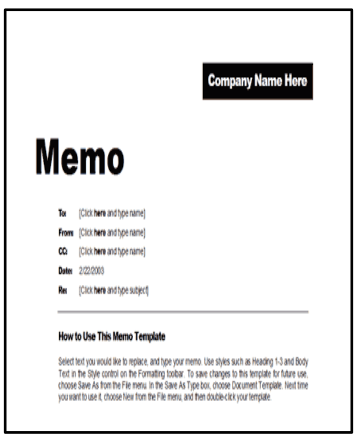
National Technical and Vocational Qualification Framework

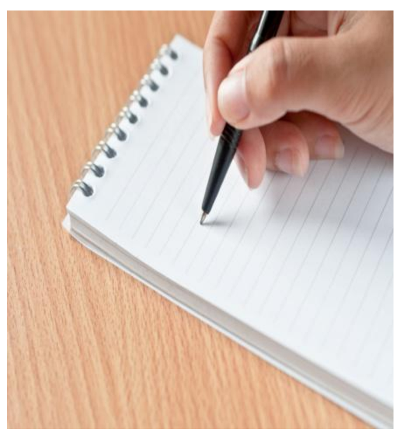
NTVQF

Competency-Based Learning Material

NTVQ Level 2

Presenting and Applying Workplace Information






Bangladesh Technical Education Board

Agargoan, Shere Bangla Nagar

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HOW TO USE THIS COMPETENCY-BASED LEARNING MATERIAL

Welcome to the module **Presenting and Applying Workplace Information**. This module contains training materials and activities for you to complete.

This unit of competency, **"Present and Apply Workplace Information"**, is one of the competencies of any NTVQ Level 2 Occupation, a course which comprises the knowledge, skills and attitudes required to become a Medium-Skilled Worker.

You are required to go through a series of learning activities in order to complete each learning outcome of the module. These activities may be completed as part of structured classroom activities or you may be required to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

Refer to **Learning Activity Page** to know the sequence of learning tasks to undergo and the appropriate resources to use in each task. This page will serve as your road map towards the achievement of competence.

Read the **Information Sheets**. These will give you an understanding of the work, and why things are done the way they are. Once you have finished reading the Information sheets complete the questions in the Self-Check Sheets.

Self-Checks follow the Information Sheets in the learning guide. Completing the Self-checks will help you know how you are progressing. To know how you fared with the self-checks review the **Answer Key**.

Complete all activities as directed in the **Job Sheets and/or Activity sheets**. This is where you will apply your new knowledge while developing new skills.

When working though this module always be aware of safety requirements. If you have questions, do not hesitate to ask your facilitator for assistance.

When you have completed all the tasks required in this learning guide, an assessment event will be scheduled to evaluate if you have achieved competency in the specified learning outcomes and are ready for the next task.

MODULE CONTENT

MODULE TITLE: **Presenting and Applying Workplace Information**

MODULE DESCRIPTOR:

This module covers the knowledge, skills and attitude in communicating and delivering up-to-date information in an interactive work environment as per workplace standard. It includes identifying information requirements, processing data, analyzing, interpreting, and organizing information, and applying and presenting information. It also includes information sheets and self-checks.

NOMINAL DURATION: 30 hours

LEARNING OUTCOMES:

After completing this module, the trainee must be able to:

1. Identify information requirements
2. Process data
3. Analyze, interpret and organize information
4. Apply and present workplace information

ASSESSMENT CRITERIA

1. Information requirements in the workplace are identified.
2. Data is collected and correlated as per prescribed method.
3. Relevant data is used as references in accordance with the objectives of the program.
4. Information is applied according to workplace requirements.
5. Collected information is analyzed, interpreted and organized as required for workplace.
6. Findings and recommendations are summarized and presented in a user-friendly manner.
7. Draft report/forms are prepared based on standard format.
8. Graphs and other visual presentations are prepared to highlight analysis/interpretation of information.
9. Reports/forms are submitted and distributed to relevant departments/persons.

LEARNING OUTCOME 1 IDENTIFY INFORMATION REQUIREMENTS

CONTENTS:

1. Identify information requirements in the workplace

ASSESSMENT CRITERIA

1. Information requirements in the workplace are identified.

CONDITIONS:

Trainees must be provided with the following:

- Personal Protective equipment

Learning materials

- Books, manuals
- Modules/references

LEARNING ACTIVITIES

LEARNING OUTCOME: Identify Information Requirements in the Workplace

LEARNING ACTIVITIES	RESOURCE/SPECIAL INSTRUCTIONS
Understand workplace information and how to identify the required information.	• Read Information Sheet 5.1-1 • Answer Self Check 5.1-1 • Compare your answer to the Answer Key 5.1-1.

INFORMATION SHEET 5.1-1

Workplace Information

Learning Objectives:

After reading this INFORMATION SHEET, you will be able to explain workplace information and how to identify the required information.

Workplace Information

Information can take endless forms. Four common types of information are written, electronic, verbal and non-verbal information.

Some written examples:	An 'exit' sign on the wall A letter from your supervisor An advertisement in the newspaper
Some electronic examples:	A television news bulletin A text message from a colleague An announcement on the radio
Some verbal examples:	When someone at work tells you about which days you are working next week A face-to-face training session about workplace safety Your supervisor instructing you on how to complete a task
Some non-verbal examples:	Whether you make eye contact or shake hands The way you walk The way you are dressed

Some examples you might not consider are sign language (particularly good for people who are hearing impaired), Braille (a form of raised printed material that helps visually impaired people to ‘feel’ the written words rather than see them), body language (including smiling for communicating happiness, frowning for communicating anger).

Can you think of any more examples of written, electronic, verbal and non-verbal communication?

How is workplace information exchanged?

There are five main parts to information exchange, demonstrated in the diagram below:

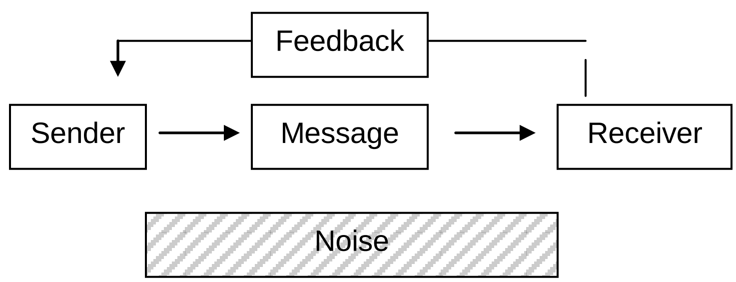

Figure 1. Information Exchange

- The **sender** is the person or group of people (for example if it is a message from an organization or student group) who sends the message, whether they are writing it, typing it or speaking it.

- The **receiver** is the person, or group of people (for example if it is written in a public place, announced over the radio or sent to a group of people) who receive the message, through written, electronic or verbal means.

- The **message** is the actual information being sent or received.

- **Noise** is anything that affects the receiving of the message. This could range from actual noise, to language difficulties, to a lack of understanding or unclear information, to beliefs or prejudices held by the receiver/s. Noise is the reason why the message received is not always the same as the message sent, or why messages are sometimes not received at all.

- **Feedback** does not always occur, but some examples are the receiver confirming to the sender that the message has been received, or the expressions and body language displayed by participants during a training session.

Now that we have discussed what information is and how it is exchanged, we can look into how to identify the information that you require in your workplace. Whether we are conscious of it or not, we all use and exchange a huge amount of information in our day-to-day work in any organization or workplace.

To be effective in presenting and applying the information to suit the workplace and audience requirements, you need to ensure that you go through the following four steps: (1) identify what information is needed and the timeline you have; (2) collect the information needed; (3) select relevant information and analyze it; and (4) present the information in a timely and appropriate manner.

Identify what information is needed and the timeline you have.

Clarify if needed. If you cannot fulfill the request, ensure that you give the request to the appropriate person as soon as possible, and inform the person that asked you to do it that you have given it to someone else (and why you have done that).

Example: When your supervisor asks you for *production figures for last month*, he/she would expect the request next day or two by the most. Depending on the date of the meeting with the Managing Director, you may even be asked to provide the information within hours. That request should, of course, be treated very seriously. As you may need to delegate tasks to other people within the company, it is important that you know who does what in your company so you can refer the request to the appropriate person or team.

The amount of information exchanged and the way in which it is exchanged vary depending on:

- the type of workplace (e.g. the type of information exchanged in a bank is different from that exchanged in a factory),
- the type of work which is done in the workplace (different factories are likely to exchange different information depending on what they manufacture) and
- the individual's position in the workplace (supervisors will use different types of information than managers or workers).

Some types of information to be accessed and used vary between different companies depending on the nature of the company's operations; others are common between all companies (such as OH&S or food safety and quality documentation). Make sure you are aware of what information is accessible in your workplace.

Meetings are commonly used to pass on information in the workplace. When attending meetings, it is not only important to attend, but also to identify the information from the agenda and the discussion which will be required for you to present. You as a team member or an employee should take note of the following:

- Timing (when the meeting began and when the meeting finished), date, location and attendees at the meeting?
- What were the main issues raised in that meeting?
- What was/were the main action/s or outcome/s of the meeting?

SELF-CHECK 5.1-1

1. Give two (2) examples of the different methods of written, electronic, verbal and non-verbal communication used in the workplace.

2. What are five (5) main parts of information exchange?

3. How would you find information on the following topics in the workplace? Who would you ask for help if you had questions?

    - Your working hours
    - Your pay rate and any benefits e.g. Allowed days off
    - The company's standard operating policies and procedures
    - Safety information

ANSWER KEY 5.1-1

1. Examples of workplace communication
    a. Written – an exit sign, a letter, a newspaper advertisement
    b. Electronic – a television bulletin, a text message, an e-mail
    c. Verbal – a conversation, a training session, an instruction
    d. Non-verbal – shaking hands, making eye contact, the way you dress
2. Five main parts of information exchange:
    a. Sender
    b. Receiver
    c. Message
    d. Noise
    e. Feedback
3. Workplace Topics:
    a. Your working hours – Supervisor, Team Leader
    b. Your pay rate and any benefits e.g. Allowed days off – Human Resources
    c. The company's standard operating policies and procedures – Supervisor
    d. Safety information – Team Leader/Human Resources

LEARNING OUTCOME 2 PROCESS DATA

CONTENTS:

1. Collect and correlate data as per prescribed method
2. Use relevant data as references in accordance with the objectives of the program
3. Apply information according to workplace requirements

ASSESSMENT CRITERIA

1. Data is collected and correlated as per prescribed method.
2. Relevant data is used as references in accordance with the objectives of the program
3. Information is applied according to workplace requirements.

CONDITIONS:

Trainees must be provided with the following:

- Personal Protective equipment

Learning materials

- Books, manuals
- Modules/references

LEARNING ACTIVITIES

LEARNING OUTCOME: Process Data

LEARNING ACTIVITIES	RESOURCE/SPECIAL INSTRUCTIONS
Understand the types of information and methods of data collection.	• Read Information Sheet 5.2-1 • Answer Self Check 5.2-1 • Compare your answer to the Answer Key 5.2-1.

INFORMATION SHEET 5.2-1
Methods of Data Collection

Learning Objectives:

After reading this INFORMATION SHEET, you will be able to explain the different types of information and the methods of collecting data.

Collect the information needed

If your supervisor asked for production figures for last month, you may wish to clarify their question according to your workplace, for example if you work in an RMG factory, you might ask whether the figures on wastage are needed or not; whether information on the size of your team is needed or not.

You can use closed questions for these, such as:

Do you need figures on wastage?

Should I also give you figures on changes in my work team?

You may also use an open question to clarify another issue. You may, for example, ask your supervisor:

How would you like the information to be presented?

If your supervisor asked you for the production figures from your team and the cost of production (in terms of wages paid to all the staff last month), then you will need to go to the pay office and get the figures for last month. So, you need to ask yourself: do you know where the pay office is? Do you know who is normally responsible for this information your work area?

People often refer to primary and secondary information in a workplace; let's have a look into these:

Primary data is data that you collect yourself using such methods as:

- **Direct observation** – when you actually see something/someone in action – lets you see a system in a *real, practical situation* rather than *theoretical* use.
- **Surveys** – written surveys let you collect considerable quantities of detailed data. You have to either trust the honesty of the people surveyed or build in self-verifying questions (e.g. questions 9 and 24 ask basically the same thing but using different words – different answers may indicate the surveyed person is being inconsistent, dishonest or inattentive).
- **Interviews** – slow, expensive, and they take people away from their regular jobs, but they allow in-depth questioning and follow-up questions. They also show non-verbal communication such as face-pulling, fidgeting, shrugging, hand gestures, sarcastic expressions that add further meaning to spoken words. E.g. "I think it's a GREAT system" could mean vastly different things depending on whether the person was sneering at the time! A problem with interviews is that people might say what they think the interviewer wants to hear; they might avoid being honestly critical in case their jobs or reputation might suffer.
- **Logs/records** (e.g. fault logs, error log records, observation sheets, complaint logs, transaction logs). Good, objective data sources which can yield valuable data about system performance over time under different conditions. They can also show patterns and trends over time.

Primary data can be relied on because you know where it came from and what was done to it.

Secondary data is collected from external sources such as:

- TV, radio, internet
- magazines, newspapers
- reviews
- research articles
- stories told by people you know

There's a lot more secondary data than primary data, and secondary data is a *whole lot* cheaper and easier to acquire than primary data. The problem is that often the reliability, accuracy and integrity of the data is uncertain. Who collected it? Can they be trusted? Did they do any preprocessing of the data? Is it biased? How old is it? Where was it collected? Can the data be verified? Often secondary data has been pre-processed to give totals or averages and the original details are lost so you can not verify it by replicating the methods used by the original data collectors.

In short, primary data is expensive and difficult to acquire, but it is trustworthy. Secondary data is cheap and easy to collect, but must be treated with caution.

Use information to carry out work responsibilities

Whenever you need to use any workplace information, you must take special care in reading the information to ensure that you have understood the message correctly.

For example, if you are working in food processing and referring to batch-mixing instructions, you must be extremely careful to ensure that you have fully understood the instructions and figures. Careless or hurried examination of some documents can result in causing the company great financial losses or may result in severe accidents.

If you find that some parts of the document are not clear, ask someone for help. Your supervisor would have read the same document before and he/she would be in a position to help you.

Workplace information that you may need to use can include documents such as:

- production schedules
- recipes or mixing instructions
- processing instructions
- safety signs and symbols
- check-sheets and tally sheets
- Standard Operating Procedures
- Material Safety Data Sheets (MSDSs)
- Written production requests, etc.

Recording information

If information is simple and you can remember it, there will be no need to take notes. If the information is already written somewhere and you can obtain a copy, then there is also no need to take notes.

In many situations though, your colleagues may give you verbal information about almost anything. If so, you need to take notes. Most people talk much faster than we can write, so you need to take brief notes of what is being said. Do not try to write everything down; just use bullet points or draw simple diagrams for example, to show how a process works.

Here are some tips:

:

1. Listen to everything but try to understand what the main points are, and ensure that your notes reflect these points.

2. Use your own words to write down what is being said. This way it is much easier to understand.

3. As soon as possible after you finish listening and taking notes, go through your notes and write them again in more detail.

4. Do not be afraid to ask the person to slow down, or repeat what they have said.

5. After the person has finished speaking, look at your notes and try to recap what they have said to confirm that you are recording the correct information.

6. Particularly listen for anything which is urgent and needs to be completed quickly.

For example, your supervisor may tell you something like:

"I want you to have a quick look at the project plan before the meeting late next week. John has a copy of it. Get a copy of the front two or three pages which should cover the Executive Summary and the Table of Contents. That will give you a good idea. Oh, John's going on leave this afternoon"

This means that you need to read the first few pages of the project plan which is not urgent as the meeting is not until late next week, but you need to find John as soon as possible to ensure that you get the information before he leaves.

Some useful questions that you can ask in this situation could be:

- Where can I find John?
- In case I can't find him before he leaves, is there anyone else I could ask as a back-up?
- When and where is the meeting next week?

If you are not used to taking notes it will help to practice first. What follows is an example situation. Read through this and then complete the activity following it.

- Part A gives you a verbal explanation
- Part B shows you the notes taken by the person listening
- Part C is the final edited copy that could be used to explain what was said to a third person.

Part A

You are one of the team leaders in a company that produces breakfast bars. You were called to attend a general staff meeting where the General Manager is to announce the introduction of a new product that will be directed mainly towards the overseas market. You go to the meeting with a note pad and pen to take notes of what will be said so that you can convey the message to the rest of the workers. The meeting begins and the speaker is John – the General Manager.

John: Good morning ladies and gentlemen. We have called the meeting today to announce the introduction of a new line of products – we called it the ***slim line*.** You may remember that I went on an overseas trip last July to seek new market outlets for our products.

In Italy, I was amazed to find out how much emphasis is being placed on low energy products.

Just to show you the extent of that demand, let me give you some figures which are represented in this graph. The graph presents the trend in the demand on normal breakfast bars from 1995 to the year 2000. You can see that the demand is increasing, generally speaking from 2% of all breakfast products in 1995 to nearly 11% (over 5 times) in 2000. However, there is another interesting trend.

The black portion of the graph represents the low-calorie (diet) bars. The demand on that product was less than ½ % in 1995 but rose to 8% in 2000. That is 16-fold increase as compared to 5-fold increase in the total market – both normal and low calorie.

You may know that Italy represents over 40% of our overseas market. Germany, France and the US share most of the remaining 60% with a small percentage in our neighboring Asian countries. Therefore, we have decided to start the ***slim line*** to gain a slice of this growing market.

We will have another meeting soon to talk about the difference between our normal lines and the ***slim line*** but for now you may be interested in the following six facts:

1. ***Slim line*** will contain less than ¼ of the calorie content of the normal line

2. The company will spend over $2 million on modifying our existing machinery and buying new ones to cope with the ***slim line*.**

3. There will be a change in the shift structure. We will introduce three shifts per day to cope with the new product.

4. We are about to advertise to recruit some 40 new staff.

5. Production is planned to commence in 4 months, and

6. The final good news is that because of these changes many of you will have good opportunities for promotions into higher positions.

That is all I intend to say today ladies and gentlemen. As I said, we will soon have further meetings to get going with this new line. Thank you for coming. Please make sure that you pass this information to the rest of the staff because, as you know, our policy is for full and open communication with all staff regardless of their position.

Part B

The kind of notes you (or anyone else attending the meeting) made might look like the following:

- New product- slim line
- Italy
- Total demand – 2% (95) 11% (2000) X5
- Diet bars – 0.5% (95) 8% (2000) X16
- Italy 40%
- Ger., Fr., US = 60 some in Asia
- Slim line ¼ Cal. - $2.4 mil. Machines
- shifts !!! 40 staff – promotions?
- Prod. In 4 months

Part C

- The company will introduce a new slim line mainly for overseas markets
- In Italy, the demand rose from 2% in 1995 to 11% in 2000 – five fold
- The low energy proportion rose from 0.5% in 95 to 8% in 2000 – 8-fold
- Italy is 40% of overseas market
- Germany, France & USA takes 60% of our overseas market
- A small proportion in Asia
- There will be further meetings but for now:

1. Slim Line contains 25% of the calories in the normal line
2. The company will spend 2 million on new machines
3. There will be 3 shifts rather than the current 2
4. 40 new staff to be appointed
5. Production commences in 4 months, and
6. There may be opportunities for promotions.

SELF-CHECK 5.2-1

1. Enumerate three (3) examples of Primary and Secondary data.

2. What are the advantages and disadvantages of using Primary data and Secondary data?

3. Your supervisor approaches you and says

   "Can you please make sure that the conference room is ready for next week – it just needs a quick tidy-up but you will need some help. Also, I have a meeting to go to in 15 minutes and I need you to do me 20 copies of our next month's roster – Hamida has the master copy. Can you also put a copy of the roster on the notice board in our other building for the staff there to see as soon as possible as well?"

   What do you need to do now, and in what order?

ANSWER KEY 5.2-1

1. Enumerate three (3) examples of Primary and Secondary data.
    a. Primary data – interviews, survey, direct observation
    b. Secondary data – internet, magazines, reviews

2. What are the advantages and disadvantages of using Primary data and Secondary data?

   Primary data is expensive and difficult to acquire, but it is trustworthy. Secondary data is cheap and easy to collect, but must be treated with caution.

3. Your supervisor approaches you and says

   "Can you please make sure that the conference room is ready for next week – it just needs a quick tidy-up but you will need some help. Also, I have a meeting to go to in 15 minutes and I need you to do me 20 copies of our next month's roster – Hamida has the master copy. Can you also put a copy of the roster on the notice board in our other building for the staff there to see as soon as possible as well?"

   What do you need to do now, and in what order?

   Firstly– you should recap what the supervisor has said, to make sure that you have understood exactly what was said. Then:

   - Get the master copy of the roster from Hamida and make 21 copies
   - Give 20 to your supervisor
   - Visit the other building and post one on the notice board
   - Make sure the conference room is ready for next week

LEARNING OUTCOME 3 ANALYZE, INTERPRET AND ORGANIZE INFORMATION

CONTENTS:

1. Analyze, interpret and organize collected information as required for workplace

ASSESSMENT CRITERIA

1. Collected information is analyzed, interpreted and organized as required for workplace.

CONDITIONS:

Trainees must be provided with the following:

- Personal Protective equipment

Learning materials

- Books, manuals
- Modules/references

LEARNING ACTIVITIES

LEARNING OUTCOME: Analyze, interpret and organize information

LEARNING ACTIVITIES	RESOURCE/SPECIAL INSTRUCTIONS
Understand ways to analyze interpret and organize information	• Read Information Sheet 5.3-1 • Answer Self Check 5.3-1 • Compare your answer to the Answer Key 5.3-1.

INFORMATION SHEET 5.3-1
Analyze, Interpret and Organize Information

Learning Objectives:

After reading this INFORMATION SHEET, you will be able to explain how to analyze, interpret and organize information.

Select relevant information and analyze it

Once the information requirements have been identified, we need to go and find out, for example, answers to questions and assess such information, sort it out and sift through it to make sure that what is left is relevant to the needs.

Analyzing means making sense of a situation. When we talk about analyzing workplace information to meet work requirements, we are talking about how to go about either (1) taking a big picture issue and breaking it up into smaller components, and/or (2) examining those smaller components to make sense of their relationship to the big picture.

Again, the best way to illustrate this is by an example.

Let us assume that your supervisor told you that, as a result of last month's production meeting, the General Manager has concluded that your team must raise its productivity by at least 10% next month or else!

You start working on it. What does that mean and why?

Analyzing the statement you heard would mean that first you need to find out what is meant by productivity and then you must figure out how to raise it. After some discussions with your supervisor, you came to the conclusion that the company defines productivity as the $ profit per $ production cost.

Now you have to find out what is involved in the production cost. Again, you talk to other staff and to your supervisor and collect information from the administration office and find out that production cost includes the following:

1. Cost of raw material used in production
2. Cost of labour (wages)
3. A proportion of other costs that involve such things as administration costs of the company, the rent of the premises, water, electricity, telephones, packaging, transportation, etc.

So, now you ask yourself:

1. How can I reduce the cost of raw material?

Soon you realize that reducing the wastage would help – so you jot that down as one idea.

2. How can I reduce the cost of labor?

Well, you think to yourself, I have been hiring a lot of casual staff from the employment agency lately. Perhaps if I reduced that source of labor and instead increase the length of the shift by one hour for permanent staff (if that is cheaper).

3. How can I help increase profit?

Well, if you report on any slight reduction in quality no matter how minute it is, the quality will always be first class, and sales and profitability should increase.

When you record information (especially numbers) or fill in a form in the workplace, make sure that you:

- Always read the form thoroughly before you write anything
- Use neat print and write in UPPER CASE letters

- Write numbers carefully – a (5) may look like an (8) or a (1) may look like a (7) if you are not careful and fill in all the information required
- If a particular question or section does not apply to you, write N/A (not applicable) in the space provided. Do not just leave the section blank because someone reading the form later may think you did not notice the question or section.
- Re-read what you have written, or ask someone else to check it over when you are finished.

Steps in Conducting Analysis

There are instances when information requested from you needs breaking it into smaller chunks or collating small components and presenting it as a big picture. Analyzing information consists of a number of interrelated processes that are intended to summarize, arrange, and transform data into information. To ensure you have accurate data before investing significant time in analysis, it is important that you do not begin analyzing results until you have completed the review and editing process.

Quick Review

Read all your results. Although, this seems like an obvious thing to do, many surveyors think that they can skip this step and dive right in to data analysis. A quick review can tell you lots about your project, including any flaws in questionnaire design or response population, before you spend hours of time in analyzing the data.

Lastly, the quick review of a survey for example, can show you what areas to focus on for detailed analysis.

Editing and Cleaning

Editing and cleaning data is an important step in the analysis process. Special care must be taken when editing data so that you do not alter or throw out responses in such a way as to bias your results. Although you can begin editing and cleaning your data as soon as results are received, caution should be used since any edits can be lost if the database is rebuilt. To be safe, wait until all data is received before you begin the editing and cleaning process.

Once the data preparation is complete, it is time to start analyzing the data and turning it into actionable information.

Detailed Analysis

The process of analysis can lead to a variety of alternative courses of action. Mistakes during analysis can lead to costly decisions down the road, so extreme caution and careful review must be followed throughout the process. Carelessness during analysis can lead to disaster. What you do during analysis will ultimately determine if your project is successful or not.

Depending on what type of information you are trying to know about your audience, you will have to decide what analysis makes sense. It can be as simple as reviewing the graphs, or conducting in-depth comparisons between questions sets to identify trends or relationships. For most, a basic analysis using charts, cross tabulations, and filters is sufficient.

Graphical Analysis

Graphical analysis simply means displaying the data in a variety of visual formats that make it easy to see patterns and identify differences among the results set. There are many different graphing options available to display data, the most common are Bar, Pie, and Line charts.

Bar charts use solid bars on an X and Y-axis that extend to meet a specific data value indicated on the chart and can be shown either vertically or horizontally. These charts are flexible and are most commonly used to display data from multiple-select, rank order, single-select matrix and numerical questions.

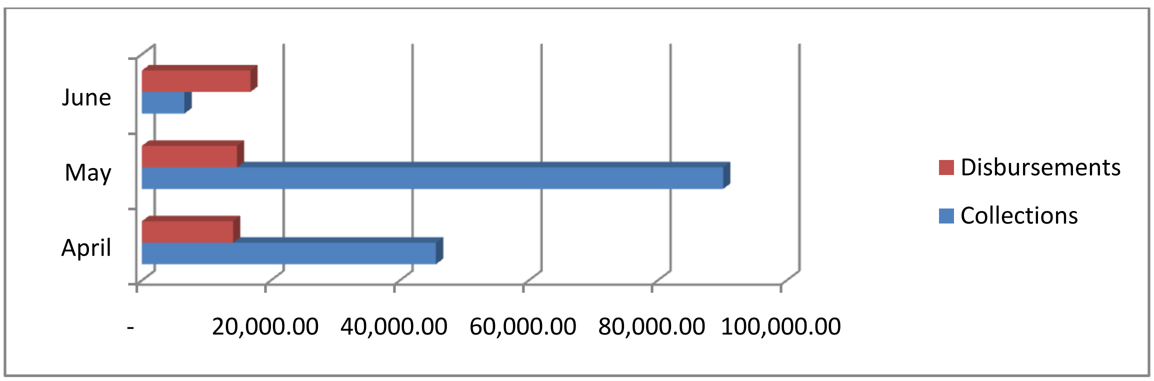

Figure 2. Example of Bar Graph

Pie charts, or circle graphs, have colorful "slices" representing segments of your data. These charts measure values as compared to a "whole", and the total percentages of the segments always add up to 100%. It is easy to interpret which variable received the most responses in a pie chart by selecting the largest portion of the pie. When comparing two sets of data using a pie chart, it is important to make sure the colors used for each response option remain consistent in each chart.

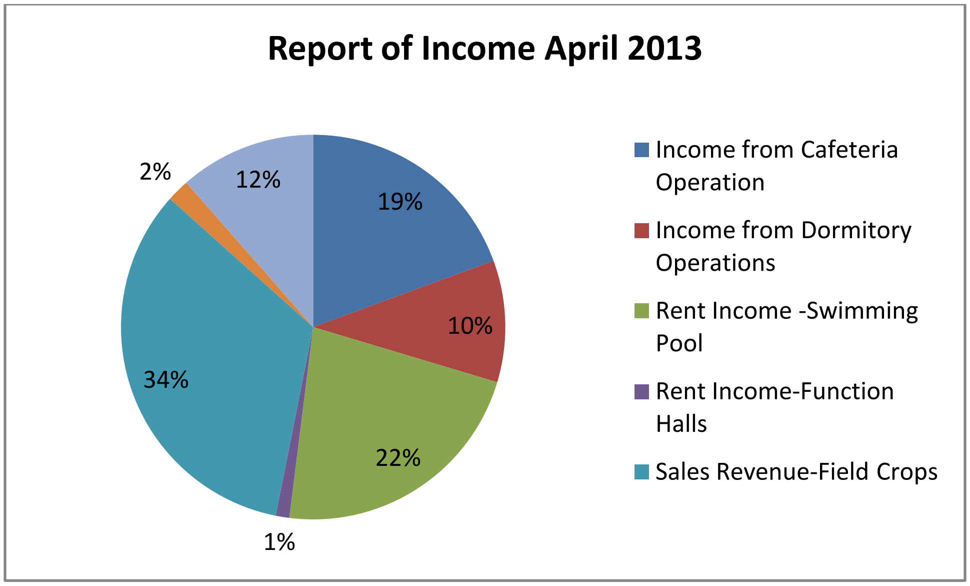

Figure 3. Example of Pie Graph

Frequency Tables

Frequency tables are another form of basic analysis. These tables show the possible responses, the total number of respondents for each part, and the percentages of respondents who selected each answer. Frequency tables are useful when a large number of response options are available, or the differences between the percentages of each option are small.

Table 1. Example of Frequency Table

Response	Count	Percent
Market Analysis	76	13.7%
Quantitative Analysis	150	27.0%
Strategic Planning	56	10.1%
Product Planning	33	5.9%
Promotional Communication	243	43.8%
Creating sales tools	152	27.4%
Providing channel support	157	28.3%

Cross Tabulation

Cross tabulations, or cross tabs, are a good way to compare two subgroups of information. Cross tabs allow you to compare data from two questions to determine if there is a relationship between them. Like frequency tables, cross tabs appear as a table of data showing answers to one question as a series of rows and answers to another question as a series of columns.

Table 2. Example of Cross Tabulation

Base Question	Female	Male
Product Manager	57.2%	53.4%
Director	12.6%	14.2%
Product Marketing Manager	24.7%	23.1%
Program Manager	2.8%	1.5%
Technical Product Manager	2.8%	7.7%
Total Counts	215	337

Cross tabs are used most frequently to look at answers to a question among various demographic groups. The intersections of the various columns and rows, commonly called cells, are the percentages of people who answered each of the responses. For analysis purposes, cross tabs are a great way to do comparisons.

Filtering

Filtering is the most under-utilized tool used in analysis. Filters allow you select specific subsets of data to view. Unlike a cross tab, that compares two questions, a filter will allow you to examine all questions for a particular subset of the responses. By viewing only the data from the people who responded negatively, look at how they answered other questions. Find patterns or trends that help define why a person answered the way they did. You can even filter on multiple questions and criteria to do a more detailed search if necessary. For example, if you wanted to know the buying intentions of men, over the age of 40, with income of about $50,000, you would set a filter that would remove all those respondents that do not meet your criteria from the results set, thus enabling you to concentrate on the target population.

Simple Regression Analysis

Determining what factors have lead to a particular outcome is called regression analysis. The regression means you're working backwards from the result to find out why a person answered the way that they did. This can be based on how they answered other questions as well.

For example, you might believe that website visitors who had trouble navigating within your website are likely not to return again. If 30% of the respondents said they had trouble navigating through the website and 40% said they would not return, you could look at only those that would not return to determine if poor navigation might be the case. After filtering to only those who would not return, if 30% or less said they had trouble navigating, then this is clearly not the "reason" visitors will not return. By filtering out those that would return, we expect the percentage to increase dramatically. If it does, we still cannot conclude that navigation is "the" reason only that it might contribute to the respondents not returning. In order to know if it is "the" reason, we would need to ask a direct question.

SELF-CHECK 5.3-1

1. Explain what it means to analyze information.

2. What are the five (5) different ways to analyze information?

ANSWER KEY 5.3-1

1. Explain what it means to analyze information.

   Analyzing means making sense of a situation. When we talk about analyzing workplace information to meet work requirements, it means how to go about either (1) taking a big picture issue and breaking it up into smaller components, and/or (2) examining those smaller components to make sense of their relationship to the big picture.

2. What are the five (5) different ways to analyze information?

   a. Graphical Analysis
   b. Frequency Tables
   c. Cross Tabulations
   d. Filtering
   e. Simple Regression Analysis

LEARNING OUTCOME 4 APPLY AND PRESENT WORKPLACE INFORMATION

CONTENTS:

1. Summarize and present findings and recommendations in a user-friendly manner
2. Prepare draft report/forms on standard format
3. Prepare graphs and other visual presentations to highlight analysis/interpretation of information
4. Submit and distribute reports/forms to relevant departments/persons

ASSESSMENT CRITERIA

1. Findings and recommendations are summarized and presented in a user-friendly manner.
2. Draft report/forms are prepared based on standard format.
3. Graphs and other visual presentations are prepared to highlight analysis/interpretation of information.
4. Reports/forms are submitted and distributed to relevant departments/persons.

CONDITIONS:

Trainees must be provided with the following:

- Personal Protective equipment

Learning materials

- Books, manuals
- Modules/references

LEARNING ACTIVITIES

LEARNING OUTCOME: Apply and present workplace information

LEARNING ACTIVITIES	**RESOURCE/SPECIAL INSTRUCTIONS**
Familiarize with ways to apply and present workplace information	• Read Information Sheet 5.4-1 • Answer Self Check 5.4-1 • Compare your answer to the Answer Key 5.4-1. • Perform Activity Sheet 5.4-1. • Refer your work to Performance Criteria Checklist 5.4-1.

INFORMATION SHEET 5.4-1
Presenting Workplace Information

Learning Objectives:

After reading this INFORMATION SHEET, you will be able to explain the different ways to present workplace information.

Present information in a timely and appropriate manner

When we exchange verbal information, we should ensure that the information is given when it is needed and in a form that is appropriate to the situation.

Suppose that your supervisor or team leader asked you to find out for him/her how many boxes have been packed this morning for a particular type of product. The supervisor tells you that this information is required so that a decision can be made on whether there is a need to extend the afternoon shift by two hours or not. If there were sufficient number of boxes packed in the morning to cover the order, then there is no need to extend the afternoon shift.

Can you see the importance of giving that type of information on time? Can you see what the consequences of the delay in giving the information can be? In the hustle and bustle of a busy factory environment, can you imagine what would happen if you got so busy to the extent that you forgot to do what the supervisor asked you to do?

However, suppose that you went ahead to check the figure immediately and found out that there were 55 boxes packed and the order was for 60 boxes. In what form should this information be given? Should you shout the figure over the noise of the machines when you see the supervisor passing by? Should you write it down on a piece of paper and leave it on the supervisor's desk? Should you ask a workmate to go and tell the supervisor?

If you shout over the noise of the machines "**FIFTY FIVE!**", the supervisor may mishear you as having said "**SIXTY FIVE!**" in which case the supervisor will decide not to extend the afternoon shift but when the order is to be dispatched, the mistake will soon be discovered and the fingers of blame will be pointed at you, the supervisor, and probably many more.

If you decided to write the figure 55 on a piece of scrap paper and leave it on the supervisor's desk, the piece of paper may disappear among a pile of other documents, it might fall off the desk, or when the supervisor returns to his/her desk and finds a piece of paper with the figure 55 on it – it would mean nothing and thus may end up in the rubbish bin. Instead, you should either go and see your supervisor personally, write them an email or write a note which gives the figure but also explains what the figure is for, and sign it with your name and the date. This is only a small example of the importance of giving information in a timely and appropriate manner.

Present or structure the information in the appropriate form or in a logical way so that others will understand your message

The information needs to be:

- Structured in a logical way to make sense of it and to be able to convey it to others
- Provided in a form which is appropriate to the enquirer. To follow the previous example, providing the monthly production figures in a verbal form would not be appropriate.

An important issue in presenting and applying workplace information is that every person has a different presentation style. Some people like to spell out the issues raised in a memorandum in minute details while others prefer to just highlight the points and save the details to some other medium of communications such as staff meetings. You must figure out how people like information presented to them and comply with that.

Presentation Methods

Short written messages (Circulars, Memos and Notices)

The main difference between these three forms of communication is their intended audience and their purpose. A circular tends to be mass distributed to a large number of people. A memo usually has a smaller demographic of audience and is usually more exclusive. A notice will normally be issued to a varying number of people; depending on who needs to know about the information it contains.

Circulars are:

- Most commonly used for advertising and making public statements. These can
- Come in the form of posters, leaflets or handouts that make people aware of a particular subject.
- The audience for a circular can be as widespread as you wish depending on how many people you wish to make contact with.

Memos are:

- Less public and normally targeted at a more exclusive, smaller audience.
- Often used as a way of reminding someone of something that needs to be done, or to pass on a proposal or idea of some kind.
- Most commonly typed in today's technological era, however they can also be hand written.

Notices are:

- Varied in how many people they are aimed at.
- Primarily function as a way of informing or making people aware of upcoming news, events or actions.
- For example, you may use a notice to make all of your employees aware of what the company will be doing in the upcoming year.
- However, you could also issue a notice to a particular department instead to inform them of news that is only relevant to them.
- Appear in a mass email that is sent out to the particular audience.

Verbal presentations

Feeling some nervousness before giving a speech is natural and even beneficial, but too much nervousness can be detrimental. Here are some proven tips on how to control your butterflies and give better presentations:

1. **Know your material.** Know more about it than you include in your speech. Use humor, personal stories and conversational language – that way you won't easily forget what to say.

2. **Practice. Practice. Practice!** Rehearse out loud with all equipment you plan on using. Revise as necessary. Work to control filler words; Practice, pause and breathe. Practice with a timer and allow time for the unexpected.
3. **Know the audience.** Greet some of the audience members as they arrive. It's easier to speak to a group of friends than to strangers.
4. **Know the room.** Arrive early, walk around the speaking area and practice using the microphone and any visual aids.
5. **Relax.** Begin by addressing the audience. It buys you time and calms your nerves. Pause, smile and count to three before saying anything. ("One one-thousand, two one-thousand, three one-thousand. Pause. Begin.) Transform nervous energy into enthusiasm.
6. **Visualize yourself giving your speech.** Imagine yourself speaking, your voice loud, clear and confident. Visualize the audience clapping – it will boost your confidence.
7. **Realize that people want you to succeed.** Audiences want you to be interesting, stimulating, informative and entertaining. They're rooting for you.
8. **Don't apologize** for any nervousness or problem – the audience probably never noticed it.
9. **Concentrate on the message – not the medium.** Focus your attention away from your own anxieties and concentrate on your message and your audience.
10. **Gain experience.** Mainly, your speech should represent *you* — as an authority and as a person. Experience builds confidence, which is the key to effective speaking.

Visual aids are an important part of many presentations. The most commonly used media are the flipchart and computer-based presentation programs. Here are some suggestions for making the most of your visual aids:

Flipcharts/white boards/black boards

A flipchart mounted on a portable easel works best when used with a relatively small audience – 20 or fewer people. A flipchart can be prepared prior to your presentation. You can also write or draw during your presentation – especially to record audience responses.

Figure 4. Using Flip Charts

- Use bold colors, but avoid using ink that bleeds through the paper.
- Don’t look at your flipchart when speaking.
- If you must write on the flipchart, pause, and then resume speaking when you’re done.
- Use small strips of masking tape to facilitate changing from one page to the next.

Computer-based visuals

The technology is rapidly changing. These days, using a laptop computer and presentation software such as Microsoft PowerPoint is the norm. Add a screen and other equipment, and you can produce and display dramatic visual aids, including animation and simulations. Computer-based visuals are becoming the standard for most technical, educational or business-related presentations. Useful for large and small audiences, they can convey simple as well as complex information.

- If you use a remote control, you can change the visuals while walking about the room. To accomplish this you’ll need a data projector, a device that accepts output from a computer and projects it onto a screen.

- Plan to create the visuals in advance, to ensure all of the electronic components work together and be sure to rehearse with them.

Figure 5. Using PowerPoint

Keep your visual aids:

- Visible
- Simple
- Colorful, but don't let them upstage you
- Justified by the content -- not too many or too few slides

For effective PowerPoint shows:

- Do not read the slides to your audience.
- Make your text large.
- Choose colors that make the text easier to read.
- Use bullet points instead of full sentences.
- Don't let the text or graphics fly around too much.
- Avoid charts and diagrams that are hard to see.

Most Importantly - Remember, you control the presentation; do not let it control you. PowerPoint should be a "visual aid" – not the entire show.

SELF-CHECK 5.4-1

1. What are the two (2) important things to consider when presenting information in the workplace?
2. What is the difference between a circular, a memo and a notice?
3. What are some examples of visual aids?
4. How can you make your verbal presentation better? Give five (5) tips.

ANSWER KEY 5.4-1

1. What are the two (2) important things to consider when presenting information in the workplace?
    a. The information should be structured in a logical way to make sense
    b. Form is appropriate to the needs of the enquirer

2. What is the difference between a circular, a memo and a notice?

    A circular tends to be mass distributed to a large number of people. A memo usually has a smaller demographic of audience and is usually more exclusive. A notice will normally be issued to a varying number of people; depending on who needs to know about the information it contains

3. What are some examples of visual aids?
    a. Flip charts/black boards/ white boards
    b. Computer-based visuals

4. How can you make your verbal presentation better? Give five (5) tips.
    a. Know your material
    b. Practice
    c. Know your audience
    d. Know the room
    e. Relax

ACTIVITY SHEET 5.4-1	
Activity Title	Present and Apply Workplace Information
Purpose	To practice identifying information requirements, processing of data, analyzing interpreting and organizing information and applying and presenting workplace information
Supplies/Materials	Pen, paper
Procedure:	1. Read the case below then answer the questions on a separate blank sheet of paper. 2. Submit your work to your trainer.
Assessment Method:	Performance Criteria Checklist

Suppose you are working as a Team Leader with a team of six workers on a production line in a Bangla cheese manufacturing company. Your team is charged with weighing one-kilogram blocks of cheese and placing them in aluminium tins. The tins would then go on a conveyor belt to the next team which is responsible for adding the liquid (whey) and welding the top before the tins move on to the wrapping and packaging team.

The Managing Director calls all supervisors and asks them to bring in to a meeting the latest production figures for last month. Each supervisor, in turn, calls all Team Leaders and requests the same information from their individual teams.

1. What workplace requirements for information have you identified?

2. Since you are the Team Leader, what specific information will you collect and assess?

3. How will you summarize and organize the information you have collected?

4. If you are going to present the information to your supervisor, which is the best method to use?

PERFORMANCE CRITERIA CHECKLIST 5.4-1

Criteria Did I…	**YES**	**NO**
1. Identify information requirements in the workplace?		
2. Collect and correlate data as per prescribed method?		
3. Use relevant data as references in accordance with the objectives of the program?		
4. Analyze, interpret and organize collected information as required for workplace?		
5. Summarize and present findings and recommendations in a user-friendly manner?		
6. Prepare draft report/forms based on standard format?		
7. Prepare graphs and other visual presentations to highlight analysis/interpretation of information?		
8. Submit and distribute reports/forms to relevant departments/persons?		

REVIEW OF COMPETENCY

Below is your performance criteria checklist for the module Presenting and Applying Workplace Information

Performance Criteria	Yes	No
1. Information requirements in the workplace are identified.	☐	☐
2. Data is collected and correlated as per prescribed method.	☐	☐
3. Relevant data is used as references in accordance with the objectives of the program.	☐	☐
4. Information is applied according to workplace requirements.	☐	☐
5. Collected information is analyzed. Interpreted and organized as required for workplace.	☐	☐
6. Findings and recommendations are summarized and presented in a user-friendly manner.	☐	☐
7. Draft report/forms are prepared based on standard format.	☐	☐
8. Graphs and other visual presentations are prepared to highlight analysis/interpretation of information.	☐	☐
9. Reports/forms are submitted and distributed to relevant departments/persons.	☐	☐

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

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