



## Ethiopian TVET-System



# Basic Account Works

## Level-II

Based on August 2012GC Occupational standard

**Module Title: Working Effectively in the Financial Services Sector**

**TTLM Code: EIS BAW2 M01 TTLM 0919v1**

**This module includes the following Learning Guides**

**LG1: Working within financial services industry guidelines, procedures and legislation.**

LG Code: EIS BAW2 M01 LO1-LG-01

**LG2: Communicate in the workplace**

LG Code: EIS BAW2 M01 LO2-LG-02

**LG3: Work safely**

LG Code: EIS BAW2 M01 LO3-LG-03

**LG4: Use workplace technology**

LG Code: EIS BAW2 M01 LO4-LG-04

**LG5: Work in a team environment**

LG Code: EIS BAW2 M01 LO5-LG-05

**LG6: Develop effective work habits**

LG Code: EIS BAW2 M01 LO6-LG-06

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## Instruction Sheet

### **LG1: Working within financial services industry guidelines, procedures and legislation.**

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

- Guidelines, procedures, and legislation in financial industry
- Environmentally sustainable work practices
- Organization policy, guidelines and procedures
- Organization philosophy, values and objectives
- Seeking Assistance from appropriate personnel

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:**

- Identify Guidelines, procedures, legislation and codes of practice applying to the financial industry
- Recognize and follow workplace procedures and instructions for environmentally sustainable work practices
- Carry out Work tasks in accordance with specific organization policy, guidelines and procedures
- Undertake Work tasks to meet the organization philosophy, values and objectives in relation to customer service, professional practice and ethical principles
- Seek assistance from appropriate personnel in clarifying the application of the guidelines, procedures and legislation

#### Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 2 to 5.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3, and Sheet 4”
4. Accomplish the “Self-check 1, 2, 3, 4, 5-and 6” in **page 5, 7, 9and 11** respectively.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work.



Information Sheet-1	Applying Guidelines, procedures, legislation and codes of practice to the financial industry.
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### 1.1 Concepts of **Guidelines, procedures, legislation and codes of practice to the financial industry.**

**Guideline**-shows direction in the workplace to do a task. It is a nonspecific rule or principle that provokes diction to action or behavior. Guideline explain: your rights when you are at work, and when you apply for a job or promotion; your responsibilities to other workers, clients, customers and workplace discrimination and harassment; types of discrimination that are against the law; complaining to the Anti-Discrimination Board; resolving discrimination problems in the workplace; unfair treatment that isn't covered under anti-discrimination law; and Options for resolving complaints.

**Procedures**- are the specific methods employed to express policies in action in day-to-day Operations of the organization.

**Legislation:** is a general term covering laws enacted by Parliaments, plus laws made by persons or bodies granted law-making powers by the Parliament.

Legislation is also called Acts or Statutes. Delegated legislation (subordinate legislation) is laws made under delegated authority of the Parliament.

**Work place Legislation** Employers that understand and adapt their working practices to reflect the changes within legislation will ultimately ensure a more cost efficient and safer working environment. There is an increasing responsibility for employers to protect the health & safety of their employees.

**Code:** is collection of written laws gathered together, usually covering specific subject matter. Thus, a state may have a civil code, corporation's code, education code, evidence code, health and safety codes, insurance code, labor code, motor vehicle code, penal code, revenue and taxation code, and so forth. Federal statutes which deal with legal matters are grouped together in codes. There are also statutes which are not codified. Despite their apparent permanence codes are constantly being amended by legislative bodies. Some codes are administrative and have the force of law even though they were created and adopted by regulatory agencies and are not actually statutes or laws.

**A code of practice:** is a set of professional standards or written guidelines agreed on by members of a particular profession or written guidelines issued by an official body or a professional association to its members to help them comply with its ethical standards.

Codes of Practice are normally considered when:

Government regulations are unlikely to occur or are inappropriate for the specific section of the market  
Overarching legislation exists and the objective is to assist in ensuring compliance through the development of controls to improve industry standards



There is widespread acknowledgement that there is need for, and commitment to, the development of controls to improve industry standards. The objective is to provide customer focused benefits beyond the minimum standards.

**Rule of Codes of Practice:** Code of Practice is a form of industry self-regulation (encourages industry self regulation).Advances/improves consumers' confidence in Industry and organizations that subscribe to the Code of Practice.

## Ethics, Principles and Moral Values

Ethics involves learning what is right or wrong, and then doing the right thing -- but "the right thing" is not nearly as straightforward as conveyed in a great deal of business ethics literature.

### What is Business Ethics?

The concept has come to mean various things to various people, but generally it's coming to know what is right or wrong in the workplace and doing what's right -- this is in regard to effects of products/services and in relationships with stakeholders.. Many of these values are no longer followed. Consequently, there is no clear moral compass to guide leaders through complex dilemmas about what is right or wrong.

Note that many people react that business ethics, with its continuing attention to "doing the right thing," only asserts the obvious ("be good," "don't lie," etc.), and so these people don't take business ethics seriously. For many of us, these principles of the obvious can go right out the door during times of stress. Consequently, business ethics can be strong preventative medicine. Anyway, there are many other benefits of managing ethics in the workplace. These benefits are explained later in this document.

**Guidelines, procedures, legislation and codes of practice** may include:

- ✍ Anti-discrimination legislation
- ✍ Electronic Funds Transfer (EFT) code of conduct
- ✍ Relevant environmental legislation
- ✍ Finance code
- ✍ Financial Services Reform Act (FSRA)
- ✍ Financial Transaction Reports Act
- ✍ Industry codes of practice
- ✍ legislation covering competition, prudential regulation
- ✍ Anti-Money Laundering and Counter Terrorism Financing Acts.

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

1. Discuss among Guidelines, procedures, legislation and codes of practice (3 point)
2. Mention at least four(4) Guidelines, procedures, legislation and codes of practice Related to financial sector industry (5 points)

**Note: Satisfactory rating - 3 and 5 points                      Unsatisfactory - below 3 and 5 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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



## 2.1 Concepts Environmentally sustainable work practices

**Definitions:** Environmentally sustainable work practices are those which reduce harm on the environment and reduce wastage of resource

**Environmentally sustainable work practices** include:

- Improving energy efficiency
- Increasing use of resources that are:
  - renewable
  - recyclable
  - reusable
  - recoverable
- Recognising opportunities to reduce emissions of greenhouse gases
- Reducing use of non-renewable resources.

### Procedure

#### General guidelines for sustainable environmental work practices

All employees can help protect the environment by following the guidelines below:

#### Reduce:

- Use goods which stop waste being generated.
- Reduce waste by choosing products that have minimal packaging and can be used productively and then recycled.

#### Re-use:

- Re-use containers, packaging or waste products, wherever possible.

#### Recycle:

- Recycle waste material into useable products, wherever possible.

#### For waste that can't be avoided, reused or recycled

- Treat the waste to make it less harmful or reduce the volume of the harmful component.
- Dispose of the waste safely.



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

- 1. What is environmentally sustainable work practices (2 points)
- 2. Environmentally sustainable work practices may include. (3 points)

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

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

**Answer Sheet**

Score = _____
Rating: _____

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

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



<b>Information Sheet-3</b>	<b>Organization policy, guidelines and procedures</b>
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### 3.1 Concepts Organization policy and procedures

A policy: is a course of action or guidelines to be followed whereas a procedure is the 'nitty gritty' of the policy, outlining what has to be done to implement the policy. For example, a staff recruitment policy could involve the following procedures: All vacant paid positions will be advertised in local and state-wide papers. The advertisements will have details of duties, salary range, closing date and contact details. All interested people will be mailed job descriptions and information about the organization.

### 3.2 Importance of policies and procedures

Most community service organizations will have in place policies and procedures that govern and regulate privacy and confidentiality of client information. This concept not only applies to what you can disclose about your clients or your organizations outside of work, but also what can be shared in network meetings. What information can be shared with other organizations, who shares it and how this information is given out should be clearly defined in any effective, professional service. It is often incorporated into a worker's duty statement or job description.

### 3.3 Organization policy, guidelines, and procedures may include:

- ✍ Best practice guidelines
- ✍ Organisation and customer charters
- ✍ Organisation codes of practice
- ✍ Complaint and grievance procedures
- ✍ Customer services statements
- ✍ Induction program
- ✍ Industry policy documents
- ✍ Industry procedures manuals
- ✍ operating manuals





Self-Check -3	Written Test
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is the difference between organizational policy and procedures? (2 points)
2. List out the elements to be organizational policy and procedures.(3 points)

**Note:** Satisfactory rating – 3 and 5 points                      Unsatisfactory - below 3 and 5 points

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

**Answer Sheet**

Score = _____
Rating: _____

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

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



Information sheet 4	Organisational policies and procedures
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#### 4.1 Concepts *policy* and *procedures*.

A policy is a course of action or guidelines to be followed whereas a procedure is the 'nitty gritty' of the policy, outlining what has to be done to implement the policy. For example, a staff recruitment policy could involve the following procedures:

1. All vacant paid positions will be advertised in local and state-wide papers.
2. The advertisements will have details of duties, salary range, closing date and contact details.
3. All interested people will be mailed job descriptions and information about the organisation.

#### Community services policies and procedures

Most community service organisations will have in place policies and procedures that govern and regulate privacy and confidentiality of client information. This concept not only applies to what you can disclose about your clients or your organisations outside of work, but also what can be shared in network meetings. What information can be shared with other organisations, who shares it and how this information is given out should be clearly defined in any effective, professional service. It is often incorporated into a worker's duty statement or job description.

All organisations should have written policy and procedures, and staff training in the following areas:

- A confidentiality policy
- A clearly defined process for identifying and regularly updating a Community Resource Index so that all workers are aware of what other services are available to refer to (the index contains basis contact details and information about what each service provides)
- Processes for networking with other agencies, including attending relevant interagency (meetings of local service providers)
- Guidelines for case conferencing (this will be discussed in more detail a bit later)
- Referral protocols, including how referrals should be made, the kind of information that can be shared with other services and any ongoing roles and responsibilities of each service with regard to the client
- A policy for how long client information is kept after clients are no longer involved with the service. For example, different government departments produce documents that outline legal requirements for their staff in relation to storing and maintaining information.

For instance, the Supported Accommodation Assistance Program (providing accommodation support for homeless people) outlines its policy in the Case Management Resource Kit for SAAP Services, 1997. It states that all information regarding clients will be kept in the filing cabinet for

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up to 5 years before being archived. All information regarding clients will be destroyed 7 years after the client ceases to receive services.

## Organisational guidelines

The agency is responsible for providing policy and procedural guidelines that support the practice of services. Policies and procedures must reflect legislation and ethical standards of the community services sector.

Quality of service delivery is dependent on the responsibility of both the organisation and the worker in following the policies that guide service delivery.

A list of such policy documents is:

- The organisation's strategic plan
- Policy documents, for example, providing services to cultural and linguistic diverse clients (CALD)
- Job descriptions.

As well, there are legal documents which provide protocols for:

- Ethics in practice
- Duty of care guidelines which include confidentiality, and equity and access
- Child protection policy
- Occupational health and safety guidelines.

Where do policy and procedure come from?

CSI services are influenced by two sorts of policy:

- Policy imposed from the outside *by legislative (Acts of Parliament) or administrative bodies (such as DoCS as a funding body) which provides the broad policy context in which the organisation operates*
- Policy which originates within the organisation *(generally developed by the management committee or manager of a service) and is influenced by the outside policy.*

For example, the *NSW Disability Services Act* is broad government policy which impacts heavily on policy developed by organisations funded by the NSW Ageing, Disability and Home Care Department.

All funded services must comply with the Act in order to receive funding and there must be clear guidelines that organisations must follow such as having complaints procedures, assessing clients' individually and ensuring that clients have an opportunity to make decisions about the service provided to them.

Another example is the *Equal Opportunity Act*, which would influence the development of a policy such as the staff recruitment policy discussed a bit earlier.

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In this learning topic we are focussing on the second type of policy (organisational policy) but you still need to understand the impact of broader government policy on the development of organisational policy.

The other primary influences on policy are:

- **Ideology**—the values and beliefs that the organisation holds about the issue). This impact on what the policy will focus on. For instance, a disability service believes that people with disabilities are in an unequal relationship with some members of the rest of the community who do not treat them as individuals and adults, so they may develop policies around providing people with disabilities with support and information to empower them to become more independent and to live meaningful and fulfilling lives. Ideology is also influenced by community attitudes.
- **Incidents**—sometimes policy is developed to address problems experienced by an organisation, such as an increasing number of incidents where people with disabilities are discriminated against in the workplace.

## Policy and procedures manual

What are the areas covered in a policy and procedure manual? This can vary depending on the nature of the organisation, but may include:

- Personnel practices (staff recruitment, training, holiday leave arrangements, promotions, performance appraisals, supervision)
- Complaints and disputes procedures
- Case management procedures (how the agency determines eligibility for the service, assesses client need and individual goal setting to address needs identified)
- Occupational health and safety procedures
- Conflict resolution processes
- Communication
- Delegations (who can make decisions about what, eg approval process for spending money)
- Notification of child abuse procedures
- Critical incidents procedures
- Confidentiality
- Referral
- Duty of care
- Coordination/networking with external agencies.

## Example policy and procedures manual

Following is an example of a policy and procedures manual from the Carmen Poldis Community Centre. The contents page shows you everything detailed in the manual, while the extracts give you examples of

- Policies about what is expected of service users (clients)
- The rights of the workers at the centre
- The responsibilities of the same workers.

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If you get the opportunity through a CSI related job or vocational placement, ask to have a look at the policies and procedures manual for the organisation.

The written documents can vary dramatically depending on the:

- Nature of the service
- Skills and abilities of workers
- Resources available for policy development
- Resources provided by government funding bodies to assist with the policy development process.

<b>Self-Check - 4</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is the difference between organizational policy and procedures (2 point)
2. Define organizational Guidelines (3 point).

**Note: Satisfactory rating – 3 points**

**Unsatisfactory - below 3**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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



<b>Information Sheet-5</b>	<b>Organization philosophy, values and objectives</b>
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#### **4.1 Concepts of Mission, Vision, Values, Objectives and Philosophy**

Setting of organizational objectives is the starting point of managerial actions and Knowing organizational objectives is the starting point of each employee’s duty. An organization’s end results for which an organization strives is termed as “mission”, purpose, objective, goal, target etc. Many times these terms are used interchangeably as all these denote end results.

##### **Mission Statements**

A Mission Statement defines the organization's purpose and primary objectives. Its prime function is internal – to define the key measure or measures of the organization’s success – and its prime audience is the leadership team and stockholders. Mission statements are the starting points of an organization’s strategic planning and goal setting process. They focus attention and assure that internal and external stakeholders understand what the organization is attempting to accomplish.

##### **Vision Statements**

Vision statements reflect the ideal image of the organization in the future. They create a focal point for strategic planning and are time bound, with most vision statements projected for a period of 5 to 10 years. The vision statement communicates both the purpose and values of the organization. For employees, it gives direction about how they are expected to behave and inspires them to give their best. Shared with customers, it shapes customers’ understanding of why they should work with the organization.

##### **Value Statements**

Value statements define the organization’s basic philosophy, principles and ideals. They also set the ethical tone for the institution. An organization’s values are evident in the statements that define the organization and the processes used to achieve its mission and vision.

##### **Objectives**

Objectives are the ends toward which activity is aimed-they are the end results to ward which activity is aimed.“Objectives are goals, aims or purposes that organizations wish over varying periods of time” “A managerial objective is the intended goal that prescribes definite scope and suggests direction to the planning efforts of a manger”

##### **Philosophy**

The statement of philosophy is defined as an explanation of the systems of beliefs that determine how a mission or a purpose is to be achieved. An organization’s philosophy states the beliefs, concepts and principles of an organization.

#### **4.2 Organization philosophy, values and objectives may include:**

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- ✍ Best practice guidelines
- ✍ Organisation and customer charters
- ✍ Guidance from supervisor
- ✍ Vision and mission statements

<b>Self-Check -5</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

3. differentiate among Organization philosophy, values and objectives (2 point)
4. List at least three points to be included in organization philosophy, values and objectives (3 point).

**Note: Satisfactory rating – 3 points**

**Unsatisfactory - below 3**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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



### 6.1 Concepts of Teamwork

Teamwork is an essential part of workplace success. Like a basketball team working together to set up the perfect shot, every team member has a specific role to play in accomplishing tasks on the job. Although it may seem as if one player scored the basket, that basket was made possible by many people’s planning, coordination, and cooperation to get that player the ball. Employers look for people who not only know how to work well with others, but who understand that not every player on the team can or will be the one who gets the ball. When everyone in the workplace works together to accomplish goals, everyone achieves more.

The ability to work as part of a team is one of the most important skills in today’s job market. Employers are looking for workers who can contribute their own ideas, but also want people who can work with others to create and develop projects and plans.

Teamwork involves building relationships and working with other people using a number of important skills and habits:

- Working cooperatively
- Contributing to groups with ideas, suggestions, and effort
- Communication (both giving and receiving)
- Sense of responsibility
- Healthy respect for different opinions, customs, and individual preferences
- Ability to participate in group decision-making

When employees work together to accomplish a goal, everyone benefits. Employers might expect to “see” this in action in different ways. For example, team members in the workplace plan ahead and work cooperatively to assign tasks, assess progress, and deliver on time. They have professional discussions during which differing approaches and opinions might be shared and assessed in a respectful manner. Even when certain employees end up with tasks that were not their first choices, jobs get done with limited complaints because it is in the spirit of teamwork and with the overall goal in mind. A leader or manager may often serve as the teamwork facilitator. In this case, team members participate respectfully in discussion, carry out assigned tasks, and defer to the leader in the best interest of the goal. Consensus is wonderful, but not always possible, and an assigned leader will often support and facilitate the decision-making necessary for quality teamwork to exist.

The activities in this section seek to teach participants about the importance of teamwork to workplace success and the specific role each individual on a team may play. Participants will learn about positive teamwork behavior and discover how their own conduct can impact others on a team. The section also discusses possible obstacles to teams working successfully and offers the opportunity to build constructive strategies for overcoming these challenges.





<b>Self-Check -6</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Define team work (2 point)
2. What are the advantages of teamwork? (3 point).

**Note: Satisfactory rating – 3 points                      Unsatisfactory - below 3**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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



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

- Verbal communication
- Instructions or enquiries
- Presentation of written information
- Developing and maintaining positive relationships

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:

- Use effective listening and speaking skills in verbal communication
- Respond to promptly instructions or enquiries in accordance with organizational requirements
- Present written information to meet organizational standards of style, format and accuracy
- Use communication to develop and maintain positive relationships, mutual trust and confidence

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 12 to 9.
3. Read the information written in the information “Sheet 1, Sheet 2, and Sheet 3”.
4. Accomplish the “Self-check 1, Self-check 2, and Self-check 5” in **page -15, 16, and 17** respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1 and Operation Sheet 2” in **page -33.(if any)**
6. Do the “LAP test” in **page – 34** (if any).



## Information Sheet-1

## Verbal communication

### 1.1 Concepts Verbal communication

Communication is the process of sharing information between two or more individuals or groups to reach a common understanding. Communication can be broadly classified as verbal and non-verbal communication. Verbal communication includes written and oral communication whereas non-verbal communication includes body language, facial expressions and visuals diagrams or pictures.

#### **Verbal communication**

The Verbal Communication is a type of oral communication wherein the message is transmitted through the spoken words. Verbal communication is the use of sounds and words to express yourself, especially in contrast to using gestures or mannerisms (non-verbal communication). It is further divided into oral and written communication.

**Oral communication** refers to the spoken words in the communication process. It can either be face-to-face or a conversation over the phone or on the voice chats over the Internet. Spoken conversations or dialogs are influenced by voice modulation, pitch, volume and even the speed and clarity of speaking. Volume and even the speed and clarity of speaking.

The other type of verbal communication is **written communication**. It can be either via snail mail, or email. The effectiveness of written communication depends on the style of writing, vocabulary used, grammar, clarity and precision of language.

### 1.2 Verbal communication may include:

- ✍ Answering enquiries from clients
- ✍ Answering telephone calls
- ✍ Informal discussions
- ✍ Requests from colleagues
- ✍ Use of voice mail



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

1. Define verbal communication (**2points**)
2. List out the elements to be included under verbal communication .( **3points**)

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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



<b>Information Sheet-2</b>	<b>Instructions or enquiries</b>
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**1.2 Concepts Instructions or enquiries**

Respond to instructions or enquiries promptly and in accordance with organizational requirements. Present written information and ideas in clear and concise language to ensure the intended meaning of correspondence is understood by recipient specific written instructions voice message instructions left to another employee for you to do.

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

1. Define Instructions or enquiries (3points)

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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



### 3.1 Concepts Written Communication

Written communication involves any type of interaction that makes use of the written word. Communicating through writing is essential in the modern world and is becoming ever more so as we participate in what is now commonly called the information age. In fact, written communication is the most common form of business communication. It is essential for small business owners and managers to develop effective written communication skills and to encourage the same in all employees.

### 3.2 THE COMMUNICATION PROCESS

The basic process of communication begins when a fact or idea is observed by one person. That person (the sender) may decide to translate the observation into a message, and then transmit the message through some communication medium to another person (the receiver). The receiver then must interpret the message and provide feedback to the sender indicating that the message has been understood and appropriate action taken.

### 3.3 ADVANTAGES AND DISADVANTAGES OF WRITTEN COMMUNICATION

One advantage to using written forms of communication is that written messages do not have to be delivered on the spur of the moment; instead, they can be edited and revised several times before they are sent so that the content can be shaped to maximum effect. Another advantage is that written communication provides a permanent record of the messages and can be saved for later study. Since they are permanent, written forms of communication also enable recipients to take more time in reviewing the message and providing appropriate feedback. For these reasons, written forms of communication are often considered more appropriate for complex business messages that include important facts and figures. Other benefits commonly associated with good writing skills include increased customer/client satisfaction; improved inter-organizational efficiency; and enhanced image in the community and industry.

There are also several potential pitfalls associated with written communication, however. For instance, unlike oral communication, wherein impressions and reactions are exchanged instantaneously, the sender of written communication does not generally receive immediate feedback to his or her message. This can be a source of frustration and uncertainty in business situations in which a swift response is desired. In addition, written messages often take more time to compose, both because of their information-packed nature and the difficulty that many individuals have in composing such correspondence. Many companies, however, have taken a proactive stance in addressing the latter issue. Mindful of the large number of workers who struggle with their writing abilities, some firms have begun to offer on-site writing courses or enrolled employees in business writing workshops offered by professional training organizations, colleges, and community education programs.



<b>Self-Check -3</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- a. Define written communication( 2points)
- b. what are the steps in the process of communication( 2points)

**Note: Satisfactory rating - 3 points                      Unsatisfactory - below 3points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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



<b>Information Sheet- 4</b>	<b>communication to maintain positive relationships and mutual trust</b>
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#### 4.1 Concepts of positive relationships and mutual trust in communication

By building positive relationships with others, we will be happier and more fulfilled and feel more supported, supportive, and connected.

The most important single ingredient in the formula of success knows how to get along with people. One of the most profound experiences we can have in our lives is the connection we have with other human beings. Positive and supportive relationships will help us to feel healthier, happier, and more satisfied with our lives. So here are a few tips to help you to develop more positive and healthy relationships in all areas of your life:

#### 4.2 TIPS FOR DEVELOPING POSITIVE RELATIONSHIPS

**1. Accept and celebrate differences.** One of the biggest challenges we experience in relationships is that we are all different. We can perceive the world in many ways. Certainly as tumbling block that we come across when we try to build relationships is a desire or an expectation that people will think like we do and, in this way.

**2. Listen effectively.** Listening is a crucial skill in boosting another person’s self-esteem, the silent form of flattery that makes people feel supported and valued. Listening and understanding what others communicate to us is the most important part of successful interaction and vice versa. Active or reflective listening is the single most useful and important listening skill. In active listening, we also are genuinely interested in understanding what the other person is thinking, feeling, wanting, or what the message means.

**3. Give people your time.** Giving time to people is also a huge gift. In a world where time is of the essence and we are trying to fit in more than one lifetime, we don’t always have the time to give to our loved ones, friends, and work colleagues. The connection we make with other people is the very touchstone of our existence, and devoting time, energy, and effort to developing and building relationships is one of the most valuable life skills.

**4. Develop your communication skills.** Communication occurs when someone understands you, not just when you speak. One of the biggest dangers with communication is that we can work on the assumption that the other person has understood the message we are trying to get across.

**5. Manage mobile technology.** By now, pretty much everyone has a mobile phone and many people have two or more. While they are a lifesaver in an emergency, and an effective tool for communication, they also can be a complete distraction when people exhibit a lack of mobile phone etiquette.

**6. Learn to give and take feedback.** Feedback, in my opinion, is the food of progress, and while it may not always taste great, it can be very good for you.





**7. Develop empathy.** is a state of perceiving and relating to another person's feelings and needs without blaming, giving advice, or trying to fix the situation.

<b>Self-Check - 4</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is trust in communication? **(2 points)**
2. List out at least four tips of developing positive relationship. **(3points)**

**Note: Satisfactory rating – 3 points**

**Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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



<b>Instruction Sheet</b>	<b>LG3: Work safely</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Workplace safety procedures
- Reporting safety issue
- Reducing and Eliminating Workplace Hazards or risk
- Responding to emergency incidents

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:

- Follow established safety procedures when conducting work
- Identify designated persons for reporting queries and concerns about safety in the workplace
- Take actions to eliminate workplace hazards or to reduce risk
- Follow organizational procedures for responding to emergency incidents

**Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 21 to 31.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3 and Self-check 4” in **page -24, 26, 27 and 31** respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 ” in **page -48.(not Required here)**
6. Do the “LAP test” in **page – 49** (if any).



1.1 Concepts Workplace safety procedures

**Safe job procedures Definition**

Safe work practices are generally written methods outlining how to perform a task with minimum risk to people, equipment, materials, environment, and processes.

Safe job procedures are a series of specific steps that guide a worker through a task from start to finish in a chronological order. Safe job procedures are designed to reduce the risk by minimizing potential exposure.

Companies should establish Safe Work Practices/Safe Job Procedures for addressing significant hazards or for dealing with circumstances that may present other significant risks/liabilities for the company. They should reflect your company's approach to controlling hazards.

Some regulations require employers to have written procedures/instructions for specific activities/conditions. The number of practices/procedures and the degree of detail will depend on the range of work activities your company performs. It is important that management and supervision are involved in the development of safe work practices and that they provide adequate training for workers likely to follow these practices.

**1.2 Following safety procedures**

Examples of things that may be potential hazards in an office or financial services retail environment:

- Noise
- Electricity
- Equipment
- Dangerous chemicals or harmful substances
- Workplace stress, violence and bullying.

The purpose of safety procedures is to prevent work-related injury and disease and create a work environment that promotes and ensures everyone has a safe workplace.

Safety procedures will be clearly communicated to all staff to advise them of what safety procedures have been established and where to locate them. It is important that you support and clearly understand the safety procedures you need to follow when completing your duties.

**1.2 Elements of Safety procedures**

**Safety procedures may include, but not limited to:**



- ✍ Completing required documentation
- ✍ Displaying health and safety brochures, magazines and other material
- ✍ Following OHS guidelines relevant to workplace
- ✍ Keeping workplace clean and tidy
- ✍ City administration, Regional and Federal State legislation
- ✍ Office practice manual
- ✍ Undergoing operator training when using new equipment or processes

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

1. Mention at least five elements to be included under Safety procedures .(5points)

**Note: Satisfactory rating - 5 points**

**Unsatisfactory - below 5 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Short Answer Questions**



Information Sheet-2	Reporting safety issue
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**2.1 Concepts of reporting safety issue**

Why do you need safety reporting procedures? Because they can help you recognize health and safety problems, and identify solutions.

Implementing a simple reporting procedure in your workplace will help you obtain important information about health and safety issues in the workplace identify problems when they arise, and address them.

Safety reporting procedures can help you understand why incidents occurred, assist you to make decisions and set priorities, and allow you to analyze trends in the workplace. These procedures may also help to identify additional hazards and risks, and will guide you in developing new risk controls.

**What do effective safety reporting procedures look like?**

- Systems and procedures are in place for reporting safety issues and incidents and are used electively.
- Safety issues and incidents are always reported and followed up.
- Risk controls and safety training are always reviewed following an incident.
- Work Safe is noticed of serious incidents (serious injuries or near misses) or fatalities.

**How can I be sure my safety reporting procedures are effective?**

The procedures for reporting safety issues and incidents should be used electively in your workplace.

Make sure you have a system in place that documents safety problems and allows you to develop prevention strategies. You must also have a register of injuries that enables your workers to record any workplace injuries they sustain.

Where there is a significant safety issue that cannot be resolved immediately, you should make a record of the following:

- Who made the report,
- When the report was made,
- To whom the report was made,
- The nature of the incident,
- Any action taken to resolve the incident and if any further action is required (i.e. what the organization should review in response to the incident)

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

- 1. What are the benefits of reporting safety issue to appropriate person? **(5points)**

**Note: Satisfactory rating - 3 points                      Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Short Answer Questions**



<b>Information Sheet-3</b>	<b>Reducing and Eliminating Workplace Hazards or risk</b>
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### 3.1 Reducing and Eliminating Workplace Hazards or risk

After hazards are identified, how can they be prevented and controlled? Continually review the farmstead, shop areas and work practices to control or prevent workplace hazards.

### 3.2 Ways to prevent and control hazards

Some ways to prevent and control hazards are:

- ✍ Regularly and thoroughly maintain equipment
- ✍ Ensure that hazard correction procedures are in place
- ✍ Ensure that everyone knows how to use and maintain personal protective equipment
- ✍ Make sure that everyone understands and follows safe work procedures

### 3.3 Systems to prevent and control hazards

After detection, all current and potential hazards must be prevented, corrected or controlled.

Systems used to prevent and control hazards include:

- ✍ Engineering Controls
- ✍ Administrative Controls
- ✍ Personal Protective Equipment (PPE)
- ✍ Systems to Track Hazard Correction
- ✍ Preventive Maintenance Systems
- ✍ Emergency Preparation

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<b>Self-Check -3</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List at least three ways to prevent and control hazards (3 points)
2. List out Systems used to prevent and control hazards (2 points)

**Note: Satisfactory rating – 5 points**

**Unsatisfactory - below 5 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Short Answer Questions**





Information Sheet-4	<b>Responding to emergency incidents</b>
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#### 4.1 Definition

Emergency response includes any systematic response to an unexpected or dangerous occurrence. The goal of an emergency response procedure is to mitigate the impact of the event on people and the environment.

#### 4.2 Principles

One person should be designated as responsible for the handling of emergencies, including coordination of actions, reporting to managers and regulators, and liaising with emergency services, and a deputy should be appointed to act in case of absence.

In health-care establishments, spillage is probably the most common type of emergency involving infectious or other hazardous material or waste. Response procedures are essentially the same regardless of whether the spillage involves waste or material in use, and should ensure that:

- The waste management plan is respected;
- Contaminated areas are cleaned and, if necessary, disinfected
- Exposure of workers is limited as much as possible during the clearing up operation;
- The impact on patients, medical and other personnel, and the environment is as limited as possible.

Health-care personnel should be trained for emergency response, and the necessary equipment should be to hand and readily available at all times to ensure that all required measures can be implemented safely and rapidly. Written procedures for the different types of emergencies should be drawn up. For dangerous spills, the clean-up operation should be carried out by designated personnel specially trained for the purpose.



<b>Self-Check -4</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. **Define response to emergency incidents (3points)**
2. **List at least two principles of responding to emergency incidents. (2points)**

**Note: Satisfactory rating – 3 points                      Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Short Answer Questions**



<b>Instruction Sheet</b>	<b>LG4: Using workplace technology</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Using Mgt Systems and Databases
- Using Proprietary or organizational software

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:

- Use relevant information management systems and databases
- Use proprietary or organizational software

### **Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 33 to 37.
3. Read the information written in the information “Sheet 1, and Sheet 2.
4. Accomplish the “Self-check 1, and Self-check 2” in **page -35, and 37** respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1” in **page -63.(Not required)**
6. Do the “LAP test” in **page – 64** (if any).



### 1.1 Management Information Systems (MIS): Definition

Management Information System, commonly referred to as MIS is a phrase consisting of three words: management, information and systems. Looking at these three words, it's easy to define Management Information Systems as systems that provide information to management. That is the simple definition of MIS that generally sums up what a Management Information System is, and what it should do. However, its role and impact on the smooth operation of a company can never be overemphasized. That is the reason why every successful company makes use of these systems in one way or another.

The reason why Management Information Systems are very important in the day to day operation of companies is because these systems work with people, organizations, technology and relationships among the people and organizations affecting the company.

### 1.2 Data Base Management System (DBMS)

Database is a collection of related data and data is a collection of facts and figures that can be processed to produce information. Mostly data represents recordable facts. Data aids in producing information, which is based on facts. For example, if we have data about marks obtained by all students, we can then conclude about toppers and average marks. A database management system stores data in such a way that it becomes easier to retrieve, manipulate, and produce information.

### 1.3 Users

A typical DBMS has users with different rights and permissions who use it for different purposes. Some users retrieve data and some back it up. The users of a DBMS can be broadly categorized as: Administrators, Designers and End Users:

- **Administrators:** Administrators maintain the DBMS and are responsible for administrating the database. They are responsible to look after its usage and by whom it should be used. They create access profiles for users and apply limitations to maintain isolation and force security. Administrators also look after DBMS resources like system license, required tools, and other software and hardware related maintenance.
- **Designers:** Designers are the group of people who actually work on the designing part of the database. They keep a close watch on what data should be kept and in what format. They identify and design the whole set of entities, relations, constraints, and views.



- **End Users:** End users are those who actually reap the benefits of having a DBMS. End users can range from simple viewers who pay attention to the logs or market rates to sophisticated users such as business analysts.

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

1. What are Management Information Systems? (2 points)
2. Define database management system. (3points)

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Short Answer Questions**



### 2.1 Meaning of Proprietary software

Proprietary software is software that is owned by an individual or a company (usually the one that developed it). There are almost always major restrictions on its use, and its source code is almost always kept secret.

**Proprietary software**, also known as **closed-source software**, is a non-free computer software for which the software's publisher or another person retains **intellectual property rights**—usually copyright of the source code, but sometimes patent rights.

### 2.2 Exclusive Right

The owner of proprietary software exercises certain exclusive rights over the software. The owner can restrict use, inspection of source code, modification of source code, and redistribution.

### Uses proprietary software

Microsoft Office, Drop box, AutoCAD and McAfee Virus Scan are all **examples of proprietary software**. Most business owners and entrepreneurs use these programs on a regular basis. Some are free, while others require a monthly or yearly subscription. But are these tools really better than open source platforms? It depends.

Commercial, proprietary software typically has **specific features and capabilities**. It appeals to a specific audience and aims to provide a superior user experience. These programs usually include regular upgrades, technical support and a wide range of tools. They also tend to be easier to use and provide greater functionality than open platforms.

### 2.3 Proprietary or organizational software may include:

- ✍ Client contact systems
- ✍ Custom designed financial software
- ✍ Databases
- ✍ Spreadsheets
- ✍ Word processors



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

1. Define Proprietary software (2 points)
2. Proprietary or organizational software may include.(3points)

**Note: Satisfactory rating - 3 points                      Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Short Answer Questions**



<b>Instruction Sheet</b>	<b>LG 5: Working in a team environment</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Supporting team members
- Working group goals and tasks
- Sharing Information with Work group
- improvement of work group activity

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:

- Provide support to team members to ensure work group goals are met
- Make constructive contribution to work group goals and tasks
- Share information relevant to work with work group to ensure designated goals are met
- Share opportunities for improvement of work group activity with work group members

**Learning Instructions:**

7. Read the specific objectives of this Learning Guide.
8. Follow the instructions described below 39 to 6.
9. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3, Sheet 4 and Sheet 5”.
10. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” in **page -55, 57, 60 and 62** respectively.
11. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1” in **page -63.(if any)**
12. Do the “LAP test” in **page – 64** (if any).





## 1.1 Ways to Support Team

### 1. Support Your Team by Reviewing Work Frequently

Don't be a seagull manager, only meeting with your team when there is a crisis. Don't leave your team working on the big report for two months and then review it right at the end. Be sure to check in with your team early and often.

Leaving your team to work alone until you come in and criticise their work will lead to increased stress and failure. Book regular progress meetings to understand how your team members are progressing, and if they need assistance.

### 2. Support Your Team by Sticking Up For Them

Sometimes, people will attack your team. Whilst it is important that you try to understand any issues, your default position should be that you stand up for your team. If you don't, then you probably have trust issues which need to be fixed. You can read more about trust issues here: Of course, you can't just ignore problems your team may have caused. Even so, your team needs to see that **you are willing to stick up for them**, when needed. If your team sees you back off or contradict them at the first sign of conflict, they'll begin to feel exposed.

### 3. Support Your Team by Communicating Accountability

When you delegate accountability to someone in your team, it needs to be communicated clearly. The worst thing you can do is tell your team member that they are accountable, but not tell anybody else. This puts them in a situation where roles and responsibilities are unclear.

### 4. Support Your Team by Setting Standards

Working in a team without any standards is difficult for everybody. It's difficult for the leader, because the team members will produce variable outcomes. It's difficult for team members because they don't have direction.

You need to support your team by setting standards for the work that you do. If your team works on technical tasks, make sure technical standards are in place.

On creative tasks, standardise the process, rather than the creative output. This will increase their confidence and give them some "guard rails" to follow.

When you have performance standards in place, you can more easily see whether your team is meeting them. Anything below the line is a cause for concern and may indicate an area where you need to provide more support.



## 5. Support Your Team by Being Available

Some leaders are difficult to contact. Sometimes this is the nature of their position. Regardless, you need to ensure that you provide your team with frequent opportunities to talk to you.

Set times when you will be available and stick to them. Make yourself available to your team so they have opportunities to discuss and confirm things with you.

You may think that you are showing trust by allowing your team just to “get on with it” without you. Your team may just feel like you’re never around and don’t care about them.

## 6. Support Your Team by Developing Their Skills

A team that isn’t learning is stagnating. Teams that aren’t given opportunities to develop their skills may suffer from a lack of confidence to perform at their best.

It’s up to you to provide opportunities to learn through mentoring, training or on the job coaching. Targeting areas where team members are lacking confidence is a good starting point.

### 1.2 Effective teams

Why do some groups accomplish very little, while others achieve much more?

This difference stems very much from the processes within the group - its inner dynamics or workings.

The features of an effective team include:

- Combined group effort of all members
- Clear goals
- Group members focused on learning
- Mutual trust and support
- Open communication
- Democratic processes.

#### Support to team members may include:

- ✍ Explaining and clarifying
- ✍ Helping colleagues
- ✍ Problem solving
- ✍ Providing encouragement
- ✍ Providing feedback to a team member
- ✍ Undertaking extra tasks if necessary

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

- Support to team members** may include.(3Points)

**Note: Satisfactory rating - 3 points                      Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Short Answer Questions**



Information Sheet- 2	Working group goals and tasks
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**2.1 Task/Work Groups**

A working group or working party is a group of experts working together to achieve specified goals. Working groups are also referred to as task groups, workgroups, or technical advisory groups.

Much of society is adopting a group orientation toward task completion. Concepts of consensus, collaboration, and teamwork have become key terms in business, politics, and social circles. It should come as little surprise that successful task/work groups do not spring forth without considerable effort. The effectiveness of task/work groups is grounded firmly in group dynamics, “the interactions fostered through the relationships of members and leaders in connection with the complexities of the task involved”. Members need meaningful tasks and goals, new learning, access to the technical and human resources necessary to accomplish the task, and physical space where their work can be conducted. Members and leaders of task/work groups must invest in the accomplishment of their agreed upon goal. The outcome of a successful task/work group, however, is greater than the product or performance it produces. It is also an outcome of people working together toward a common goal.

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

1. Define workgroups/Tasks.(3Points)

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

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<b>Instruction Sheet</b>	<b>LG 6:Developing effective work habits</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Work and personal priorities
- Time management strategies
- Appropriate dress and behavior codes

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:

- Identify and plan work and personal priorities to achieve a balance between any competing priorities
- Apply time management strategies to work duties
- Follow appropriate dress and behavior codes as required by the workplace, job role or customer contact
- Sharing opportunities for improvement of work group activity with work group members

Learning Instructions:

2. Read the specific objectives of this Learning Guide.
3. Follow the instructions described below 3 to 6.
4. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3, Sheet 4 and Sheet 5”.
5. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” in **page -55, 57, 60 and 62** respectively.
6. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1” in **page -63.(if any)**
7. Do the “LAP test” in **page – 64** (if any).



### 1.1 Concepts of work and personal priorities

In order to stay healthy and happy, it is essential to find out the best balance for you between your working life and your personal life. The right balance will change as your career progresses. It will be different if you are single to if you are raising children or nearing retirement.

Work-life balance initiatives may take many forms including:

- Creating flexible working arrangements
- Job sharing
- Working from home
- Providing health-related programs in the workplace

Benefits of work-life balance programs for the organization include:

- Improved staff retention and turnover
- Less sick leave
- Less stress-related illnesses
- Better work cooperation
- Increased motivation and productivity
- Greater ability to meet customer demands through flexible working arrangements.

Benefits of work-life balance programs for the employee include:

- More time to pursue personal activities such as creating a healthy lifestyle
- Improved personal and work relationships
- Less stress and improved health
- More opportunities to participate in activities with family and friends
- More time to pursue areas of interest such as studying, travelling and hobbies.

Personal work goals must be identified and prioritized in accordance with organizational requirements and future personal career plans. Personal goals will differ with different people – reflecting a worker’s background, attitudes, capability, skills, interests, strengths and previous work experience. You should prioritize your goals in order of preference and availability.



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

1. Benefits of work-life balance programs for the organization **(3points)**

**Note: Satisfactory rating - 3 points                      Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Short Answer Questions**



<b>Information Sheet # 2</b>	<b>Time management strategies</b>
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**2.1 Time management definition**

Time management is organizing the time you have available in a way that allows you to get the most done.

**2.2 Effective time management**

Effective time management involves three skills:

- a. Prioritization
- b. Scheduling
- c. Execution

**I. Prioritizing techniques**

•First, make a to-do list for the day. Write down all the things you need to get done today, with no regard to the order. Date:\_\_\_\_\_ 1. 6. 2. 7. 3. 8. 4. 9. 5. 10.

• Next, three methods are suggested to help prioritize your things to do.

1. The ABC rank order method involves assigning the letters A, B, or C to various tasks: A = highest priority activities (must do immediately) B = second-priority activities (not immediately, but you should do soon) C = low-priority tasks or things you would like to do (can wait to do)

In this method of prioritization, assign tasks from your to-do list to the A, B, or C categories as appropriate to their priority. Once you have prioritized each task as A, B, or C, then complete the A tasks first, then B, and finally C.

A	B	C

(Directions: In column A, list all the things that you must get done as soon as possible. In column C, list all the things that you would like to do but that are not essential. In column B, put everything else.)

2. The Pareto principle states that 20 percent of the tasks we do give us 80 percent of the rewards or satisfaction. Thus, with a list of ten things to do, this principle suggests that individuals should give their time and attention to the top two prioritized tasks in their list. (If one has done the ABC rank ordering, then these task would most likely be in the A category.)





3. Sometimes it is difficult to differentiate among responsibilities, all of which seem important. In this case, use the important-versus-urgent matrix to help you prioritize tasks. Note that people tend to direct their energies toward box IV because these responsibilities look quick and easy. But attention and time should be focused on activities in box I, because they are both high in urgency and importance. Next, put time and attention to tasks in box II, then to box III, and finally to box IV.

		<b>Importance</b>	
		Low Importance	High Importance
<b>Urgency</b>	High Urgency	III. a. b. c.	I. a. b. c.
	Low Urgency	IV. a. b. c.	II. a. b. c.

Then, begin to work on your tasks in the following order:

- I. a. \_\_\_\_\_
- II. b. \_\_\_\_\_
- III. c. \_\_\_\_\_
  
- II. a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
  
- III. a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
  
- IV. a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

## II. Scheduling Techniques

- Once you have a solid idea of what needs to get done, there are several choices you can make about scheduling your responsibilities.

## III. Execution Techniques

Execution is the implementation of your prioritized schedule (what you have accomplished with the first two skills of prioritization and scheduling).

Here are some tips to help you execute your daily schedule:

- a. Assign a deadline (goal) for each task or project



- b. Break large projects down into smaller tasks, and assign a deadline for each task.
- c. Work on one section of the project or task at a time. Work until it is complete. Experts indicate that it is better to have one or two completed tasks than a handful of unfinished ones.
- d. Reward your accomplishments with small pleasures to motivate yourself to accomplish designated goals. Avoid immediate gratification—that is, reward yourself after satisfactory completion of each job, not before

The following strategies will help you get the right things done in less time.

- Start your day with a clear focus. ...
- Have a dynamic task list. ...
- Focus on high-value activities. ...
- Minimize interruptions. ...
- Stop procrastinating. ...
- Limit multi-tasking. ...
- Review your day.



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

1. define time management.(2Points)
2. List out at least three effective time management skills.(3Points)

**Note: Satisfactory rating - 3 points                      Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Short Answer Questions**



### 3.1 Appropriate Dress

How an employee behaves and dresses reflects on the image that an organization is trying to project. A code of conduct is a set of rules explaining the responsibilities of an individual for the way they deal with other people and organizations. Employees must become aware of the standards required for their workplace. Some codes of conduct provide details about dress code and acceptable and unacceptable types of behavior.

### 2.2 Dress Standards

A work dress code is a set of standards that provide guidance about what is appropriate to wear to work. The main objective in establishing a dress code is to make a good impression and allow employees to work comfortably while projecting a professional image to customers, other employees and visitors.

Dress codes set by your employer should:

- Be applied equally to men and women
- Relate to the job and be a reasonable requirement
- Allow workers to follow their cultural or religious beliefs
- Be fair to people with disabilities.

You will always need to use a certain amount of judgment in your choice of clothing to wear to work as dress codes cannot cover every possibility. If you are unclear about what is acceptable, ask your supervisor. Workplace dress must be neat, clean and appropriate for the work being performed and for the setting in which the work is performed. Torn, dirty or frayed clothing is unacceptable in any workplace. Any clothing that has words or pictures that may be offensive to other employees is also unacceptable.

### Acceptable Behavior

Having a positive work environment for its employees can mean the difference between success and failure for an organization. There are many ways in which employees can help to create a positive workplace. One way is to demonstrate behaviors that are professional and acceptable for the workplace.

Every organization expects that all of its employees will perform their job by applying the highest standard of behavior. We call this professionalism. To achieve this standard it is essential that employees work in an environment that does not tolerate unacceptable behavior at any time.

Acceptable behaviors include:

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- Respect for others and yourself
- Acceptance of others regardless of age, physical appearance, disability, race, nationality and position
- Open and honest communication
- Trustworthiness, reliability and professionalism in everything that you do
- An understanding of how good and bad behaviors can affect others
- The ability to give honest feedback based on real evidence, not on innuendo and accusations
- An understanding that people are usually working to the best of their ability

### **Unacceptable Behavior**

Unacceptable behavior in the workplace often involves bullying, harassment or discrimination. It may also be things like being rude, not respecting the privacy of others, not respecting confidentiality and gossiping. These behaviors upset people and lead to good, productive people leaving an organization.

Following are some examples of unacceptable behavior:

- Making jokes or comments about a person's race or nationality.
- Criticizing people in their absence.
- Making unwanted sexual advances.
- Threatening a person that they may lose their job or fail to be promoted.
- Using foul and offensive language or gestures.
- Making deliberate unwanted physical contact, ranging from touching to assault.
- The use of pin-ups or posters those are sexual or violent in nature.
- Getting other people to bully and harass someone.
- Making comments about or excluding another person because they are younger, older, a different color or race, disabled or gay.



<b>Self-Check -3</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is an appropriate Dressing in the work place? .(2Points)
2. List out at least four acceptable Behaviors at workplace(4point)

**Note: Satisfactory rating - 3 points                      Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Short Answer Questions**



**List of Reference Materials**

- 1. TTLM/CBLM-To be prepared by the trainer
- 2. Manuals-To be prepared by the trainer
- 3. www.Business dictionary
  
- Bonner, William H., and Lillian H. Chaney. Communicating Effectively in an Information Age. Second Edition, Dame Publishing, 2003.
- Dillon, Sam. "What Corporate America Can't Build: A Sentence." The New York Times. 7 December 2004.
- "E-mail That Doesn't Break Your Career." Broker Magazine. April-May 2006.