



**Ethiopian TVET-System**



# **Furniture Making L-I**

**Based on Sept. 2012G.C. Occupational standard**

**Module Title: -Receiving and Responding to Workplace  
Communication**

**TTLM Code: - IND FMK1 TTLM -0919v1**

**This module includes the following Learning Guides**

**LG34: Follow routine spoken messages**

LG Code: IND FMK1 M011 LO1-LG 34

**LG35: Perform workplace duties following written notices**

LG Code: IND FMK1 M011 LO2-LG 35

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

- √ Gathering information by listening.
- √ Accuracy or in recording messages/information.
- √ Applying or acting instruction or information.
- √ Clarification of work place instruction/ information

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

- gather and Require information is by listening attentively and correctly interpreting or understanding information/instructions
- record Instructions/Information are properly
- receive Instructions are act upon immediately in accordance with information
- .See Clarification is from workplace supervisor on all occasions when any instruction/information is not clear

**Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 5.
3. Read the information written in the “Information “Sheet 1, Sheet 2, Sheet 3 and sheet 4. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them
4. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and self-check 4” **in page - . .**
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “next learning guide **in page - .**



### 1.1. Active Listening

**Listening:** Many people think that being a good communicator means being a good talker. In order to communicate well, a person does need to be able to speak clearly and present ideas in a logical, well ordered manner. However, another factor is also extremely important if communication is to be effective. A good communicator is a good listener. Unless a person listens to what is being said, no communication actually takes place.

In order to gather information and follow instructions correctly, you need to practice effective listening.

*In the workplace, effective listening helps you to:*

- understand instructions clearly
- learn from others
- convey clear messages
- promote good listening in others (if you are prepared to listen to others, they will be prepared to listen to you)
- offer ideas and take part in discussions
- co-operate with others and work well in a team
- understand the ideas and suggestions of others
- respond in an appropriate manner

#### **The Difference between Listening and Hearing**

People are not often aware that there is a difference between listening and hearing. It is commonly assumed that because people can hear they can also listen.

Unless people have a physical disability they are able to hear. At any one time, a person is able to hear many different sounds. Hearing is something which just happens.

#### **Processing Sounds**

Listening involves far more than hearing all these sounds. It requires you to translate them, to make sense out of them, to sort out what is important from what is irrelevant.

Listening requires effort and attention. If someone is explaining to you how to complete a task and you are distracted you may hear what is said but you may not have listened.

In order to listen, you need to focus on the person, try to understand what is said. Check that you have understood and ask questions – it actually takes effort.



A great many things can interfere with effective listening. They include:

**Noise:**-it is very hard to listen in a noisy environment.

**Temperature:** - if you are feeling uncomfortably hot it is

Hard to concentrate on listening.

**Closeness** - when a speaker is too close to you, your mind may be on the invasion of your space rather than what is being said.

**Furniture** - the way in which furniture is arranged in a room may block good listening, for example, if you cannot see the speaker it is much harder to pay attention

**Time** - When people are tired or hurried they are less able to fully concentrate on what is being said

**Impatience-** if you are feeling impatient and want to get away to do other things your mind will not be concentrating on the speaker.

**Distractions** - any type of distraction whether it be something going on outside, work or personal worries tends to stop you from paying full attention to what a speaker says.

**Attitude** - if you do not like a speaker or do not like what they are saying you may quickly tune out.

**Lack of interest-** when you are not interested in a topic it is difficult to pay full attention.

**Thinking you** - often people think they already know

**Already know** what is about to be said and so they Don't bother to listen.

### Improving Listening

While there are many things which can interfere with listening it is important to understand that listening is a skill which can be learnt and that people can work toward improving their listening skills.

**Hearing** is a passive process; it just happens and requires no effort.

Listening is an active process you need to make a real effort to not only hear the words said, but to listen for the message being sent.

### Ways to improve your listening skills are:

- Not to allow yourself to be distracted by anything or anybody else, always give your full attention.
- show that you are listening by using positive body language such as:
- looking at the speaker

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- sitting up straight
- slightly leaning towards the speaker
- nodding as the speaker talks
- Responding with appropriate facial expressions – if you look keen and interested, the speaker will be encouraged to talk.
- don't think about what you want to say while the speaker is speaking – listen first
- try not to interrupt the speaker and start talking yourself – concentrate on listening
- give the speaker feedback so they know that you are listening, for example:
- you may ask questions to get more information
- you may ask questions to check that you have understood
- You may repeat back what the speaker has been saying, e.g. “So what you’re saying is .....
- Try to keep an open mind about what the speaker is saying – you do not need to agree with everything but it is important to listen first and then make decisions.
- Empathize with the speaker – this means trying to see the situation from their point of view

The key to receiving messages effectively is *listening*. Listening is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening requires more than hearing words. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view.

Listening requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes. True listening requires that we suspend judgment, evaluation, and approval in an attempt to understand another is frame of reference, emotions, and attitudes. Listening to understand is, indeed, a difficult task!

distance		disability
	Discomfort with the topic	

Often, people worry that if they listen attentively and patiently to a person who is saying something they disagree with, they are inadvertently sending a message of agreement.

### 1.1.2 Active Listening

Often, people worry that if they listen attentively and patiently to a person who is saying something they disagree with, they are inadvertently sending a message of agreement.

When we listen effectively we gain information that is valuable to understanding the problem as the other person sees it. We gain a greater understanding of the other person's perception. After all, the truth is subjective and a matter of perception. When we have a deeper understanding of



another's perception, whether we agree with it or not, we hold the key to understanding that person's motivation, attitude, and behavior. We have a deeper understanding of the problem and the potential paths for reaching agreement

**Listening:**

- 1.Requires concentration and energy
2. Involves a psychological connection with the speaker
3. Includes a desire and willingness to try and see things from another's perspective
4. requires that we suspend judgment and evaluation

*"Listening in dialogue is listening more to meaning than to words . . . In true listening, we reach behind the words, see through them, to find the person who is being revealed. Listening is a search to find the treasure of the true person as revealed verbally and nonverbally. There is the semantic problem, of course. The words bear a different connotation for you than they do for me. Consequently, I can never tell you what you said, but only what I heard. I will have to rephrase what*

*you have said, and check it out with you to make sure that what left your mind and heart arrived in my mind and heart intact and without distortion."*

**- John Powell, theologian**

Learning to be an effective listener is a difficult task for many people. However, the specific skills of effective listening behaviour can be learned. It is our ultimate goal to integrate these skills into a sensitive and unified way of listening.

**Key listening skills:**

**Nonverbal:**

- Giving full physical attention to the speaker;

Being aware of the speaker's nonverbal messages

**Verbal:**

- Paying attention to the words and feelings that are being expressed;
- Using reflective listening tools such as paraphrasing, reflecting, summarizing, and questioning to increase understanding of the message and help the speaker tell his story.

Listening is complex and some explanations of it can make it even more complex and confusing. Listening is “the process of receiving, attending to and assigning meaning to aural stimulus”. “Listening is not just a trick or succession of techniques. It is an attitude, a way in which you relate to the world. To be a good listener, you must make listening a part of the way you live”.

**Listening and the Communication Process**

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For communication or commonness to occur, listening must take place. The important elements in communication are sender, receiver, a message and a channel. Consider listening and the communication style. (Sender. With a message for the receiver/listener- who attends and interprets – and sends feedback).

Listening behavior therefore, focuses on both the tasks involved and on the relationship issues when they seem important to us. Listening is at the heart of receiver reaction. If people are not listening they do not receive messages, thus adjustments are not made and actions fail to occur. When you see models of communication, remember that the receiver is the listener and the circular process of communication cannot be complete without active and responsive listening. Therefore, listening is crucial to effective interpersonal exchange.

### Improving Listening Skills

Most of us are not effective listeners. Compared to our potential, we are seriously inadequate. Since we spend much more time listening than we do speaking, our needs are clear. Our most important concern should be improving our listening skills and becoming more effective in our most common communication behavior.

### Characteristics of Good Listeners and Poor Listeners

Good Listeners	Poor Listeners
Do not interrupt	Over talkative
Remain patient	Inattentive
Make eye contact	Interrupt
Show interest	Impatient to talk
Look attentive	“Yes, but...” approach
Concentrate	Very critical
Ask open questions	Poor concentration
	Look away from the person

Poor Listener	Effective Listener
<b>tends to "wool-gather" with slow speakers</b>	thinks and mentally summarizes, weighs the evidence, listens between the lines to tones of voice and evidence
<b>subject is dry so tunes out speaker</b>	finds what's in it for me
<b>distracted easily</b>	fights distractions, sees past bad communication habits, knows how to concentrate
<b>takes intensive notes, but the more notes taken, the less value; has only one way to take notes</b>	has 2-3 ways to take notes and organize important information
<b>is over stimulated, tends to seek and enter into</b>	doesn't judge until comprehension is complete



<b>arguments</b>	
<b>inexperienced in listening to difficult material; has usually sought light, recreational materials</b>	uses "heavier" materials to regularly exercise the mind
<b>lets deaf spots or blind words catch his or her attention</b>	interpret color words, and doesn't get hung up on them
<b>shows no energy output</b>	holds eye contact and helps speaker along by showing an active body state
<b>judges delivery -- tunes out</b>	judges content, skips over delivery errors
<b>listens for facts</b>	listens for central ideas

<b>Self-Check -1</b>	<b>Written Test</b>
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1. . This involves far more than just hearing sounds  
     \_\_listening\_\_\_\_\_
2. This refers to the hindrances in effective listening  
     \_\_\_\_\_ *Nois* \_\_\_\_\_
3. It is the active process of the sounds that you hear.  
     \_\_listening\_\_\_\_\_
4. What should you do to check that you have heard and interpreted the instructions clearly?  
     \_\_\_\_\_
5. The process of clarifying your understanding about the instructions.  
     \_\_\_\_\_

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

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

Answer

Score= _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_





<b>Information Sheet-2</b>	<b>Recording Procedures</b>
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## .1.2 Recording Procedures

Verbal or written message can be recorded and stored in various ways. Filing using cabinet, box file, recording voices using electronic media can enable to store data or information. Properly stored data or information can be retrieved for use when the need arises. In this era of technology, a vast amount of data can be stored using small and handy devices. The CD Rom and video are an example of such storage devices. One CD can store a shelf of books. We can also store data in the form of audio, picture etc.

In whatever case the main aims of keeping message and information are:

- Facilitate easy usage of records
- To keep files or data update
- To protect files from damage

There are three main ways of storing information:

- Manual Filing system
- Microfilm filing system
- An electronics or computerized system

## Instructions

### 1. Get the Recorder Ready

1, Purchase a recorder. You can start with an inexpensive plastic one which is often used in schools then upgrade to a wooden one if you stay interested in playing.

2, Assemble the recorder. They tend to come in two or three pieces: the top part which has the mouthpiece, the middle part with finger holes and the bottom part which has a bell shape. Sometimes the middle and bottom part are permanently attached. Gently twist them together.

3, Check to be sure the parts of the recorder all face the right way. The round, longer end of the top part, the six finger holes of the middle part and the one finger hole of the bottom part should all be on the same side. This is the front of the recorder. The side with one hole is the back.

### 2. Practice Blowing

4 Pick up the recorder and hold it properly. The back side with one hole should face you. The front side should face away from you.

5, Put the mouthpiece between your lips. The mouthpiece is the thin semi-circular shaped area with a slot in the top. Place it between your lips but don't bite down.

6, Blow gently into the mouthpiece. Doesn't worry about the finger holes right now, just try making a musical sound?

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7, Practice something called tonguing. This involves saying the word "to" before you start a note. This allows you to start each note crisply and stop the previous one. Basically you should blow while saying "to" until you run out of air. If you're doing it right you should get many short, clean notes from the recorder.

### 3. Hold the Recorder Correctly

8, Hold the recorder with both hands. Your left hand should be higher up on the recorder. Your right hand should be lower.

9, Put your left thumb on the hole in the back of the recorder.

10, Put the first three fingers of your left hand on the top three holes in the front of the recorder. The little finger isn't used.

11, Use your right thumb to support the back of the recorder. It doesn't cover a hole.

12, Put the bottom four fingers of your right hand on the bottom four holes in the front of the recorder.

### 1. Play the First Song

13, Lift all of your fingers off the holes except for the left thumb and left index finger. The back whole and top hole will stay covered. Blow into the recorder. This is a B.

14, Keep your left thumb and index finger down. Cover the second hole from the top with your second finger. Blow into the recorder. This is an A.

15, Cover the third hole from the top with your third finger, keeping your thumb and index finger down. Blow into the recorder. This is a G.

16, Practice moving between these three notes until you can do it smoothly.

### Responding to instructions

Being able to write reliable instructions that people can easily follow isn't an easy task. First, you need to know what you're talking about. No questions there, right?

Second, you need to communicate clearly and effectively. This means that your writing must be as free from spelling and grammar mistakes as you can make it. If you're spelling skills aren't tops make sure you get someone to proofread your work before you submit your article or class paper.

So, how do you write good instructions? Get organized in your thinking, understand where the instructions might go wrong, and break down those instructions into manageable steps.

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### Instructions

1 First, get organized in your thinking. Write each step of your process on a separate sheet of paper or index card. Don't get into details at this point -- a headline or brief description will do. You'll write detailed instructions later.

For any activity that requires materials or ingredients, such as a recipe, make a separate card for those items. You might need both an ingredient list and a tool list -- for instance, a recipe might need food items and a blender or specialized cooking pan. Keep ingredients (consumables) and tools (hardware) on separate lists.

2 With each step written on a separate index card, lay out the cards on your desk and place them in the correct order. This will allow you to see if your instructions are missing steps. Don't assume the reader will be able to fill in the blanks. If something is missing, take the time now to add another index card and write in the missing step. Check the order again, and then go to the next step.

<b>Self-Check -2</b>	<b>Written Test</b>
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1. write the main aims of keeping message and information

- 1 Facilitate easy usage of records
- To keep files or data update
- To protect files from damage

2. list down the three main ways of storing information

- 1 Manual Filing system
- Microfilm filing system
- An electronics or computerized system

3. list down at list three instruction recorder

1\_\_ First, get organized in your thinking \_\_\_\_\_

### Practice Blowing

4. \_\_\_\_ **Hold the Recorder Correctly**

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

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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<b>Information Sheet-3</b>	Standard Workplace Written Communication
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### 1.3 Communication Standard

**Communication** – Although there are hundreds of definitions of communication, we can define it as follows for our purpose in this competence.

The word communication is derived from a Latin word “Communis”, meaning “*Common*” because it *stands for a natural activity of all* human beings to convey *opinions, feelings, information, and ideas* to others through words, body language or signs.

- Communication is any verbal or non-verbal behavior which gives people an opportunity to send their thoughts and feelings, and to have these thoughts and feelings received by someone else.

Generally, communication is the process of transmitting information from the sender to the receiver with an intention to create understanding between them which in turn leads to meet a given goal at last.

#### 1.1.1. Types of Communication

There are three main modes of communication:

1. Verbal communication
2. Non-verbal communication
3. Written communication

#### Verbal communication

In primary industries a large proportion of communication is verbal or spoken. This may occur face-to-face or via telephones or two-way radios. For verbal communication to be effective both the speaker and the listener need to be actively engaged in the conversation.

The speaker should be clear, concise, and courteous and use a style of language that is appropriate to the situation and the audience. The information should be accurate to the best of the speaker’s knowledge. The tone of voice and body language used when speaking are often as important as the words themselves.

The listener should give the speaker their full attention and be sure that they clearly understand the message being conveyed. Again, body language is very important. Good listening skills are necessary when receiving instruction or being taught new procedures.

Questions should be asked by the listener to clarify the meaning and by the speaker to ensure that the information has been fully understood. There are three types of questions:

1. **Closed questions** are used to obtain a particular piece of information. They are usually answered with a yes or no or with a limited response. For example:
  - Have you driven a four-wheel drive tractor before?

2. **Open questions** encourage people to discuss a situation and share information. They often require longer answers and begin with how, where, when, which, who, why or what. For example:
  - What types of tractors have you driven?
3. **Reflective questions**, also called mirror questions, are used to show the speaker that you have been actively listening to them. They are also helpful when encouraging a person to express their opinions clearly. For example:
  - So, you've driven this type of tractor before?
  - You've found this type of tractor to run reliably, haven't you?

### Non-verbal communication

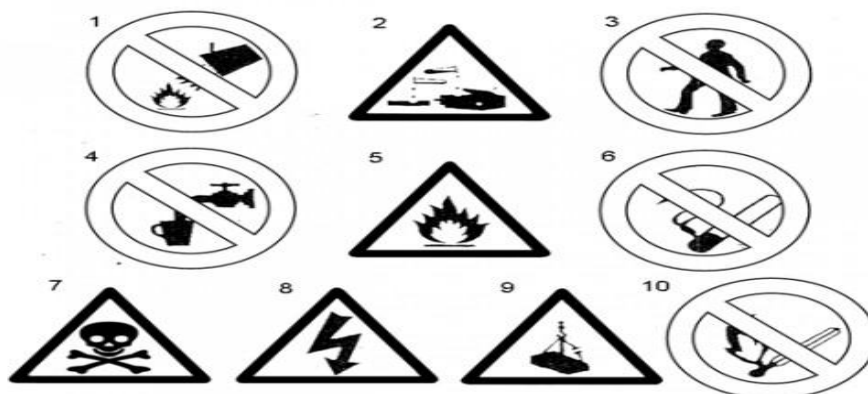
A significant aspect of face-to-face communication is non-verbal body language. This includes body posture, arm and hand positions, facial expressions, eye contact and hand gestures. Sometimes a conflicting message may be given because the words spoken do not match a speaker's body language.

Good observation skills are needed to 'read' what is really being communicated. Being aware of cues and signals is a crucial skill in understanding people's attitudes.

Personal presentation, dress and hygiene also contribute to the impression a person makes when they are communicating.

Other forms of non-verbal communication regularly found in the workplace include:

- **Signals**, for example hand signals used when operating machinery; traffic lights.
- **Signs**, for example safety signs; workplace warnings; men's, ladies and disabled toilets; first aid posts.
- **Diagrams**, for example property maps; diagrams in machinery manuals.
- **Symbols**, for example poison schedules; map legends; machinery gears and levers.





Self-Check -2	Written Test
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1 define about communication \_\_\_\_\_

\_\_\_\_\_any verbal or non-verbal behavior which gives people an opportunity to send their thoughts and feelings, an \_\_\_\_\_

2 list down three types questions

1\_\_\_Verbal communication

3 Non-verbal communication

Written communication\_\_\_\_\_

3 write doewn and identifay threemain modes ofcommunication

1\_\_\_\_\_

\_\_\_\_\_

2\_\_\_\_\_

\_\_\_\_\_

3\_\_\_\_\_

\_\_\_\_\_

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

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Information Sheet-4</b>	<b>Clarification of work place instruction/ information</b>
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#### 1.4 Clarification of work place instruction/ information

It is difficult to live in the absence of communication. It is only through transmitting meaning from one person to another that information and ideas can be conveyed. Communication has to be understood and documented. There is no as such perfect communication while transmitting message from one to another but there are some major principles to make communication effective.

##### *1.4.1 Clarify the idea before communication.*

The idea or message to be communicated has to be clarified in order to avoid any misunderstanding by the receiver. Therefore the clarity of the message has to be communicated to get effective communication. Before sending message upward or down ward the content of the message should be clear to sender himself.

##### *1.4.2 Consultations with others.*

Before actually communicating the message, it is better to involve others in developing a plan for communication. The consultation will be helpful in giving meaning to the message and the methodology to sending.

##### *1.4.3 Tone and content of the message*

The content of the message and the language used, the manner in which the message is to be communicated, are the other important element of effective communication. The language used should be such that it does not offend the sentiment of and self respect of the listener. Your choice of language the word you use predetermines the reaction of the listener.

##### *1.4.4 Follow – up communication*

Follow up action helps communication to be effective. The communicator may ensure the success of communication by asking questions regarding the efficiency of communication. The receiver of communication may also be encouraged to respond to communication. If need arises, the communication process may be improved by feedback received to make it more responsive.



### 1.4.5 Be a good listener

Communication depends not only on commands but the ingenuity of patient listening. If the receiver encounters the problem of understanding, this can be solved if the communicator listens to the questions of the receiver with patience and give necessary advice and direction if needed.

### 1.4.6 Recording message and information

Verbal or written message can be recorded and stored in various ways. Filing using cabinet, box file, recording voices using electronic media can enable to store data or information. Properly stored data or information can be retrieved for use when the need arises. In this era of technology, a vast amount of data can be stored using small and handy devices. The CD Rom and video are an example of such storage devices. One CD can store a shelf of books. We can also store data in the form of audio, picture etc.

In whatever case the main aims of keeping message and information are:

- Facilitate easy usage of records
- To keep files or data update
- To protect files from damage

There are three main ways of storing information:

- Manual Filing system
- Microfilm filing system
- An electronics or computerized system

#### *1.4.7 Manual filing system*

Manual filing system means one in which papers or written communication is stored by hand in filing cabinet .in folders, on shelves in the box files etc. In this system files or documents can be stored using centralized filing system or departmental filing system. The methods of filing can be vertical –the files are suspended in upright position in drawers of metal cabinets or lateral – the files are suspended from rails in horizontal rows on rack or shelves using alphabetical or numerical way of filing.

- Centralized filing.

With this filing system, all the files for the whole organization are stored in one place, which is usually manned by specialized staff.

- Departmental filing.

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With a filing system, each department has its own files which everyone in that department has access to.

- Vertical filing

This method is the most popular way of filing. The files are suspended in upright position in drawers of metal filing cabinets. The contents of the file are listed on strips which are placed on the top edge of each file. The documents are kept clean and dust-free and are easily accessible.

Care should be taken when opening the drawers of filing cabinets.

- Lateral filing

With this, files are suspended from rails in horizontal rows on racks or shelves, rather like books on a bookshelf. Where space is limited lateral filing is a good idea, as there are no filing drawers to open and the shelves or racks can be right up to the ceiling if necessary.

#### ***1.4.8 Microfilming***

Microfilming is the filing of documents that have been photographed, developed on film in greatly reduced size and printed on plastic strips or cards. An A4 sheet of information can be reduced to tiny size. If the documents need to be read a view finder is used to enlarge the image on the screen.

#### ***1.4.9 Electronic filing***

Electronic system of filing enables documents to be filed on computer storage medium. CDs, Flash discs, memory cards are some of the devices used in electronic system of filing.

CD Rom is a storage devices made up of plastic discs with a mirror like finish. It can store any digital data. There are several different formats of CD for use on a computer and range and possibilities are changing all the time. Different Format of CD such as Audio CD, CD ROM( Read only Memory),CD-R ( Compact disk – Recordable) ,CD-E ( compact disk Erasable) Kodak Photo .

Filing using book shelf and cabinets recently replaced by CD ROM and other electronic media as the former takes much space than the latter. Retrieval system of book shelf is more time taking compared to CD-ROM. In case of CD ROM one access data or information very easily and with less time. You need a multimedia computer to use CD-ROMs,CD- R and CD-E .

- **Audio CD** – most musical clips and films are recorded using such CDs.

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- **CD – ROM** - this means Compact Disk – Read only Memory. The computer can only read from the disk not write to it. It is not possible to change the content of information once stored.
- **CD- R** – it means computer disk recordable. This is a CD you can record on but you need a special piece of equipment called CD writer. Once you have recorded on one of these you can't wipe the information off or re-recorded over what you have already put on it.
- **CD – E (Compact disc erasable)**. This is a CD you can store files on, also erase files, then use again for storing other information.

The Importance of CD-ROMs:

- Information can be quickly accessed
- Can store great amounts data( sound, text, video etc)
- Can go over the same information as many times as possible.
- Can receive consistent information. Memory does not change and it does not run out of time.

### 1.5 Reporting Procedures

**Report:** is a written document prepared by an individual or committee after conducting research. After data collection and analysis the results must be presented.

#### Written Reports

Written reports are frequently used to convey information within the workplace. Reports can be informal (e-mails, memos, letters, etc.) or formal..

There are two basic kinds of report.

**Informational reports** tell the reader about a topic. They present information without analysis or recommendations. The report writer's task is to select and emphasize the relevant facts clearly and concisely.

**Analytical reports** tell the reader to do something. They analyses and interpret data and make recommendations. The report writer's task is to select and emphasize the facts and arguments that support the recommendations.

One of the first questions to ask yourself is: What kind of report are you writing?

#### Preparing a report

The process of preparing a report begins long before you begin writing. The key questions to begin with are:

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- What is the purpose of your report?
- Who is the report written for?
- What are the key points of information that you want your reader to take away?

### **Contents**

The contents page should list the main section headings of the report with page numbers. It may also list the tables and figures in the report.

### **Executive summary**

A good executive summary allows a busy reader to get the main points of the report without reading the whole report. It should be short and should include:

- The purpose of the report
- The problem or issues dealt with and the main points of discussion
- The conclusions of the report
- Any recommendations made

The executive summary comes at the beginning of the report, but it is a good idea to write it after you have finished writing the whole report.

### **Introduction**

The introduction explains the background to the report, its purpose and the points covered. A good introduction will be short and will help to guide the reader.

### **Main body**

The main body of the report should contain a clear explanation of what you have discovered and how you have found it out. It is often divided into sections with headings that describe the topics covered. Another way to divide up the main body is:



Self-Check -4	Written Test
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- 1 what is the deference between written report and informational report?
- 2 what is the use written report? convey information
- 3 what is report? is a written document prepared by an individual

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

Score= _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Instruction Sheet</b>	<b>LG35: Perform workplace duties following written notices</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics

- ✓ Reading written notes and instruction.
- ✓ Routine written instruction.
- ✓ Give feedback to workplace supervisor based on the instructions/information received

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, you will be able to –

- read and interpret correctly in accordance with organizational guidelines Write notices and instructions.
- Follow in sequence Routine write instructions.
- give to workplace supervisor based on the instructions/information receive Feedback.

**Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 5.
3. Read the information written in the “Information “Sheet 1, Sheet ,and Sheet 3 Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them
4. Accomplish the “Self-check 1, Self-check t 2and Self-check 3 **in page -.**
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “next learning guide **in page -.**



## 2.1 Reading written notes and instruction

### 1reading interpreting notices

#### Purpose

A landlord uses this notice as a last resort before formally evicting a tenant. This final notice is not given to a tenant until all attempts have been made to request the tenant leave the property.

#### Information

A final notice to vacate is generally a letter stating this is the final notice from the landlord. The landlord expects the tenant to comply with this letter and freely vacate the property within the time frame mentioned. It states the date, the landlord's signature and a warning that if the tenant does not leave, the landlord will pursue legal eviction.

#### Details

This notice allows a tenant time to move out of the rented property. The tenant has the option of leaving or waiting until he receives an eviction letter from the local court. When the eviction letter is served, the tenant must appear in court and often faces extra charges, including court fees.

### How to Read Human Behavior

Many of the things humans do send messages that you can read if you know how. If trying to better understand your impact on people or more easily determine how others feel about you or your ideas learn to read human behavior. By developing the skills necessary to do so, you can acquire information about others more easily and be more responsive to other's needs.

#### ReadingInstruction

1, Be attentive;-You will not succeed in reading human behavior if you aren't attentive to behaviors that people exhibit. Instead of moving through life too rushed to notice what goes on around you, pause and pay attention to how your conversations or interactions with others lead them to behavior. By paying attention these behaviors you can acquire information.

2, Look for sudden changes; - The most telling human behaviors are the ones that differ from the norm. For example, if your friend is constantly laughing and happy and suddenly appears chagrined, there is likely something at the root of this change. When you first begin reading human behaviors, make these changes your queues.

3 Monitor the amount of distance someone puts between themselves and you;-When an individual places physical distance between you and her it can be a sign that she is less than happy about something. For example, if you are on a date with a girl and she sits as far from you as she can or turns her body so she is facing away from you, this is likely a sign that she isn't keen on you.



4 Watch facial expressions. Many of the emotions that humans feel are evident on their faces if you are attentive to these subtle changes. A furrowed brow, for example, may indicate upset or confusion while a beaming smile almost certainly signifies happiness. Allow these facial expressions to tell you what others are feeling or alert you to changes in their emotions.

5 Build your knowledge about individuals unique behavior signals;- No two individuals are exactly alike, so to really read human behavior you must be aware of an individual's unique tells. Pay particular attention to signs that your closest friends and family members give off and create a mental catalog of their tells. For example, you may notice that your son is unable to look you in the eye when he is telling you something that isn't quite true. By remembering this, you can prepare yourself to read him more effectively.

**Significance**

An employer may stop calling in an employee for work, but still keep the employee on the payroll and issue the employee a regular pay check. This arrangement is considered wages in lieu of notice. The worker is unemployed because the company is not paying the worker to perform a job, although a state may still consider this income to be wage income.

**Benefits**

The worker may still qualify for other benefits from the company while receiving wages in lieu of notice, even though the company has laid off the worker. In the state of California, a worker may also receive paid vacation time or gain work days that qualify the worker for seniority benefits while receiving wages in lieu of notice.

**Unemployment Benefits**

Wages in lieu of notice can reduce state unemployment benefits. The state of California considers wages in lieu of notice to be wage income, and separates these payments from dismissal pay or severance pay, which the state does not consider to be wage income. Wage income reduces unemployment compensation, but other types of payments from an employer may not affect state unemployment benefits.

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## Characteristic

**Policy** defined as a course or method of action selected, usually by an organization, institution, university, society, etc., from among alternatives to guide and determine present and future decisions and positions on public matters. Policy is more of general and deals with over whole functions of the organization.

**Guidelines** are sets of best practices that are supported by consensus. Workers should attempt to follow guidelines, though they are best treated with common sense, and occasional exceptions may apply. Where a guideline appears to conflict with a policy, the policy normally takes precedence. Thus it can be said that guidelines are specific and be followed in performing the given task. For instance “Smoking is forbidden in the shop ’, can be taken as a general guideline for that specific area of work. Therefore, every worker should respect and act accordingly. Violation of such rule may lead to disciplinary action.

**Organization Manual** can be prepared based on the organization policy to have smooth flow of work. It helps to make clear every action taken by specific units or departments whether it is in accordance with organization’s objectives or not. It can be taken as a guide for employees to accomplish the given task specified in the manual.

**Service Manual** holds the detail service manual of the machinery, equipment and electronics devices. It incorporates when and how to service the specific machinery or equipment. It can be taken as a general guide for technicians who are engaged in servicing of equipment’s

Following strictly all the instructions in the manual will make easier the technique of servicing.

### **.2.12 Ethical Work conduct**

Every organization needs ethical work conduct. When we say ethical work conduct, we mean sort of guideline which enables workers to identify the right way of conduct from the wrong one. Therefore, ethical work conduct enables workers to possess proper behavior and develop good relationship with other worker which helps much to have good working environment within the organization.

Every profession has an ethics to judge their action to be right or wrong.

The common Ethical rules of conduct for workers:

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Workers of different professions are expected to observe the minimum labor behavior expected from them. This is called labor discipline - a mandatory observance (execution) of rules concerning Work time, norms, mode of performance, protection of property and means of production, management of production etc.

Failure to observe or respect labor discipline brings about disciplinary measure which ranges from dismissal to simple oral warning. So it is important for worker to observe every disciplinary rule in order to avoid disciplinary measure, to be more productive, to maintain good relationship with employers and have good profile.

The following are some of the common disciplinary rules expected from all professional.

- 1) **Punctuality:** this refers to be on time in the right place. A worker is said to be punctual not only when he comes to work place on time set for work, but also when he meets deadline and available during working hours.
- 2) **Proper utilization of instrument of labor:** a worker should handle the instruments in a way to be used for longer period of time. This includes developing habits like switching off the light when leaving office, cleaning equipment's after use, checking oil, water, tire before driving etc.
- 3) **Working in cooperation with colleagues:** Good relationship creates a good working atmosphere conducive for cooperation and better productivity.

Maintaining moral and ethical Values:

The perception of everyone is different; something which is wrong or immoral for somebody may be right or moral for the other. But there are some moral and ethical values which can be shared by all the people of one community, or country that serves as standard to judge action as right or wrong.

In any society one can find certain moral and ethical values that govern the smooth relationship between its members. Ethics is treating of moral feeling, duties or conduct. For example helping a person in need of assistance, helping in protecting public safety, peace and order are among the moral and ethical values of society.

Good citizens maintain the moral and ethical values of their society. The obligations of member of a society that originate from these values are mainly moral obligation. Moral obligations are requirements that specify what acts are permitted or forbidden without reference to the consequences of performing or omitting the act. It is a duty, which is valid and binding in conscience and according to natural justice. Moral obligation rests mainly upon ethical considerations, and is not imposed or enforced by law unless it is provided in some kind of disciplinary rules issued by the concerned body.

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Self-Check -1	Written Test
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1 what is deference b/n servicemanual organizationalmanual?

\_\_\_\_\_ holds the detail service manual while \_\_\_\_\_ can be prepared based on the organization policy \_\_\_\_\_

2 write down some the common disciplinary rules?

- 1 \_\_\_\_\_  
**Punctuality:** \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

3 what is ethical work conduct? \_\_\_\_\_

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

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

Answer	Score= _____
	Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Information Sheet-2</b>	<b>Routine written instruction.</b>
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**2.2 Routine written instruction**

**How to Follow Written Instructions**

Performing well in any task usually includes following written instructions. If your child gets a toy or bike for a present and you do not follow the written instructions on how to put it together then you will have one unhappy child. When you suffer from a disease or illness, you must follow your doctor's written instructions if you want to overcome the illness.

**Instructions**

- 1, Read all of the written instructions all the way through at least once.
  
- 2, Understand the written instructions. If you have a question reread the instructions or the part you do not understand.
  
- 3, Comprehend what the instructions tell you to do. Do not start to follow the instructions until you are completely clear with them. If necessary, call the person who wrote the instructions and ask any questions you still have.
  
- 4, Follow the written instructions. Perform each step of the instructions in the exact order written. For example if the instruction says "take pill 'a' with a full glass of water and then take two pill 'b' with orange juice", make sure you take pill "a" first.
  
- 5, Keep the instructions with you as you follow them. Even if you think you will remember them, find and read the instructions. Follow the written instructions at the same time.

**How to Write Instructions Clearly**

Do our want to write steps for people to follow that will help them perform tasks easily?  
 Do you need to write clearly and precisely so that readers won't become confused by



your instructions and perform the task incorrectly? It is not hard to do and your readers will thank you.

**Instructions**

1, Write an introduction explaining what the reader will be able to accomplish by following your instructions. You want the reader to understand why they are reading the instructions.

2, Use simple words that any person would understand. You can't assume the reader knows anything about the topic. This way, you won't leave out any important steps.

3, Write in a friendly conversational manner. Imagine you are telling a friend how to perform a task. Use short specific sentences for each step. You want to tell the reader how to perform a task using active voice.

4, Picture you performing each step. Put yourself in the person's shoes and do the task as if you've never done it before. Include diagrams and photos when possible so the reader can see what steps they will perform. Write captions beneath the drawings.

5 Put the steps in logical order and use numbers if you want the reader to perform the task in a specific order.

6, Include any warnings in a special section that the reader will not miss. You don't want anyone to miss the warnings and get hurt following your instructions.

7, Use clear headings for each section of your instructions. Write in a large, bold font that stands out from the steps of the instructions.

Related Searches will still receive severance pay even if she finds a new job.

**Receiving Instructions:** When you are receiving instructions from someone else, especially if they are speaking to you:

- stop whatever else you are doing
- focus on the person speaking
- if you can, make notes about the details
- when the person has finished, tell them what you understood from their instructions to make sure you have understood them correctly

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- Check how long the task should take you.

If you do not carry out the instructions correctly, it will be **your mistake**. You have a responsibility to make sure that you have understood correctly. Mistakes are often made because:

- the instructions were not heard correctly due to:
  - *too much noise around* – ask to move to a quieter place
  - *the person not speaking loudly or clearly enough*
    - ask them to speak up
- not enough detail was given:
  - *ask for more information* – don't assume you know what they mean
- the meaning was unclear:
  - check the outcome and the purpose of the task
- Repeat back what you have heard and understood to check that it is correct.

**Following Instructions:** In our everyday lives we constantly need to follow instructions. These may be written – *how to use a new DVD player/recorder* or spoken – *where to meet a friend*. In a work environment you may find that a considerable amount of your time involves following instructions. For this reason it is vital to develop your skills so you are able to do this in an efficient manner.

### Written Information Sources

In the workplace, written information can take the form of:

- letters
- memos
- informal notes
- faxes
- emails
- text messages
- workplace signs
- instruction manuals

### Following Written Instructions

The following points should help you to follow written instructions in a more effective way.

- Read through all the instructions or steps before beginning the task. This will give a clear picture of what the whole tasks involves
- If diagrams are provided take the time to look at them carefully. As you work through the task check the diagrams to make sure that your work matches the example given.

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- If you are not sure of the meaning of any words or terms take the time to find out the correct meaning. Ask your workplace supervisor if you guess correctly you may find that you cannot complete the task or that the finished task is not done properly
- Avoid the temptation to try to complete the task before reading all the instructions. Although the job may take a little longer, it will save time in the long run as you may avoid mistakes.

**Following Spoken Instructions**

Spoken instructions are generally received face to face or via the telephone. The following points should help you follow spoken instructions in a more effective way.

- When following spoken instructions, it is absolutely essential that you listen. Avoid jumping to conclusions or assuming that you know how to complete the task. Use all your listening skills to ensure that you receive the message accurately.
- Ask questions if you are uncertain about particular steps. Sometimes people are afraid to ask questions because they think they will look stupid. Remember questioning shows that you are keen and interested and it is always better to ask questions rather than make a mistake.
- Be sure that you understand all the words or terms being used.
- If you are receiving instructions over the telephone, always write down the information accurately.
- Repeat the instructions back to the instructor to be sure that you have fully understood all the details.
- It often helps if you can complete the task once with the instructor. This will give you a chance to ask questions and check other things as you work through the job.
- Can receive consistent information. Memory does not change and it does not run out of time.



<b>Self-Check -2</b>	<b>Written Test</b>
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Answer the following Questions

1. What do you mean by jargons?  
\_\_\_\_\_
  
2. Identify the things that you should do in receiving instructions
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  
3. This is generally received face-to-face or via telephone.  
\_\_\_\_\_
  
4. What are the two types of instructions
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
5. Identify at least 4 types of written information  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Answer 

Score= _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Information Sheet-3</b>	<b>Give feedback to workplace supervisor based on the instructions/information receive</b>
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- **Receiver:** The receiver of the message has an equally vital role to play as the communicator. Communication to be effective must be receiver oriented, for it is the receiver, his/her ability to encode the message and understand it that contributes to a positive response from the receiver

**Feedback:** communicator is the originator of the message. The actual response of the receiver to the message communicated to him/her is known as feedback. This is an important element to the communication process because it reduces the possibility of a difference between the intention of the communicator and the interpretation of the message by the receiver. Two - way communication requires feedback to the initial message sent and enables the sender to check whether the message received has been properly understood by the receiver

.Essential Elements of Communication Process

The essential elements of communication process are;

1. **The Sender:** the person who passes on some information.
2. **The Receiver:** is a person to whom the information is to be passed on.
3. **The Medium:** is something/a device that is used to transmit the message
4. **Encoding:** the process of putting the idea into symbols that is made by the sender.
5. **Decoding:** interpretation of the message to understandable information made by the receiver.
6. **Feedback:** is the response of the receiver made to the sender.
7. **Noise:** anything that arises in the environment and distorts the free flow of information between the communicating parties.
8. **Environment:** the surrounding/setting in which the communication process takes place.

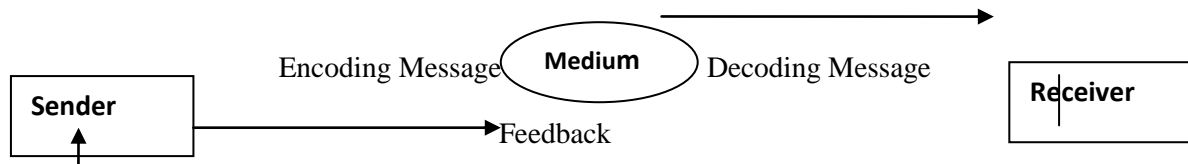
Since communication is a process, **all the first six elements** are to be connected with arrows which **shows the direction of flow** of information and thus, the arrows should





not be wrongly placed as it misleads the communication process. This is because of the fact that communication is conducted to make someone do something or act in certain way. The sender (source) initiates the communication process.

Diagrammatically, communication process can be simply shown as follows;



Feedback in communication is immediate in oral face-to-face communication, slow in written communication and negligible in mass communication like radio, television, etc.

Communication is a six step process in general. These are:

1. The sender has an idea
2. The idea becomes a message
3. The message is transmitted
4. The receiver gets the message
5. The receiver reacts/interprets and implements the message
6. The receiver sends feedback to the sender

Misunderstanding can arise at any of the stages and when that happens, the communication process breaks down.



Self-Check -3	Written Test
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1 what is the sense of feed back?

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–

2 which one of the following is not importance of information.

A, Satisfy the needs of the customer

B, to reduce the level of uncertainty for the future

C, Establish a new venture

D, None

3 what is the d/c b/n sender receiver

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

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

Score = _____ Rating: _____
--------------------------------

Name: \_\_\_\_\_

Date: \_\_\_\_\_



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