

DEBRE BIRHAN POLYTECHNIC COLLEGE



Ethiopian TVET-System

INFORMATION TECHNOLOGY SUPPORT SERVICE Level I

LEARNING GUIDE # 1

Unit of Competence: Operate Personal Computer
Module Title : Operating Personal Computer
LG Code : ICT ITS1 M09 L01 29
TTLM Code : ICT ITS1 TTLM09 0511

LO 1: Follow routine spoken messages

INTRODUCTION

Learning Guide # 1

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

- Communication Overview and Communication Process
- Listening

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 required information by listening attentively and correctly interpreting or understanding information/ instructions
- Properly record instructions/information
- Act upon on instructions immediately in accordance with information received
Seek clarification from workplace supervisor on all occasions when any instruction/information is not clear

Learning Activities

1. Read the specific objectives of this Learning Guide.
 2. Read the information written in the "Information Sheets 1" in pages 3-7.
 3. Accomplish the "Self-check" in page 8.
 4. If you earned a satisfactory evaluation proceed to "Information Sheet 2" in pages 9-12. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity#1.
 5. Read the "Information Sheet 2" then accomplish the "Self-check" on page 13.
 6. If you earned a satisfactory evaluation proceed to "Lap Test" on pages 14. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity#2.
 7. Do the "LAP test" (if you are ready) and show your output to your teacher. Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to Learning Guide 30.
- Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to the next topic.

Information Sheet 1

Communication and Communication Process

Communication

. . . is an active process in which information (including ideas, specifications, goals, feelings, work orders, and so on) is exchanged among two or more people.

. . . 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.

Although this is a simple definition, when we think about how we may communicate the subject becomes a lot more complex. There are various categories of communication and more than one may occur at any time.

The different categories of communication are:

- **Spoken or Verbal Communication:** face-to-face, telephone, radio or television or other media.
- **Non-Verbal Communication:** body language, gestures, how we dress or act - even our scent.
- **Written Communication:** letters, e-mails, books, magazines, the Internet or via other media.
- **Visualizations:** graphs, charts, maps, logos and other visualizations can communicate messages.

Communication theory states that communication involves a sender and a receiver (or receivers) conveying information through a communication channel.



Communication Channels

There are multiple **communication channels** available to us today, for example face-to-face conversations, telephone, text messages, email, the Internet (including social media such as Facebook and Twitter), radio and TV, written letters, brochures and reports.

Choosing an appropriate communication channel is vital for effective communication as each communication channel has different strengths and weaknesses. For example, broadcasting news of an upcoming event via a written letter might convey the message clearly to one or two individuals but will not be a time or cost effective way to broadcast the message to a large number of people. On the other hand, conveying complex, technical information is better done via a printed document than via a spoken message since the receiver is able to assimilate the information at their own pace and revisit items that they do not fully understand.

Communicating With Others

Communication needs to be clear and effective in order to achieve its aim. When it is not, all kinds of problems can result.

Ineffective Communication

If people working together are not able to communicate well, it can lead to confusion, unhappiness, frustration and annoyance. It can also mean that an organization's goals will not be met.

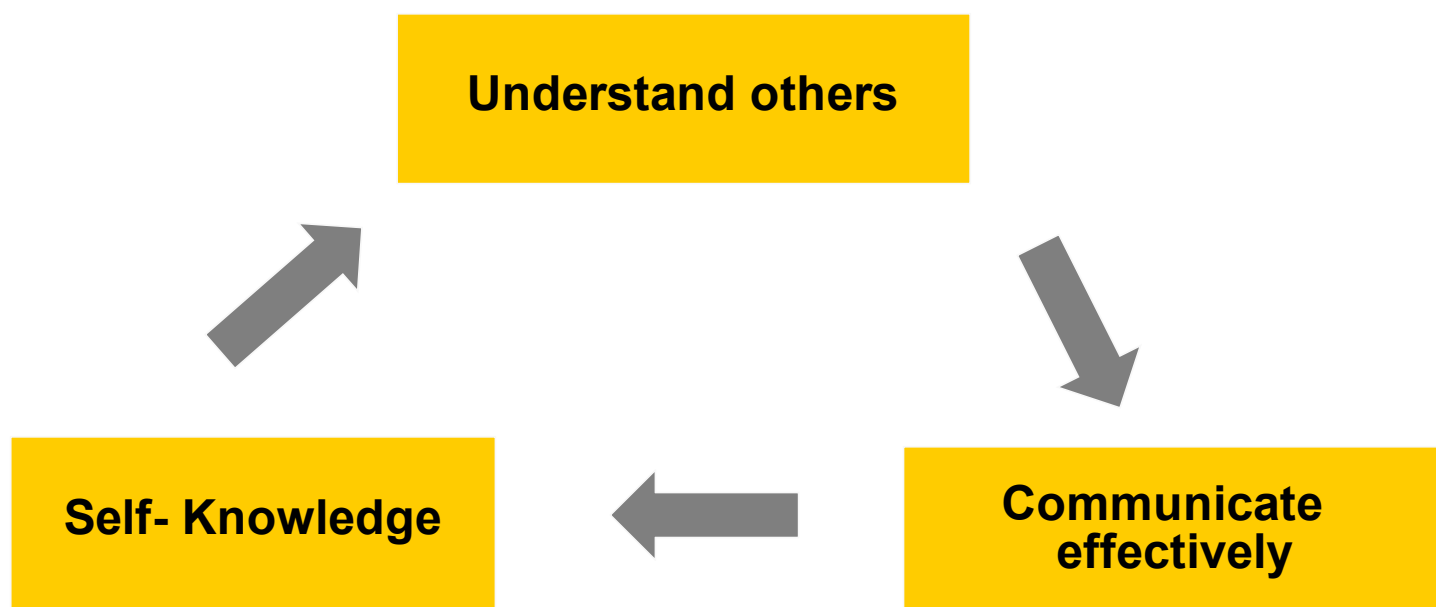
Poor communication may lead to:

- time being lost because work needs to be redone
- accidents
- poor quality service and/or products
- wastage
- people feeling "left out"
- mistakes being made because instructions are not clear
- teams not working well

Concept of Effective Communication

- Gives choices regarding communication style to adopt
- Involves creation and exchange of understanding
- Effective communication is achieved when the message received is close in meaning to the message sent.

Factors of Effective Communication



Effective Communication

At any workplace where people are able to communicate clearly tends to be a more efficient working environment.

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

To communicate with people effectively you need to:

- make sure it is not too noisy to hear what is being said
- sit or stand so that you directly face the person who you are talking or listening to
- maintain eye contact
- use polite opening and closing greetings
- speak clearly and at a medium pace
- speak in an open and neutral tone
- be straight forward and to the point
- keep the message simple
- be patient
- show interest
- use the words that the people you are talking to can understand
- listen carefully to the conversation so that you get the right message

The need to communicate

In the work environment, you need to communicate with:

- people who belong to your organization
- people who belong outside your organization and wish to do business with you.

You communicate with people at work for several reasons, example to:

- take a part in friendly conversations
- assist customers
- receive or pass on information and instructions
- discuss problems
- ask for information or ask questions
- get help

The Communication Process

- a sender who has a message or idea which they wish to send
- a message which is sent between the sender and the receiver
- a method (face-to-face, telephone, letter, form) by which the message is sent
- a receiver who receives and understands the message
- feedback passed from the receiver to the sender showing that the message has been received and understood.

Encoding Messages

All messages must be encoded into a form that can be conveyed by the communication channel chosen for the message. We all do this every day when transferring abstract thoughts into spoken words or a written form. However, other communication channels require different forms of encoding,

e.g. text written for a report will not work well if broadcast via a radio program, and the short, abbreviated text used in text messages would be inappropriate if sent via a letter.

Effective communicators encode their messages with their intended audience in mind as well as the communication channel. This involves an appropriate use of language, conveying the information simply and clearly, anticipating and eliminating likely causes of confusion and misunderstanding, and knowing the receivers' experience in decoding other similar communications. Successful encoding of messages is a vital skill in effective communication.

Decoding Messages

Once received, the receivers need to decode the message, and successful decoding is also a vital skill. Individuals will decode and understand messages in different ways based upon any barriers to communication which might be present, their experience and understanding of the context of the message, their psychological state, and the time and place of receipt as well as many other potential factors. Understanding how the message will be decoded, and anticipating as many of the potential sources of misunderstanding as possible, is the art of a successful communicator.

Feedback

Receivers of messages are likely to provide feedback on how they have understood the messages through both verbal and non-verbal reactions. Effective communicators should pay close attention to this feedback as it is the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected. Bear in mind that the extent and form of feedback will vary according to the communication channel used: for example feedback during a face-to-face or telephone conversation will be immediate and direct, whilst feedback to messages conveyed via TV or radio will be indirect and may be delayed, or even conveyed through other media such as the Internet.

Barriers to Good Communication

Barriers to good communication can make things difficult and cause misunderstandings. Good communication is affected when the sender and the receiver do not understand the message in the same way.

Good communication can be affected by:

1. Non verbal communication which sends the opposite message to what is being said
2. Poor listening
3. Use of slang
4. Ambiguity
5. People who think they know everything and don't listen
6. Making assumptions about what people do or don't know.
7. Poor expression

Information Sheet 2

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 the workplace, effective listening helps you to:

- understand instructions clearly
- learn from others
- convey/carry 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 then they were not 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.

Interference with Effective Listening

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.

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.

Personal Perception - often people think they *already know* what is about to be said and so they don't bother to listen.

Ways to improve your listening skills are:

- always give your full attention to the speaker
- React by using positive body language such as:
 - › looking at the speaker
 - › sitting up straight
 - › slightly leaning towards the speaker
 - › nodding as the speaker talks
 - › responding with appropriate facial expressions
- 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
- 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"
- 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.

Questioning

At work we need to ask questions for many reasons like:

- we need to find out what to do
- we need to get information
- we need to check that we have understood correctly

Questions can be divided into two main categories:

- closed questions
- open questions

Closed Questions

Closed questions are used to find out quite particular information. They are questions which can be answered with a simple yes, no or one word. Such questions do not need a long and detailed response. They are very useful if you need to find out simple information or need to check specific details.

Examples of closed questions are:

- Is this where I can store the boxes?
- Can I use this tool?
- Is it lunch time?

Open Questions

Open questions are used to find out detailed information. These questions encourage the receiver to explain a longer answer. Open questions start with words like "What, When, Where, Why, and How". They are used to open up a discussion or conversation. You cannot give one word answer to these questions.

Examples of open questions are:

- How should I sort this cabinet full of different paints?
- What training will I need to use this equipment?
- What did you mean when you asked me to check the supplies?

Intentions of asking questions

- Asking questions to clarify understanding
- Asking questions shows interest, not ignorance

You will always need to ask questions to clarify information and check instructions. Remember you have a responsibility to make sure you have understood the information correctly.

It is much better to ask questions to make sure you are doing the job right than to muddle on and make a mistake. You will feel upset if you make a mistake, especially if it could have been avoided by asking a simple question.

Someone who is giving you some information or instructions may not do it very well because they:

- think you already know more about the subject than you actually do now
- assume that you understand their abbreviations and jargons
- have not planned the instructions or thought about how to give you the information or instructions
- are too rushed or hurried, they may leave out important pieces of detail

If a person is giving you information or instructions and you are not clear what they mean, always ask questions:

- Do you mean?
- Where is that exactly?
- The large ones or the small ones?
- Do you want me to do right away or when I have finished this?

When you ask a question, it is often a good idea to repeat back the answer to make sure you have heard it correctly.

To check that you have heard and interpreted the message properly, put the message into your own words and ask whether that is what they meant.

For example:

- So you want me to
- Can I just check the details? I need to
- Let me see if I've understood properly, this goes...
- Reconfirming that you would like me to

Sometimes the instructions you are being given are quite long. In this situation you might need to interrupt to seek clarification before the speaker moves onto the next instruction. For example:

- Excuse me. I don't understand where the boxes are.
- Could you repeat that please?
- I didn't catch the name of the item you want me to move.

Sometimes people give vague instructions that you may want to clarify:

- *How far* down there do you want me to put it?
- *How many* of them do you want me to bring?
- *What time* this afternoon do you want that done by?

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**INFORMATION TECHNOLOGY
SUPPORT SERVICE
Level I**

LEARNING GUIDE # 30

Unit of Competence: Operate Personal Computer
Module Title : Operating Personal Computer
LG Code : ICT ITS1 M09 L02 30
TTLM Code : ICT ITS1 TTLM09 0511

**LO 2: Perform workplace duties following
written notices**

INTRODUCTION

Learning Guide # 30

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

- Receiving and Following Instructions

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

- Read and interpret **written notices and instructions** correctly in accordance with **organizational guidelines**
- Follow routine written instruction in sequence
- Give feedback to workplace supervisor based on the instructions/information received

Learning Activities

1. Read the specific objectives of this Learning Guide.
 2. Read the information written in the “Information Sheets 1” in pages 3-4.
 3. Accomplish the “Self-check” in page 5.
 4. If you earned a satisfactory evaluation proceed to “Lap Test” on pages 6. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity#1.
 5. Do the “LAP test” (if you are ready) and show your output to your teacher. Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to Learning Guide 31.
- Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to the next topic.

Information Sheet 1

Receiving and Following Instructions

Receiving and Following Instructions

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

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

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