Ethiopian TVET-System

BASIC CLERICAL WORKS

LEVEL-I

Based on August 2012GC Occupational standard

Module Title: Receiving and responding to workplace Communication

TTLM Code: EIS BCW1TTLM 01 2019

This module includes the following Learning Guides

LG-1- Follow routine spoken messages

LG Code: EIS BCW1 M01 LO1 LG-01

LG-2 - Perform workplace duties following written notices

LG Code: EIS BCW1 M01 LO2 LG-02

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

- gathering the required information
- Recording instructions/information
- Acting up on instruction/information
- Seeking clarification from workplace supervisor
- handling verbal and written communications

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

- gather the required information
- Record instructions/information
- Act up on instruction/information
- Seek clarification from workplace supervisor
- handle verbal and written communications

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 20.
3. Read the information written in the "Information Sheets 2". Try to understand what are being discussed. Ask your teacher for assistance if you have hard time understanding them.
4. Accomplish the "Self-check 2" **in page -.**
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You have to get the key answer only after you finished answering the Self-check 2).
6. If you earned a satisfactory evaluation proceed to "Information Sheet 3". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #2.
7. Submit your accomplished Self-check. This will form part of your training portfolio.

1.1 Definition of Information

Information is data that is:

    (1) Accurate and timely,

    (2) Specific and organized for a purpose,

    (3) Presented within a context that gives it meaning and relevance, and

    (4) Can lead to an increase in understanding and decrease in uncertainty.

Information is valuable because it can affect behavior, a decision, or an outcome. For example, if a manager is told his/her company's net profit decreased in the past month, he/she may use this information as a reason to cut financial spending for the next month. A piece of information is considered valueless if, after receiving it, things remain unchanged.

Information can be thought of as the resolution of uncertainty; it is that which answers the question of "what an entity is" and thus defines both its essence and nature of its characteristics. It is associated with data, as data represents values attributed to parameters, and information is data in context and with meaning attached.[1] Information relates also to knowledge, as knowledge signifies understanding of an abstract or concrete concept.

In terms of communication, information is expressed either as the content of a message or through direct or indirect observation. That which is **perceived** can be construed as a message in its own right, and in that sense, information is always conveyed as the content of a message.

Information can be **encoded** into various forms for transmission and **interpretation** (for example, information may be encoded into a sequence of signs, or transmitted via a signal). It can also be encrypted for safe storage and communication.

The uncertainty of an event is measured by its probability of occurrence and is inversely proportional to that. The more uncertain an event, the more information is required to resolve uncertainty of that event.

The concept of *information* has different meanings in different contexts. Thus the concept becomes related to notions of constraint, communication, control, data, form, education,

knowledge, meaning, understanding, mental stimuli, pattern, perception, representation, (From Wikipedia, the free encyclopedia.

There are many ways to get **information**. The most common one is:

a. Research methods which are, literature searches
b. Talking with people,
c. Focus groups
d. Personal interviews
e. Telephone surveys,
f. Mail surveys,
g. Email surveys,
h. Internet surveys.

1.2. Classification of types of Information

Buck (1983) provides a useful classification of types of information that can be displayed to users.

1. Instructions
2. Command
3. Advisory
4. Answers
5. Historical
6. Predictive.

Each of these types of information can, in theory, be provided on most types of displays. However, some lend themselves better to one form of display rather than another. The characteristics of each of these types can now be briefly discussed. The particular forms of technology that can be used to implement them will be discussed in more detail in a later section.

1**. Instructions** refer to information that guides behavior in a particular way. In other words, it supports performance to carry out a task by prompting on what to do and when to do it.

2. Command messages give a very straightforward statement on what is or what is not permitted. 'Do not enter', 'do not smoke', 'do not eat or drink', are examples of command messages.

3.Advisory messages are somewhat watered down versions of command messages. In some cases, these will be recommendations to avoid a situation, at

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other times they would be information allowing for the preparation or planning of particular activities

4. Answers information may be provided in response to a particular enquiry that has been made gauges.

5.Historicaldisplays are used to look back at the state of a variable over a period of minutes, hours, days or even years

6.Predictive displays are much more specialized, but increasingly found in complex processes. In the same way that historical data support performance in making a judgment based on the current value, predictive information enables examination of the current value and indicates any likely change in the future. Predictor displays enable better control over vehicles, typically at sea or airborne, and enable smoother transitions from one state to another.

Self-Check –1	**Written Test**

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

Note: **Satisfactory rating - 5 points**   **Unsatisfactory - below 5 points**

Answer Sheet

Score = _____

Rating: _____

Multiple Choice

_____1. Which one of the following is not the means to get information?

  A. Telephone   B. Email   C. Letter   D. none

_____2. Gives a very straight forward statement for what is permitted or not permitted:

  A. Advice Message   B. Answers   C. Command Message   D. all   E. none

Name: _____   Date: _____

Information Sheet-2	Recording instructions/information

2.1 .Records

Records are specialized forms of information. Essentially, records are information produced consciously or as by-products of business activities or transactions and retained because of their value. Primarily, their value is as evidence of the activities of the organization but they may also be retained for their informational value. Sound **records management** ensures that the integrity of records is preserved for as long as they are required.

The international standard on records management, ISO 15489, defines records as "information created, received, and maintained as evidence and information by an organization or person, in pursuance of legal obligations or in the transaction of business" The International Committee on Archives (ICA) Committee on electronic records defined a record as, "recorded information produced or received in the initiation, conduct or completion of an institutional or individual activity and that comprises content, context and structure sufficient to provide evidence of the activity".

Records may be maintained to retain corporate memory of the organization or to meet legal, fiscal or accountability requirements imposed on the organization. Willis expressed the view that sound management of business records and information delivered "...six key requirements for good corporate governance...transparency; accountability; due process; compliance; meeting statutory and common law requirements; and security of personal and corporate information

2.2.Instructions

-detailed information about how something should be done or operated.

1. The act, practice, or profession of instructing: math instruction.

2. Instruction can be in the form of:

a. Imparted knowledge: We sought further instruction in a more advanced class.

b. An imparted or acquired item of knowledge: The judge gave the jury an instruction in how the law defines an accomplice.

3. Often **instructions** an authoritative direction to be obeyed; an order: had instructions to be home   by mid-night or detailed directions about how to do something: read the instructions for assembly.

4. *Computers* a sequence of bits that tells a central processing unit to perform a particular operation and can contain data to be used in the operation.

Directions, orders, or recommended rules for guidance, use, etc

5. (Law) *law* the facts and details relating to a case given by a client to his solicitor or by a solicitor to a barrister with directions to conduct the case: to take instructions.

1.3. Gathering Information

Gathering is the act of **collecting** different kinds of **information** against the targeted victim or system ... There are various tools, techniques, and websites including public sources such as Who is, that look up that can help hackers to **gather information**.

1.3.1.Methods of Gathering Information

1. Conduct interviews.
2. Identify and study statistics.
3. Send questionnaires out to employees, customers, or other people concerned with the problem.
4. Conduct technical experiments.
5. Observe the procedures or processes in question first hand.
6. Create focus groups to discuss the problem.

We all have different ways of recording information etc.:

- Cards with notes.
- Photocopied articles with text highlighted with notes.
- Laptops, etc.

Research logs can be simply keeping a notebook with any kind of comments you have about anything related to your project. The log can also be more structured. For example, you may have sections on:

- searches tried
- methods for analysis
- relevant considerations

- problems

It is a valuable part of your project. In it you document insights *as you have them* (you may not remember them later). These can be daily entries, or comments you enter whenever you do anything on your project. A good idea is to date when you write something down.

1.4. Responding to Guidance and Direction

1. **React** vs **Respond**. ...
2. Follow procedures. ...
3. Ask for help, **directions** and **instructions**. ...
4. Determine who to ask for help. ...
5. Think about how to ask for help. ...
6. Ask for help, **directions** or **instructions**. ...
7. Listen to the response. ...
8. Repeat the response back.

Overall, positive communication and listening are essential when giving and taking instructions. For some jobs, following step-by-step directions is pertinent, but in the case of working in an office, warehouse, restaurant, etc., learning how to provide direction properly and knowing how to take direction make for a smoother and more productive work environment.

Self-Check –2	Written Test

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

Note: **Satisfactory rating - 5 points   Unsatisfactory - below 5 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

1. **List at least four types of responding to guidance and direction**

   Think about how to ask for help

Information Sheet-3	Acting up on instruction/information

3.1. Act upon Instruction

If you're a boss, supervisor or manager, you're probably used to giving a lot of directions at work. But if you're not, you may be someone who mostly takes instructions from others. To get a task done properly, there are a few things we can all do to give and follow directions more effectively.

3.1.1. Tips on giving directions:

1. **Provide context and be specific:** Give all the details. Provide any background to help that person better understand the task at hand. Try your best to be as detailed as you can, especially when you have a set idea about how the task should be done.

2. **Ask politely rather than barking orders:** Tone of voice can change everything, especially when telling someone what to do. Speak at a reasonable volume and use kind, respectful words. Try to avoid negative language and don't forget to say "please."

3. **Offer the other person the opportunity to ask questions:** Whenever the one receiving the task is unsure, it's important that you allow him time to ask questions. The better he understands what to do, the greater chance for a successful outcome.

4. **Resist any urge to micromanage:** If you give directions properly, you should not feel the need to oversee or micromanage. Instill faith in your task-doer by letting him do things without you to the best of his ability. Provide positive feedback and appropriate gratitude: When the task is complete, be sure to affirm the person. This makes your team member feel respected and trusted. And give clear, helpful feedback or constructive criticism if the task was done improperly.

3.1.2. Tips on taking directions and fulfilling tasks:

1. **Actively listen:** Try to listen intently, not just hear. When you actively listen, you can better understand what you need to do. Here's a trick that may help: pretend that there is going to be a quiz after the conversation. Visually think about what's being said and maybe even repeat it in your head.

2. **Take notes:** Instead of trying to remember everything, write it down. There's nothing wrong with keeping notes; it shows that you are prepared, organized and want to do the job correctly.

3. **Ask questions:** If you are even slightly unsure of what you are being asked to do, don't be afraid to question. Make sure the other person allows you the chance to find out all the needed details to move forward.

4. **Respond with a good attitude:** Just as the person giving directions needs to speak respectfully, it's important to respond respectfully. If you go into the conversation with a bad attitude, it's likely that performing the task will be much more challenging.

5. **Before starting the task, make a checklist:** Whenever there is a job that requires multiple steps, try organizing a to-do list. Check things off as you go to make sure you don't miss anything. Then when you're done, be sure to review your work.

Self-Check –3	Written Test

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

Note: **Satisfactory rating - 5 points**   **Unsatisfactory - below 5 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

1. **Write instructions to follow instruction**

1. **BOOKS**
2. **WEB ADDRESSES (PUTTING LINKS)**

Information Sheet-4	• Seeking clarification from workplace supervisor

Concept of Clarification

"I don't get it."

No one likes to say those words for fear of sounding slow on the uptake. And yet, we all have times in our personal and professional lives when we don't thoroughly understand what someone else is trying to tell us. How do you ask for clarification?

Here's a tip: Want to make sure your writing always looks great? Grammatically can save you from misspellings, grammatical and punctuation mistakes, and other writing issues on all your favorite

Tips for asking for clarification

Some time in your elementary school life, you may have had a teacher who said, "The only stupid question is the one you don't ask." That stock teacher phrase couldn't make things any clearer—it's okay to ask for an explanation if you don't understand. In fact, guessing and getting it wrong is more likely to cause problems than politely asking for more info. Asking for clarification shows that you're attentive and that you care enough to make sure you thoroughly understand what you've been told.

There are a few simple steps to follow when you're looking for further explanation.

- **Admit you need clarification.** Admitting you need more information makes the next step much easier for the person you ask. Don't be vague, simply state that you don't understand.
- **Don't blame the other person.** Own your confusion. Don't say anything that sounds accusatory. You'll get a much better response from, "Would you explain that to me again?" than "That was as clear as mud!"
- **Summarize.** If the conversation has been a lengthy or complex one, it can be helpful to give the other person a summary of what's taken place up to this point.
- **Be specific.** If there's a specific thing that's unclear to you, name it. Don't make the other person flail around trying to figure out what you do understand and what you don't..

Self-Check –4	Written Test

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

Note: **Satisfactory rating - 5 points**   **Unsatisfactory - below 5 points**

Answer Sheet

Score = _____
Rating: _____

Name: _____   Date: _____

Short Answer Questions

1. What are the steps to follow when you're looking for further explanation?

List of Reference Materials

1. BOOKS

2. WEB ADDRESSES (PUTTING LINKS)

https://www.grammarly.com › blog › how-to-ask-for-clarification

Information Sheet-5	handling verbal and written communications

5.1. Introduction to communication

5.1.1. Definition of Communication:

-   Literally to communicate means to inform, to tell, to show or to spread information.
-   Communication is a process in which people share information, ideas and feelings.
-   Communication is an attempt to effect exchange of messages, ideas, or opinion between minds.(always involves at least two bodies, sender and receiver)

- Communication is the process of exchanging/sharing information by speaking, writing or other methods. It is the process by which information and human attitudes are exchanged with others.
- Communication is an intercourse by words, letters, symbols or messages and is a way in which one organization member shares meaning and understanding with another.
- Communication **skill** refers to the various written, oral and nonverbal skills that senders and receivers need to be equipped with to promote effective exchange of information at the work place.

5.2.The purpose of communication

The purposes of oral and written communications and some of the media commonly used for their transmission in an office are:

- to inform
- to persuade
- to evaluate
- to instruct
- to meet human and cultural need

5.3 The difference between "communication" and "information

Communication is different from information: communication is active interaction while information is an isolated action.

5.3.1. In the case of 'information:

- It is the transmission of a message from a sender to a receiver; the content of the message refers to "objective "facts and it codified independently from the human relationship between the informer and the informed..
- The whole message is codified through a conventional system of sign and composition rules.
- The message is sent intentionally by the sender who expects an obtainable results.

5.3.2. In the case ofcommunication:

- It is a bi-directional sequence of transmission of messages where the counterparts are both "senders and receivers";

- The meaning of these messages can be understood only in the context of the actual interaction of the communicators.

- besides the message codified through a "conventional" language the communicating actors send also a series of message codified "naturally" (e.g. body language) that clarify the relational content of the human relationship between the counterparts: viz. the tone of the voice, the rhythm of the sentence, the physical postures, etc. constitute clusters of information that organize the linguistic messages and propose an interpretation modality of the relationship.

- Not all messages are transmitted consciously (body may speak differently from what we expect);

- The results of communication can be pre-planned by the actors before the communication is undertaken, because results depend on the other's choices; (e.g. the voice can reveal anxiety and may prompt unexpected results of hostility, etc.)

5.4 Elements of communication process

The communication process involves the following elements:

1. **Message is**:
   - Verbal or nonverbal symbol that each communicate or conveys.
   - Idea thought, need or information that an individual hopes to transmit.
   - The sender encodes the information before sending it to the receiver. **Encoding** is the process of converting ideas into communicable codes. (encoding may involve writing, spoken words, body language, printed words, facial expression or gestures of the body)

2. **Sender/source/communicator**:
   - is the person or a generalized source sending a message
   - by initiating the message the sender attempts to achieve understanding and a change in the behavior of the receiver.

3. **Receiver/audience/decoder**
   - A person who is supposed to receive the information.

- If the message does not reach the receiver, communication cannot said to have taken place.
- The process by which the receiver draws meanings from the symbols encoded by the sender is called decoding. For a message to be understood the receiver must interpret words, signs and gestures in essentially the same manner as intended by the sender.

4. **Channel/medium**

- Is the vehicle, medium, or form in which a message travels.
- Is the link that connect the sender and the receiver
- The channel selected must be fitted to the receiver so that it provides the greatest accuracy of the message.

5. **Feedback**

- Is the message sent in response to the initial message
- A response from a person who has received a message
- Since communication is a two way process the sender must know that the message is received and understood. This knowledge is provided by the receiver through feedback.
- Is a reversal of the communication process in which a reaction to the sender's message is expressed?
- The greater the feedback, the more effective the communication process is likely to be.

6. **Noise**

- An interference/disturbance that keeps a message from being understood or accurately interpreted
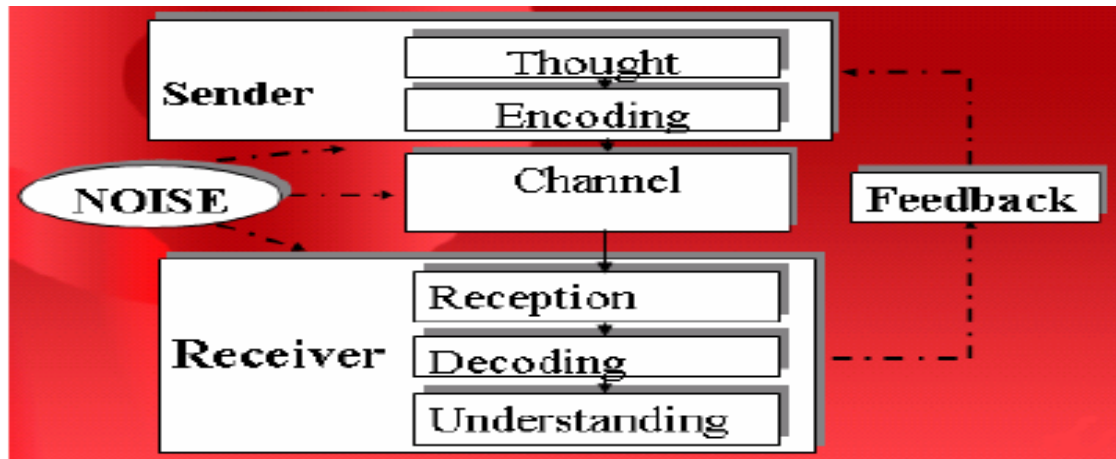- Can be physical or psychological

7. **Physical**:

- People talking loudly, poor grammar of the sender, too bright or too dim air in the room…

8. **Psychological:**

- day dreaming, feeling,….(occurs in the mind of the sender or the receiver)

5.5. Verbal and Written Communication

5.5.1. Verbal Communication

There are some basic "rules" to participate in successful spoken messages and verbal communication instructions:

• speak clearly and listen carefully to ensure information is understood

• ask questions and confirm the meaning of information to avoid misunderstandings

• maintain communication processes and follow instructions and procedures with all appropriate people, to assist flow of work activities

• Use workplace approved equipment and processes to convey information

Verbal communication in the workplace can include:

• shift handovers

•Loudspeaker announcements

• Telephone / radio transmissions

• Meetings

• Informal and formal discussions

In all cases the sender should ensure verbal communication is clear, concise and professional with attention to cultural differences.

The receiver should give appropriate feedback, listen actively and clarify any areas of uncertainty.

Some facts to remember when **communicating verbally** are that:

• The sender's perception of the message can be different from that of the receiver.

• The self-esteem of both the sender and receiver can affect the perception of what is said and how it is said.

• The attitudes of both the sender and receiver can affect what is said and how it is received.

• The environment in which the communication is taking place can significantly affect communication. To communicate well you must be able to hear/understand properly.

Make sure that in all communications you achieve the following basic standards.

1. Provide clear information

If your communication isn't complete and accurate, it can cause confusion instead of clarity. Carefully plan your communication to be sure you are passing along the correct information and the right amount, so those you are communicating with understand what you want to say.

5.7. The formal communication network

- institutionally determined by the management
- is based on the chain of command
- follows the line of authority from the top of the organization to the bottom
- reports, letters, records, and other forms that supply working information such as orders and instructions and messages to the various
- used to transmit official messages, policies, procedures, directives and job instruction
- adopts three directions: downward, upward and horizontal

5.8. The Informal Communication Net Work

- is made up of thousands of personal communication that take place in any organization

- follow no set of pattern

5.9. Non- verbal communication

5.9.1. Definition of non-verbal communication

-is a wordless form of communication and is realized through various non - verbal skills. These induce body language (hand gesture, facial expression, mime touch, posture) dresses and grooming, numbers, pictures, color etc.

-it is the process of communication through **sending** and **receiving** wordless messages.

-**Non-verbal communication** describes all intentional and unintentional messages that are not written or spoken.

-Such messages can be communicated through gestures object communications speech and written texts such as handwriting style spatial arrangement of words, or the use of emotions

NB The most important thing in communication is to hear what is not being said (Peter Drucker ,2009)

The popular aphorism "Actions speak louder than words" holds a great deal of meaning when it comes to understanding the essence of non-verbal communication.

5.9.2. Characteristics of non-verbal communication

Nonverbal messages:

1. Convey feeling: up to 93% of emotional meaning is communicated non-verbally

2. Form relationships: Establish the nature of relationship

3. Express truth: nonverbal cues may leak feelings.

4. Contextual: Conveys relational information (emotions and feelings), depending on the circumstances or context in which it occurs.

5. Culture Bound: Non-verbal cues and messages that work in one culture may not work in another. Each culture provides it is members with a code of behavior that is acceptable in different situations.

6. Gender bound.

5.9.3. Functions of non-verbal communication

- ➢ **Interaction of verbal and non-verbal communication**

  The total message contains the spoken words and the non-verbal communication. Non-verbal communication adds meaning, modifies or changes the spoken words in six ways.

- ➢ **Repeating**: Using non-verbal messages to follow up and reiterate verbal messages.

- ➢ **Substituting**: Using non-verbal messages to replace verbal messages.

- ➢ **Complementing:** Non-verbal messages that enrich the meaning of verbal messages.

- ➢ **Regulating:** Using non-verbal messages to control the interaction patterns of a conversation.

- ➢ **Accenting**: Emphasizing parts of verbal messages.

- ➢ **contradicting**; when non-verbal messages are incongruent with verbal messages

5.10.Identifying work place communication procedures

5.10.1. Communication network and lines of communication of the organization

- ➢ **A network of communication** represents pattern of contacts among the members of the organization. A channel of communication is a **path** through which messages are transmitted from the sender to the receiver. The Communication network may be classified as **formal** and **informal network**

- ➢ **Line of communication** is described as the line through which communication flows from sender toreceiver.

The three basic lines of communication are:

1. Upward communication
2. Down ward communication
3. Horizontal communication

1. **Upward communication** It is the line of communication in which information/message flows from lower to upper position/ level of hierarchy in the

organization. **Example:** reports of an activity done, request/questions, complaints from lower level to higher level of the hierarchy…

2. **Down ward communication :-** In this line of communication information like rules, principles, procedures & instructions flow from top manager to middle manager or supervisor in the hierarchy of organizational communication.

3. **Lateral/ Horizontal communication** It deals with exchange of information horizontally b/n the two or

5.10.2.The purposes of oral and written communications and some of the media commonly used for their transmission in an office are:

- o to inform
- o to persuade
- o to evaluate
- o to instruct
- o to meet human and cultural need

4. More parties of the same position/hierarchy.

5.11.Draft routine correspondence (written information)

5.11.1.Overview of Business Correspondence

Business correspondence is defined as written means of communication that is used to share information between sender and receiver at any business world.

The most common types of business correspondence are:

- Letter
- Report and
- Inter office memorandum/memos/

Business Letters

Letters are the most common form of written massage used by business to communicate with people and organization.

The ability to write effective letter continues to play an important role in business communication. Many messages are sent by letter rather than by telephone so that the senders and receivers can keep accurate records of those massages in their

files. Therefore, the ability to communicate effectively by letter is important to your efficiency.

Every letter emanating from a business office should be considered as an ambassador of good will. The impression it creates may sometime mean the difference between the gain and loss of a prospective customer, a client, or a friend for your company. This impression depends as much on the appearance or the letter as on the tone.

Types of letters

- ❖ **Business letter: -** are written from one business firm to another or from one business to an individual customer or client.
- ❖ **Personal business letters:-** are written by individuals to business firms
- ❖ **Personal letters: -** are exchanged between friends and relatives.

5.11.2.Letter Styles

It has often been said that a letter should look like a picture in a frame, but in the daily practice of business it is a luxury to think only of appearance; the practical aspects must also be considered. There are three popular letter styles used in business office today**:**

1.   **Full blocked style**
2.   **Block style**,
3.   **Semi Block(indented) style** and
   1. **Full blocked style**:-

All the parts of the letter are at the left margin of the page except letterhead of the letter which is written at the center of the page.

   2. **Blocked Style**
      - The date is typed at the horizontal center of the page.
      - The recipient (Inside) address is blocked at left margin.
      - The complimentary close begins at the horizontal center of the page.
      - Paragraph is blocked
   3. **Semi blocked Style**
      - is blocked letter style with paragraphs indented

5.12. Letter Parts

In order to type a letter, you should know why each part is needed, where each part is located and how each part is typed. However, you will not use all the parts of a letter for every letter you type. The following are the different parts of a letter:

- ✓ letterhead(Return address)
- ✓ Date line
- ✓ Letter /recipients address
- ✓ Attention line
- ✓ Salutation
- ✓ Subject line
- ✓ Body

- ✓ Complimentary closing
- ✓ Signature
- ✓ Name and Title
- ✓ Reference (typist) initials
- ✓ Enclosure notation
- ✓ photocopy notation
- ✓ Postscript

a. **Letter Head**.

The word "printed letter head refers to the paper on which the printed heading appears. In order to reply to a letter it is necessary to know the name and address of the sender in business letter this important information usually appear as part of the letter heading.

b. **Date line**

The date on a business letter tells the sender and the recipient when the letter was typed. it helps the sender and the recipient identify a particular letter if several letter has been written by the sender and the to the same person. The date line contain the day, month and the year in full. Example august 5, 2003 abbreviation should never be used in letters.

c. **inside Address**:

It gives complete information about the person to whom the letter is to be sent. Since the envelope with the address on it is thrown away when the letter is opened, the inside address should contain the name, the title, and the complete address or person or the company to whom the letter is to be sent. It should not be less than three lines.

Example,

MesfinAbera(Dr.)

Regional Finance Office

Po box 2309

Awassa

d. Attention Line: it is sometimes important for legal reason that a letter be addressed to a company rather than an individual or department in it. If the writer knows what individual or department will handle the letter, he may expedite the handling by indicating the person or department in an attention line inserted between the inside address and the salutation guides.

e. Salutation. The salutation is a greeting to the recipient of the letter i.e., the person to whom the letter is written.

Example:

When you type the letter, Put a colon(**:**) immediately after the salutation

f. Subject Line. The subject line can be used as a way of headlining or emphasizing the key topic of the letter.

g.Body. The part of the letter containing the message is the body of the letter.

h.Complimentary closing: This part of letter is the goodbye of the letter.

Example:

Business Letters

- o Yours very truly,
- o Very truly yours,
- o Sincerely,
- o Yours sincerely,
- Sincerely yours,
- Very sincerely yours,
- Respectfully yours,
- Cordially yours,

Formal Letter

Respectfully yours,

Yours respectfully,

Friendly Letter

Cordially yours,

Yours cordially,

Yours sincerely,

Sincerely yours,

i. Signature. The letter is signed between the complimentary closing and the typed name. /the name of the writer of the letter/

j.Title and name of the writer of the letter. Title tells the position of the signer of the letter in his/her organization and name tells who sign on the letter.

k.Reference (Typist Initials). It is used to indicate who typed the letter. Use **lowercase** letter. Sometimes you will see the initials of the dictator before the secretary's initials; but this is necessary, since everyone knows who dictated the letter from the typed name below the signature.

l. Enclosure Notation. Every enclosure/attachment in the envelop is informed to the recipient using enclosure notation. It is also a service to the address to quickly/ see if the something included in the envelope/sent together with the letter.

m.Carbon Copy. When carbon copies are being sent to persons other than the addressee of the letter, a carbon copy notation is used. If you do not want the addressee to known that a carbon copy has been sent to someone else, the reference notation BCC (blind carbon copy) is used on all carbon copies, but not on the original letter.

n. Postscript. The postscript is often used in the business letter for the purpose of emphasis or sales effect. It may be preceded by the abbreviation P.S or to type it in the same form as any paragraph in the letter without putting P.S at beginning.

5.12. InterofficeMemorandums

Interoffice Memorandum also called interoffice memo, memorandum or memo in short is a written communication passing between offices, departments or branches of an

organization. It is used to inform meetings, projects and company news. Interoffice memorandum has the following three parts:

1. Heading. The heading of a memorandum contains guide Words. The guide words of interoffice memorandum includes TO, FROM, SUBJECT. In firms where memorandums are typed in large quantities, these headings, together with the firm's name and address are printed.

2. Body. Body is the message of the memorandum.

3. Closing. This is the last part of interoffice memorandums. It includes reference initials, Special parts such as enclosure notation, copy notation; postscript etcInteroffice memorandums do not contain salutation, complimentary closing and the signature of the dictator. But, the sender may place his initial anywhere on the form to indicate it has been read and is correct.

Example of interoffice memorandum is presented in the following page

5.12.1. (2 by 2) Style

To: AtoGirmaAdisu ,**From:**GetahcewAlemu

    Training department   vice president

Subject: sending someone   to a conference**Date:** 16/05/03

I noted in an article in Addis Zemen News Paper that Addis Ababa University will conduct a conference for a week the next month for directors of office training. It seems to me that it might be wise for us to have you or a member of your staff take part in this program.

Please write to the university and obtain full details. When you have them, please draft for me an estimate of what it would cost for us to send someone. If possible, let me have your report well before the first of February.

5.12.2. Interoffice Memo- 4 by zero style

To: Vice President _____ (Insert Name)*

From: Assistant Vice President _____ (Insert Name)*

Date: (Insert date)

Subject: Sample Interoffice Memo

5.12.3. Three by one Office Memo

To: Vice President _____ (Insert Name)*

From: Assistant Vice President _____ (Insert Name)*

Date: (Insert date)

Subject: Sample Interoffice Memo

Self-Check –5	Written Test

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

Note: **Satisfactory rating - 5 points   Unsatisfactory - below 5 points**

Score = _____

Rating: _____

Matching

Column A	Column B
_____1. Communication	A.Function of Non-Verbal Communication
_____2.Verbal Communication	B.Information flows from top To bottom
_____3.Encodng	C.Telophone or Radio Transmissions.
_____ 4.Upward Communication	D. Element of communication

_____5.Repeating	E. bi-directional sequence of transmission of messages

Answer Sheet

Name: _____   Date: _____

Short Answer Questions

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

- *Reading and interpreting Written notices and instructions*
- *Following routine and written instruction sequentially*
- *Giving feedback to workplace supervisors*

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

- *Read and interpret Written notices and instructions*
- *Follow routine and written instruction sequentially*
- *Give feedback to workplace supervisors*

Learning Instructions:

2. Read the specific objectives of this Learning Guide.
3. Follow the instructions described in number 3 to 20.
4. Read the information written in the "Information Sheets 2". Try to understand what are being discussed. Ask your teacher for assistance if you have hard time understanding them.
5. Accomplish the "Self-check 2" **in page -.**
6. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You have to get the key answer only after you finished answering the Self-check 2).
7. If you earned a satisfactory evaluation proceed to "Information Sheet 3". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #2.
8. Submit your accomplished Self-check. This will form part of your training portfolio.

Reading and interpreting written notices and instructions

The type of **written communication** you use will depend on the area you work in and on your job tasks. Communication by post seems to have waned 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

• 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.

Self-Check –1	Written Test

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

Note: **Satisfactory rating - 5 points   Unsatisfactory - below 5 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

1. **List at least three do's to become successful email communicator**

List of Reference Materials

     1. **BOOKS**

     2. **WEB ADDRESSES (PUTTING LINKS)**

Information Sheet-2	Following routine and written instruction sequentially

2.1. Following routine and written instruction sequentially

There are some basic "rules" to participate in successful spoken messages and verbal communication instructions:

- speak clearly and listen carefully to ensure information is understood

- ask questions and confirm the meaning of information to avoid misunderstandings

- maintain communication processes and follow instructions and procedures with all appropriate people, to assist flow of work activities

- Use workplace approved equipment and processes to convey information

Verbal communication in the workplace can include:

- shift handovers

- Loudspeaker announcements

- Telephone / radio transmissions

- Meetings

- Informal and formal discussions

In all cases the sender should ensure verbal communication is clear, concise and professional with attention to cultural differences.

The receiver should give appropriate feedback, listen actively and clarify any areas of uncertainty.

Some facts to remember when **communicating verbally** are that:

- The sender's perception of the message can be different from that of the receiver.

• The self-esteem of both the sender and receiver can affect the perception of what is said and how it is said.

• The attitudes of both the sender and receiver can affect what is said and how it is received.

• The environment in which the communication is taking place can significantly affect communication. To communicate well you must be able to hear/understand properly.

2.2. Make sure that in all communications you achieve the following basic standards.

1. Provide clear information

If your communication isn't complete and accurate, it can cause confusion instead of clarity. Carefully plan your communication to be sure you are passing along the correct information and the right amount, so those you are communicating with understand what you want to say.

2. Bring non-verbal and verbal communication together

Sometimes a person says one thing but acts in a different way. For instance, it's not uncommon to hear someone say "Yes" but shake his head horizontally which indicates "No" in a non-verbal way. This sends mixed messages. Bring your communication together by being conscious that your non-verbal and verbal messages are in agreement.

Some of the **non-verbal communications are** Body movement, gestures, posture facial expressions and eye contact.

3. Listen

To effectively share information with another person, you have to hear what is being communicated. Most conflict stems from poor listening. To help learn how to listen well, take time to repeat what you hear from the other person to ensure clarity. This does not mean childish copying of every word but a simple paraphrase to verify accuracy. This will cut down on conflict and vastly increase the effectiveness of your communications.

4. Ask questions

Asking questions is a good way to verify what you hear so you respond appropriately. Questions let the other person have the chance to clarify what they said. It also allows you to hear a response in a different way or just hear it again in order to be sure of what you heard.

5. Let others talk

Have you ever been stuck in a meeting when only one person did all of the talking? Some people even go so far as to ask a question and provide the answer? Few things are as irritating as having a person dominate a conversation. A conversation is a two way event at a minimum. Remember to let the others speak.

6. Engage in difficult conversations when necessary

Do you ever avoid saying what needs to be said or avoid a difficult conversation altogether? Not saying something doesn't make a situation go away. Instead, things usually just get worse. Not communicating can also cause more stress and trauma in a situation. Instead of avoiding difficult communications, sit down and plan out what you are going to say. Make sure the tone you use is open and non-confrontational in order to encourage feedback from the other person.

2.3. Samples of Work Instructions

Every individual on daily basis deals with many types of work instructions.
Some examples may include:

- Software manual
- Appliance instruction
- Income tax return
- Job application
- Prescription label

- Recipe
- Directions
- Street sign
- Payroll claim

Self-Check –2	Written Test

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

Note: **Satisfactory rating - 5 points** **Unsatisfactory - below 5 points**

Answer Sheet

Score = _____
Rating: _____

Name: _____   Date: _____

Short Answer Questions

1. **List type of Verbal Communications in the work place**

List of Reference Materials

1.BOOKS

2. WEB ADDRESSES (PUTTING LINKS)

Information Sheet-3	***Giving feedback to workplace supervisors***

3.1. The Concept of Feedback

Feedback is an essential part of successful interpersonal communication. It indicates how well the sender's message is being understood or has been understood by the recipient. The importance of feedback cannot be overemphasized.

Feedback makes communication a two-way process, it indicates effective understanding or misunderstanding of the message, it stimulates further communication and discussion. Feedback can help or hinder your communication and the climate you create. In the workplace most people communicate face-to-face with their lecturer, supervisors, and colleagues so the ability to provide appropriate feedback can assist the development of effective working relationships and the productivity of the business. There is continuing research evidence that feedback not only improves communication but also, in turn, leads to more effective manager and organizational performance.

3.2. Types of feedback

Feedback can be classified in different ways. It can be

- Verbal
- Positive
- Non-verbal
- Action
- Negative
- a combination of any of these

3.3. Encouraging feedback (the receiver's part).

Do not wait to be asked for feedback volunteer it. Tell the sender what you think You do understand as well as what you do not **Negative feedback** You can encourage negative feedback by making it clear that:

- You recognize it as vital if you are to know what is working properly and what is not.
- You do not become upset or angry towards those who are prepared to share negative messages with you.
- You believe in fixing problems rather than blaming or punishing those who report them.
- Even when you are at fault, you value this kind of message more than cover-ups or false praise.
- You encourage and support others who accept negative/error feedback.

Naturally, a climate in which there is open discussion of errors mistakes and problems takes a little getting used to, but workers soon become comfortable with it. It is an ideal foundation for positive problem solving because:

- It promotes active thinking by looking more closely at problems rather than avoiding them.

- It makes it harder to hide‟ problems.

- Error feedback is more likely to be true and is probably more accurate than overly positive feedback.

N.B Do not makes the common mistake of assuming "everything is all right" when there are no visible signs of trouble. It is wise to be a bit skeptical if you receive only positive feedback. Tune in to the bad news along with the good.

3.4 .Encouraging feedback as sender of message

- If you are talking, ask questions to see how much your listeners really understand.

- Give contacts.

- Encourage people to ask questions about your decisions

- Do not assume agreement or understanding

False feedback

Not all feedback is an accurate representation of events or feelings. Some people will try to use it to distort your vision of what is really going on. One obvious reason for doing this is to get the sender out of trouble. **Reasons for giving false feedback**

□ To avoid blame-a team member might mislead management about his or her part in a problem.

□ To keep people at a distance- a supervisor might give cold negative feedback to avoid being caught up in a situation at work in which feelings are involved.

□ to avoid unpleasant reality.

□ to play down a problem so as to lessen other's concern health officials might tell media representatives that there is absolutely no danger‟ of an epidemic occurring, when they are not really sure.

3.5. Characteristics of effective and ineffective feedback

◻ **Intention**: Effective feedback is directed toward improving job performance and making the employee a more valuable asset it is not a personal attack and should not compromise the individual's feeling of self-worth or image. Rather effective feedback is directed towards aspects of the job.

◻ **Specificity**: Effective feedback is designed to provide recipients with specific information so that they know what must be done to correct the situation. Ineffective feedback is general and leaves questions in the recipient's minds. For example, telling an employee that he or she is a poor worker.

◻ **Description**: Effective feedback is descriptive rather than evaluative. It tells the employee what he or she has done in objective terms, rather than presenting value judgment.

◻ **Usefulnes**s: Effective feedback is information that an employee can use to improve performance. If it is something that an employee cannot correct, it is not worth mentioning.

◻ **Timeliness**: Time feedback properly. The more immediate the feedback the better.

◻ **Readiness**: in order for feedback to be effective, employee must be ready to receive it. When feedback is imposed or forced on employees it is much less effective.

◻ **Clarity:** Effective feedback must be clearly understood by the recipient.

◻ **Validity**: Effective feedback must be reliable and valid. When the information employee will feel that the supervisor is unnecessarily biased or the employee may take corrective action that is inappropriate and only compounds the problem.

Self-Check –3	**Written Test**

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

Note: **Satisfactory rating - 5 points   Unsatisfactory - below 5 points**

Name: _____   Date: _____

Short Answer Questions

1. **Write at least three characteristics of effective and non –effective feed back**

List of Reference Materials

1.BOOKS

2.WEB ADDRESSES (PUTTING LINKS)