisfaction issues to the higher levels. The managers get to know about the employees feelings towards their jobs, peers, supervisor and organization in general. Managers can thus accordingly take actions for improving things.

Grievance Redressal System, Complaint and Suggestion Box, Job Satisfaction surveys etc all help in improving upward communication. Other examples of Upward Communication are -performance reports made by low level management for reviewing by higher level management, employee attitude surveys, letters from employees, employee-manager discussions etc.



3) Lateral / Horizontal Communication: Communication that takes place at same levels of hierarchy in an organization is called lateral communication, i.e., communication between peers, between managers at same levels or between any horizontally equivalent organizational member. The advantages of horizontal communication are as follows:

- 1) It is time saving
- 2) It facilitates co-ordination of the task
- 3) It facilitates cooperation of the task
- 4) It facilitates cooperation among team members
- 5) It provides emotional and social assistance to the organization members
- 6) It helps in saving various organizational problems
- 7) It means of information sharing
- 8) It can also be used for resolving conflicts of a department with other department or conflicts within a department.

4) Diagonal Communication: Communication that takes place between a manager and employees of other workgroups is called diagonal communication. It generally does not appear on organizational chart. For instance - To design a training module a training manager interacts with an Operations personnel to enquire about the way they perform their task.

5) External Communication: Communication that takes place between a manager and external groups such as - suppliers, vendors, banks, financial institutes etc. For instance - To raise capital the Managing director would interact with the Bank Manager.

1.1.4 Communication Models

What is a Model: A model is widely used to depict any idea, thought or a concept in a simpler way through diagrams, pictorial representations etc. Models go a long way in making the understanding of any concept easy and clear. Through a model one can easily understand a process and draw conclusions from it. In simpler words a model makes the learning simple.

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The various communication models are as follows:

- 1) Aristotle Model of Communication
- 2) Berlo's Model of Communication
- 3) Shannon and Weaver Model of Communication
- 4) Schramm's Model of Communication
- 5) Helical Model of Communication





1) Aristotle Model of Communication: Aristotle was the first to take an initiative and design the communication model. Let us first go through a simple situation. In a political meeting, the prospective leader delivers speech to the audience urging for more votes from the constituency. He tries to convince the crowd in the best possible way he can so that he emerges as a winner. What is he actually doing? He is delivering his speech in a manner that the listeners would get convinced and cast their votes only in his favor, or in other words respond in the same manner the speaker wanted to. Here the leader or the speaker or the sender is the centre of attraction and the crowd simply the passive listeners. According to this model, the **speaker plays a key role in communication**. He is the one who takes complete charge of the communication. The sender first prepares a content which he does by carefully putting his thoughts in words with an objective of influencing the listeners or the recipients, who would then respond in the sender's desired way. No points in guessing that the content has to be very impressive in this model for the audience or the receivers to get convinced. The model says that the speaker communicates in such a way that the listeners get influenced and responds accordingly. The speaker must be very careful about his selection of words and content in this model of communication. He should understand his target audience and then prepare his speech. Making eye contact with the second party is again a must to create an impact among the listeners.

The Aristotle model of communication is the widely accepted and the most common model of communication where the sender sends the information or a message to the receivers to influence them and make them respond and act accordingly. Aristotle model of communication is the golden rule to excel in public speaking, seminars, lectures where the sender makes his point clear by designing an impressive content, passing on the message to the second part and they simply respond accordingly. Here the sender is the active member and the receiver is passive one.

2) Berlo's Model of Communication: While the Aristotle model of communication puts the speaker in the central position and suggests that the speaker is the one who drives the entire communication, the Berlo's model of communication takes into account the emotional aspect of the message. Berlo's model of communication operates on the SMCR model.

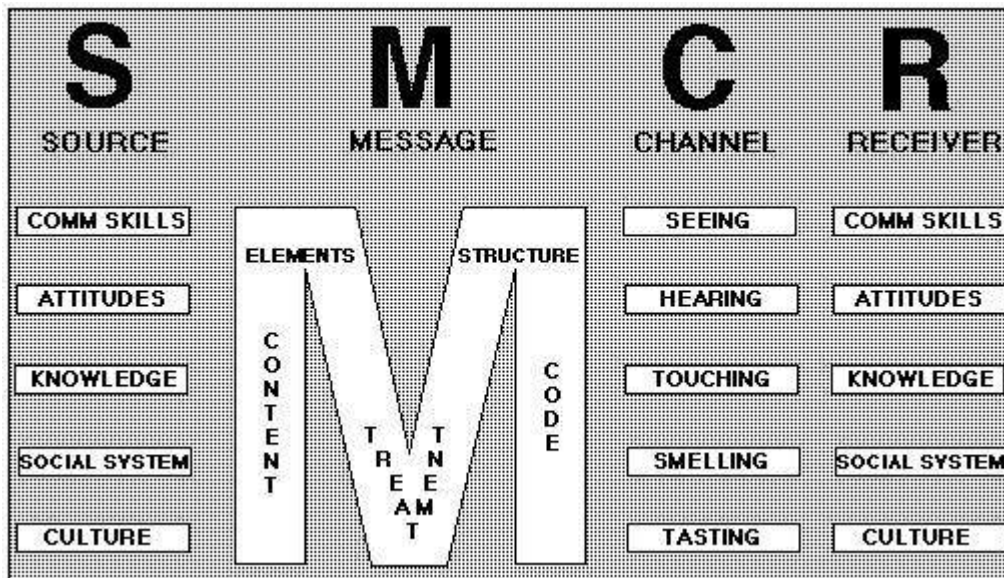
In the SMCR model:

1) S - **Stands for Source**

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- 2) M - Message
- 3) C - Channel
- 4) R - Receiver



Let us now study the all the factors in detail:

1) S – Source: The source in other words also called the sender is the one from whom the thought originates. He is the one who transfers the information to the receiver after carefully putting his thoughts into words.

How does the source or the sender transfer his information to the recipient? It is done with the help of communication skills, Attitude, Knowledge, Social System and Culture.

a) Communication Skills: An individual must possess excellent communication skills to make his communication effective and create an impact among the listeners. The speaker must know where to take pauses, where to repeat the sentences, how to speak a particular sentence, how to pronounce a word and so on. The speaker must not go on and on. He should also make a point to cross check with the recipients and listen to their queries as well.



An individual must take care of his accent while communicating. A bad accent leads to a boring conversation.

b) Attitude: It is rightly said that if one has the right attitude, the whole world is at his feet. There is actually no stopping for the person if he has the right attitude. A person might be a very good speaker but if he doesn't have the right attitude, he would never emerge as a winner. The sender must have the right attitude to create a long lasting impression on the listeners. An individual must be an MBA from a reputed institute, but he would be lost in the crowd without the right attitude.

c) Knowledge: Here knowledge is not related to the educational qualification of the speaker or the number of degrees he has in his portfolio. Knowledge is actually the clarity of the information which the speaker wants to convey to the second party. One must be thorough in what he is speaking with complete in-depth knowledge of the subject. Remember questions can pop up anytime and you have to be ready with your answers. You need to be totally familiar with what you are speaking. Before delivering any speech, read as much you can and prepare the subject completely without ignoring even the smallest detail.

d) Social System: Imagine a politician delivering a speech where he proposes to construct a temple in a Muslim dominated area. What would be the reaction of the listeners? They would obviously be not interested. Was there any problem in the communication skills of the leader or he didn't have the right attitude? The displeasure of the listeners was simply because the speaker ignored the social set up of the place where he was communicating. He forgot the sentiments, cultural beliefs, religious feelings of the second party. Had it been a Hindu dominated society, his speech would have been very impressive.

e) **Culture:** Culture refers to the cultural background of the community or the listeners where the speaker is communicating or delivering his speech.

2) M – Message: When an individual converts his thoughts into words, a message is created. The process is also called as Encoding. Any message further comprises of the following elements:

a) Content: One cannot show his grey matter to others to let him know what he is thinking. A thought has to be put into words and content has to be prepared. Content is actually the matter or the script of the conversation. It is in simpler words, the backbone of any communication. Ted to Jenny -“I am really exhausted today, let's plan for the movie tomorrow

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evening”. Whatever Ted has communicated with Jenny is actually the content of the message. It is very important for the speaker to carefully choose the words and take good care of the content of the speech. The content has to be sensible, accurate, crisp, related to the thought to hit the listeners bang on and create an immediate impact.

b) Element: It has been observed that speech alone cannot bring a difference in the communication. Keep on constantly speaking and the listeners will definitely lose interest after some time. The speech must be coupled with lots of hand movements, gestures, postures, facial expressions, body movements to capture the attention of the listeners and make the speech impressive. Hand movements, gestures, postures, facial expressions, body movements, gestures all come under the elements of the message.

c) Treatment: Treatment is actually the way one treats his message and is conveys to the listeners. One must understand the importance of the message and must know how to handle it. If a boss wants to fire any of his employees, he has to be authoritative and can't express his message in a casual way. This is referred to as the treatment of the message. One must understand how to present his message so that the message is conveyed in the most accurate form.

d) Structure: A message cannot be expressed in one go. It has to be properly structured in order to convey the message in the most desired form.

e) Code: Enter a wrong code and the locks will never open. Enter a wrong password, you will not be able to open your email account. In the same way the code has to be correct in the communication. Your body movements, your language, your expressions, your gestures

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are actually the codes of the message and have to be accurate otherwise the message gets distorted and the recipient will never be able to decode the correct information.

3) C – Channel: Channel actually refers to the medium how the information flows from the sender to the receiver.

- 1) How does one know what the other person is speaking? - Through Hearing.
- 2) How does one know whether the pasta he has ordered is made in white sauce or not ? - Through Tasting.
- 3) How does one know that there is a diversion ahead or it's a no parking zone? - Through Seeing.
- 5) How will an individual come to know that the food is fresh or stale? How do we find out the fragrance of a perfume? – Through Smelling.
- 6) How will you find out whether the milk is hot or not? - Through Touching.

All the five senses are the channels which help human beings to communicate with each other.

4) R – Receiver: When the message reaches the receiver, he tries to understand what the listener actually wants to convey and then responds accordingly. This is also called as decoding.

The receiver should be on the same platform as the speaker for smooth flow of information and better understanding of the message. He should possess good communication skills to understand what the speaker is trying to convey. He should have the right attitude to understand the message in a positive way. His knowledge should also be at par with the listener and must know about the subject. He should also be from the same social and cultural background just like the speaker. There are several loopholes in the Berlo's model of communication. According to the berlo's model of communication, the speaker and the listener must be on a common ground for smooth conversion which is sometimes not practical in the real scenario.

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3) Shannon and Weaver Model of Communication: Shannon and Weaver model is the most popular model of communication and is widely accepted all over the world. Let us first go through the following example to understand the model better. Peter is working as Vice president - Marketing with a reputed multinational firm. He is currently heading Mike who in turn is taking care of a small team. Peter wanted Mike to prepare an exhaustive report on marketing strategies which can be employed to achieve the goals of the organization. He also wanted a detailed study on the competitor's activity by end of the day. While he was speaking, the company peon interrupted to take the lunch order. Finally when Mike got the complete information, he in turn delegated the responsibility to his team members. He tried his level best to convey what Peter actually expected his team to prepare. At the end of the day, the team did prepare the report and submitted to Peter but there were few errors which they rectified later on.

Let us now understand the example in a more detailed away .

Who is Peter? Peter is actually the person who thought of preparing the detailed report for better output of the organization. He is actually the one from whom the thought came. It was Peter's brain who came up with this idea of preparing marketing strategies for the organization. Thus **Peter is actually the source of information**. Had Peter kept the idea in his mind only without sharing it with his team the organization would have never been benefited out of it. It is very important for the individual to share his ideas as well as

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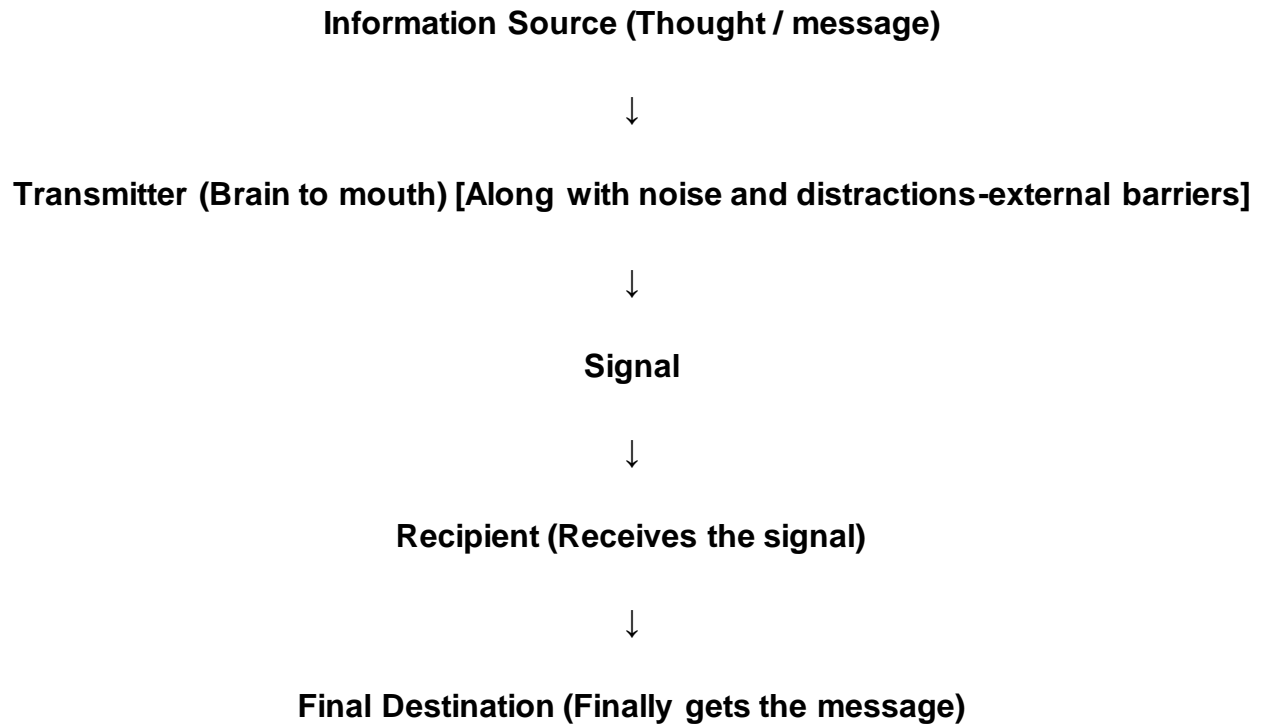
information with others to make the best possible use of the information. Do you think, Mike and his team would have come to know about Peter's idea if he had stored it in his brain only? Obviously NO. Peter had to convert his thoughts into words and bring out the information through his mouth. Here mouth is actually working as a transmitter which helps in transmitting the information, message from the brain to the mouth after carefully putting the thought into words. Peter spoke about some reports which he wanted from his team, the words or Peter's voice is actually the **signal** being sent to Mike about what he is expected to do. Without signal or without content how will Mike know what he is supposed to do? Go through the example once again. The conversation was interrupted by the peon who came for the lunch order. In the same way signals get interrupted by various noises and distractions while traveling from the sender and finally reaching to the recipient. Horns at crowded streets, hustle bustle of the market place, babies wailing, people screaming are all various types of noises which get coupled with the signal or in other words the information. Finally Mike could gather all the information from Peter after ignoring what the peon spoke and downloaded it to his team who were supposed to prepare the report.



Shannon and weaver model simply proposes that a message actually originates from the person who gets the thought or has the information. The sender is also called the Source of information or the Information Source. The information then gets transmitted from the brain to the mouth and comes out as a signal which then reaches the recipient after joining hands



with several noises and other disturbances. The recipient then further passes on the message to its final destination or other minds of other individuals.



Let us go through the above example once again. The team did prepare the report but there were some errors which got rectified later. This is the loophole of Shannon Weaver model. The message while reaching the final destination might get distorted sometimes as different people interpret messages in a different way. For Mike marketing strategy could be branding strategy but for the team marketing strategies could be simple sales techniques to increase the output. Thus even a simple message can get a different meaning after finally reaching its destination.

4) Schramm's Model of Communication: After learning the Shannon weaver model, let's find out about Schramm's model of communication which has its roots from the Shannon weaver model itself. Wilber Schramm proposed the model of communication in 1954. Information is of no use unless and until it is carefully put into words and conveyed to others. Encoding plays a very important role because it initiates the process of communication by converting the thought into content. When the information reaches the recipient his prime responsibility is to understand what the speaker intends to convey.

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Unless and until the second party is able to understand or decode the information what the sender wants to communicate, the message is actually of no use. Thus encoding and decoding are two most important factors of an effective communication without which information can never flow between two individuals.



Schramm's model also revolves around the above principle. According to the Schramm's model, coding and decoding are the two essential processes of an effective communication. He also emphasizes that the communication is incomplete unless and until the sender receives a feedback from the recipient. Imagine a person sharing his thoughts with his friend and his friend not responding to him. Is the communication complete? NO. Schramm believed that communication is actually a two way process between the first party and the second party. Let us understand more with the help of an example:

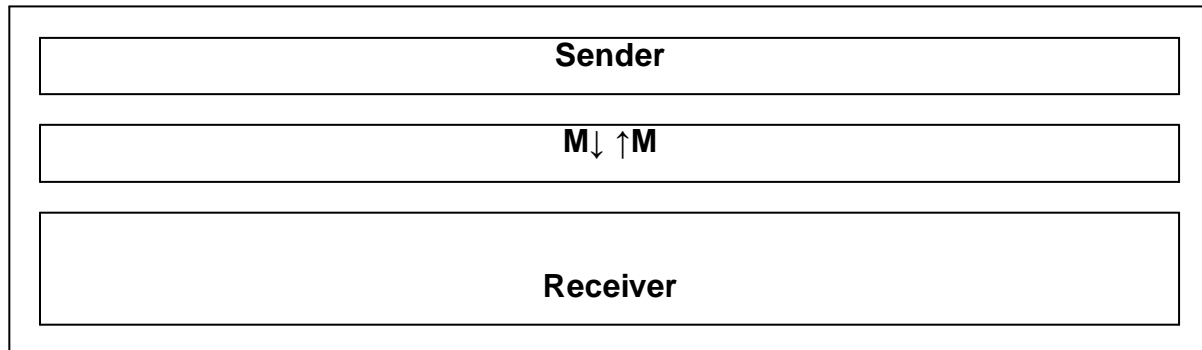
Jennifer to Sam -"Will you accompany me for a movie?"

Sam kept mum and did not respond and hence the communication between Sam and Jennifer was not complete. If Sam was not interested for the movie, he could have responded or given the feedback to Jennifer about his unwillingness. According to Schramm's model, whenever the information reaches the recipient, it becomes his responsibility to give the feedback and let him know if he has downloaded the message in exactly the same manner the speaker wanted. If he is not clear with anything or has any

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doubts, it must be cleared with the speaker. Thus when the speaker conveys any message to the listener, the listener, decodes the message and once again passes the message to the speaker after understanding it and completing the full circle.



M - Stands for message

Schramm believed that an individual's knowledge, experience and cultural background also play an important role in communication. Individuals from diverse cultures, religion or background tend to interpret the message in different ways. Billy to Servant - "Please bring something hot for me to drink as I am suffering from sore throat." The servant brought him a glass of lukewarm water but Billy actually wanted a cup of hot chocolate coffee. Hence different interpretation by the servant. He was not on the common grounds with Billy and failed to understand his master's information. It was neither Billy's nor the servant's fault but actually the differences in both their backgrounds which was to blame.

Go through another example

John to Teddy -"I get late for my office, please buy me a clock"

Teddy went to a local market and gifted a clock to John and John was never late to office after that. He could have also misinterpreted the message, then how come he could understand his friend's desire? A Clock is always a clock whether Teddy has to bring it or any other individual has to bring it. A clock can never be confused with a wrist watch or for that matter something else. There are some messages which are more or less same for everyone. They are called as messages with a **Denotative meaning** which are almost the same for all individuals and in such cases chances of misinterpretation and misunderstanding gets nullified. Please once again refer to the above situation of John and



Teddy and slightly modify the situation. When John wanted a clock, Teddy brought two clocks for him as he was too concerned for John and didn't want him to get late. In this case John actually wanted a single clock but Teddy brought his emotional quotient and personal affection in between. Such meanings are called **Connotative meaning** which are affected by emotional factors. A message can also get distorted due to wrong body movements, gestures, facial expressions and many other factors. To conclude according to this model of communication when a sender passes on the information to the receiver, the receiver must interpret it in the desired form the sender wants and give him the feedback or respond accordingly. Any communication where the sender does not get the feedback, the communication is not complete and thus ineffective.

5) Helical Model of Communication: Another very important model of communication is the Helical Model of communication. The **Helical Model of communication was proposed by Frank Dance in 1967** to throw some more light on communication process. Dance thought of communication process similar to helix.

What is a helix?

A Helix is nothing but a smooth curve just like a spring which if goes upwards also comes downwards. The Helical model of communication was designed by Frank Dance keeping the simple Helix in mind. Let us understand the model with the help of an example.

A child from the very moment he comes to this world starts communicating. When a baby is born, the nurse rubs his back to make the child cry. If the child doesn't cry, it is an indication of a still born child.

What does crying in this case refer to?

It is actually a way the child is communicating to his parents that he is alive, absolutely hale and hearty and ready to face the challenges of the world. As the child grows up, he cries whenever he is hungry or expects something from his parents and sometimes simply for his parent's attention. It is again a child's own way of conveying his message to the whole world. When the same child grows up and starts going to school, he soon interacts with his parents, teachers, friends in the form of words. Now crying actually gets replaced by words or his speech but one thing which is common is the process of communication which

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existed since the child's birth. Thus the child actually started communicating from the very first day of his life and has been communicating all through till the present day. This explains one part of helical model of communication.

According to the Helical model of communication, the process of communication evolves from the very birth of an individual and continues till the existing moment. All living entities start communicating from the very first day of their origin. When seeds are planted, they convey the message to the gardener that they need to be watered daily and should be treated well with fertilizers and manure. When a plant emerges from the seed it also starts communicating its need for water, sunlight, manure and fertilizers, thus supporting the Helical model of communication. The same also applies for animals, birds, fishes and all living creatures.

Now let us throw some more light on a real life situation

An individual in his elementary classes learns to pronounce a particular word or react to a particular situation. It has been observed that even though the child grows up, he continues to pronounce that particular word in the same way as he did during his growing up days or for that matter, if the same situation arises again he would under all circumstances react in the same way as he did in the past. The fear of the child when suddenly the light goes off at night resulting in a complete blackout is present in his younger days as well as when he grows up.

The above example again makes the Helical model of communication clear. According to the Helical model as the process of communication moves forward it also comes back and is largely dependent on the past behaviour of the individual. The model believes that communication process is just like a helix which moves forward as well as comes backward and is dependent on the behaviour patterns of the past definitely with some modifications and changes. As the child grows up, he does make slight changes in his past body movements or past pronunciation or facial expressions. He makes certain changes, modifications in his communication and tries to get rid of the communication errors. An individual will definitely get less nervous in his teenage days as compared to his childhood days, thus a slight change in his behaviour.

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Child (Day 1) communication evolves



Communication continues



(Communication depends on past activities)



(Current day) communication continues with modifications

The Helical model of communication understands communication in a broader perspective and considers almost all the activities of an individual from day one to till date. It cumulates all the activities occurring in the complete span of an individual that affects the process of communication, which in turn goes forward and also depends on the past activities.

Feedback Communication

Receivers are not just passive absorbers of messages; they receive the message and respond to them. This response of a receiver to sender's message is called Feedback. Sometimes a feedback could be a non-verbal smiles, sighs etc. Sometimes it is oral, as when you react to a colleague's ideas with questions or comments. Feedback can also be written like - replying to an e-mail, etc.

Feedback is your audience's response; it enables you to evaluate the effectiveness of your message. If your audience doesn't understand what you mean, you can tell by the response and then refine the message accordingly. Giving your audience a chance to provide feedback is crucial for maintaining an open communication climate. The manager must

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create an environment that encourages feedback. For example after explaining the job to the subordinated he must ask them whether they have understood it or not. He should ask questions like “Do you understand?”, “Do you have any doubts?” etc. At the same time he must allow his subordinated to express their views also. Feedback is essential in communication so as to know whether the recipient has understood the message in the same terms as intended by the sender and whether he agrees to that message or not. There are lot of ways in which company takes feedback from their employees, such as: Employee surveys, memos, emails, open-door policies, company news letter etc. Employees are not always willing to provide feedback. The organization has to work a lot to get the accurate feedback. The managers encourage feedback by asking specific questions, allowing their employees to express general views, etc. The organization should be receptive to their employee’s feedback.

A manger should ensure that a feedback should:

- 1) Focus on a particular behavior - It should be specific rather than being general.**

- 2) Feedback should be job related, the manager should not criticize anyone personally.**

- 3) Goal oriented - If we have something negative to say about the person, we should always direct it to the recipient’s goal.**

- 4) Well timed - Feedback is most effective when there is a short gap between the recipient’s behavior and the receipt of that feedback.**

- 5) Use “I” statements - Manager should make use of statements with the words like “I”, “However” etc. For example instead of saying” You were absent from work yesterday”, manager should say” I was annoyed when you missed your work yesterday”.**



6) Ensure understanding - For feedback to be effective, the manager should make sure that the recipients understand the feedback properly.

7) While giving negative feedback to the recipient, the manager should not mention the factors which are not in control of the recipient.

Communication Barriers - Reasons for Communication Breakdown



Communication is a process beginning with a sender who encodes the message and passes it through some channel to the receiver who decodes the message. Communication is fruitful if and only if the messages sent by the sender are interpreted with same meaning by the receiver. If any kind of disturbance blocks any step of communication, the message will be destroyed. Due to such disturbances, managers in an organization face severe problems. Thus the managers must locate such barriers and take steps to get rid of them. There are several barriers that affect the flow of communication in an organization. These barriers interrupt the flow of communication from the sender to the receiver, thus making communication ineffective. It is essential for managers to overcome these barriers. The main barriers of communication are summarized below.

Following are the main communication barriers:

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1) Perceptual and Language Differences: Perception is generally how each individual interprets the world around him. All generally want to receive messages which are significant to them. But any message which is against their values is not accepted. A same event may be taken differently by different individuals. For example: A person is on leave for a month due to personal reasons (family member being critical). The HR Manager might be in confusion whether to retain that employee or not, the immediate manager might think of replacement because his team's productivity is being hampered, the family members might take him as an emotional support. The linguistic differences also lead to communication breakdown. Same word may mean different to different individuals. For example: consider a word "value".

- a) What is the **value** of this Laptop?
- b) I **value** our relation?
- c) What is the **value** of learning technical skills?

"**Value**" means different in different sentences. Communication breakdown occurs if there is wrong perception by the receiver.

2) Information Overload: Managers are surrounded with a pool of information. It is essential to control this information flow else the information is likely to be misinterpreted or forgotten or overlooked. As a result communication is less effective.

3) Inattention: At times we just not listen, but only hear. For example a traveler may pay attention to one "NO PARKING" sign, but if such sign is put all over the city, he no longer listens to it. Thus, repetitive messages should be ignored for effective communication. Similarly if a superior is engrossed in his paper work and his subordinate explains him his problem, the superior may not get what he is saying and it leads to disappointment of subordinate.

4) Time Pressures: Often in organization the targets have to be achieved within a specified time period, the failure of which has adverse consequences. In a haste to meet deadlines, the formal channels of communication are shortened, or messages are partially given, i.e.,

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not completely transferred. Thus sufficient time should be given for effective communication.

5) Distraction/Noise: Communication is also affected a lot by noise to distractions. Physical distractions are also there such as, poor lightning, uncomfortable sitting, unhygienic room also affects communication in a meeting. Similarly use of loud speakers interferes with communication.

6) Emotions: Emotional state at a particular point of time also affects communication. If the receiver feels that communicator is angry he interprets that the information being sent is very bad. While he takes it differently if the communicator is happy and jovial (in that case the message is interpreted to be good and interesting).

7) Complexity in Organizational Structure: Greater the hierarchy in an organization (i.e. more the number of managerial levels), more is the chances of communication getting destroyed. Only the people at the top level can see the overall picture while the people at low level just have knowledge about their own area and a little knowledge about other areas.

6) Poor retention: Human memory cannot function beyond a limit. One cant always retain what is being told specially if he is not interested or not attentive. This leads to communication breakdown.

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Overcoming Communication Barriers:



There are a lot of communication barriers faced these days by all. The message intended by the sender is not understood by the receiver in the same terms and sense and thus communication breakdown occurs. It is essential to deal and cope up with these communication barriers so as to ensure smooth and effective communication.

1) Eliminating differences in perception: The organization should ensure that it is recruiting right individuals on the job. It's the responsibility of the interviewer to ensure that the interviewee has command over the written and spoken language. There should be proper Induction program so that the policies of the company are clear to all the employees. There should be proper trainings conducted for required employees (for eg: Voice and Accent training).

2) Use of Simple Language: Use of simple and clear words should be emphasized. Use of ambiguous words and jargons should be avoided.

3) Reduction and elimination of noise levels: Noise is the main communication barrier which must be overcome on priority basis. It is essential to identify the source of noise and then eliminate that source.

4) Active Listening: Listen attentively and carefully. There is a difference between "listening" and "hearing". Active listening means hearing with proper understanding of the

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message that is heard. By asking questions the speaker can ensure whether his/her message is understood or not by the receiver in the same terms as intended by the speaker.

5) Emotional State: During communication one should make effective use of body language. He/she should not show their emotions while communication as the receiver might misinterpret the message being delivered. For example, if the conveyer of the message is in a bad mood then the receiver might think that the information being delivered is not good.

6) Simple Organizational Structure: The organizational structure should not be complex. The number of hierarchical levels should be optimum. There should be a ideal span of control within the organization. Simpler the organizational structure, more effective will be the communication.

7) Avoid Information Overload: The managers should know how to prioritize their work. They should not overload themselves with the work. They should spend quality time with their subordinates and should listen to their problems and feedbacks actively.

8) Give Constructive Feedback: Avoid giving negative feedback. The contents of the feedback might be negative, but it should be delivered constructively. Constructive feedback will lead to effective communication between the superior and subordinate.

9) Proper Media Selection: The managers should properly select the medium of communication. Simple messages should be conveyed orally, like: face to face interaction or meetings. Use of written means of communication should be encouraged for delivering complex messages. For significant messages reminders can be given by using written means of communication such as : Memos, Notices etc.

10) Flexibility in meeting the targets: For effective communication in an organization the managers should ensure that the individuals are meeting their targets timely without skipping the formal channels of communication. There should not be much pressure on employees to meet their targets.

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

Directions: Answer all the questions listed below.

True or False: (1 point each)

- 1) Source is the component of information.
- 2) Informal communication, certain rules, conventions and principles are followed while communicating message.
- 3) Formal communication is done using channels that are in contrast with formal communication channels.
- 4) Communication is a process of transmitting and receiving messages (verbal and non-verbal).
- 5) Verbal communication is the sending or receiving of wordless messages.

Very short answer questions: (2 points each)

- 1) What is communication?
- 2) Write down the types of the communication?



Information Sheet-2

Information gathering and interpretation

Information gathering and interpretation

What is message? Message means any symbol or behavior from which others create meaning or which trigger a response.

Biased language; Any statement that seems to be objective but actually conceals the speaker's emotional attitude.

What is advising? Advising is a type of listening in which the listener responds with ideas and suggestions about the speaker should or do.

Content message: The dimension of messages that focus up on the topic under discussions.

Relational messages: The dimension of messages that focus on how communicators feel about one another.

Confirming messages: messages that expressing value towards other persons.

Disconfirming messages: messages that show a lack of valuing for other persons.

Receiver: Any person who perceives a message and attaches meaning to it, whether the message was intended for that person or not.

Workplace communication and process

What is workplace mean? Any or all places where people are employed and a person's place of employment.

What is workplace process mean? Quick line of workplace process is find a property, a service, a report, a career and office.

Information is a crucial factor in any business decision. When providing any form of information for use in making management decisions, it is important to determine the information requirements.

The key information requirements that you should look for when gathering your information are:

- Information purpose
- Scope
- Form
- Presentation
- Resources available.



The gathering of relevant and up-to-date information is a key business process. Information consists of organized facts and figures that have meaning within the context that the information is intended to be interpreted by people. Information is thus a valuable business commodity, and frequently businesses pay money for up-to-date and relevant information. Information for management decision making can come from two different sources

- **Internally** within an organization - e.g. about production performance, sales performance, standard operating procedures, manufacturing systems, etc.
- **Externally** i.e. outside the organization - e.g. information about customers and markets.

The firm may contract out the collection of such information to an appropriate organization such as a market research company.

Information is a critical resource and powerful competitive tool for any organization. The increasing amount of data available to managers presents a new challenge – isolating the relevant information and turning it into intelligence.

Exploring and identifying sources of information is about finding out what you don't know as well as using and adapting what you do know. Group projects and assignments frequently require you to carry out research and this will involve identifying specific resources you may need. For example, think about the materials and equipment that might be needed and whether the group needs to get specific expert advice and support and, if so, where you can obtain this.

It is also important to spend some time exploring the skills associated with working in a group and managing the group. There may be discussions and workshops on team working that you hope to make use of, or there may be expertise in the group itself that you can draw on. Group working skills may be new to you, but equally they may be skills you have used many times before in different contexts. Using key skills effectively involves thinking not only about which skills to use, but also about how to adapt them to different situations.

Obtaining and interpreting information

Data and information comes from many sources. This revision note summarizes the main sources of information gathered internally (inside the business) and externally also interpreting them well.

Business data and information comes from multiple sources. The challenge for a business is to capture and use information that is relevant and reliable. The main sources are:

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Internal Information

Accounting records are a prime source of internal information. They detail the transactions of the business in the past - which may be used as the basis for planning for the future (e.g. preparing a financial budget or forecast).

The accounting records are primarily used to record what happens to the financial resources of a business. For example, how cash is obtained and spent; what assets are acquired; what profits or losses are made on the activities of the business.

However, accounting records can provide much more than financial information. For example, details of the products manufactured and delivered from a factory can provide useful information about whether quality standards are being met. Data analyzed from customer sales invoices provides a profile of what and to whom products are being sold.

A lot of internal information is connected to accounting systems - but is not directly part of them. For example:

- Records of the people employed by the business (personal details; what they get paid; skills and experience; training records)
- Data on the costs associated with business processes (e.g. costing for contracts entered into by the business)
- Data from the production department (e.g. number of machines; capacity; repair record)
- Data from activities in direct contact with the customer (e.g. analysis of calls received and missed in a call centre)

A lot of internal information is also provided informally. For example, regular meetings of staff and management will result in the communication of relevant information.

External Information

As the term implies, this is information that is obtained from outside the business.

There are several categories of external information:

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- Information relating to way a business should undertake its activities

E.g. businesses need to keep records so that they can collect taxes on behalf of the government. So a business needs to obtain regular information about the taxation system (e.g. PAYE, VAT, and Corporation Tax) and what actions it needs to take. Increasingly this kind of information (and the return forms a business needs to send) is provided in digital format.

Similarly, a business needs to be aware of key legal areas (e.g. environmental legislation; health & safety regulation; employment law). There is a whole publishing industry devoted to selling this kind of information to businesses.

- Information about the markets in which a business operates

This kind of external information is critically important to a business. It is often referred to as "market" or "competitive intelligence".

Most of the external information that a business needs can be obtained from marketing research.

Marketing research can help a business do one or more of the following:

- 1. Gain a more detailed understanding of consumers' needs** – marketing research can help firms to discover consumers' opinions on a huge range of issues, e.g., views on products' prices, packaging, recent advertising campaigns
- 2. Reduce the risk of product/business failure** – there is no guarantee that any new idea will be a commercial success, but accurate and up-to-date information on the market can help a business make informed decisions, hopefully leading to products that consumers want in sufficient numbers to achieve commercial success.
- 3. Forecast future trends** – marketing research can not only provide information regarding the current state of the market but it can also be used to anticipate customer needs future customer needs. Firms can then make the necessary adjustments to their product portfolios and levels of output in order to remain successful.

The information for marketing research tends to come from three main sources:

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Internal Company Information – e.g. sales, orders, customer profiles, stocks, customer service reports

Marketing intelligence – this is a catch-all term to include all the everyday information about developments in the market that helps a business prepare and adjust its marketing plans. It can be obtained from many sources, including suppliers, customers and distributors. It is also possible to buy intelligence information from outside suppliers (e.g. Mintel, Dun and Bradstreet) who will produce commercial intelligence reports that can be sold profitably to any interested organization.

Market Research – existing data from internal sources may not provide sufficient detail. Similarly, published reports from market intelligence organizations cannot always be relied upon to provide the up-to-date, relevant information required. In these circumstances, a business may need to commission specific studies in order to acquire the data required to support their marketing strategy.

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Self-Check 2	Written Test
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Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below

Fill in the blanks: (1 point each)

- 1) ----- is a crucial factor in any business decision.
- 2) ----- is a critical resource and powerful competitive tool for any organization.
- 3) ----- can help firms to discover consumers' opinions on a huge range of issues, e.g., views on products' prices, packaging, recent advertising campaigns
- 4) The gathering of relevant and up-to-date information is a key ----- .
- 5) ----- is information that is obtained from outside the business.

True or False: (1 point each)

- 1) Information is a critical resource and powerful competitive tool for any organization.
- 2) Accounting records can provide much more than financial information.
- 3) The accounting records are primarily used to record what happens to the financial resources of a business.
- 4) Information is thus a valuable business commodity, and frequently businesses pay money for up-to-date and relevant information.

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5) There is no guarantee that any new idea will be a commercial success, but accurate and up-to-date information on the market can help a business make informed decisions, hopefully leading to products that consumers want in sufficient numbers to achieve commercial success.

Very short answer questions: (2 points each)

1) What are the key information requirements that you should look for when gathering your information?

2) From what sources information for management decision making can come.

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Information Sheet-3

Acting upon instruction/information Received

INTRODUCTION

Understanding instruction/information

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

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

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

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

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

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

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

Acted immediately in accordance with information received

Communication skills expert Dennis Rivers, author of the popular “The Seven Challenges” A Workbook and Reader about Communicating More Cooperatively”. Proposes the seven following actions as essential for effective interpersonal skills.

Action1. Listen more carefully and responsively. Listen first and acknowledge what you hear, even if you don’t agree with it, before expressing your experience or point of view. In order to get more of your conversation partner’s attention in tense situations, pay attention first; listen and give a brief restatement of what you have heard (especially feelings) before you express your own needs or position.

The kind of listening recommended here separates acknowledging from approving or agreeing. Acknowledging another person’s thoughts and feelings **does not have to mean** that you **approve of** or **agree with** that person’s actions or way of experiencing, or that you will do whatever someone asks.

Action2. Explain your conversational intent and invite consent. You can help your conversation partners cooperate with you and reduce possible misunderstandings by starting important conversations with a stated invitation to join you in the specific kind of conversation you want to have. The more the conversation is going to mean to you, the more important it is for your conversation partner to understand the big picture. Most conversations express one or another of about thirty basic intentions, which imply different kinds of cooperation from your conversation partners. They can play their role in specific conversations much better if you clarify for yourself, and then identify for them, the role you are asking for, rather than leaving them to guess what you want.

When you need to have a long, complex, or emotion-laden conversation with someone, it can make a GIANT difference if you briefly explain your conversational intention first and then

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invite their consent. Many successful communicators begin special conversations with a preface that goes something like: “I would like to talk with you for a few minutes about [subject matter]. When would it be a good time?” The exercise for this step will encourage you to expand your list of possible conversations and to practice starting a wide variety of them.

Action3. Express yourself more clearly and completely. Slow down and give your listeners more information about what you are experiencing by using a wide range of “I-statements.” One way to help get more of your listener’s empathy is to express more of the five basic dimensions of your experience: Here is an example using the five main “I-messages” identified by various researchers over the past half century:

(Please read down the columns.)

The Five I-Messages = Five dimensions of experience	Example of a "Five I-Message" Communication	
1. What are you seeing, hearing or otherwise sensing?	“When I saw the dishes in the sink...	
2. What emotions are you feeling?	...I felt irritated and impatient...	
3. What interpretations or wants of yours support those feelings?	“...because I want to start cooking dinner right away...”	
4. What action, information or commitment you want to request now?	...and I want to ask you to help me do the dishes right now...	
5. What positive results will receiving that action, information or commitment lead to in the future?	...so that dinner will be ready by the time Mike and Joe get here.”	

At any time when one person sincerely listens to another, a very creative process starts on in which the listener mentally reconstructs the speaker’s experience. The more facets or dimensions of your experience you share with easy-to-grasp “I statements,” the easier it will be for your conversation partner to reconstruct your experience accurately and understand what



you are feeling.

This is equally worthwhile whether you are trying to solve a problem with someone or trying to express appreciation for him/ her. Expressing yourself this carefully might appear to take longer than your usual quick style of communication. But if you include all the time it takes to unscramble everyday misunderstandings, and to work through the feelings that usually accompany not being understood, expressing yourself more completely can actually take a lot less time.

Action 4. Translate your (and other people's) complaints and criticisms into specific requests, and explain your requests. In order to get more cooperation from others, whenever possible ask for what you want by using specific, action-oriented, positive language rather than by using generalizations, “why’s,” “don’ts” or “somebody should’s.” Help your listeners comply by explaining your requests with a “so that...”, “it would help me to... if you would...” or “in order to... .” Also, when you are receiving criticism and complaints from others, translate and restate the complaints as action requests.”).

Action 5. Ask questions more “open-endedly” and more creatively. **“Open-endedly...”:** In order to coordinate our life and work with the lives and work of other people, we all need to know more of what other people are feeling and thinking, wanting and planning. But our usual “yes/ no” questions actually tend to shut people up rather than opening them up. In order to encourage your conversation partners to share more of their thoughts and feelings, ask “open-ended” rather than “yes/ no” questions. Open-ended questions allow for a wide range of responses. For example, asking “How did you like that food/ movie/ speech/ doctor etc.?” will evoke a more detailed response than “Did you like it?” which could be answered with a simple “yes” or “no”.

Action 6. Express more appreciation. To build more satisfying relationships with the people around you, express more appreciation, delight, affirmation, encouragement and gratitude. Because life continually requires us to attend to problems and breakdowns, it gets very easy to see in life only what is broken and needs fixing.

But satisfying relationships (and a happy life) require us to notice and respond to what is

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delightful, excellent, and enjoyable, to work well done, to food well cooked, etc. It is appreciation that makes a relationship strong enough to accommodate differences and disagreements. Thinkers and researchers in several different fields have reached similar conclusions about this: healthy relationships need a core of mutual appreciation.

Action 7. Make better communication an important part of your everyday life. In order to have your new communication skills available in a wide variety of situations, you will need to practice them in as wide a variety of situations as possible, until, like driving or bicycling, they become “second nature.” The seventh action is to practice your evolving communication skills in everyday life, solving problems together, giving emotional support to the important people in your life, and enjoying how you are becoming a positive influence in your world. This action includes learning to see each conversation as an opportunity to grow in skill and awareness, each encounter as an opportunity to express more appreciation, each argument as an opportunity to translate your complaints into requests, and so on.

One deeper level of this seventh step concerns learning to separate you from the current culture of hatred, animosity and violence, and learning how to create little islands of Cooperation and mutuality.

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Self-Check 3	Written Test
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Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

Fill in the blanks: (1 point each)

1. ----- are a vital part of our daily lives and influence us more than we realize
2. Following instructions frees us from -----
3. Following instructions enhances our -----
4. In order to encourage your conversation partners to share more of their thoughts and-----

True or False: (1 point each)

- 1) Listen more carefully and responsively.
- 2) Make better communication an important part of your everyday life.
- 3) Express more appreciation.
- 4) Ask questions more “open-endedly” and more creatively.

Very short answer questions: (2 points each)

- 1) What do you mean by instructions?
- 2) What do you mean by “express yourself clearly and completely”?



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Training, Teaching and Learning Materials for Basic Leather Garments and Goods Production Operations Level I
TVET Program

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	Author: Leather Garments and Goods Directorate, LIDI	

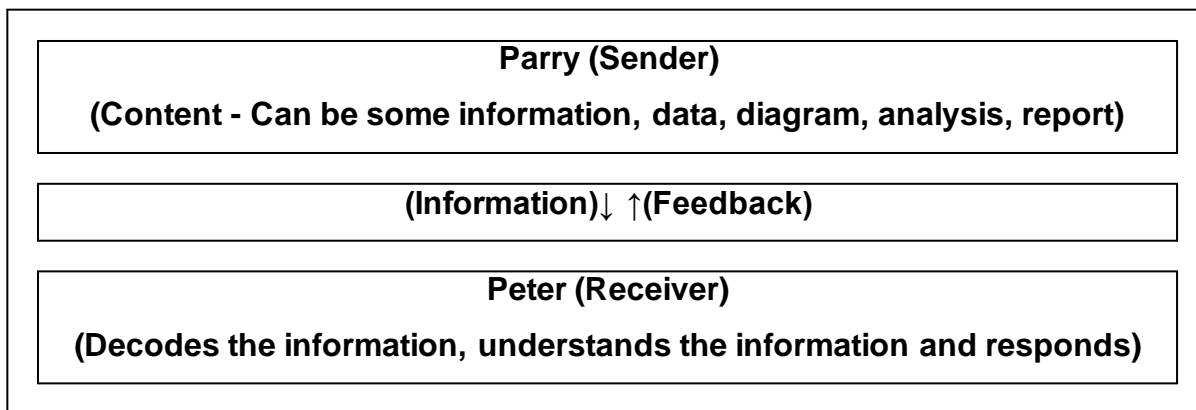
Information Sheet-4	Receiving information
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INTRODUCTION



1.4 Giving and receiving information

The Communication process, please go through the below diagram:



The above diagram goes a long way to explain the communication process. Communication process is a simple process where a message is being transferred

from a sender to the receiver. The receiver after receiving the message understands the message in the desired form and then acts accordingly.



a) The Process of Sending the Message: The first party or the sender first thinks of information, whatever he intends to communicate or transfer to the others. Then he puts the information or the message in words or prepare a content. The process of putting the thoughts in words is called encoding. Finally the content after being ready is transmitted to the receiver.

b) The process of receiving the Message

The message reaches the sender, who then decodes the message or in simpler terms breaks the information, understands it and responds to the receiver. The sender also gives feedback to the receiver after he has understood the complete information.

Communication in simpler terms is a process of passing the information from the first party (sender) to the second party (receiver). Communication plays a vital role not only in organizations or one’s professional career but also is essential in day to day life.

Giving and receiving Information is probably the primary skill required of leaders. There is no other leadership or management skill that can compensate for poor communication skills.

There are four aspects to communication:

1. **Receiving it**
2. **Processing it,**
3. **Retrieving it, and**
4. **Giving it.**

When receiving information, it is important to pay attention to both verbal and nonverbal cues. It is thought that 80% of our communication is nonverbal. People can say whatever you want (or they think you want) to hear, but a lot of times, their nonverbal give away their true feelings. Similarly, people giving information may assume that the person receiving the information already knows certain things, or defines things in the same manner. Think about the difference between what a “clean room” means to you versus your 8 year old child. Consider how differently two people may define “being prepared ahead of time,” getting work done in a “timely fashion,” or “being on time.” If you are not careful, facts will be forgotten or distorted. This is because both the individual sending and the person receiving the information may unintentionally obscure the message.

1.4.1 Several ways you can insure that the information you receive will be accurate:



1) Take notes: Always write down key information received including what it to be done, how often, by whom and any deadlines. Repeat back what you think you heard the person say. Say something like “Okay, just to make sure I got everything, you need me to...”

2) Ask questions: and clarify vague terms with examples or deadlines: For example, my former boss used to say “I need this ASAP.” To me that meant before the close of business, and I should clear everything off of my calendar to get “this” done. After a couple of years, I learned that it really meant within a week or so. When he would tell me he needed something ASAP, I would say something like “I have a couple of other things pending, will it be okay if you have it by next Monday.” Most of the time he said yes, and I was a lot less stressed. While you may think you understand what you think you heard, you may in fact have gotten it totally wrong. Clarify and verify! To encourage good communication, you need to encourage others to speak freely.

3) Show interest: by leaning forward, paying attention, nodding in agreement, taking notes, putting your phone on vibrate and so forth.

4) Listen to new ideas with interest: If you are a visual learner (you need to read it or see it) or a reflective learner (you need to get the information and ponder for a bit) then make sure your staff knows that. Few things are more frustrating for staff than to tell you an idea they are really excited about and feel like they are getting brushed off. Again, dates are important. Tell the person “Sam, that sounds like a really amazing idea. Can you please write it up for me and I’ll take a look at it and get back to you on Wednesday?”

That will be received much better than “Sounds like a good idea. I’ll think about it” Information you receive needs to be “stored” so you can retrieve it later. At the most basic level, we need to retrieve information from our memory. Creating good memory pathways.



5) Hear it (listening and talking): see it (take notes, follow power points), apply it (ask yourself, how can I use this information? Make up scenarios). Most people are a blend of different learning styles. The more different ways you receive the information, and the more senses are involved, the stronger the memory can be.

6) Make it matter: There is a very strong emotional component to memory. We remember those things we care about and discard those that just take up space. I am one of the least sentimental people in the world. About the only holidays or anniversaries I remember are Christmas, Easter and Thanksgiving. I envy some of my fellow managers who can remember everyone's birthdays and anniversaries. Hallmark holidays matter to them. I have really tried to make myself care, but I don't, and I forget. Another example is your address. When you are living there, it matters and you remember it. When you move, eventually you forget. The take home message is that if you want to remember something, make it meaningful to you.

There are many other different ways to store and retrieve information such as computers, date books, PDAs and cell phones. The medium is not as important as what you write and how you store the information. You can employ a variety of methods to help you remember details, including note-taking, repeating back, memorization, and mnemonic devices. I have my life diligently set out in my iphone calendar so it alerts me to every meeting and every task. That may be too rigid for some, but it fits with my temperament.

When giving information, use as many senses as possible (seeing, hearing, touching or manipulating). In addition,



- 1) Speak clearly.**
- 2) Use language that everyone understands. No jargon.**
- 3) Vary your tone, volume and pace.**
- 4) Provide an overview at the beginning, and then move from the general to the specific.**

For example: (General) “Today we are going to learn how to bake a cake. Follow along at your station and refer to your cookbook if you get behind” (Specific) “Open your cookbook to page 485. Step 1: Preheat the oven to 365 degrees. Step 2...”

7) Use visuals: charts, handouts, diagrams and encourage note taking

8) Look at the listener to identify signs: of confusion, boredom or frustration. Encourage two-way flow—ask questions to help them mentally manipulate the information and have them ask questions of you. Use feedback and reflective listening to keep your verbal and

non-verbal communication in sync. Take notes of the main questions and comments and review your notes soon afterwards so you can modify or -

append the message as necessary. I often review my notes and send out a meeting summary to everyone who was there. If you practice all of these basic communication skills, you will often find that your subordinates very much want to do what you ask, but in the past you have been unclear. When I was in college I had a professor who taught my statistics class using the book that he wrote. Things that were trivial and basic to him were things we still did not know. He would fail to teach the basics then get irritable that we were all failing the class (The high score on one test was a 67%). Chances are, you have “written the book” on how you want your department to be run. Make sure your subordinates have all of the basic information before just assuming they are being disobedient. This will greatly lessen everyone’s stress.

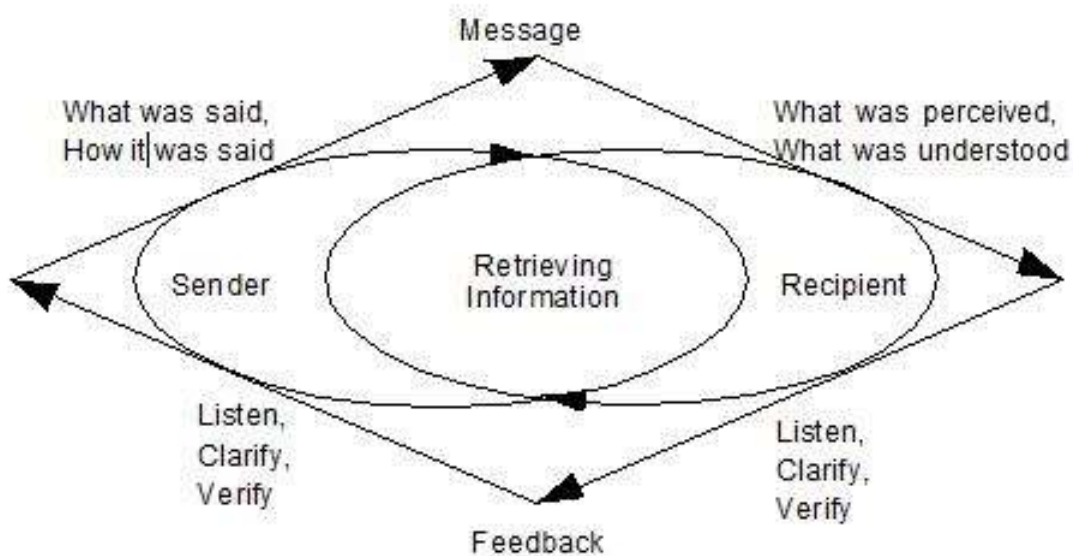
9) Receiving Information: When getting or receiving information, you may be watching for a variety of clues to gather meaning: not only verbal or written information, but nonverbal behavior as well. If you are not careful, facts will be forgotten or distorted. This is because both the individual sending and the person receiving the information may unintentionally obscure the message.

1.4.2 There are two ways you can insure that the information you receive will not be forgotten or distorted:

Take notes. Always write down key information received. Repeat back what you think you heard the person say. While you may think you understand what you think you heard, you may in fact have gotten it totally wrong. Clarify and verify! In a communication exchange,

the sender controls what and how is said, or the content of the message. The recipient controls what is heard and the feedback given. To encourage good communication, you need to encourage others to speak freely. Show interest by leaning forward, paying attention, nodding in agreement, taking notes, and so forth.

- 1) Greet new ideas with interest.
- 2) Give the individual your undivided attention.
- 3) Maintain eye contact.
- 4) Use the individual's name.
- 5) Smile, relax, and be friendly.



Retrieving Information

Information received may have to be recalled at a later time. There are many different ways to store and retrieve information. Today, we naturally think of computers as a means for storing and retrieving information. The medium is not as important as what you write and how you store the information. You can employ a variety of methods to help you remember details, including note-taking, repeating back, memorization, and mnemonic devices.

Giving Information

When giving information, use all five senses whenever possible. In addition,

- 1) Speak clearly.
- 2) Use language that everyone understands.
- 3) Vary your tone and pace.
- 4) Move from the general to the specific.
- 5) Use visuals— charts, maps. and diagrams.
- 6) Eyeball the listener.

Encourage two-way flow—ask questions and get them asking questions of you. Don't pass judgment on the question or the questioner. Use feedback and reflective listening to keep your verbal and non-verbal communication in sync. Take notes of the main ideas and review your notes.

Self-Check 4	Written Test
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Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

Fill in the blanks: (1 point each)

- 1) Giving and receiving Information is probably the primary skill required for ----- .
- 2) Information you receive needs to be ----- so you can retrieve it later.
- 3) To encourage good communication, you need to encourage ----- to speak freely.
- 4) Encourage ----- —ask questions and get them asking questions of you.
- 5) Today, we naturally think of computers as a means for storing and ----- information.

True or False: (1 point each)

- 1) When getting or receiving information, you may be watching for a variety of clues to gather meaning: not only verbal or written information, but nonverbal behavior as well.
- 2) Use feedback and reflective listening to keep your verbal and non-verbal communication in sync.
- 3) Do not maintain eye contact.

4) Do not greet new ideas with interest.

5) There is one way you can insure that the information you receive will not be forgotten or distorted.

Very short questions: (2 points each)

1) Kindly explain “receiving information”?

2) What do you mean by retrieving information?

Information Sheet-5	Procedure of Seeking clarification from workplace supervisor
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Clarification is sought from workplace supervisor on all occasions when any instruction/procedure is not understood:

Communication promotes motivation by informing and clarifying the employees about the task to be done, the manner they are performing the task, and how to improve their performance if it is not up to the mark. It is a source of information to the organizational members for decision-making process as it helps identifying and assessing alternative course of actions. It also plays a crucial role in altering individual's attitudes, i.e., a well-informed individual will have better attitude than a less-informed individual. Organizational magazines, journals, meetings and various other forms of oral and written communication help in moulding employee's attitudes. Communication also helps in socializing. In today's life the only presence of another individual fosters communication. It is also said that one cannot survive without communication. Communication also assists in controlling process. It helps controlling organizational member's behaviour in various ways. There are various levels of hierarchy and certain principles and guidelines that employees must follow in an organization. They must comply with organizational policies, perform their job role efficiently

and communicate any work problem and grievance to their superiors. Thus, communication helps in controlling function of management. An effective and efficient communication system requires managerial proficiency in delivering and receiving messages. A manager must discover various barriers to communication, analyze the reasons for their occurrence and take preventive steps to avoid those barriers. Thus, the primary responsibility of a manager is to develop and maintain an effective communication system in the organization.

In communication, clarification involves offering back to the speaker the essential meaning, as understood by the listener, of what they have just said. Thereby checking that the listener's understanding is correct and resolving any areas of confusion or misunderstanding. Clarification is important in many situations especially when what is being communicated is difficult in some way. Communication can be 'difficult' for many reasons, perhaps sensitive emotions are being discussed - or you are listening to some complex information or following instructions.

As an extension of reflecting, clarifying reassures the speaker that the listener is attempting to understand the messages they are expressing. Clarifying can involve asking questions or occasionally summarizing what the speaker has said. A listener can ask for clarification when they cannot make sense of the speaker's responses. Sometimes, the messages that a speaker is attempting to send can be highly complex, involving many different people, issues, places and/or times. Clarifying helps you to sort these out and also to check the speaker's priorities. Through clarification it is possible for the speaker and the listener to make sense of these often confused and complex issues. Clarifying involves genuineness on the listener's part and it shows speakers that the listener is interested in them and in what they have to say. See our page: Active Listening for more about attentive listening skills.

1.5.1 Clarification involves offering back to a speaker the essential meaning: as understood by the listener, of what they have just said, checking that the listener's understanding is correct and resolving any areas of confusion:



The purpose of clarification is to:

- 1) Ensure that the listener's understanding of what the speaker has said is correct.
- 2) Reassure the speaker that the listener is genuinely interested in them and is attempting to understand what they are saying.

As an extension of reflecting, clarifying reassures the speaker that the listener is attempting to understand the messages they are expressing. Clarifying can involve asking questions or occasionally summarizing what the speaker has said. A listener can ask for clarification when they cannot make sense of the speaker's responses. Often, the difficulties a speaker is explaining can be highly complex, involving many different people, issues, places and times. Clarifying helps you to sort these out and also to check the speaker's priorities.

Through clarification it is possible for the speaker and the listener to make sense of these often confused and complex issues. Clarifying involves genuineness on the listener's part and it shows speakers that the listener is interested in them and in what they have to say.

1.5.2 Some examples of non-directive clarification-seeking questions are:



- 1) "I'm not quite sure I understand what you are saying."
- 2) "I don't feel clear about the main issue here."
- 3) "When you said.....what did you mean?"
- 4) "Could you repeat...?"

Clarifying involves:

- 1) Non-judgmental questioning.
- 2) Summarizing and seeking feedback as to accuracy.

Questions: When you are the listener in a sensitive environment, the right sort of non-directive questioning can enable the speaker to describe their viewpoint more fully. Asking the right question at the right time can be crucial and comes with practice. The best questions are open-ended as they give the speaker choice in how to respond, whereas closed questions allow only very limited responses.

Open Questions: If your role is to assist a speaker to talk about an issue, often the most effective questioning starts with 'when', 'where', 'how' or 'why'. These questions encourage speakers to be open and expand on their thoughts. For example:

- 1) “When did you first start feeling like this?”
- 2) “Why do you feel this way?”

Closed Questions: Closed questions usually elicit a 'yes' or 'no' response and do not encourage speakers to be open and expand on their thoughts. Such questions often begin with 'did you?' or 'were you?' For example:

“Did you always feel like this?”

“Were you aware of feeling this way?”

Questions are generally used for clarifying and should not be asked just for the sake of questioning or to fill in pauses or periods of quietness.

1.5.3 Guidelines for Clarifying:



- 1) Admit if you are unsure about what the speaker means.
- 2) Ask for repetition.
- 3) State what the speaker has said as you understand it, and check whether this is what they really said.
- 4) Ask for specific examples.
- 5) Use open, non-directive questions - if appropriate.
- 6) Ask if you have got it right and be prepared to be corrected.

Summarizing: A summary involves reviewing what has taken place in the conversation. It is important to keep only to the essential components of the conversation, and it must be given from the speaker's frame of reference, not an interpretation from the listener's viewpoint. The aim of a summary is to review understanding, not to give explanation, to judge, to interpret or provide solutions. Summarizing should be done at the end of a conversation, although sometimes it may be appropriate midway through as a way of drawing together different threads. At the start of a conversation, it is useful to summarize any previous discussions or meetings as it can help to provide focus. Whilst the summary is likely to be the longest time a listener will be speaking during a conversation, it is important to be as concise and straightforward as possible.



Summary of Clarification: In reflecting, clarifying and summarizing, speakers must be allowed to disagree with, and correct, what the listener says. They should be encouraged to express themselves again, if necessary, giving the listener another chance at understanding, and to check understanding until agreement is reached.

Reflecting, clarifying and summarizing: are all tools used by active listeners to enable them to demonstrate understanding and encourage a speaker to talk openly. It is essential that the listener and speaker both have the same understanding of the discussion and the speaker must have the opportunity to correct the listener's understanding. These are the tools of any good relationship and are important interpersonal skills.



Self-Check 5	Written Test
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Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks: (1 point each)

- 1) -----involves genuineness on the listener's part and it shows speakers that the listener is interested in them and in what they have to say.
- 2) Summarizing should be done at the end of a ----- .
- 3) When you are the listener in a ----- , the right sort of non-directive questioning can enable the speaker to describe their viewpoint more fully.
- 4) A summary involves ----- what has taken place in the conversation.
- 5) Reflecting, clarifying and _____: are all tools used by active listeners to enable them to demonstrate understanding and encourage a speaker to talk openly.

Very short answer questions: (2 points each)

- 1) What is summarizing?
- 2) What is closed question?
- 3) What is open question?
- 4) What are the guidelines of clarification?
- 5) What is clarifying?



Instruction Sheet

LG45: Perform workplace duties following written notices

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

- Reading and interpreting workplace notices
- Method of following routine instruction

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

- Read and interpreted correctly written work place notices and instructions
- Follow in sequence routine written instruction /procedures
- Clarification is sought from work place supervisor on all occasions when any instruction / procedures

Learning Activities

9. Read the specific objectives of this Learning Guide.
10. Read the information written in the “Information Sheets 1”.
11. Accomplish the “Self-check 1” in page 9. Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
12. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Information Sheets 1.
13. Read the information written in the “Information Sheet 2”.
14. Accomplish the “Self-check 2” in page 14. Again you can request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
15. If your rating is unsatisfactory, see your teacher for further instructions or go back to Information Sheet 2.



Information Sheet-1

Organizational guidelines

Organizational guidelines

- ✓ Information documentation procedures
- ✓ Company policies and procedures
- ✓ Organization manuals
- ✓ Serves manuals

Participating workplace communication covers the process of effectively participating in workplace communications, it requires the ability to:

- ✓ Follow simple spoken messages
- ✓ Perform routine workplace duties
- ✓ Follow simple written notes
- ✓ Obtain and provide information respond to workplace communications requirements.
- ✓ Participating in workplace meetings and discussions

Relation between receive and response at workplace communications:

Workplace communication:- Improving your skills will enable you to establish better working relationships, poor workplace communication skills will have negative effects on your business relationships and may result in decreased productivity.

Keys to help successful workplace communication

- ✓ Communication not only at work, but in all your relationships.
- ✓ Personal contact is important to success workplace communication.
- ✓ Develop a network; make an effort to become friends with people in different department.
- ✓ Always be courteous in your communications with others, the words” thank you” show that you appreciate a person’s efforts. Try to saying “would you please” instead of “just please”.
- ✓ Be consistent and clear in your workplace communications.
- ✓ Compromise decreases the tensions associated with conflict.
- ✓ Listen to what others are saying and show interests in the conversation.



- ✓ You cannot hold a person's interest if you have nothing to say.
- ✓ Effective communication skills in workplace communication.
- ✓ Conflict resolution and negotiating.
- ✓ Improving leadership and management skills.
- ✓ Public speaking skills.

Techniques for effective communication at work: the important of communication is becoming greater, while we spend a lot of time and effort on the skills and we need to do our job, such as accounting & finance skills, marketing skills, strategic development skills, improving communication at work requires strong interactive communication skills and we don't seem to put as much effort in to these as we should to be effective.

Four common skills to become more effective at work

- 1. Organizing your thoughts:** - Think about what you want to say before you say it.
- 2. Observe those around you:-** If you are new to a company or department ,observe the workplace culture. Notice that:-
 - How everyone interacts with one another,
 - How they respond ,and
 - How they approach others.
- 3. React appropriately:** if someone puts you on the spot and you are not sure what to say. Instead of feeling under pressure to say what first come to mind take some time to consider your response, it's natural to want to answer right away and it take some practice to stop and think about your response.
- 4. Body language:** Try to be aware of what your body is saying, you don't want it to give yourself away.

Factors/skills evaluated in real workplace:

- ✓ Oral communication
- ✓ Self-motivation
- ✓ Problem solving
- ✓ Decision making
- ✓ Leadership
- ✓ Human relations
- ✓ Team work

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- ✓ Work experience
- ✓ Time management
- ✓ Personal appearance
- ✓ Written communication
- ✓ Academic performance
- ✓ Creativity
- ✓ Delegation
- ✓ Multilingual ability

Writing effective company memos is an acquired skill/with some artistic components that frequently distinguishes the great manner inside a company.

Effective internal/memos is that they communicate much in a small amount.

What is the difference between internal and external communication?

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

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

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

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



Company policies & procedures

What are Policies and Procedures?



Policies and procedures go hand-in-hand but are not interchangeable.

A **policy** is a set of general guidelines that outline the organization's plan for tackling an issue. Policies communicate the connection between the organization's vision and values and its day-to-day operations.

A **procedure** explains a specific action plan for carrying out a policy. Procedures tells employees how to deal with a situation and when.

Using policies and procedures together gives employees a well-rounded view of their workplace. They know the type of culture that the organization is striving for, what behavior is expected of them and how to achieve both of these.

The Importance of Policies and Procedures

Regardless of your organization's size, developing formal policies and procedures can make it run much more smoothly and efficiently. They communicate the values and vision of the

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organization, ensuring employees understand exactly what is expected of them in certain situations.

Because both individual and team responsibilities are clearly documented, there is no need for trial-and-error or micromanaging. Upon reading the workplace policies and procedures, employees should clearly understand how to approach their jobs.

Formal policies and procedures save time and stress when handling HR issues. The absence of written policies results in unnecessary time and effort spent trying to agree on a course of action. With strict guidelines already in place, employees simply have to follow the procedures and managers just have to enforce the policies.

Implementing these documents also improves the way an organization looks from the outside. Formal policies and procedures help to ensure your company complies with relevant regulations. They also demonstrate that organizations are efficient, professional and stable. This can lead to stronger business relationships and a better public reputation.

How to Develop Policies and Procedures in the Workplace

When creating a policy or procedure for your workplace, start by reviewing the mission statement, vision and values. According to the New South Wales Government Industrial Relations, “a workplace policy should:

- set out the aim of the policy
- explain why the policy was developed
- list who the policy applies to
- set out what is acceptable or unacceptable behavior
- set out the consequences of not complying with the policy
- provide a date when the policy was developed or updated”



Once you implement your policies and procedures, the next step is to inform and train employees on them. You can't expect employees to follow guidelines if they aren't aware of them. Be sure to schedule regular refresher training sessions, too, to keep employees on track.

Policies and procedures should not be written once and left alone for decades. Reviewing these documents regularly and updating them when necessary is key to their success. In addition to an annual review, consider updating your policies and procedures when you:

- adopt new equipment, software, etc.
- see an increase in accidents or failures on-site
- experience increased customer complaints
- have a feeling of general confusion or increased staff questions regarding day-to-day operations
- see inconsistency in employee job performance
- feel increased stress levels across the office

Why You Need to Enforce Policies and Procedures

Policies and procedures are helpful for making your workplace run more efficiently, but they are only effective if you enforce them. Enforcement of the guidelines guarantees your organization's operational procedures and decision-making processes are uniform and consistent across cases.

When you don't enforce your procedures, you put your organization at risk. If an employee or external person comes forward with an allegation against your company, having formal policies and procedures in place strengthens your case.

For example, say someone sues your organization for hiring discrimination, claiming that they were not given a job they interviewed for because they have a disability. Having an anti-discrimination policy in place is a strong piece of evidence in your defense.

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Or, say that you refuse to reimburse a first-class plane ticket an employee bought to get to a conference. Pointing out that first-class airfare is not eligible for expense reimbursement and having proof of this in your policy protects your organization from legal actions and reputation damage.

Without formal policies and procedures, your organization may not be reaching its potential. Developing and enforcing policies that reflect your workplace's values make it a better environment for all employees.

Types of Policies and Procedures Every Workplace Needs

Organizations need policies and procedures for a wide range of HR topics. Below are some of the subjects you should consider creating guidelines for.

1. Policies and Procedures for Attendance

These documents can include guidelines on tardiness, vacation time, sick leave, appointments and paid volunteer hours. You can also include the amount of notice required before booking time off. Take your corporate culture into consideration when developing these rules.

2. Policies and Procedures for Employee Conduct

This is a broad topic and may require multiple, separate policies. Including guidelines on drugs and alcohol use, smoking, performance management and discipline helps employees know what is and is not acceptable behavior at work.

3. Policies and Procedures for Use of Company Property

Employees have to use company property in order to do their jobs. Depending on your industry, this could include electronics, medical equipment, vehicles, tools and uniforms. Include guidelines on how to care for company property, as well as how much (if any) and what types of personal use are permitted using company property.

4. Policies and Procedures for Harassment and Discrimination

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Harassment and discrimination affect workplace culture. Keep employees safe and treat them fairly by developing policies and procedures that prohibit behaviors such as: Sexual harassment, bullying, verbal and physical harassment, stalking, hiring discrimination, workplace discrimination. Include information on how to report harassment and discrimination and explain that the company will not retaliate for reporting.

5. Policies and Procedures for Internet and Social Media Use

Make employees aware that any internet use at work is not private. Urge employees to limit personal internet use and ensure everything they do online in the workplace is legal, ethical and appropriate (and explain what these mean). Add guidelines about what is and is not appropriate to post on social media regarding your organization as well.

6. Policies and Procedures for Health and Safety

Protecting employees' safety and well-being should be every organization's top priority. When writing your health and safety policies, include information about how to deal with illness or injury at work, equipment safety guidelines and how to report a health or safety concern. Also include procedures to follow in the event of a fire or natural disaster.

7. Policies and Procedures for Expenses

If your employees travel or purchase things for work, having an expense reimbursement policy in place is essential. Explain what types of expenses are acceptable for reimbursement (airfare class, transportation, meals, etc.). Include procedures on how to submit a reimbursement claim.

Organization manuals

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

The complex relationship in the organization is clearly understood. An organizational manual also provides uniformity and consistency in the procedures and practices. It provides detailed procedures for providing training to new employees and refresher courses to others. The manuals are periodically reviewed and changed whenever major policies are changed or

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there is a need for such action. Manuals also help in delegation of authority and management by exception.

Types of Manuals:

Manual may be classified under various heads.

Some of the types are given as follows:

1. Policy Manual:

This manual contains policy decisions, resolutions and guidelines given by the management. It gives the scope and limitations within which various policies should operate. The persons concerned with the implementation of policies get proper guidelines and try to ensure the implementation of every bit of it. Manuals also provide the course of action to be adopted for implementing policies.

2. Organization Manual:

This manual gives a detailed account of the organization. The authority and responsibility of every person is given in detail. It avoids confusion and conflicts among various persons. The extent of authority and the relationship of executives is explained in this manual. The extent of span of management and delegation of authority are facilitated by a properly drawn manual.

3. Rules and Regulations Manual:

It contains various rules and regulations followed in the company. The day-to-day working of the enterprise is greatly facilitated. The employees get information about working conditions, admissible holidays, procedure for getting leaves sanctioned, the facility and procedure for availing medical facilities, the use of canteen, library, etc.

4. Departmental Manual:

Separate manuals are prepared for different departments. A departmental manual gives full details about the working of a department. It will show organization of the department, relationship among various persons in the department including their authority and responsibility, rules and procedures followed for undertaking various tasks, inter-departmental relationship, etc. Departmental manual helps in the smooth working of a department.

Advantages of Manuals:

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Organizational manuals have the following advantages:

1. Written Information:

An organizational manual provides written record of every important policy, decision and procedure. There will be no confusion about authority and responsibility. There will not be any scope for misunderstanding about anything.

2. Helpful in Day-to-Day Working:

A manual contains details of rules, procedures and regulations which help employees to understand the working of the enterprise. The employees will easily follow the routine after reading the manual and it will smoothen the day-to-day working.

3. Avoiding Conflicts:

Organization clears authority relationship among various persons and it helps in avoiding jurisdictional conflicts. In the absence of this manual there is every likelihood of confusion over some work. There may also be a duplication of work.

4. Helpful to New Employees:

The new employees are able to understand the working of the enterprise. They will quickly start following various rules and procedures. They also learn the responsibilities of their jobs and their relationship with other jobs.

5. Quick Decisions:

When all directions and instructions are available in writing then decision taking becomes quick. The persons required to take decisions are clear about their powers and decision taking becomes easy under such situations.

Drawbacks of Manuals:

The manuals suffer from the following drawbacks:

1. Expensive:

The compilation of manuals requires much costs. The manual being expensive, small-scale concerns cannot even afford them.

2. Time Consuming:

Preparation of various manuals is a time-consuming process. Moreover, these require a constant review which again takes too much time.

3. Rigidity:

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When written guides, instructions and procedures are available then there is hardly any scope for variation. One has to follow standard prescribed procedures in completing a task. There is no scope for discretion and initiative.

4. Embarrassing:

Some relationships are such which people will not like to put in black and white. It becomes embarrassing in revealing such relationships.

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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below**1. Short answer.(3point each)**

1. What are the Keys to help successful workplace communication?
2. What is the difference between internal and external communication?
3. What are the Importance of Policies and Procedures?
4. What are the types of manuals?
5. What are the Drawbacks of Manuals?
6. Types of Policies and Procedures Every Workplace Needs?



Information Sheet-2

Reading and interpreting written notices and instructions

2.1 Reading and interpreting work place notices



Written workplace notices and instructions are read and interpreted correctly:

Reading

Reading refers to reading material that is in the form of sentences or paragraphs.

It generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports or journals.

Reading includes:

- forms and labels if they contain *at least one paragraph*
- print and non-print media (for example, text on computer screens and microfiche)
- paragraph-length text in charts, tables and graphs



Writing

Writing includes:

- writing texts and writing in documents (for example, filling in forms)
- non-paper-based writing (for example, typing on a computer)

Document Use

Document Use refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics (eg. line, colour, shape) are given meaning by their spatial arrangement. For example, graphs, lists, tables, blueprints, schematics, drawings, signs and labels are documents used in the world of work.

Document Use includes:

- print and non-print media (for example, computer screen or microfiche documents, equipment gauges, clocks and flags)
- reading/interpreting and writing/completing/producing of documents-these two uses of documents often occur simultaneously as part of the same task, e.g., completing a form, checking off items on a list of tasks, plotting information on a graph, and entering information on an activity schedule

Numeracy

Numeracy refers to the workers' use of numbers and their being required thinking in quantitative terms.

Computer Use

Computer Use indicates the variety and complexity of computer use within the occupational group.



Thinking

Thinking differentiates between six different types of interconnected cognitive functions:

- problem solving;
- decision making;
- critical thinking;
- job task planning and organizing;
- significant use of memory; and
- Finding information.

Oral Communication

Oral Communication pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group.

Working with Others



Examines the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others? Do they have to have the self-discipline to meet work targets while working alone?

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Description of Work Context

This description, in the form of an untitled paragraph at the beginning of the Working with Others section in each Essential Skills Profile, outlines the ways in which workers interact with one another to carry out their tasks. This section covers four types of work contexts. Knowing whether workers work alone, independently, with partners or as team members will help readers understand the skills workers use in their jobs.

As well, this section provides an idea of the variety of work interactions found within an occupational group. Workers may work independently most of the time, but work with partners in certain circumstances. For example, "Longshoremen work independently when operating forklifts in the yards but work with partners to load cargo into the hold of a ship."

Types of Work Contexts

Work alone

Employees work alone providing products or information on progress to others.

Home-based production workers work alone within their home environments.

Work independently

Workers are not physically alone but work independently, co-coordinating their work with that of others.

Receptionists in a large office and production line workers with responsibility for a very specific part of the process are in physical environments that include other workers. However, they work essentially on their own.



Work jointly with a partner or helper

One worker co-ordinates and co-operates with only one other co-worker at a time.

A tradesperson works with an apprentice.

A dental assistant works with a dentist.

Work as a member of a team

A team is a group of workers who produce a product or accomplish a task through combined effort and organized co-operation.

Members of a film crew work together to create a feature film or documentary.

Continuous Learning

Continuous Learning examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge.

Continuous Learning tests the hypothesis that more and more jobs require continuous upgrading, and that all workers must continue learning in order to keep or to grow with their jobs. If this is true, then the following will become Essential Skills:

- knowing how to learn;
- understanding one's own learning style; and
- Knowing how to gain access to a variety of materials, resources and learning opportunities.

Description of Learning

This description, in the form of an untitled paragraph at the beginning of the Continuous Learning section in each Essential Skills Profile, outlines the ongoing learning or skills upgrading that are required in the occupational group. This description may include the following types of learning:

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- training in job-related health and safety;
- obtaining and updating credentials; and
- Learning about new equipment, procedures, products and services.

The type of written communication will depend on the area you work in and on your job tasks. Communication by post seems to have been banned with advancement of e-mail technology, but there are still some forms of communication that are better addressed through the older, 'snail mail' route. A personal letter or glossy brochure is often more effective for customers who prefer a one to one approach. Notwithstanding that, email is fast becoming the primary means of communication, not just between individuals on a social level, but within businesses.

Within the workplace, whether sending an internal or external email, it is important that the message is constructed in a professional manner to give the correct impression on those receiving it. Poorly worded or constructed emails can render an incorrect message, or give out the wrong tone.

Clearly email does not convey facial signals, and therefore messages written with one intent can often be read as the opposite. Emails are also retained much longer than paper documents, so any negative impression given can be lasting and irreparable. There are a few major do's and don'ts that will help ensure you are a successful email communicator:

DO

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- Do always read, then re-read an email before sending it, to check spelling, grammar and tone.
- Do ensure that the content of the email is relevant and has an appropriate subject heading.
- Do ensure that contact details are appended to the email, so that those reading it can contact the sender if required.
- Do be polite in all emails.
- Do scan any attachments for viruses before sending the email.
- Do be concise, use valid points and avoid lengthy ramblings.

DON'T

- Don't reply to a message when angry, as this may be regrettable later.
- Don't type in capitals; this is considered to be shouting.
- Don't cc the email to anyone to whom it is not relevant.
- Don't send unsuitable attachments, as this could provoke complaints.
- Don't make personal remarks about anyone in an email. This is extremely unprofessional.
- Don't use email to discuss confidential information; it is not as secure as commonly perceived

Remember that communicating via email is basically the same as communicating by distance without the benefits of the spoken word (like the telephone). Communicating by distance can create unique problems. Generally speaking, good email etiquette will help avoid any problems. Always check your email with the receiver in mind and most important, remember that once you press the send button the message can't be taken back. Remember the common saying to "think before you speak" Nothing has changed, with email – you just need to "think before you send".

Apart from email there are many other forms of written communication used in the workplace.

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These may include:

- ❖ letters and faxes
- ❖ forms, reports and memos
- ❖ minutes and agendas for meetings
- ❖ technical manuals
- ❖ workplace policies and procedures
- ❖ workplace signs
- ❖ whiteboards and pin-up boards for notices
- ❖ task instruction

The workplace is always a professional environment. This means that each type of written communication has an expected professional standard. Some of the basic expectations are that all written communication:

- ❖ Is simple and easy to understand
- ❖ Is to the point and avoids unnecessary repetition or sentence “sprawl” (long rambling sentences)
- ❖ Avoids too many technical terms
- ❖ Avoids slang, offensive language and discriminatory, racist or sexist language

Workplace notices that are updated are often displayed on

- A whiteboard
- Pin up board or
- Placed in staff pigeon holes.

Remember that these forms of communication are very **public**, can be seen by people for whom they are not intended and can also **cause confusion if they are out of date**.

In a workplace, written notices refer to memorandum, letters, reminders, written announcement in the Bulletin Board, and posters are the most commonly used methods of communication

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1. Sample Memorandum

MEMORANDUM

TO: Mary Jones

FROM: Tom Doe
Supervisor

DATE: February 12, 20__

SUBJECT: Initial Written Warning for Poor Attendance

On January 2, in our one-on-one-staff meeting I counseled you about your absences and late arrivals to work. Since then you have been absent four Tuesdays in a row.

This pattern of attendance is unacceptable and I expect to improve your attendance immediately or else further corrective action may become necessary.

cc: departmental file

Guide Questions:

Who is the sender?

Tom Doe, Supervisor

What is the message?

Initial warning for poor attendance

What are the details?

Counseling was done regarding absences and late arrivals but still absent four Tuesdays in a row.

The supervisor expects improvement immediately or further corrective actions will be taken.

Who is the receiver?

Mary Jones



Date: August 30, 2012

To: All Employees

From: Michael Senbet
Recycling Coordinator

RE: Recycling Programs

KONJO Apparel PLC is currently doing a good job recycling. However, we could be doing better – most of the trash that comes out of a facility like ours can be recycled. Our recycling efforts are important because Adwa must meet a State-mandated goal of recycling 50% of its trash by the year 2013, or face fines of up to 10,000 Birr per day. Since businesses produce over 50% of the towns' waste, it is critical that we do our share to help the town meet the recycling goal. Recycling has an additional benefit of reducing our waste disposal expenses, which helps improve our bottom line. And of course, recycling helps preserve natural resources – every ton of paper recycled saves 17 trees!

With this in mind, I would like to remind everyone of the recycling opportunities available here at KONJO Apparel PLC. The enclosed flyer describes what can be recycled in our company's recycling program. I encourage you to read this information carefully and actively participate in the program. In addition, employees can obtain a recycling container for their work area by calling Daniel Zeru, at 043-40404. This person can also answer any questions that you have regarding the recycling program.

With everyone's participation, I am confident that we can do our part to help the City's recycling efforts.

Thank you for your assistance and participation.

2. Sample Reminder to Employees

Guide Questions:

Who is the sender?	Michael Senbet, Recycling Coordinator
What is the message all about?	Recycling Programs of KONJO Apparel PLC
Who is the receiver?	All employees of KONJO Apparel PLC

Sample Poster at the Workplace

Guide Questions:





3. Electronic mail

4. Briefing Note

What Is a Briefing Note?

A briefing note is a short note that is used to quickly and effectively provides the decision-maker the knowledge about an issue or a topic. The briefing note example is usually used by a government official or other policy maker.

What Is Included in a Briefing Note?

The purpose. A concise or a brief statement of the topics, issues, main points, and ideas are usually written here.

The conclusion. The conclusion summarizes the solution, recommendations, and advice. Many people jump directly to the conclusion so it is important that the conclusion details the key information of the briefing note.

The summary of facts. The evidence, facts, and key details are discussed here. This section also contains headings that support the purpose of a briefing note.

The Importance of a Briefing Note

- The briefing note clarifies the issue and proposed a strategic plan to resolve an issue.
- Addressed the issues and concerns in a professional and formal way
- It provides information and knowledge that are crucial to the decision-makers.
- Allows people to agree on the issue needs to be addressed and take actions to.
- Allows people to create a convenient structure for argument and problem solving and to come up with to a formal resolution.



Marketing materials

Every company needs "literature," printed pieces that do a careful and well thought-out job of presenting its products and services: catalogs, newsletters, product sheets and brochures, letterhead, business cards, presentation folders, specification sheets, case histories or application sheets, special event brochures, annual reports, manuals, technical bulletins, posters, product insert sheets, labeling, recruitment materials and so on.

With the increased availability of powerful desktop publishing systems and software, many companies decide to meet these needs internally. Resist this impulse. Your homegrown materials will betray their off-the-cuff origin to most of the people who read them. Appearance is reality in marketing, and you have to look as professional as you are. And no matter how creative you are, a commercial copywriter or graphic designer can vastly improve almost any materials created by an entrepreneur.

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Self-Check 2	Written Test
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Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below

1. Fill in the blanks: (1 point each)

- 1) Communication by post seems to have banned with advancement of -----
- 2) All ----- communications are simple and easy to understand.
- 3) Workplace notices that are updated are often displayed on a whiteboard or -----
- 4) The ----- is always a professional environment.

2. True or false: (1 point each)

- 1) All written communications are very difficult to understand.
- 2) Written communication may include letters and faxes.
- 3) A personal letter or glossy brochure is often more effective for customers who prefer a one to one approach.
- 4) Remember that communicating via email is basically the same as communicating by distance without the benefits of the spoken word (like the telephone).



3. Very short answers: (2 points each)

- 1) Before sending an e-mail what should we do?
- 2) What type of e-mail language should be preferred?
- 3) What should ensure while writing an e-mail?
- 4) While typing an e-mail in capital letters what it shows?

**Methods of following routine instruction****Routine written instructions/procedures are followed in sequence:**

Work instructions are the most basic tool used in every business or organization to help workers follow a sequence of steps. You will often need to follow specific instructions in order to complete tasks in the footwear industry.

Purpose:

- ▶ Being able to follow routine instructions effectively and efficiently will ensure that you can manage your time and plan your tasks.

Inadequate work instructions are likely to result in a variety of problems in the workplace that could range from:

- ❖ Returned products
- ❖ loss of materials
- ❖ customer complaints
- ❖ liability issues
- ❖ poor work performance



Giving and receiving instructions

Sometimes at work you will be required to **give** and **receive** instructions. Your communication skills, such as listening and questioning, will be in demand when you need to give or receive instructions. As part of your communication skills, you will need techniques to ensure that you are able to give instructions to others. Most instructions are given verbally... but the trouble is that many people give instructions very poorly.

Some of the common mistakes that people make when giving instructions:

- ▶ They think that because they understand, you should too.
- ▶ The instructions they give are not detailed enough for you to follow.
- ▶ They tell you too much at once so that you can't remember it all.
- ▶ They don't allow time for you to ask questions.
- ▶ They make you feel silly for not understanding.



A good communicator gives instructions clearly and always asks questions to check that the instructions are being clearly understood. A good communicator will not make the person feel silly for not understanding the instructions. A good communicator knows that it is worth a little extra effort and time to give instructions clearly in the first place... rather than having to fix problems later.

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Tips for giving and receiving routine workplace instruction

1. While giving routine instructions,

Tip #1 - Think Before You Speak.

When you are giving instructions to an employee or to a customer you need to think before you speak. Quickly go through the steps in your head and then deliver them to someone else.

Tip #2 - Write Down Detail Intensive Instructions

If your verbal instructions contain a lot of details that are important to the completion of the activity, then write down the steps for the person. This strategy can be used if you have a long list of items that you need an employee to get done. In this case you would want to write the list first and then explain each activity on the list to your employee.

Tip #3 - Have the Person Repeat Your Instructions

If it is important for the employee to complete the tasks in a specific order, or if you want to double check if they really understood what you were saying, then have them repeat your instructions to you.

Example:-...Did you get all of that? Can you repeat it to me so I know that we're on the same page?"

Tip #4 - Slow Down

Many people talk extremely fast when they are giving long or detailed instructions. To ensure that your employee or customer is able to comprehend and retain all of the information that you are delivering to them talk slowly.

Tip #5 - Ask for Questions

While you may think that your instructions were perfectly clear they may not have been. This is why it is important to ask the person you are communicating with if they understood you and if they have any questions.

2. While receiving routine instructions,

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How would you handle a situation where you have received unclear instructions?

You must remember that while the other person has a responsibility to communicate their instructions clearly, ultimately you are the person who needs to understand them. However, as long as you are listening effectively, you should feel confident asking the person to repeat the instructions. Having a pen and paper handy is a great idea - that way you can write down the instructions as they are given to you.

Some suggested responses you could use when someone is not communicating their instructions to you clearly.

- ✓ Can you please go through that again, one step at a time so I can follow you?
- ✓ I think I've got it - could you just show me how it's done?
- ✓ Can you just hang on a minute so I can grab a pen and paper to write these instructions down?

Following instructions

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Once you clearly understand the instructions given, you need to start following them and get the task completed. This will often require you to make decisions and set priorities. Your experience with the many different tasks you complete every day will help you to do both



Clarification is sought from workplace supervisor on all occasions when any instruction/procedure is not understood:

Supervisor, being the manager in a direct contact with the operatives, has got multifarious function to perform. The objective behind performance of these functions is to bring stability and soundness in the organization which can be secured through increase in profits which is an end result of higher productivity. Therefore, a supervisor should be concerned with performing the following functions –

1) Planning and Organizing - Supervisor's basic role is to plan the daily work schedule of the workers by guiding them the nature of their work and also dividing the work amongst the workers according to their interests, aptitudes, skills and interests.

2) Provision of working conditions - A supervisor plays an important role in the physical setting of the factory and in arranging the physical resources at right place. This involves providing proper sitting place, ventilation, lighting, water facilities etc. to workers. His main responsibility is here to provide healthy and hygienic condition to the workers.

3) Leadership and Guidance - A supervisor is the leader of workers under him. He leads the workers and influences them to work their best. He also guides the workers by fixing production targets and by providing them instruction and guidelines to achieve those targets.

4) Motivation - A supervisor plays an important role by providing different incentives to workers to perform better. There are different monetary and non-monetary incentives which can inspire the workers to work better.

5) Controlling - Controlling is an important function performed by supervisor. This will involve:

- a) Recording the actual performance against the time schedule.
- b) Checking of progress of work.
- c) Finding out deviations if any and making solutions
- d) If not independently solved, reporting it to top management.



6) Linking Pin - A supervisor proves to be a linking pin between management and workers. He communicates the policies of management to workers also passes instructions to them on behalf of management. On the other hand, he has a close contact with the workers and therefore can interact the problems, complaints, suggestions, etc to the management. In this way, he communicates workers problems and brings it to the notice of management.

7) Grievance Handling - The supervisor can handle the grievances of the workers effectively for this he has to do the following things :-

- a) He can be in direct touch with workers.
- b) By winning the confidence of the workers by solving their problems.
- c) By taking worker problems on humanitarian grounds.
- d) If he cannot tackle it independently, he can take the help and advice of management to solve it.

8) Reporting - A supervisor has got an important role to report about the cost, quality and any such output which can be responsible for increasing productivity. Factors like cost, output, performance, quality, etc can be reported continually to the management.

9) Introducing new work methods - The supervisor here has to be conscious about the environment of market and competition present. Therefore he can innovate the techniques of production. He can shift the workers into fresh schedules whenever possible. He can also try this best to keep on changing and improving to the physical environment around the workers. This will result in:

- 1) Higher productivity,
- 2) High Morale of Workers,
- 3) Satisfying working condition,
- 4) Improving human relations,
- 5) Higher Profits, and
- 6) High Stability



10) Enforcing Discipline - A supervisor can undertake many steps to maintain discipline in the concern by regulating checks and measures, strictness in orders and instructions, keeping an account of general discipline of factory, implementing penalties and punishments for the indisciplined workers. All these above steps help in improving the overall discipline of the factory.

Employee Discipline and Features of a Sound Disciplinary System

Discipline means systematically conducting the business by the organizational members who strictly adhere to the essential rules and regulations. These employees/organizational members work together as a team so as to achieve organizational mission as well as vision and they truly understand that the individual and group aims and desires must be matched so as to ensure organizational success. A disciplined employee will be organized and an organized employee will be disciplined always. Employee behaviour is the base of discipline in an organization. Discipline implies conforming with the code of conduct established by the organization. Discipline in an organization ensures productivity and efficiency. It encourages harmony and co-operation among employees as well as acts as a morale booster for the employees. In absence of discipline, there will be chaos, confusion, corruption and disobedience in an organization. In short, discipline implies obedience, orderliness and maintenance of proper subordination among employees. Work recognition, fair and equitable treatment of employees, appropriate salary structure, effective grievance handling and job-security all contribute to organizational discipline. Discipline is viewed from two angles/dimensions:

1) Positive Discipline: Positive Discipline implies discipline without punishment. The main aim is to ensure and encourage self-discipline among the employees. The employees in this case identify the group objectives as their own objectives and strive hard to achieve them. The employees follow and adhere to the rules and regulations not due to the fear of punishment but due to the inherent desire to harmonize in achieving organizational goals. Employees exercise self-control to meet these goals.



2) Negative Discipline: Employees adhere to rules and regulations in fear of punishment which may be in form of fines, penalties, demotions or transfers. In this case, the employees do not perceive organizational goals as their own goals. The action taken by the management to ensure desired standard of behaviour/code of conduct from the employees in an organization is called negative discipline. The fear of punishment prevents the employees from going off-track.

Characteristics of a Sound Disciplinary System (Red Hot Stove Rule): Discipline should be imposed without generating resentment. Mc Gregor propounded the “red hot stove rule” which says that a sound and effective disciplinary system in an organization should have the following characteristics:

1) Immediate- Just as when you touch a red hot stove, the burn is immediate, similarly the penalty for violation should be immediate/ immediate disciplinary action must be taken for violation of rules.

2) Consistent- Just as a red hot stove burns everyone in same manner; likewise, there should be high consistency in a sound disciplinary system.

3) Impersonal- Just as a person is burned because he touches the red hot stove and not because of any personal feelings, likewise, impersonality should be maintained by refraining from personal or subjective feelings.

4) Prior warning and notice- Just as an individual has a warning when he moves closer to the stove that he would be burned on touching it, likewise, a sound disciplinary system should give advance warning to the employees as to the implications of not conforming to the standards of behaviour/code of conduct in an organization.

In short, a sound disciplinary system presupposes:

1) Acquaintance/Knowledge of rules- The employees should be well aware of the desired code of conduct/ standards of behaviour in the organization. This code of discipline should be published in employee handbook.



2) Timely action- Timely enquiry should be conducted for breaking the code of conduct in an organization. The more later the enquiry is made, the more forgetful one becomes and the more he feels that punishment is not deserved.

3) Fair and just action- There should be same punishment for same offence/ misconduct. There should be no favouritism. Discipline should be uniformly enforced always.

4) Positive approach- The disciplinary system should be preventive and not punitive. Concentrate on preventing misconduct and not on imposing penalties. The employees should not only be explained the reason for actions taken against them but also how such fines and penalties can be avoided in future.

Types of Penalties for Misconduct/Indiscipline: For not following the standards of behavior/code of conduct in an organization, there are two kinds of penalties categorized as:

a) Major penalties- This includes demotion, dismissal, transfer, discharge, withholding increments, etc.

b) Minor penalties- This includes oral warning, written warning, fines, loss of privileges, etc.



Self-Check 3	Written Test
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Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks: (1 point each)

- 1) ----- are the most basic tool used in every business or organization to help workers follow a sequence of steps.
- 2) When you are giving instructions to an employee or to a customer you need to think before you ----- .
- 3) Being able to follow routine instructions effectively and ----- will ensure that you can manage your time and plan your tasks.
- 4) Think Before You -----.

True or False: (1 point each)

- 1) Sometimes at work you will be required to give and receive instructions.
- 2) When you are giving instructions to an employee or to a customer you need to think before you speak.
- 3) Customer complaints are not the result of the inadequate work instructions.
- 4) Poor work performance is not the result of the inadequate work instructions.



Short answer questions: (2 points each)

- 1) Write the purpose of following routine instruction effectively and efficiently in the work place.
- 2) What will be the result of inadequate work instruction?
- 3) What are the common mistakes that people make when giving instruction?
- 4) Write the tips for giving routine instruction?



Information Sheet 4

giving feedback to workplace supervisor accordance with instruction

Instructions in case of need supervision

A work instruction is a tool provided to help someone to do a job correctly. This simple statement implies that the purpose of the work instruction is quality and that the target user is the worker.

Unfortunately, in many workplaces, today's work instructions have little connection with this fundamental focus.

The person who uses the work instruction has become an afterthought in favor of satisfying a licensing or certifying body.

If work instructions are to be practical quality tools, the worker must at least share focus with the supervisor. This shift in emphasis does not require removal of the licensing and certification information that has been added to instructions. However, the procedure portion of the work instructions can be improved, often significantly, by appropriate consideration of the worker.

- ✓ Workers learn quickly to spot the usable portions of the work instructions and apply the appropriate material on the job.
- ✓ As a first step in judging the overall effectiveness of work instructions, managers and /or supervisors can examine their work instructions against work achievement.



Self-Check 1		Written Test
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Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below

1. Fill in the blanks: (4point each)

1. A ----- is a tool provided to help someone to do a job correctly.

Short answer. (4 point each)

1. Explain about work instruction.



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