



Ethiopian TVET-System



Clerical Work Support Level-II

Based on August 2012 G.C. Occupational Standard

**Module Title: Participating in Work Place
Communication**

TTLM Code: EIS CWS2 MO10TTLM 0919v1

**This module includes the following Learning
Guides**

LG30: Obtaining and convey workplace information

LG Code: EIS CWS2 MO10LO1-LG30

LG31: Participate in workplace meetings and discussions

LG Code: EIS CWS2 MO10LO2-LG31

LG32: Complete relevant work related documents

LG Code: EIS CWS2 MO10LO3-LG32

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Instruction Sheet	LG30:Obtaining and convey workplace information
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Accessing Specific and relevant information
- Using Effective questioning , active listening & speaking skills
- Using Appropriate **medium** to transfer information and ideas
- Using on- verbal communication
- Identifying and following lines of communication
- Using workplace procedures for the location and **storage** of information
- Carrying out Personal interaction

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

- Access Specific and relevant information
- Use Effective questioning , active listening & speaking skills
- Use Appropriate **medium** to transfer information and ideas
- Use on- verbal communication
- Identify and following lines of communication
- Use workplace procedures for the location and **storage** of information
- Carry out Personal interaction

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below all sheets.
3. Read the information written in the information we can check every sheet.
4. Accomplish the “Self-check related about each learning guide line respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceeds to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3”in **pages**.
6. Do the “LAP test “all **page** (if you are ready).



1.1 Communicating information

Workers must be able to communicate information to work effectively. Information is communicated in two directions - sometimes you receive information and sometimes you convey it. You communicate regularly with your employer or supervisor and your co-workers. You might also communicate with customers and suppliers, contractors, local government employees, or other people from outside your workplace.

✚ Appropriate sources May include:

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

1.2 WHAT IS COMMUNICATION?

- The word “communication” came from the Latin word “communis” which means commonness. When people communicate with one another, they establish commonness; they share a commonality.
- “Communication is a process through which two or more human beings share each other’s thoughts, ideas, feelings, insights, and information and exchange meanings.”
- “Communication is not simply sending message...It is creating understanding swiftly, clearly and precisely.”
- Communication we are classify two part that are good communication and poor communication

1. Good communication

is: -



- Hardwork Dependability
 - Personal Appearance
 - Loyalty
 - Creating
- Reliability
Honesty
Positive Attitude

2. Poor communication is: -

- Time being lost because work needs to be redone
- Accidents
- Poor quality service and/or product
- Wastage
- Frustration
- Mistake being made because instructions are not clear
- Teams not working well.

Importance of Communication in the Workplace

There is no denying the importance of communication in the workplace, considering the fact that in an organization people belonging to different social and professional backgrounds come together to work for the same goals. Often it is seen that administrators do not realize the importance of communication at work and thus do not convey their ideas, organizational goals, vision, etc. very clearly. When administrators in an organization are unable to create an environment which promotes open and clear communication, it can have negative repercussions on the work culture and the employee productivity. The importance of effective workplace communication is discussed below:

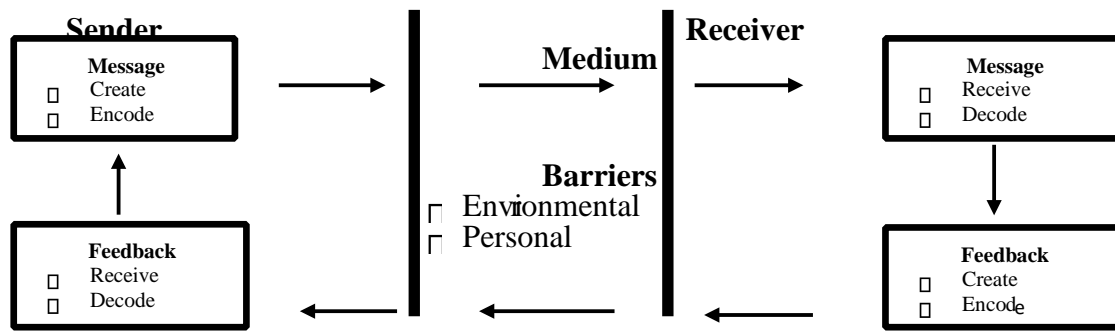


Figure I The Communication Process

1. Means of Communication/Channels of communication

oral Examples

- telephone
- speeches
- Meeting
- Radio
- Microphone

Non verbal

- Visual**
- Audio visual**
- Silence**
- Written**

Written

- Letter
- Memos
- Circulars
- Notes
- Email
- Fax

- Symbols

- B be
- C see
- R are
- U you
- 2 to/too
- 4 for



Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. **WHAT IS COMMUNICATION? 2**

points _____

2. **What is the difference b/n good communication and poor communication? 3**

points

Information Sheet:-2	Develop effective questioning, active listening and speaking skills
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2.1 effective questioning



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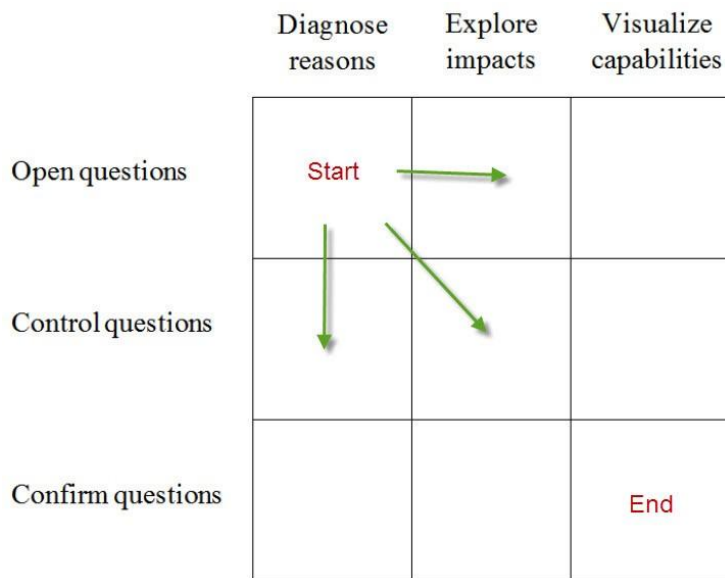


Albert Einstein said, “If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than five minutes.” Far too many people focus on having the “right answer” rather than discovering the “right question”¹.

In Germany, the job title *Director Grundsatzfragen* translates as “Director of Fundamental Questions.” These are the people who are always thinking about what the next

Questioning to solve problems and create alignment:

Questioning can be a powerful technique to help solve problems and build consensus on a course of action.



The starting point is always open questions to frame the problem. Once the underlying reasons are agreed, the questioning can progress towards confirming the agreed solution or the requirements / capabilities to be developed. The discussion may not move through all nine variants of questioning but should generally progress in the direction of the green arrows, only backtracking if something was missed.

questions will be. The German understanding and appreciation of *Grundsatzfragen* stems from a culture that highly values philosophy and the



ongoing questioning of priorities and the meaning of life. We can all benefit from adopting this approach to thinking, which makes asking effective questions a key skill to develop. A powerful question:

generates curiosity in the listener

- stimulates reflective conversation
- is thought-provoking
- surfaces underlying assumptions
- invites creativity and new possibilities
- generates energy and forward movement
- channels attention and focuses inquiry
- stays with participants
- touches a deep meaning
- evokes more questions.

It has the capacity to spread beyond the place where it began into larger networks of conversation throughout an organization or a community. Powerful questions that travel well are often the key to large-scale change. But this is not straightforward; whilst asking and answering questions is part of everyday conversation for all of us and we might think that questioning is a natural skill that we all possess; it is not as easy as we assume. Questions need to be designed to help the other person reach a conclusion, or to provide information and insights helpful to the discussion. There are a range of question types that can be used for different purposes. Some questions provide structure, others direct flow, and some help us to reach closure. Question types include:

- Open questions, to gather information and facts, for example "What are your concerns and worries about this situation?"
- Probing questions, to gain additional detail, e.g. "Can you explain why that matters?"

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- Hypothetical questions, to suggest an approach or introduce new ideas. An example might be "If you could get additional funding or resources, how might that help?"
- Reflective questions, to check understanding, such as "So would you prioritise the most critical areas for attention first and make sure that everyone knew what was most important?"
- Leading questions², to help a person reach a conclusion or have an 'idea' that you feel will be beneficial; a few well planned questions can very often lead the person towards the idea and instead of responding to your request, they have their idea of how to help you be more successful.

Deflective questions to defuse an aggressive or defiant situation by redirecting the force of the other person's attack instead of facing it head-on. 'Attacks' are synonymous with dissatisfaction, insubordination or resistance and prevent you from moving forward. Dealing with a strong objection by responding with similar force creates conflict. Deflective questions help to transform the negative situation into a collaborative problem-solving³ occasion. Some examples include:

2.2 Active listening skills

listening and communication skills are two of the most basic and important skills that help desk analysts must possess. Analysts take in information by listening. They use both verbal and nonverbal skills to communicate. These skills are important because analysts must communicate



and listen actively when customers provide information about their problems or requests. In return, analysts must respond in ways that give customers a sense of confidence that they are being heard and understood. They must also deliver information in a way that is meaningful to

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their customers. Good listening and communication skills benefit both of the parties involved in a conversation and can be improved through practice.

Listening is a skill that is important to many professions. For example, skilled negotiators listen carefully and understand the other party’s needs before they make a compromising offer. Top salespeople concentrate on listening to avoid talking customers out of a sale. What does this have to do with customer support? Well, at times in customer support, analysts must be skilled negotiators—remember that *can do* attitude—and at times analysts must be sales people. You can’t always give customers what they want, but if you listen actively you can at least acknowledge and try to address what customers need.

Active Listeners	Passive Listeners
Ask questions and respond to the speaker	Take in information without questions
Verify understanding	Accept information at face value
Pay attention to <i>what</i> is being said and <i>how</i> it is being said	Show little regard for the feeling with which the information is being communicated

Active listening involves the following skills -

- Listening to and understanding the client’s verbal messages. When a client tells you his/her story, it usually comprises a mixture of experiences (what happened to him/her), behaviors (what the client did or failed to do), and affect (the feelings or emotions associated with the experiences).

Four Important Rules of Active Listening

1. Seek to understand before seeking to be understood. We can be better understood, if first we better understand. Often, when we enter into conversation, our goal is to be better understood. With age, maturity, and experience comes silence. It is most often a wise person who says little or nothing at the beginning of a conversation or listening experience. We need to remember to collect information before we disseminate it. We need to know it before we say it.



2. Be non-judgmental. We need to avoid sharing our judgment until we have learned their judgment. Empathetic listening demonstrates a high degree of emotional intelligence. There is a reason kids do not usually speak with adults about drugs, sex, and rock and roll. The kids already know what the adults have to say.

Once a child knows your judgment, there is little reason to ask the question unless the intention is to argue.

3. Give your undivided attention to the speaker. The speaker maintains eye contact to be sure the listener or listeners are paying attention. From their body language the speaker can tell if s/he is speaking too softly or loudly, too quickly or slowly, or if the vocabulary or the language is inappropriate. Listeners can also send messages to speakers using body language. Positive
4. feedback is an endorphin releaser for the giver and the sender. Eye contact can be a form of positive feedback. We should be careful how we use it when listening. If we want to provide undivided attention to a child, a better way to show your attention is to do a 'walk and talk'

2.3 speaking skills

Qualities to become good speaker:



➤ Keep it simple: Whatever you are speaking about, you need to be able to express your ideas, thoughts and feelings in a manner that can be understood easily. The key principles are as follows to keep it simple:

- Organize your information and keep the language simple
- Avoid using complicated words or try to impress by using long words unless absolutely necessary
- If you are in a position to use complicated words try to know what they mean first

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➤ Being Accurate: Accuracy of information is absolutely important. The following points have to be considered:

- Be sure of your facts
- Choose the right words to express your facts
- Never quote something that could be challenged

➤ Behaving normally:

Normal Behavior characters are;

- Whenever speaking to others, never try to put an act.
- Be yourself.
- Speak as you normally speak.
- Behave in way that feels comfortable to you.

➤ Managing your appearance; good appearance is important to speak confidently about yourself. Dirty shirts and greasy cloths may put wrong impression about you.

➤ Managing your voices;

In managing your voices some Important points to be followed:

- Manage your voices, your accents and avoid repetitive phrases.
- Never speak too fast, speak slowly and clearly
- Take plenty of pause
- Use volume that is audible to all
- Vary the tone of your voices

Barriers for effective listening

- ✓ the speaker speaks in a very low or shrill voice that does not reach the receiver
- ✓ the speaker speaks very rapidly or with an accent that is not clear
- ✓ the microphone or the loudspeaker is defective.
- ✓ the speaker speaks very close to the microphone or keeps too much of distance
- ✓ there are other voices and noises that dilute the sound level of the speaker
- ✓ there are frequent interruptions

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In an organization, there are a number of channels or paths connecting various positions for the purposes of communication. The sum-total of these channels is referred to as communication network or line of communication.

There are two types of channels namely;

- Formal and
- Informal

Formal Communication



The formal channel is deliberately created path for flow of communication among the various positions in the organization.

In the formal communication channel:

- The information flows smoothly, accurately and timely
- Filtering of information to various points is possible

Communication network may again be designed on the basis of single or multiple channels. A single channel communication network prescribes only one path of communication for any particular position and all communications in that position would have necessarily to flow through that path only. This is superior-subordinate authority relationships and its implication is that all communications to and from a position should flow through the line of superior or subordinate only.

Advantages of single channel of communication:

- it does allow for flow of essential information
- it can reduce channels of miscommunication
- provides for closeness of fixation of responsibility in respect of activities carried out by a person in the organization.

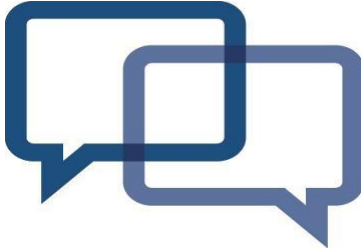
Limitations of single channel of communication:

- bottlenecks in the flow
- enhancing organizational distance
- greater possibilities of transmission errors

Multiple channels provide a number of communicating channels linking one position with various other positions.

Improving Communication Effectiveness

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Once environmental and personal barriers are dealt with, a way is paved for improving communication in the organization. Effective communication being a two-way process requires effort and skill by both sender and receiver. Administrators will at times assume each of these roles in the communication process. In view of this, guidelines for improving communication effectiveness, including senders' and receivers' responsibilities are

discussed below:

Receiver's Responsibilities

Communication depends on the ability not only to send but also to receive messages. So the ability to listen effectively greatly enhances the communication process (Lunenburg, 2010). But many of us are not good listeners. Effective listening skills can be developed, however. Kneen (2011) proposes ten guidelines for good listening:



1. ***Stop talking.*** You cannot listen if you are talking.
2. ***Put the talker at ease.*** Help a person feel free to talk. This is often called a permissive environment.
3. ***Show a talker that you want to listen.*** Look and act interested. Listen to understand rather than to oppose. Listening requires two ears, one for meaning and one for feeling.
4. ***Remove distractions.*** Stay focused and pay attention.
5. ***Empathize with talkers.*** Try to help yourself see the other person's point of view.
6. ***Be patient.*** Allow plenty of time. Do not interrupt a talker. Do not start for the door or walk away.
7. ***Hold your temper.*** An angry person takes the wrong meaning from words.
8. ***Go easy on argument and criticism.*** These put people on the defensive, and they may clam up or become angry. Do not argue: Even if you win, you lose.
9. ***Ask questions.*** This encourages a talker and shows that you are listening. It helps to develop points further.
10. ***Stop talking.*** This is first and last, because all other guides depend on it. You cannot do an effective listening job while you are talking. Nature gave people two ears but only one tongue, which is a gentle hint that they should listen more than they talk. Administrators who do not listen have less information.



Self-Check -2	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Define speaking communication? 3 points

2. List and define sending and receive? 10 points

Information Sheet:-3	Use Appropriate Medium
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3.1 use appropriate medium

It's important for employers to teach employees communication skills. By offering classes, setting up interventions, and starting a campaign to educate employees in the workplace, employers can see many benefits. With the correct business communication activities the work environment will become more desirable for employees, productivity will improve, and the retention of important workers will increase. In addition barriers to business communication can be overcome.

Medium May include:

- Memorandum
- Circular
- Notice
- Information discussion
- Follow-up or verbal instructions

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Physical media

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

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

Large meetings

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

departmental meetings (weekly)

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

Up close and personal

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

Viral communication

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

Mechanical media

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

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

E-mail

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

Some short e-mail tips:

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

Weekly letters

Managers that have large groups of employees and who has difficulties in meeting all of them often choose to publish a personally weekly letter. It is sort of a short summary of news with personally reflections. Many employees often

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appreciate it because it has the potential to give the “what’s-in-it-for-us” angle. They can also contain summaries and status in tasks, projects or issues – yesterday, today and tomorrow.

Personal letters

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

Billboard

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

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

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

Intranet

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

Employee magazine

A Magazine offers the opportunity to deepen a specific issue, explain context, describing consequences or tell a story. It also has the opportunity to reach many employees. If you want to create a broad internal understanding of strategic messages the magazine can be a good vehicle to use e.g. by writing an article based on an interview with you. As were the case with the intranet you also have to “translate” the information in the magazine to your employees. You can ask

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yourself: What does the content in a specific article mean to us? How shall I best communicate it to the employees?

Sms

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

Social media

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

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

Push or Pull

You can also divide the different types of communication medium in Push or Pull channels. Push channels are channels where the sender are pushing the message to the receiver. Meaning it is up to the sender to control the communication.

- E-mail
- Newsletters and letters (if sent out)
- Magazines (if sent out)
- Meetings
- Telephone
- Sms

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

- Intranet
- Billboards

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

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

The ambition Stairway

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

Memorandum

A **memorandum** or **memo** is a document or other communication that helps the memory by recording events or observations on a topic, such as may be used in a business office. The plural form is either *memoranda* or *memorandums*. A memorandum may have any format, or it may have a format specific to an office or institution. In law specifically, a memorandum is a record of the terms of a transaction or contract, such as a policy memo, memorandum of understanding, memorandum of agreement, or memorandum of association. Alternative formats include memos, briefing notes, reports, letters or binders. They could be one page long or many. If the user is a cabinet minister or a senior executive, the format might be rigidly defined and limited to one or two pages. If the user is a colleague, the format is usually much more flexible. At its most basic level, a memorandum can be a handwritten note to one's supervisor.

Purpose

The primary purpose of a briefing note “for decision” is to support decision making – to “help (or sometimes influence) a decision-maker to make a better decision in a particular problem situation than he might otherwise have made without the analysis”

Structure

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As the communication mechanism of the policy analysis process, the briefing note should provide a coherent synopsis of a policy problem, identify different policy options for addressing the problem, articulate opposing perspectives and advocate a recommended option. The typical structure for a briefing note includes: a description of the proposed policy; relevant background information; a discussion of key considerations (including implementation concerns, financial considerations, stakeholder impacts, and possible unanticipated consequences), a summary of arguments for and against the policy and a recommended decision. Policy documents that start with a proposal and assemble an argument that position are more accurately referred to as a government white paper. A government green paper which raises a policy option and is meant to open a dialogue on the proposal is more similar in tone to a briefing note than is a white paper

Quality criteria

There is no universal standard for a briefing note, but it is generally understood to be a concise, coherent summary of a public policy problem with a clearly articulated logic for following a recommended course of action.” Next to a political nose, and a logical brain, the most important skill of the good treasury [person] resides in [their] fine drafting hand. The concise, coherent and penetrating note is the final expression of all other talents.”In many Westminster / Whitehall governance settings, policy analysts are expected to analyze the issue and write the briefing note from a neutral public service perspective. However, the briefing note “for decision” must contain a recommendation, acknowledging that “to say anything of importance in public policy requires value judgments, which must be explained and justified

Circular

Circular may also refer to:

Documents

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- Circular note, a document request by a bank to its foreign correspondents to pay a specified sum of money to a named person
- Flyer (pamphlet), sometimes referred to as a circular, is a notice sent out in large quantities
- Government circular, a written statement of government policy
- Circular letter (disambiguation), multiple meanings
- List of circulars, multiple documents

3.3 Notice

(1): warning or intimation of something: announcement

(2): the announcement of a party's intention to quit an agreement or relation at a specified time

(3): the condition of being warned or notified —usually used in the phrase *on notice*

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

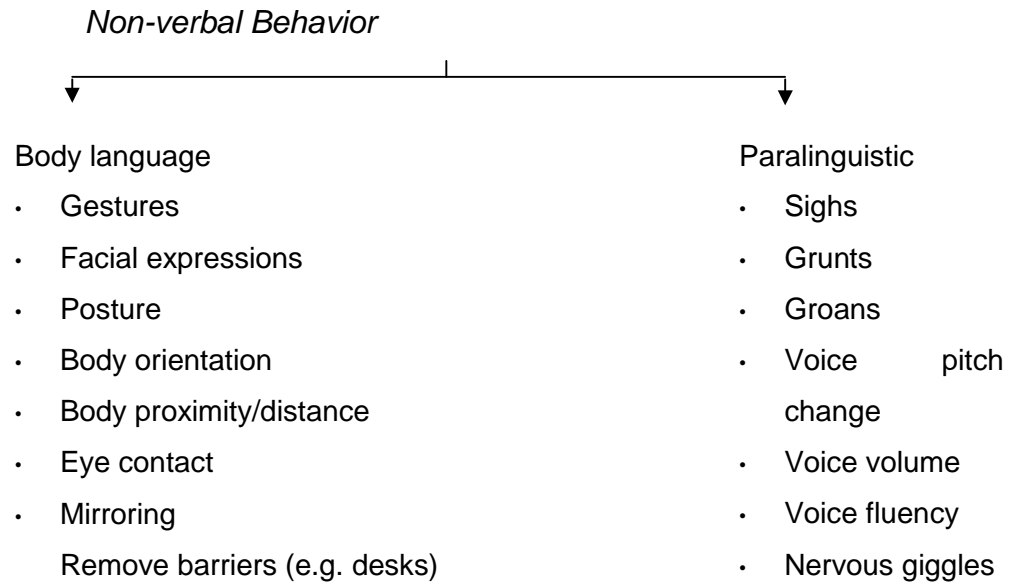
1. Define physical media and mechanical media? 5 points



Information Sheet:-4	Apply non-verbal communication
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4.1 apply non-verbal communication

Non-verbal communication includes body language, gestures, facial expressions, and even posture or any other communication that is not spoken. The only exception is sign language, which is considered to be a form of verbal communication. Non-verbal communication sets the tone of a conversation, and can seriously undermine the message contained in your words if you are not careful to control it.



4.2 Non-verbal communication

Nonverbal communication is critical to the success of any workplace. It starts from the moment an employee applies for a job and continues through the employment of that particular employee. Realizing the importance of nonverbal communication can promote teamwork, respect and efficiency in any workplace.

Eye Contact

Employees need to give fellow workers the respect they deserve. By looking someone in the eye, the speaker feels as though the message is being carried through to the recipient. Eye contact promotes understanding and honesty. Often times, if someone does not look the other person in the eye, there may be a feeling of insecurity or dishonesty.

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Posture

Slouching in the chair signifies a person who may not care about the message being sent. A sloppy posture says that the recipient may not be paying attention or may be purposely trying to distract the speaker. Leaning back in the chair or rocking back and forth shows boredom and a distinct lack of interest in the message. In contrast, sitting up straight and leaning in slightly tells the speaker you are interested in the communication that is occurring.

Office Appearance

Believe it or not, the state of an office also signals communication to co-workers. If a desk is messy and strewn with paperwork, a person glancing at the office may believe the occupant has a cluttered mind and is harried when it comes to work. Saving only the paperwork that will be needed in the future can cut down on the paperwork stack that many people experience. In addition, it is important to remember that only the things that are needed throughout the day need to be on the desktop itself. For example, a stapler, tape dispenser and pencil cup can be permanent fixtures on a desk. Correction fluid, sticky notes and extra notepads can be kept in a draw and pulled out only when needed. An uncluttered, clean desk communicates an organized and neat individual.

Time

Respecting the time of other workers is also a nonverbal form of communication. For those that attend meetings with co-workers, being on time is of utmost importance. Arriving on time shows respect for others' time and contributions. Employees who are continually late for meetings and other appointments with co-workers signal that they may not respect their fellow employees' time or jobs. For example, someone who is continually several minutes late for an 8 a.m. production meeting shows other employees that it is okay to arrive late and that the employee may not believe his or her time is as important as their time.

Nonverbal communication is critical to the success of any workplace. It starts from the moment an employee applies for a job and continues through the employment of that particular employee. Realizing the importance of nonverbal communication can promote teamwork, respect and efficiency in any workplace

Verbal	Non-verbal
--------	------------



Uses language that the client understands Repeats the client's story in other words Clarifies client's statements Explains clearly and adequately Summarizes Responds to primary message Encourages - I see, Yes, Mm-hmm Addresses client in a manner appropriate to the client's age Gives needed information	Uses a tone of voice similar to the client's Looks client in the eye (as appropriate) Nods occasionally Uses facial expressions Uses occasional gestures Keeps suitable conversational distance Speaks at an appropriate pace Physically relaxed Open posture
--	---

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1 draw the table of non-verbal communication? 5 points



Information Sheet:-5	Demonstrate Line Communication
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5.1 demonstrate line communication

In a seminar or class on line communication, have students write a simple paragraph about themselves. Assign each student a different type of outlet for which to write. line forms of communication include e-mail, blogs, wiki posts and instant messages. Have the students engage in an open discussion about the different ways in which they convey similar facts, depending upon which type of outlet they utilize. Present a lecture where you point out the problems associated with using chat room lingo in professional message

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Define line communication? 4 points



Information Sheet:-6	Identify locations and storage of an information
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6.1 Identify locations and storage of an information

Workplaces rely on large amounts of information from many different sources to operate effectively. Most of that information is recorded either manually (on paper) or electronically (on computer). Work schedules, product catalogues, orders and receipts, time sheets and memos are all examples of written information, or records, found in most workplaces.

Locating written information

Storage may include:

- Manual filing system
- Computer-based filing system

Before you can use records, you need to know where to find them. Written information may be located in:

- computer databases
- shelving
- counters
- filing cabinets
- drawers
- pin boards or whiteboards

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1 define storage of information? 4 points



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Instruction Sheet	LG31: Participating in workplace meetings and discussions
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Attending Team meetings on time
- Expressing Own opinions and listing others without interruption
- Establishing Consistent Meeting **protocols**
- **Conducting Workplace interactions**
- Asking and responding Questions concerning working conditions
- Interpreting and implementing Meetings outcomes

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

- Attend Team meetings on time
- Express Own opinions and listing others without interruption
- Establish Consistent Meeting **protocols**
- **Conduct Workplace interactions**
- Ask and responding Questions concerning working conditions
- Interpret and implementing Meetings outcomes

Learning Instructions:

7. Read the specific objectives of this Learning Guide.
8. Follow the instructions described below 3 to 6.
9. Read the information written in the information “Sheet --, Sheet --, Sheet --- and Sheet --”.
10. Accomplish the “Self-check --, Self-check t --, Self-check -- and Self-check --” **in page ---, --, -- and --** respectively.
11. If you earned a satisfactory evaluation from the “Self-check--” proceed to “Operation Sheet --, Operation Sheet -- and Operation Sheet -- ” **in page --** --.
12. Do the “LAP test” **in page – ---** (if you are ready).



Information Sheet-1	Attend Team Meeting
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1.1 Attend Team Meeting

very work place will have staff meetings/team meetings, formal and informal discussions. When a business places a proper value on the time spent by people preparing for and attending meetings, it is quickly seen that they are a very expensive exercise. Effective meeting procedures are essential to ensure that the maximum output is gained from a meeting.

Research has provided a number of attributes required for successful teamwork. Many of these attributes have been consistently identified in the literature. Table 1 provides a summary of literature on the successful attributes needed for effective teamwork as follows:

- *Commitment to team success and shared goals* - team members are committed to the success of the team and their shared goals for the project. Successful teams are motivated, engaged and aim to achieve at the highest level;
- *Interdependence* - team members need to create an environment where together they can contribute far more than as individuals. A positive interdependent team environment brings out the best in each person enabling the team to achieve their goals at a far superior level (Johnson & Johnson, 1995, 1999). Individuals promote and encourage their fellow team members to achieve, contribute, and learn;
- *Interpersonal Skills* includes the ability to discuss issues openly with team members, be honest, trustworthy, supportive and show respect and commitment to the team and to its individuals. Fostering a caring work environment is important including the ability to work effectively with other team members;
- *Open Communication and positive feedback* - actively listening to the concerns and needs of team members and valuing their contribution and expressing this helps to create an effective work environment. Team members should be willing to give and receive constructive criticism and provide authentic feedback;
- *Appropriate team composition* is essential in the creation of a successful team. Team members need to be fully aware of their specific team role and understand what is expected of them in terms of their contribution to the team and the project; and

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- *Commitment to team processes, leadership & accountability* - team members need to be accountable for their contribution to the team and the project. They need to be aware of team processes, best practice and new ideas. Effective leadership is essential for team success including shared decision-making and problem solving.

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. what is the team meeting? 3

points _____



Information Sheet-2	Express their own opinions consistently
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2.1 Express their own opinions consistently

There is good reason for you to communicate courteously and clearly with all these people. You have to get along with the people at your workplace, and you can do that better if you treat them with respect and help them as much as you can. When you are dealing with people from outside your workplace, you are representing your employer and you need to present a good image.

Successful Team

This team of students was highly successful in developing a quality product, as well as being highly collaborative. Their journal entries continually reflected positive comments about other team members, and at no stage during the semester was there a request or requirement to transfer marks from one team member to another. Team meetings were always friendly, and at no stage were team issues discussed as being problematic. The team always focused on the project and how the process of development could be improved by exploring expectations of the tutor, client and end users. An analysis of the data collected from this team indicated that they showed the attributes needed for successful teamwork. In almost all of their responses in interviews, focus group meetings and questionnaires it was evident that this team was committed to:

- Commitment to team success and shared goals- the team was highly focused on delivering a quality product, and not pre-occupied by personal issues that might have interrupted this objective. They facilitated and nurtured positive, cooperative-working relationships based upon the focus of developing a quality final product that would impress their client tutor, peers and end users. The whole team was strongly motivated to out-perform other teams and shared a strong common goal of wanting to develop a product that would support their chances of gaining employment at the end of the course.

This was evident in almost all of their responses;

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- Interdependence– the team members felt that they had a responsibility towards the other members of the team and that the success of the project was based upon each team member’s contribution. Team members were always happy to help peers when they were experiencing difficulties. The team would proactively brainstorm problems individuals team members were having and offer assistance if needed;
- Interpersonal skills – the team recognized that team members had different personalities and experienced problems at different stages. They showed consideration for each other, respected and supported others in difficult times.
- Open communication and positive feedback– the team recognized that it was a “healthy thing” to discuss problems or difficult issues and try to offer constructive help/criticism in trying to resolve these. They strongly valued open dialogue that enabled team members to express their concerns in a non-defensive manner. They were open and truthful about all aspects of the project;
- Appropriate team composition– this team was proactive in selecting their team members well in advance for this unit. They had carefully considered the skills needed for each team member, and also the type of personality for each team member. These were carefully discussed and considered by two team members four months before the unit commenced;
- Commitment to team processes, leadership & accountability- team members were all aware of the importance of everyone’s role within the team and the process used by the team to plan and track the timing and quality of required tasks. The project manager was well respected by the team, and always consulted the team before making any major decisions. Also, the team had a number of quality assurance procedures which helped monitor activities as well as individual team members’ accountabilities;

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Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. what is opinions consistently? 3 Points

Information Sheet-3	Conduct Workplace Interactions
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3.1 conduct workplace interactions



Communicating face to face

Communicating face to face with other people involves:

- speaking observing
- listening being observed

When you are face to face with another person, you don't just hear the words they say - you also hear their tone of voice, see what they look like and watch how they behave. At the same time, they can hear, see and watch you.

Observing and being observed



Would you be convinced by the advice of safety inspector who forgot his hard hat and steel-capped boots? Would you want a sandwich made by a lunch bar attendant with filthy hands and clothes?

Your personal presentation dress and hygiene all contribute to the impression you make on others. Appropriate personal presentation demonstrates your respect for yourself, your employer, and the people you interact with through your work.

Make sure your clothes are suitable for the work you do.

If your work calls for personal protective equipment, make sure you wear it. In some jobs you will need to cover long hair and jewellery. You should be neat, clean and well-groomed for a job that involves personal contact with others - especially the general public.

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People also notice 'body language'. The way you use your hands, your posture and the expressions on your face are all examples of non-verbal behaviour that you can use to get your message across. When you are face to face with someone, you pick up a lot of information from their non-verbal communication. Some people can be very quiet, yet still show aggressive body language. They might have a pained look on their face, they might look tense, or they might shake with anger. You interpret as much from their mannerisms and gestures, tone of voice and level of eye contact, as you do from their words

Workplace interactions May include:

- Face to face
- Telephone
- Electronic and two-way radio
- Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams

Types of Communication

Communication is not simply a matter of the face-to face exchange of information. In organizations, people participate in a number of different levels of communication According to Lehman and Dufrene (2007: 9), communication in organizations can refer to different audiences and generally can take place on five levels: Intrapersonal communication;

- Interpersonal communication;
- Group communication;
- Public communication; and
- Mass communication.

Non-verbal communication is often indirect and ambiguous and people may use different nonverbal signals to show different attitudes when speaking. Preston (2005: 83) states that nonverbal messages can support or interfere with the verbal messages which are delivered by people.

3.2 Listening

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Listening is more than hearing, and it requires some effort. It involves nonverbal communication as well. When people are giving you instructions, you need to listen carefully so that the job is done safely and accurately. By being a good listener, you will follow instructions more accurately and reduce the risk of accidents.



As a listener you should:

- listen for people's feelings
- show you are listening by the answer you give
- Use non-verbal means to encourage the speaker to continue.

3.3 Speaking

A lot of workplace communication involves asking questions or responding to inquiries. To get the answers you want, you have to ask the right questions. Be specific about what you need to find out so that the other person understands clearly.

2.4 ask questions of simple routine procedures



Be sure to use your listening and observing skills when someone asks you a question. Pay attention to the persons tone of voice, facial expression and gestures - your observations will help you to decide what you need to explain.

For instance, if you are asked 'Where is the instruction manual?' - should you explain:

- Where it is kept (the person doesn't know where to look)?
- Why it is not in its usual place (the person is angry that it is not where it should be)?

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- Why you are not using the instruction manual (the person thinks you should be using it)?

If you still don't understand what the person is asking, say so right away. Once you are sure about the question, answer it promptly and concisely. Long, complicated answers waste time and confuse the issue. If you need to supply more information, you will be asked for it.

Often your response will take the form of an explanation. For instance, you could be asked how to do something, how to get somewhere or how something works. An explanation takes some thought. You must not only provide the facts, but you must do so in a way the person can understand. That could mean speaking slowly, using words that are familiar to the other person, and perhaps making a drawing or map.

Written instructions should.

- 'be clear, exact and logical
- be set out in the order in which they have to be done
- be set out in small, manageable steps
- have space between the steps to show that they are separate
- explain what to expect at each step
- be written to suit the person who will read them
- be free of jargon and unnecessary technical terms

- include advice on safety and troubleshooting.

Working in groups

Work groups



Many workplaces set up groups of workers to perform a certain job or achieve a particular goal. The work group may be split up afterwards or given a new job or goal. The people who make up the group may all be from the one section of the

business with similar skills and qualifications, or they may be from different sections.

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Work groups can be set up for many different reasons. They could work on:

- shutting down equipment for annual maintenance
- organising a revegetation program
- revising OHS guidelines
- planning a special event

Your group discussions

When people come together in groups they bring many different ideas, experiences and skills. Working in groups fosters initiative, tolerance and trust.

Work groups can:



- share information
- solve problems
- make decisions
- accomplish tasks.

For work groups to be successful, people have to communicate and cooperate

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1 what is the difference b/n listening and speaking? _____

5.1 Interpreting And Implementing Meeting Outcomes



Meetings need a structure. Without structure, the discussion usually takes far too much time without reaching any firm decisions. An agenda is used to give some structure to a group discussion. An agenda lets people know what the meeting will be about so that they can think about it before they come. It makes sure that everything necessary is included for discussion and nothing gets forgotten at the meeting. During the meeting, it keeps the discussion on track.

implementing meeting outcomes May include be to:

- Observing meeting
- Compliance with meeting decisions
- Obeying meeting instructions
 - Formal meetings
 - A typical agenda for a formal meeting includes the following items:
 - Opening
 - welcome and apologies
 - minutes from the previous meeting
 - business arising from the minutes
 - correspondence, inwards and outward
 - business arising from the correspondence
 - 'reports - financial and subcommittees
 - general business
 - other business





- date, time and place of next meeting
- close.

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is the meeting outcomes? 4 points



Instruction Sheet	LG32: Completing Relevant Work Related Documents
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Completing **forms** relating to employment conditions
- Recording Workplace data on standard forms and documents
- Using Basic mathematical processes for routine calculations
- Identifying and acting upon Errors in recording information on forms/documents
- Completing Reporting requirements

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

- Couplet **forms** relating to employment conditions
- Record Workplace data on standard forms and documents
- Use Basic mathematical processes for routine calculations
- Identify and acting upon Errors in recording information on forms/documents
- Complete Reporting requirements

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below -- to --.
3. Read the information written in the information “Sheet --, Sheet --, Sheet -- and Sheet --”.
4. Accomplish the “Self-check --, Self-check ---, Self-check -- and Self-check --” **in page ---, --, -- and --** respectively.
5. If you earned a satisfactory evaluation from the “Self-check--” proceed to “Operation Sheet --, Operation Sheet -- and Operation Sheet -- ” **in page ---**.
6. Do the “LAP test” **in page – --** (if you are ready)



Information Sheet-1	Complete Forms Relating To An Employment
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1.1 Completing forms relating to an employment

Ask questions such as; why are we meeting? What are we trying to achieve? Are we meeting for meetings sake?

- ❖ Advise people of the meeting in time for them to be able to attend
- ❖ Set an agenda
- ❖ Start and finish on time
- ❖ Manage the participants
- ❖ Follow up on agreed actions
- ❖ Take and distribute minutes

Forms may include:

- Personnel forms
- telephone
- message forms
- safety reports

Meetings

All meetings must be structured to achieve their purpose and conclude in a reasonable time frame. An agenda may be used to outline the purpose of a meeting and the important points that need to be raised and discussed. Formal meetings use an agenda which generally includes the following items:

- opening, welcome, and names recorded of those present and names of apologies received
- dated minutes and business arising from the previous meeting, including the acceptance of these minutes
- correspondence, both in and out, with business arising

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- reports from the finance and other subcommittees
- general and other business
- Workers Compensation, accidents and incidents.
- Date, time and place of the next meeting and the close of the current meeting

Whatever the style of the meeting there is a protocol or code of behavior that all participants should adhere to:

1. Attend the meeting on time.
2. Listen effectively.
3. Don't interrupt other speakers.
4. Contribute to the meeting by expressing opinions in an appropriate manner.
5. Behave courteously towards other participants in the meeting.
6. Don't discuss issues that are outside the purpose of the meeting
7. Ask questions to clarify misunderstandings.
8. Take notes where appropriate of decisions agreed to in the meeting and retain these for future reference.
9. Act on the instructions or decisions of the meeting within the agreed time.
10. Keep sensitive issues raised at the meeting confidential

1.2 Personnel forms

- Information in personnel records must be factual.
- Personnel records must be thoughtfully assigned to their appropriate file locations.
- Supervisors, managers, and other employees who place documentation in personnel records must be trained to appropriately write the documentation
- Balance the information you place in personnel records to include both the positive and the negative
- Recognize the difference between a supervisor's personal notes about his or her reporting staff and the official company personnel records.
- Any medical information belongs in the medical file.

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- Payroll information belongs in the payroll file.
- memorandum



As one of the most common forms of communication within an office environment, the memo or memorandum serves as a quick note to convey information from one section of the company to another. A memorandum may be drafted by management and addressed to other employees or from a department head to

the company at large. Generally, a memorandum will include a few basic elements, such as the name of the originator of the document, the intended recipient or recipients, the date of issue, the general topic, and the body of the document that contains the information to be shared.

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1 what is the personal forms? 3 points



Information Sheet-2	Record Workplace Data
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2.1 Recording Workplace Data

A number of forms need to be completed and submitted prior to, at the commencement of and during employment. These forms may be related to:

- employee records and workplace agreements
- personnel and staffing details
- taxation and superannuation
- banking and finance
- health and insurance records

Details that are commonly requested include:

- full name and title
- home and postal addresses
- date of birth and country of citizenship
- phone and fax numbers and email addresses
- occupation
- Signatures and dates.
- highest level of qualification
- tax file number
- bank account details
- Emergency contact names, addresses and phone numbers.

Forms should be completed clearly and neatly in the spaces provided using the type of pen and style of writing indicated in the instructions. Always check through the answers for accuracy. Any corrections which are necessary should be made according to the procedure set out in the instructions.

Any workplaces where people are able to communicate clearly tend to be a more efficient working environment and employments.

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Effective communication leads to:

- Clear instructions so people know exactly what they are expected to do and do it properly;
- People feeling involved because they are well informed;
- Higher morale and job satisfaction
- People working better as a team
- Time and effort saved as people are clear on what to do

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List the Effective communication leads? 3

points _____



Information Sheet-3	Identify Errors In Recording Information
---------------------	--

3.1 Identifying errors in recording information

Errors in files or records submitted via the bulk file upload process are communicated to submitters via notification emails.

Determining the Step Where the Error Occurred

The step of the validation process the file or records failed can be determined by the format of the notification email.

- File Validation (Step 1) failure: The email describes a file validation failure, the reason for the failure, and, if applicable, the line number of the submitted data file where the failure occurred.
- Pre-Upload Record Validation (Step 2) failure: The email lists the reasons for record rejections, the number of records in the file that failed for each reason, and identifies up to a set number of records for each rejection reason.
- Record Validation (Step 3) or Matching Validation (Step 4) failure: The email explains that records were rejected and provides instructions for locating the Error Log, which lists the errors found in the records.

Warnings for records, e.g., if the record is considered a late submission, or if the cited license is considered expired, do not themselves trigger notification emails. However, the warnings will be included in the error log associated with the bulk file. Note that if a bulk file submission makes it past Step 1, all of the records within the file are checked individually for Steps 2-4. A bulk file that passes Step 1 might include records that fail at Step 2, records that fail at Step 3, records that fail at Step 4, and records that upload successfully. In that scenario, the submitter would receive multiple notification emails.

If Errors Occur During File Validation (Step 1):

If a file fails initial validation (Step 1), the entire file will be rejected. No records in the file will be saved in the Open Payments system.

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The notification email will state the reason for the failure, and, if applicable, the line number of the file where the failure occurred. Step 1 validations stop upon finding an error. The submitter will need to correct the error and reload the file to continue with processing. Refer to the “Correcting Records” section of this QRG for more information.

If Errors Occur During Pre-Upload Record Validation (Step 2)

Records that fail pre-upload validation checks (Step 2) will not be saved in the Open Payments system.

The notification email will state the reasons for record failures, the number of records from the file that failed for each reason, and up to a set number of Record ID numbers of records that failed for each reason. The email will identify whether the number of records rejected exceeds the visible amount. If more records are rejected than can be displayed for a reason, contact the Open Payments Help Desk for the complete list of records rejected for that reason.

Records with Step 2 errors are not loaded into the Open Payments system. They will not be available for review or correction within the Open Payments system, nor will they appear in an error log. The submitter will need to correct record errors and resubmit the records. Refer to the “Correcting Records” section of this QRG for information and further instructions.

If Errors Occur During Record Validation (Step 3) or Matching Validation (Step 4)

Records that fail Steps 3 or 4 will be saved within the Open Payments system and can be reviewed and edited within the system. The notification email for record failure of Steps 3 or 4 contains instructions on locating and downloading an Error Log that lists and details those errors.

Another method to identify records that failed Steps 3 and 4 is by searching within the Open Payments system. To do so, follow the steps below:

1. Log in to the Open Payments system via the CMS Enterprise Portal at and select the “Submissions” tab on the toolbar.

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2. On the “Review Submitted Records” section, select the entity and program year for the records to be reviewed, then select the “Review Records” button.

3. On the “Review Records” page, find the payment category (general, research, or ownership/investment) of the record(s) to be reviewed, then select the “View All” button. All records submitted for the reporting entity for that payment category and program year will display on the selected Payment Category page.

4. Use the filters for “Record Status” to search for records in a “Failed Validation” and/or “Failed Matching” statuses.
 - “Failed Validation” means that the data in at least one field in the record does not match the required formatting for that field.

 - “Failed Matching” means that the covered recipient information in the record cannot be matched to a valid covered recipient physician (including principal investigators) or teaching hospital.

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Determine the Steps of the Error Occurred? 2 points



Information Sheet-4	Record Workplace Data
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4.1 Reporting requirements to supervisors

Reports give an account of the conduct of particular exercises, projects or investigations, together with results, conclusions and recommendations. Where a validated process is continuously monitored and controlled, then automatically generated reports may be limited to compliance summaries and exception/ out-of-specification (OOS) data reports as required by specifications derived from process analytical technologies detailed in approved marketing authorizations

❖ There should be written reports and records of actions taken or conclusions reached, where appropriate, for the following examples (which is not an exhaustive list):

- ✚ validation and qualification of processes, equipment and systems;
- ✚ equipment assembly and calibration;
- ✚ technology transfer
- ✚ maintenance, cleaning and sanitation;
- ✚ personnel matters including training in GMP and technical matters, clothing and hygiene and
- ✚ verification of the effectiveness of training.
- ✚ environmental monitoring;
- ✚ pest control;
- ✚ complaints;
- ✚ recalls;
- ✚ returns.
- ✚ change control

The supervisor’s overall role is to communicate organizational needs, oversee employees’ performance, provide guidance, support, identify

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development needs, and manage the reciprocal relationship between staff and the organization so that each is successful.

Communicating Expectations

In order for employees to understand what is expected of them, you should communicate expectations in terms of behaviors by explaining what it “looks like or sounds like” when an employee is, for example, behaving “*professionally*,” treating co-workers with “*respect*,” or being “*accountable*” for his or her work.

Often, expectations are set by the organization in the form of performance standards:

conditions that exist when the job is performed acceptably in terms of quality, quantity, time, cost, impact, and process or method of doing. They are generally based on the organization, not the person in the job. They are different from specific goals which are set for an individual, and change over time, rather than the job. They enable individuals to differentiate between acceptable and unacceptable results.

Examples of performance standards:

- Follow through: Enter all donor communications data within one week of contact
- Accuracy: All client statistical reports shall be 100% error free.
- Punctuality: Be ready to receive clients at 9am every day.
- Responsive or Good Customer Service: Respond to all phone messages and emails within 48 hours.
- Excellence: Achieve an average score of 4.5 or higher on program participant evaluations.
- Clean: Keep kitchen clean to health code specifications.
- Friendly: Greet all clients and visitors with standard greeting when they arrive and offer them a glass of water or coffee.
- Engagement: Actively participate in meetings; offer comments; ask questions; refrain from doing other work in the meeting (e.g. using PDA, tweeting, writing, or using laptop).

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- Good Communication: Check in with principal of each school to update them on program status and issues within the first week of every month during school year.

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List one by one report of requirement supervision? 3 points



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