Ethiopian TVET-System

customer contact works support
LEVEL-II
Based on August 2012GC Occupational standard

Module Title: **Participating in Workplace Communication**
TTLM Code: **EIS CCS2 TTLM0919v1**

This module includes the following Learning Guides

LG41: Obtain and convey workplace information
LG Code: EIS CCS2M13 LO1-LG-41
LG42:Participating in workplace meetings and discussions
LG Code: EIS CCS2M13 LO2-LG-42
LG43:Completing relevant work related documents
LG Code: EIS CCS2M13 LO3-LG-43

INTRODUCTION

Welcome to the module "***Participating in Work Place Communication***". This learner's guide was prepared to help you achieve the required competence in "**Customers contact works support Level- II**". This will be the source of information for you to acquire knowledge attitude and skills in this particular occupation with minimum supervision or help from your trainer.

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LEARNING OUTCOMES

At the end of this module the Trainees will be able to:

LO1. Obtain and convey workplace information
LO2. Participate in workplace meetings and discussions
LO3. Complete relevant work related documents

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described
3. Read the information written in the "Information Sheet". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the "Self-checks" .
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-check).
6. Submit your accomplished Self-check. This will form part of your training portfolio.

Instruction Sheet	LG41: Obtain and convey workplace information

Information sheet-One	Obtain and convey workplace information

I. Work place Information

1.1Sources of Information

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

In the strictest sense of the word, particularly in information theory, a *source* is a process that generates message data that one would like to communicate, or reproduce as exactly as possible somewhere else in space or time.

In general it is possible to group sources in to two, i.e primary source and secondary sources.
Appropriate sources in the organization context include the following

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

For a better communication it is very important to identify specific needs and relevant information. It is also very important to find and accessed appropriate *sources of information.*

1.2 Communication Skills

Communication is a process of transferring information from one entity to another. Communication processes are sign-mediated interactions between at least two agents which share a *repertoire* of signs and *semiotic* rules. Communication is commonly defined as "the **imparting** or interchange of thoughts, opinions, or information by speech, writing, or signs". Although there is such a thing as one-way communication, communication can be perceived better as a two-way process in which there is an exchange and progression of thoughts, feelings or ideas (energy) towards a mutually accepted goal or direction (information).

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message, and an intended recipient; however the receiver need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur. Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speech, song, and tone of voice, and there are nonverbal means, such as body language, sign language, paralanguage, touch, eye contact, through media, i.e., pictures, graphics and sound, and writing.

There are numerous definitions of communications ranging from highly technical ones to generalized versions that suggest all human activities as forms of communications. However the following definition offered by William Scott in his organization theory appears comprehensive and specially satisfying the students of business communication since it touches all aspects of the process. Administrative communication is a process which involves the transmission and accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organizational goals.

1.2.1 Active listening

Active listening is an intent to "listen for meaning‖. Active listening requires the listener to understand, interpret, and evaluate what he or she heard. The ability to listen actively can improve personal relationships through reducing conflicts, strengthening cooperation and fostering understanding.

When interacting, people often are not listening attentively to one another. They may be distracted, thinking about other things, or thinking about what they are going to say next (the latter case is particularly true in conflict situations or disagreements).

Active listening is a structured way of listening and responding to others. It focuses attention on the speaker. Suspending one‵s own frame of reference and suspending judgment are important in order to fully attend to the speaker. It is important to observe the other person's behavior and body language. Having the ability to interpret a person's body language allows the listener to develop a more accurate understanding of the speaker's words. Having heard, the listener may then paraphrase the speaker‵s words. It is important to note that the listener is not necessarily agreeing with the speaker—simply stating what was said. In emotionally charged communications, the listener may listen for feelings. Thus, rather than merely repeating what the speaker has said, the active listener might describe the underlying emotion (―you seem to feel angry‖ or ―you seem to feel frustrated, is that because…?‖).

Individuals in conflict often contradict one another. This has the effect of denying the validity of the other person‵s position. Either party may react defensively, and they may lash out or withdraw. On the other hand, if one finds that the other party understands, an atmosphere of cooperation can be created. This increases the possibility of collaborating and resolving the conflict.

In the book *Leader Effectiveness Training*, Thomas Gordon, who coined the term "active listening" states "Active listening is certainly not complex. Listeners need only restate, in their own language, their impression of the expression of the sender. ... Still, learning to do Active Listening well is a rather difficult task.

A four step process (termed "Nonviolent Communication" or "NVC") was conceived by Marshall Rosenberg which can help facilitate the process of active listening. "When we focus on clarifying what is being observed, felt, and needed [and requested] rather than on diagnosing and judging, we discover the depth of our own compassion. Through its emphasis on deep Listening to ourselves as well as others NVC fosters respect, attentiveness, and empathy, and engenders a mutual desire to give from the heart. Rosenberg further clarifies the intricacy of perception and addictiveness of what he calls "deep listening" by saying; "While I conveniently refer to NVC as a ―process‖ or ―language,‖ it is possible to express all four pieces of the model without uttering a single word. The essence of NVC is to be found in our consciousness of these four components, not in the actual words that are exchanged.

Becoming an Active Listener

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

1. **Pay attention**
   Give the speaker your undivided attention and acknowledge the message. Recognize that what is not said also speaks loudly.
   - Look at the speaker directly.
   - Put aside distracting thoughts. Don‘t mentally prepare a rebuttal!
   - Avoid being distracted by environmental factors.
   - ―Listen‖ to the speaker‘s body language.
   - Refrain from side conversations when listening in a group setting.

2. **Show that you are listening.**
   Use your own body language and gestures to convey your attention.
   - Nod occasionally.
   - Smile and use other facial expressions.
   - Note your posture and make sure it is open and inviting.
   - Encourage the speaker to continue with small verbal comments like yes, and uh huh.

3. **Provide feedback.**
   Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.
   - Reflect what has been said by paraphrasing. ―What I‘m hearing is…‖ and Sounds like you are saying…‖ are great ways to reflect back.
   - Ask questions to clarify certain points. ―What do you mean when you say…‖ Is this what you mean?
   - Summarize the speaker‘s comments periodically.

4. **Defer judgment.**
   Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.
   - Allow the speaker to finish.
   - Don‘t interrupt with counter-arguments.

5. **Respond Appropriately.**
   Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.
   - Be candid, open, and honest in your response.
   - Assert your opinions respectfully.
   - Treat the other person as he or she would want to be treated.

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

Be deliberate with your listening and remind yourself constantly that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviours and concentrate on the Message. Ask question, reflect, and paraphrase to ensure you understand the message. If you don‘t, then you‘ll find that what someone says to you and what you hear can be amazingly different!

Start using active listening today to become a better communicator and improve your workplace productivity and relationships.

1.2.2 Active Speaking

Sometimes the way we say something means more than the words we use. Here are some ways You can demonstrate active speaking**.**

Respond Quickly	Begin each customer interaction with an immediate indication that you are ready to help. Use your greeting as soon as you are connected to the customer.
Tone of Voice	The only way a customer knows how you feel is by the way you sound. Even if you are feeling stressed and angry, you can use your tone of voice to show the customer that you are concerned about their needs and eager to help. Be upbeat.
Speak Clearly and Concisely	The best way to represent your knowledge and professionalism is to be articulate. Don't assume that the language you use is the customer's first, or best, language. Use words that you are comfortable with, and never use jargon.

Ask Questions	You may need to use probing questions to get all of the details you need to satisfy the customer's needs.
Provide Progress Reports	There's nothing worse than silence during a phone conversation. Since the customer can't see you, always let them know that you are continuing to address their concerns.
Summarize the Resolution	End all calls by making sure that the customer understands what we are doing to resolve their problem. Summarize what we and the customer will do next and the time frames involved. Make sure the customer is in agreement.
End on a Positive Note	Remember, people are much more likely to tell others about negative experiences. Always assure the customer that you will satisfy their needs, thank them for using WinStar, and ask if there is anything else you can help them with.

1.2.3 Effective Questioning

Effective questions are questions that are powerful and thought provoking. Effective questions are open-ended and not leading questions. They are not "why" questions, but rather "what" or "how" questions. "Why" questions are good for soliciting information, but can make people defensive so be thoughtful in your use of them. When asking effective questions, it is important to wait for the answer and not provide the answer.

When working with people to solve a problem, it is not enough to tell them what the problem is. They need to find out or understand it for themselves. You help them do this by asking them thought provoking questions. Rather than make assumptions find out what the person you are Talking to knows about the problem. For example: *"What do you think the problem is?"*

Behind effective questioning is also the ability to listen to the answer and suspend judgment. This means being intent on understanding what the person who is talking is really saying. What is behind their words? Let go of your opinions so that they don't block you from learning more information. Pay attention to your gut for additional information.

"Asking good questions is productive, positive, creative, and can get us what we want". Most people believe this to be true and yet people do not ask enough good questions. Perhaps one of the reasons for this is that effective questioning requires it be combined with effective listening.

Effective questions help you:

- Connect with your clients in a more meaningful way
- Better and more fully understand your client's problem
- Have clients experience you as an understanding, competent lawyer
- Work with your staff more effectively
- Help your staffs take responsibility for their actions and solve problems within the workplace
- more easily
- Cross examine more effectively
- Take revealing depositions
- Gather better information
- Do more solution oriented problem solving
- Improve your negotiating skills
- Reduce mistakes
- Take the sting out of feedback
- Defuse volatile situations
- Get cooperation
- Plant your own ideas
- Persuade people

Powerful Questions

The following are examples of typical questions. These questions can help you improve your communication and understanding of the client or staff member.

1. **Identification of issue:**

These questions can be used in client interviews and meetings, settlement Negotiations and to work with others in solving problems.

2. **Further information:**

These questions can be used in depositions and to find out what someone has already done to resolve a work problem.

What do you mean by __________?

Tell me more about _______________What else?

What other ways did you try so far?

What will you have to do to get the job done?

3. **Outcomes:**

These questions can be used in settlement negotiations or while working with staff to plan how to do something.

How do you want ____________ to turn out?

What do you want?

What is your desired outcome?

What benefits would you like to get out of X?

What do you propose?

What is your plan?

If you do this, how will it affect ________ ?

What else do you need to consider?

4. **Taking Action:**

These questions can be used in working with staff.

What will you do? When will you do it?

How will I know you did it?

What are your next steps?

Listening as Part of Effective Questioning

The client comes to you, not only for your ability to win a lawsuit, to negotiate a settlement, or draft a document, but also for your wisdom. You evidence your understanding or wisdom by listening to your client - not just asking questions or delivering the service.

When clients are listened to they feel understood and are more trusting of you. Effective listening is a skill that requires nurturing and needs development. Since lawyers are smart, the temptation is to get by with listening at a minimal level. To connect with your client and have them experience you as an effective lawyer requires you to maintain superior listening skills along with asking effective questions.

Factors that may work against effective listening include:

1. A desire to keep control of the conversation.
2. As highly trained professionals, lawyers want to demonstrate their intelligence and skills so they often want to give the answer before they have fully heard the question.
3. Listening may result in hearing the client express feelings and emotions and some lawyers are uncomfortable with emotions and feelings being expressed. They think it is not within a lawyer's role or that it is unprofessional to do so.

When we really listen to a client, we begin to hear different levels of communication. Getting to a deeper level of understanding, rather than coming up with an immediate answer, is key to more effective problem solving. Listening in this manner allows the client to come up with their own solution or plan of action.

Consider the following different levels of listening:

Level 1 Listening:

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

Level 2 Listening:

When we listen at level 2, there is a deeper focus on the person being listened to. This often means not even being aware of the context. Our awareness is totally on the other person. We notice what they say as well as how they say it and what they don't say. We listen for what they value and what is important to them. We listen for what gives them energy or sadness or resignation. We let go of judgment. We are no longer planning what we are going to say next. We respond to what we actually hear.

Level 3 Listening:

When we listen more deeply than the two levels described above, in addition to the conversation we take in all information that surrounds the conversation. We are aware of the context and the impact of the context on all parties. We include all our senses, in particular our intuition. We consider what is not being said and we notice the energy in the room and in the person we are listening to. We use that information to ask more effective questions.

Listening Skills as part of Effective Questioning include:

Articulating

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

Clarifying

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

Being Curious

Do not assume you know the answer or what your client is going to tell you. Wait and be curious about what brings them to see you. What motivates them? What is really behind the meeting?

Use your curiosity so that your next question can go deeper.

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

Effective Use of Questioning

Questioning can.....

- arouse curiosity
- stimulate interest in the topic
- clarify concepts
- emphasize key points
- enhance problem-solving ability
- encourage students to think at higher cognitive levels
- motivate student to search for new information
- ascertain students‘ knowledge level to aid in modifying instruction

1.3 Medium of Communication

What is the appropriate medium for any given message? Should it be communicated face-to-face or on paper? The question of whether an oral or written channel (medium) should be used can be practically answered by reviewing the following questions:

1. Is immediate feedback needed? Is it important to get the receiver‘s reaction to your message? If so, then, oral communication provides the quickest feedback. Although feedback can be gained from written communication, it generally comes slowly. For many messages, there is a need for immediate feedback and oral communication provides that opportunity.
2. Is there a question of acceptance? Frequently, there may be resistance to the message we are attempting to communicate. If acceptance is likely to be a problem, oral Communication, they feel they have had no chance for input. In face-to-face communication, adapt your message to receiver to seek the receiver‘s feedback.
3. Is there a need for documented record of the communication? Many times in Organizations, the messages we send may need to be verified or monitored at a latter date.

   Frequently, the receiver of a message is expected to be accountable for information contained in the message. In case where accountability is important, written communication is superior to oral communication.

4. Is there a need for detailed accuracy? If the message being communicated contains detailed or exacting information, or if it explains a complicated procedure, again, the written method is a superior means of communication.
   - We should note that no one communication method is universally superior to another method. In many cases, the message can best be communicated by a combination of both written and oral communication media. Frequently, individuals will follow a conversation with a written summary. In other cases, people will carry a written communication so that they can provide a few words of explanation and ensure acceptance of the written statement.

The choice should take into consideration the cost benefit of the media, time, money, equipment/efficiency and effectiveness.

1.4 Non verbal communication

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

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

Dimensions of Non – Verbal communication

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

None – verbal communication is very ancient and one of the earliest types of communications. It developed much before oral communication developed and the languages came into being. Gestures, signals, postures and facial expressions were obviously among the earliest means of Communication used by the pre – literate man.

Another significant dimension of non – verbal communication is its universality unlike the verbal communication which has the limitations interims of reach, the non – verbal communication that does not use words transcends boundaries and barriers. The language of love, compassion, etc. is widely recognized as a universal language mother Teresa, for example, was a communicator par excellence who spoke the universal language of love and compassion that was understood all over the world. When we refers to non – verbal communication, we refer to various types of communication where the body,

the mannerisms and the behaviour tend to communicate these include:

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

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

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

Body Language

There are many ways in which the human body expresses itself. A skilful communicator can Express him self in many ways and various parts of the body may intentionally or otherwise carry a message. Similarly, a keen listener and observer tries to observe and make sense from the body expressions as well. Facial expressions, eye movements and the state of the eyes and variety and intensity of human voice can and do convey different meanings. Innocence, anger, wonder, shock, grief, terror, indifference, seriousness, friendliness, approval, disapproval, exasperation, and many other feelings can be expressed through the body language. In some professions where the facial and other body expressions are important, they are consciously cultivated. Let us look at drama artists, movie stars, actors and actresses. The success of their performance often depends on their ability to cultivate and display a wide range of expressions which the situation demands.

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

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

- Makes a face
- Smiles
- Has a wooden expression

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

- Worried looks
- Sad eyes
- Furtive glance
- Eyes emitting fire
- Un setting stare
- Hurried glance
- Cold stare

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

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

Voice related features are particularly relevant in spoken communication, either face to face or through telephone.

Attire

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

Appearance

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

Posture and Gestures

Another component of non verbal communication relates to postures and gestures. Refers to the carriage, state, attitude of body or mind. Gesture refers to any significant movement of limb or body and a deliberate use of such movements as an expression of feeling. Gesture can also be under stood as a step or move calculated to make response from another or to convey intention. Gesture includes gesticulation. The posture of an individual may be described as erect or upright or reclining. Gestures in human interfaces are many and varied. People read and interpret gestures and smiling, patting the back, putting the hand over his or her shoulders, clasping the hands, shrugging, touching, frowning, scowling, yawning and crossing and un cussing of legs are among the various types of physical actions and gestures that are called to convey meanings and messages and are likewise interpreted by the others carving the message. The message conveyed through these actions can be both positive and negative and therefore, the communicator has to be quite conscious while doing so. Again, to be effective, these gestures, posture and actions have to complement the spoken word. If not, communication results in contradiction and confusion. A smile at the wrong time may be mistaken for a sneer and therefore, may irritate a person. In the organizational context, leaders and effective communicators make effective use of gestures like a smile, a touch and a pat on the back. They come in very handy for motivation, morale building and clearing apprehensions.

Personal space

Personal space or the space between persons during their interactions with each other is another segment of non – verbal communication. Physical distance between persons can indicate familiarity, Closeness, etc. or otherwise. People who are very close to each other tend to keep minimum distance where as strangers and people who are not on very friendly terms with each other maintain physical distance. In a hierarchical relationship, physical space varies depending up on hierarchical differences. While peers move close to each other, subordinates maintain a certain distance from their superiors. Similarly the poor person refrains from going close to a rich person. In ancient societies, besides economic factors constituted the basis for Physical space. All these factors are also relevant in proper understanding of the special non – verbal language. The English, particularly respect such special considerations. Not only the length of space, but even the physical position has often its own significance. Front seats and special seats, as we all know, are occupied by relatively senior and more important persons when peers are in

conversation, or speaking on the telephone, the subordinates normally wait at a distance a waiting the signal to approach. On the contrary, when the subordinates are in conversation, or speaking on the telephone, the superior move close and often shows his importance. Whether it is in an organization, or in a society context, personal space as its own significance, which one has to understand to make communication effective.

1.5 Lines of communications

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

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

A. DOWNWARD CHANNEL OF COMMUNICTION

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

In downward communication, management has at its disposal a multitude of elaborate techniques and skilled staff assistance. Even with all this help, it has done a poor job on many occasions. Fancy booklets, expensive films, and nosily public-address systems often have failed to achieve employee understanding.

Sometimes, these devices have become ends in themselves; they have been made more expensive, prettier, or fancier without any evidence that they improved employee understanding. The key to better employee communication is not fancier pieces of paper. It is more human-oriented managers who communicate in human terms. Employees at lower levels have a number of communication needs, such as:

- **Job instruction:** mangers secure better results if they state their instructions in terms of the objective requirements of the job.
- **Performance feedback:** employees also need feedback about their performance. There are many reasons. It helps them know how well they are meeting their own goals. It Shows that others are interested in what they are doing. Assuming that performance is satisfactory, it enhances one's self-image and feeling of success. Generally, performance Feedback leads to both improved performance and improved attitudes.
- **News:** downward messages should reach employees as news rather than as a state Confirmation of what already has been learned from other sources
- **Indoctrination** – to get employees support by convincing them, gain their will.

Downward communication is effected as oral or written communication.

Written Communication includes different forms as letters, circulars, manuals, bulletins, reports, posters, magazines, etc.

Oral communication may include orders and instructions, meeting, face- to –face Discussions, telephone.

Limitations of downward communications

1. Under communication, over communication, unclear, too little or too much information.
2. Delay.
3. Loss of information-(if particularly not completely written)
4. Distortion, exaggeration, unconscious twists, filtering, slanting, etc.

5. Built in resistance: downward communication smacks of too much authoritarianism Subordinates may not be allowed to participate, ask for clarifications, appropriateness or validity etc.

Improving Downward Communication

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

Chester Barnard said that people will accept the authority of downward communication only when the following four conditions are met:

a) The employee must clearly understand the downward communication. A message that cannot be understood carries no authority. A great deal of administrative time is wasted interpreting and reinterpreting and trying to apply vaguely worded orders to concrete situation. It must be written at the reader‘s level of comprehension.

b) The employee must believe that the order is consistent with the purposes of the organization. If orders are seen as incompatible with the organization‘s purposes, they will not be carried out. Conflicting orders from different supervisor personnel are not rare. If an employee is issued an order she or he must be given a reasonable explanation or the order will not be accepted.

c) The employee must also believe that an order is consistent with his or her personal interests. If orders are issued that are believed to be incompatible with personal interests, they will not be obeyed. Resignation, malingering and sabotage are common responses to orders viewed as inconsistent with personal interests.

d) The employee must be able to comply with orders- mentally and physically. Ordering someone to ―sink or swim‖ is a metaphor, but some orders fall just short of that because they ask the impossible, orders that cannot be obeyed.

B. Upward Communication

If the managers have to transmit information down the line of authority, they have also to receive information continuously emanating from levels below them. Upward communication occurs when someone in a lower position in the organizational hierarchy communicates information, ideas, suggestions, opinions, or grievance to someone in a higher position. It is a means of getting information to higher organizational levels where important decisions are made.

The following types of messages are valuable when communicated upward:

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

Importance of upward communication

1. **Providing feedback:** Upward communication provides the management with the necessary feedback. The management is able to ascertain whether the directives issued to the lower staff have been properly understood and followed. It also gets valuable information on what the employees think of the organization.
2. **Outlet for the pent-up emotions:** Upward communication gives the employees an opportunity to vent their problems and grievances. Although the management often thinks it knows and realizes the grievances of the employees, the latter hardly feel convinced and satisfied. In any case, it is of vital importance to look at the employees‘ problems as they look at them. Their genuine and pressing grievances are redressed; a ground is prepared for the solution of some other problems; and with regard to those problems which cannot be

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

3. **Constructive suggestions:** Often employees offer constructive suggestions to promote to the welfare of the organization. Some of these suggestions, when implemented, definitely prove beneficial. If some perceptible change is felt in consequence of the suggestions made by the employees, they feel highly encouraged. They develop a sense of participation in the decision-making processes. It helps them to identify themselves with the organization and to develop greater loyalty towards it.
4. **Easier introduction of new schemes:** Since the employees feel themselves to be a part to the decision-making process, it helps the organization to introduce new schemes without unduly antagonizing the employees. They not only willingly lend/ their concurrence and support to any new schemes floated by the management but take extra pains to make a success of it
5. **Greater harmony and cohesion:** Upward communication acts as a kind of lubricant. It makes the atmosphere in the company congenial and creates greater harmony and cohesion between the management and the employees.

Methods of Upward communication

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

Reports: Oral and written, daily, weekly, etc. on performance, progress, problems, etc. are very important matters to be communicated upward.

Social gatherings: informal, causal, recreational events furnish superb opportunities for unplanned upward communication. The spontaneous information sharing reveals true conditions better than most formal communications. They offer a very informal atmosphere in which the employees shed their inhibitions and feel free to, they talk about their problems. These include departmental parties, sport events, get-together, bowling groups, picnics, hobby groups etc.

Direct correspondence: Letters and written questions from employees may be encouraged. These methods are direct and personal. Questions and letters may be processed anonymously and if they are of general interest, the answers may be published in the company‘s bulletins, newspapers, newsletters, etc.

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

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

Sometimes an open-door policy is used to musk a manager‘s own hesitancy to make contacts with those beyond the door. As one manager said, ―the open door is often a slogan to hide closed minds.‖ on the other hand, a genuine open-door can be a real aid to upward communication. The true test is whether the manger behind the door has an open-door attitude and whether employees feel psychologically free to enter.

An ever more effective open-door policy is for mangers to walk through their own doors and get out among their people. In this way, they will learn more than they ever will, sitting in their offices. Use other techniques such as telephone calls, personal contacts, ―Operation speak easy etc‖.

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

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

complaints or suggestions, if any, into these boxes. These boxes are opened at regular intervals and the information is gathered secretly.

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

Limitations of Upward Communication

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

1. **Employees are usually reluctant** to initiate upward communication. They do experience an awe of authority and shy of contacting their superiors, become status conscious. They feel that if they communicate their problems to their superiors, it may adversely reflect on their own efficiency. For instance,
   - ➢ A supervisor reporting to his boss that he has got difficulties in getting cooperation from workers.
   - ➢ A worker repeatedly asking for clarifications.
   - ➢ An employee complaining about his previous and present bosses. All may fear being judged as incompetent, and uncooperative ultimately called as complaint box.
2. **Distortion/edition, filtering, slanting:** Upward communication is more prone to deliberate distortion. Information, particularly of unpalatable sort, is suitably edited before it is passed on. While transmitting communication upwards, the transmitter is always conscious of how it will be received and there is a temptation of sugar-coating. This is true both for the rank and file employees and for superiors (mangers) at different levels.

3. **Delay:** Upward messages tend to travel slowly. They are usually subject to delay. Each level is reluctant to take a problem upward because to do so is considered an admission of failure, so the information is delayed until it is decided how to solve it before passing on, and time is required to edit, filter, or do any form of distortion before forwarding it upward.
4. **Bypassing /short-circuiting/:** Sometimes, to avoid filtering, distortion or delay, subordinates become bold, ignore their immediate supervisors, and directly approach the top most authorities by short-circuiting the information chain (scalar chain). This proves harmful in two ways;

a) The bypassed superiors feel slighted and get irritated. The high-ups get suspicious of both the applicant (informant) and his boss.

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

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

Improving Upward Communication

1. **Develop general policy guidelines:** one way to build better upward communication is to have a general policy stating what kinds of upward messages are desired. E.g. policy on what employees shall keep their immediate supervisor informed about:
   - ➢ Any matter created to his accountability.
   - ➢ Any matter creating controversy between organizations or workers.
   - ➢ Any matter requiring supervisors authorize or knowledge.
   - ➢ Any matter requiring change, deviations form existing practices and policies.

- Any matter of particular importance to the organization etc.

2. **Use decentralized management so as to facilitate timely communication and timely response so also to minimized distortion.**
3. **Use upward communication such as counseling, grievance systems, consultative genuine open door policy etc.**

C. Horizontal Communication

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

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

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

D. Diagonal Communication

While it is probably the least used channel of communications, diagonal communication is important in situations where members cannot communicate effectively through other channels. For example, the comptroller of a large organization may wish to conduct a distribution cost analysis. One part of that task may involve having the sales force send a special report directly to the comptroller rather than going through the traditional channels in the marketing department. Another example may be a project team drawn from different departments that report to the different departments. Thus, the flow of communication would be diagonal as opposed to vertical (upward or downward) and horizontal. In this case, a diagonal channel would be the most efficient in terms of time and effort for the organization

Self-Check -1	Written Test

OPERATION SHEET 1: Obtaining and conveying workplace information

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

Part I: Answer the following questions:

1: ________ is information one of the basic concepts of **communication and information Processing.(2 point)**

2: ___________ refers to the communication which occurs with the help of words.(2 pont)

3: ______________ is very ancient and one of the earliest types of communications.(2 point)

4 _________________ communication occurs when organization members or units at the same level in the hierarchy of Authority communicates with one another.(2 point)

5: write the five basic elements of Becoming an Active Listener(2 point)

____________________ ________________________ ___________________

___________________ ______________________ ____________________

Note: **Satisfactory rating - 3 and 5 points Unsatisfactory - below 3 and 5 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = ____________
Rating: ___________

Name: _____________________________ Date: _________________

LG42. Participating in workplace meetings and discussions

Information sheet-2	Participating in workplace meetings and discussions

2.3 Meeting

2.1.1 Agenda

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

2.1.2 Order

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

1. Calling the meeting to order.
2. Roll call.
3. Reading and approving the minutes of the previous meetings
4. Treasure‘s report.
5. Officer reports
6. Committee reports

a) Standing committees; b) Special committees;

7. Unfinished business.
8. New business.
9. Appointments of committees.
10. Nominations of officers.
11. Elections.
12. Announcements.
13. Adjustment.

2.1.3 Importance

Every meeting should follow a systematic schedule, and the agenda, which is a list of topics to be covered, should be prepared well in advance of the meetings. The agenda may be prepared just before the meeting if only the chairperson is to have a copy.

However, for regularly scheduled meetings, the presiding officer may send out a business that should be included before the final agenda is prepared.

2.1.3 Arrangements for the meeting

Notice: Information that notifies a meeting should include:

- Whether the meeting is regular or special.
- The day, date, time, place, purpose of the meeting.
- The notice should be given a week or two-weeks in advance or even more.
- The notice may be type written or telephone if the group is small.
- Forms may be developed and used particularly for regular meetings. If small people, Individual letters may be used.

2.2 Purpose and Protocols

- Reserving meeting rooms.
- Supplementary materials; special information, handouts, minutes of the previous Meetings, special reports, etc. may be prepared and issued or put in order in which they will be needed.
- Equipment such as recording materials.

When conferences or large conventions are being prepared, the following are included

1. The locality
    a. Selection of the site
    b. Lodging facility
    c. Meeting facility

2. Exhibit space
    a. Floor plan
    b. Contract
    c. Decoration
    d. Guard services
3. Registration
    a. Personnel
    b. Equipment and supplies
    c. Policies
    d. Pre-registration
    e. Registration process
4. Meetings
    a. Speakers
    b. Pre-meeting check offs
    c. Follow-up
5. Equipment and supplies
    a. Office equipment and supplies
    b. Projection equipment
    c. Other equipment
    d. Union regulations
6. Guests and dignitaries
    a. Invitations
    b. Registration procedures
    c. Transportation and lodging
7. Meals
    a. Head-table arrangements
    b. Food
    c. Tickets
    d. Entertainment

2.4 Meeting Outcomes

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

1. ***Clearly define the purpose of the meeting***. If the purpose is clearly defined, it will Immediately help to decide whether it is at all necessary to call a meeting. It is quite Possible that in certain cases it may suffice to circulate a note and individually ask for the Opinion of the people concerned. Such a procedure will help to take a quick decision without any avoidable loss of time or money. If it is necessary to call a meeting, the next step is to determine who should attend the meeting and what items should be on the Agenda.
2. ***Distribute the agenda among all the members.*** This is of utmost importance; for if members are ignorant of agenda, they will not be able to make any advance preparation and their participation in the meeting will be ineffective.
3. ***Provide all the facts.*** If the items on the agenda require the members to know some important facts, the best thing is to provide them in advance. If a meeting has been called to discuss the declining sales of a particular product, all the facts and figures having any bearing on the subject should be collected, cyclostyled and circulated among the members.
4. ***Restrict the number of invitees.*** The number of invitees to meeting should not be very large, for large groups tend to be unproductive. Only those persons should be invited who are closely concerned with the subject to be discussed and none else. The optimum number of members attending a meeting is between five and ten.

Self-Check -2	Written Test

Participating in workplace meetings and discussions

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

Part I: Answer the following questions:

1: List the Purpose and Protocols of meeting (2 Point)

______________________ ___________________________ ________________________
____________________ __________________________ _________________________

2: list the **Notice of** Information that notifies a meeting should include (4 point)

________________ ________________________ ______________________________
________________ ________________________ ______________________________

3: list at list the three outcome of one meeting (4 pont)

_____________________ __________________________ __________________

Note: **Satisfactory rating - 3 and 5 points Unsatisfactory - below 3 and 5 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = ___________
Rating: __________

Name: ___________________________ Date: _______________

LG43. Completing relevant work related documents

Information sheet-3	Completing relevant work related documents

3.1 Work place Data and Forms

Definition

The term form‖ has been aptly defined by little field'as a piece of paper with fixed data and Blank spaces for variable data.‖ John B. Love Chio, Director, procedures and records Management programmers, RCA Corporation, Cherry Hill, New Jersey, defines a form as ―a piece of paper or card containing constant information with space provided for the entry of variable information on a prescribed formatted basis.‖

The nature of forms

The nature of forms varies according to the need. There is a form for almost every office activity. An invoice, a receipt, a cash memo, a purchase order, an employment application a sales mans report, a performance appraisal, a register, a checklist, even a cheque, a letterhead, or business envelope, is a form. Each of these pieces of paper has certain fixed data printed on it and blanks are left to fill in the variable data.

Take a simple receipt, the name and address of the vendor and the words ―Received from‖ which are constant and known will be printed on it; so will and identifying number. These will be fixed data. There will be blanks for filling in the date, the amount and the transaction in respect of which the payment has been received, and space will be left for the variable data.

.
In providing space for filling in variable data, the method of data entry should be kept in mind. For example, if the variable data is to be entered manually, hand writing spacing should be provided but if the data entry is by typewriter or through any other machine such as and dressing machine, teletypewriter, billing machine or computer, spacing suitable for such equipment should be provided.
A form is not necessarily a single sheet of paper although this is the most commonly used type of form, here are two such forms used by the consumer export department of a company a Packing slip followed by an invoice.

Function of fixed and variable data -The function of fixed data is to provide information which is constant and known in advance so that time and effort is not spent unnecessarily in repeating the same standard and constant and on copies.

Information which varies with each transaction is labelled in a particular position with blanks or dotted lines to indicate what type of information is to be filled in and where. This is the function of variable data in a form.

3.2 Purposes of forms

The purposes of forms include:

1. To standardize records
2. To expedite office work by providing a certain position for each item of information.
3. To fix responsibility for the work done by providing space for signature or statements of who did the work
4. To record necessary data repeatedly or as a matter of necessity
5. To identify records for future reference
6. To gather information
7. To give information or instruction
8. To simplify methods
9. To improve systems and procedures
10. To increase efficiency
11. To reduce costs by preventing mistakes and eliminating a great deal of time in writing, by

hand or typewriting.

Classification of office forms- Office forms may be classified into various categories including the following

1. According to function: accounting forms, purchase forms, sales forms, etc.
2. Internal or external use: internal use office forms such as memorandum forms, Requisitions, register, etc., external use forms, such as order forms, invoices, statements, Cheques, receipts, etc.
3. Single copy or multi – part forms
4. One or – two – wide forms
5. Carbonless or carbonized forms,
6. Plain or punched cards,
7. Unit sets partially or spot carbonized,
8. Continuous forms which may be fanfold or continuous separate strips. There are fanfold Marginally punched forms for ensuring alignments when they are to be used on machines Equipped with forms – feeding devices, and non – marginal punched fanfold forms. Continuous forms are much quicker to operate than unassembled loose forms, because the time spent in collecting, inserting, removing, etc. is saved.
9. Forms threat machines can read. These are the MICT (Magnetic Ink Character Recognition) and OCR (Optical Character Recognition). MICT is a system mostly used by banks to sort and process numeric data that have been entered on cheques etc., by a special magnetic ink. In this system both alphabetic as well as numeric data can be read from the forms and converted into electrical impels and transmitted to the computer for Processing. These forms can only be printed by precision equipment on paper of a special Quality.

Analyzing office system and procedures- In order to have a successful program of forms control it is essential to analyze office systems and procedures, to study the flow of work through flow charts etc., and to see whether the time required for completing the work can be reduced without increasing costs. This is where a study of the forms used comes in making such a study the possibility of reducing the number of forms should be kept in mind.

This can be done by eliminating obsolete forms and consolidating or simplifying other forms, and if feasible, mechanizing the preparation, use and flow of the forms.

Forms files- A master file should be kept of all forms, whether currently being used or not, but which have not been eliminated. This should be properly indexed.

Forms files are generally of the following types.

Numerical: - In the numerical file, samples of forms are arranged according to the identifying Number of each form.

Functional or Subject wise: - In the functional or subject wise file, samples of forms are Arranged alphabetically according to function or subject. This type of file is a very useful tool of forms control as the possibility of eliminating or consolidating forms can be easily perceived when the arrangement is subject wise.

Departmental: - Each department may also keep a file of the forms with which it is concerned.

3.3 Responsibility for forms Design and control

The responsibility for forms control should be centralized in a team selected from the relevant Departments and preferably headed by the specialist trained and experienced in systems and Procedures and forms design and control, who would be able to guide the team and coordinate the programmer

The functions of such a team would include:

1. To collect and examine samples of all existing forms
2. To classify and keep an inventory of departments using them
3. To consider eliminating useless forms or parts of forms
4. To consider consolidating a number of forms into one
5. To examine whether the forms contain up – to – date titles, captions and information

Requirements

6. To maintain a properly indexed master file of forms
7. To consider improvements or redesign of existing forms when the stock runs low
8. To consider requests for redesigning existing forms or replenishing stock
9. To consider the various reproduction processes and types to be used and whether the job Should be done internally or through a reputable firm of forms manufactures
10. To lay down or improve procedures for handling forms and equipment for greater clerical Efficiency.

REQUISITIONING AND REORDERING FORMS

Requisition for forms redesign, for new forms or for replenishment of inventory should be Sanctioned by the forms control committee. This itself should be done on a form, namely, the Requisition for Ordering Forms‘. The requisition, however, should be addressed to the forms supervisor and should contain the name of the requesting officer and the names and approvals of his department and division. It should also mention the date by which the forms are required. A Sample of the required form should be attached to the requisition with detailed specifications of size, colour and quality of paper.

Before, however, the requisition is sent to the forms control committee it should be checked by the forms specialist or coordinator if there are other forms which serve the same purpose or Whether a combination of forms would be advisable, etc, he should send the request with his Suggestions and recommendations to the forms control committee.

After the forms control committee has made a decision on the request the specialist or co-coordinator should take the necessary action and guide the person requesting the form with Whatever further work that may be required.

PRINCIPLES OF FORMS DESIGN AND CONTROL

Whether there is a specialist or a forms control committee, the administrative manager should be familiar with the basic principles of forms design and control. There are three basic principles. They are:

Principle of use -a form should only be developed when there is a definite need for the use of such a form. If this principle is not followed, there will be a profusion of forms leading to confusion, overlapping and unnecessary effort and expense. It would be better to combine several forms by creating flexible documents which can serve various purposes, thus simplifying office procedures and increasing efficiency.

Principle of standardization- All forms should be standardized by size, quality and colour of paper, and printing style. This will reduce cost and avoid confusion.

Principle of centralized control- There should be centralized control for the design, use and Elimination of forms.

Guidelines for Forms Design and Control- To the above basic principles may be added the Following guidelines.

1. Every form should serve a specific purpose so that it provides an independent source of Information.
2. Every form should contain up-to-date headings, captions and information requirements.
3. An identifying number should be given to each form. This will facilitate sorting and Filing. For example, each department may be identified by an alphabet, e.g. A for Accounts Department, *P* for purchase department, *S* for sales Department, *c* for Correspondence Department, and so on. A number should be given on each form origination in a department. For example, *A6* for the sixth form originating from the Accounts Department.
4. The heading or title of the form should be descriptive and key words should be part of the title. For example, Purchase Order‖, Forms Requisition‖, Receipt‖, Sales Report‖' Invoice‖, etc. such key words would help in classifying the forms by subject or function.
5. No item should be specified on the form unless a need exists for it. This is because only necessary data should appear on the form.
6. On forms which are to be mailed, space should be provided for the mailing address so that it can be seen through a window.
7. When forms are to be used as source material for data processing, the layout of such form should correspond with the layout of the data processing cards.
8. When planning forms any equipment or device which will be involved in the procedure, for example, typewriter, filing equipment, accounting and other machines must be listed

and examined to see to the smooth and steady operation of the system.

9. Clear, complete and simple instructions, bearing in mind the people who will be reading them, should be printed on the form to precede the items to which they apply. If the Instructions are lengthy, the back of the form should be used. In such cases the paper Should be
10. The printer should be given clear instructions regarding the paper, layout, types, etc.
11. Before the form is printed, the proof must be carefully checked with the original Manuscript,
12. The items should be arranged in logical sequence so that the blanks can be filled in with the minimum of delay and without going up and down the form.
13. Related items should be grouped together.
14. Items of greatest use should be higher up the form than those which will be less Frequently used.
15. Adequate space should be provided for margins and for entering data. If a machine is to be used the exact horizontal and vertical spacing required should be borne in mind.
16. In the case of carbonized multiple-copy forms the omission of undesired data should be Provided for by uncoated portions or perforations for tearing off the unwanted Information on certain copies.
17. When new employees are hired or employees are transferred from one department to another they should be given training in the procedure of handling forms.
18. When new forms are introduced their purpose should be explained to those who will be Handling them.
19. In designing forms, the corporate image should not be neglected if a corporate style has already been established every document which goes out go the organization should be standardized to project the corporate image. Such a document may be letterhead, a receipt, an order form, a label, or even a signboard-each should be standardized to present an aesthetic corporate image which whoever would se or receive can immediately recognize, whether they are suppliers, customers, shareholders, or the general public.

20. The number of copies to be distributed should be kept to a minimum. In determining the number of copies. If this is not done, besides increased costs of paper, printing and handling of the extra copies, the files will get cluttered.

21. Attention should be given to the size of the envelope in which the form will be filed, and to the size of the envelope in which the form will be mailed.
22. It should be ascertained whether the cost of compiling the information is likely to be more than the value of the information. If this is so then it is better to discard the idea of having the form.
23. Finally, it should be determined whether the form is of sufficient importance to justify the time, work and expense necessary to prepare it.
24. Before a final printing order is given, a checklist should be prepared, if it does not already exist, and used to review the effectiveness and economy of the form.

Self-Check -3	Written Test

OPERATION SHEET 3: Completing relevant work related documents

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

Part I: Answer the following questions:

1: list the two types of forms of files (2 point)

________________________________ ______________________________

2: Demonstrate the 5 principals of uses of forms (8 point)

_______________________ _________________________ __________________

______________________ _________________________ __________________

Note: **Satisfactory rating - 3 and 5 points Unsatisfactory - below 3 and 5 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = ____________

Rating: ___________

Name: _________________________ Date: _______________