

# Human Resource Management Level - II



## TVET CURRICULUM

Based on October, 2021 (V-II) Occupational  
standard (OS) Inclusive

March, 2022  
Addis Abeba , Ethiopia

## Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries and Institutes based on the occupational standard for **Human Resource Management Level II**.

The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills**

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## TVET-Program Design

### 1.1. TVET-Program Title: Human Resource Management Level II

### 1.2. TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as a **Human Resource Junior officer** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Labor and social affairs** sector in the field of **Human Resource Management/**.

The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected to Prepare and Implement Human Resource Operational Plan, Perform Human Resource activities, Organize Office Records, Develop employee participation, Deliver and sustain Service to Customer, Apply Human Resource Communication Skill, Utilize and Maintain Organizational Information, Participate in a Team, Apply 5S Procedures in accordance with the performance criteria and evidence guide described in the OS.

### 1.3. TVET-Program Training Outcomes

The expected outputs of this program are the acquisition and implementation of the following units of competences:

[LSA HRM2 01 1221](#) Prepare and Implement Human Resource Operational Plan

[LSA HRM2 02 1221](#) Perform Human Resource activities

[LSA HRM2 03 1221](#) Organize Office Records

[LSA HRM2 04 1221](#) Develop employee participation

[LSA HRM2 05 1221](#) Deliver and sustain Service to Customer

[LSA HRM2 06 1221](#) Apply Human Resource Communication Skill

[LSA HRM2 07 1221](#) Utilize and Maintain Organizational Information

[LSA HRM2 08 1221](#) Participate in a Team

[LSA HRM2 09 1221](#) Apply 5S Procedures

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#### 1.4. Duration of the TVET-Program

The Program will have duration of **826 Hours** including the on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

s.no	Unit competency	TVET Institution training		Cooperative training	Total hours	Remarks
		Theory	Practical			
1.	Prepare and Implement Human Resource operational Plan	50	20	30	100	
2.	Perform Human Resource activities	30	10	20	60	
3.	Organize Office Records	50	20	30	100	
4.	Develop employee participation	40	20	30	90	
5.	Deliver and sustain Service to Customer	70	30	30	130	
6.	Apply Human Resource Communication Skill	60	30	30	120	
7.	Utilize and Maintain Organizational Information	40	30	20	90	
8.	Participate in a Team	40	20	10	70	
9.	Apply 5S Procedures	30	20	16	66	
	<b>Total Hours</b>	<b>410</b>	<b>200</b>	<b>200</b>	<b>826</b>	

### 1.5. Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is Level II.

The trainee can exit after successfully completing the modules in one level and will be awarded the equivalent institutional certificate on the level completed. However, only institutional certificate of training accomplishment will be awarded.

### 1.6. Target Groups

Any citizen **with disability** who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

### 1.7 Entry Requirements

The prospective participants of this program are required to possess the requirements or directive of the **Ministry of Labor and Skills**.

### 1.8 Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of delivery is co-operative training. The time spent by the trainees in the real work place/ industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.

Hence based on the nature of the occupation, location of the TVET institutions, and interest of the industry alternative mode of cooperative training such as apprenticeships, internship and traineeship will be employed. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and identified companies have forged an agreement to co-operate with regard to the implementation of this program

## 1.9. TVET-Program Structure

Unit of Competence	Module Code & Title	Training Outcomes	Duration (In Hours)
<b>LSA HRM2 01 1221</b> Prepare and Implement Human Resource Operational Plan	<b>LSA HRM2 M01 0322</b> Preparing and Implementing Human Resource Operational Plan	<ul style="list-style-type: none"> <li>• Contribute to implementation of HR operational plan</li> <li>• Assist in recruiting employee and acquiring resources</li> <li>• Improve workplace operations</li> <li>• Plan and organise workflow</li> <li>• Maintain workplace records</li> <li>• Solve problems and make decisions</li> </ul>	100
<b>LSA HRM2 02 1221</b> Perform Human Resource activities	<b>LSA HRM2 M02 0322</b> Performing Human Resource activities	<ul style="list-style-type: none"> <li>• Prepare work schedule</li> <li>• Perform work tasks</li> <li>• Review work performance</li> </ul>	60
<b>LSA HRM2 03 1221</b> Organize Office Records	<b>LSA HRM2 M03 0322</b> Organizing Office Records	<ul style="list-style-type: none"> <li>• Supervise the Identification of types of information and commonly created office records</li> <li>• Monitor records management life cycle</li> <li>• Ensure records keeping activities</li> <li>• Organize filing procedures</li> </ul>	100

<b>LSA HRM2 04 1221</b>	Develop employee participation	<b>LSA HRM2 M04 0322</b>	Developing employee participation	<ul style="list-style-type: none"> <li>• Work within organizational requirements</li> <li>• Develop effective work habits</li> <li>• Identify current resource use</li> <li>• Act with environmental regulations</li> <li>• Seek opportunities to improve resource efficiency</li> </ul>	90
<b>LSA HRM2 05 1221</b>	Deliver and Sustain Customer Service	<b>LSA HRM2 M05 0322</b>	Delivering and Sustain Customer Service	<ul style="list-style-type: none"> <li>• Identify customer needs</li> <li>• Deliver a service to customers</li> <li>• Sustain and report on service delivery</li> <li>• Process customer feedback</li> <li>• Assist customer to articulate needs</li> <li>• Satisfy complex customer needs</li> <li>• Manage networks to ensure customer needs are addressed</li> </ul>	130
<b>LSA HRM2 06 1221</b>	Apply Human Resource Communication Skill	<b>LSA HRM2 M06 0322</b>	Applying Human Resource Communication Skill	<ul style="list-style-type: none"> <li>• Follow routine spoken messages</li> <li>• Perform workplace duties following written notices</li> <li>• Obtain and convey workplace information</li> <li>• Attend in meetings and discussions</li> <li>• Complete relevant work related documents</li> </ul>	120
<b>LSA HRM2 07 1221</b>	Utilize and Maintain Organizational Information	<b>LSA HRM2 M07 0322</b>	Utilizing and Maintaining Organizational Information	<ul style="list-style-type: none"> <li>• Receive and distribute incoming mail</li> <li>• Collect and Organize urgent same day information</li> <li>• Process workplace information</li> <li>• Maintain information systems</li> </ul>	90

		<ul style="list-style-type: none"> <li>• Perform records in an online environment</li> </ul>	
<a href="#">LSA HRM2 08 1221</a> Participate in a Team	<a href="#">LSA HRM2 M08 0322</a> Participating in a Team	<ul style="list-style-type: none"> <li>• Develop effective employee's relationship</li> <li>• Contribute to workforce activities</li> <li>• Describe team role</li> <li>• Identify own role and responsibility within team</li> <li>• Work as a team member</li> <li>• Reflect on how the team is working</li> </ul>	70
<a href="#">LSA HRM2 09 1221</a> Apply 5S Procedures	<a href="#">LSA HRM2 09 0322</a> Applying 5S Procedures	<ul style="list-style-type: none"> <li>• Prepare for work.</li> <li>• Sort items.</li> <li>• Set all items in order.</li> <li>• Perform shine activities.</li> <li>• Standardize 5S.</li> <li>• 6. Sustain 5S.</li> </ul>	50

\*The time duration (Hours) indicated for the module should include all activities in and out of the TVET institution.



### 1.10 Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The **formative assessment** is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

**Summative Evaluation** the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines..

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

### 1.11 TVET Teachers Profile

The teachers conducting this particular TVET Program are **Level B** and above who have satisfactory practical experiences or equivalent qualifications.

<b>LEARNING MODULE 01</b>	
TVET-PROGRAMME TITLE: <b>Human Resource Management Level II</b>	
MODULE TITLE <b>Preparing and Implementing Human Resource Operational Plan</b>	
MODULE CODE: <a href="#"><u>LSA HRM2 M01 0322</u></a>	
NOMINAL DURATION <b>100hrs</b>	
<b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills, knowledge and monitors the quality of work operations within an enterprise, contributing to the operational plan, assisting in recruiting employees and acquiring resources, and monitoring and adjusting operational performance.	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.Contribute to implementation of HR operational plan</b></p> <p><b>LO2.Assist in acquiring employee and acquiring resources</b></p> <p><b>LO3.Improve workplace operations</b></p> <p><b>LO4.Plan and organize workflow</b></p> <p><b>LO5.Maintain workplace records</b></p> <p><b>LO6.Solve problems and make decisions</b></p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1.Contribute to implementation of HR operational plan</b></p> <p>    <b>1.1</b> Collecting, recording and reporting resource</p> <p>    <b>1.2</b> HR operational plan</p> <p>    <b>1.3</b> Identifying key performance indicators</p> <p>    <b>1.4</b> Undertaking contingency planning</p> <p><b>LO2.Assist in recruiting employee and acquiring resources</b></p> <p>    <b>2.1</b> Assisting employee recruitment and induction</p> <p>    <b>2.2</b> Acquiring Physical resources and services</p> <p>    <b>2.3</b> Supporting the development and presentation of proposals</p> <p><b>LO3.Improve workplace operations</b></p> <p>    <b>3.1</b> Monitoring efficiency and service levels</p> <p>    <b>3.2</b> Organizational goals and quality assurance initiatives.</p> <p>    <b>3.3</b> Identifying quality problems and making adjustments</p> <p>    <b>3.4</b> Changing procedures and systems</p>	

3.5 Ways of improving efficiency and service levels.

**LO4. Plan and organize workflow**

4.1 Scheduling work

4.2 Delegating work

4.3 Assessing workflow

4.4 Assisting colleagues of workload.

4.5 Providing input to management staffing needs.

**LO5. Maintain workplace records**

5.1 Delegating and monitoring completion of records

5.2 Completing and submitting workplace records

5.3 Identifying and considering workplace problems

**LO6. Solve problems and make decisions**

6.1 Initiating short term action

6.2 Analyzing problems and potential solutions

6.3 Encouraging team in solving problem.

6.4 Taking follow up action

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment's/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

### LO.1 Contribute to implementation of HR operational plan

- Details of resource requirements are collected, recorded and reported to **relevant personnel**
- The **HR operational plan** contributes to the achievement of the organization's performance plan is ensured
- **Key performance indicators** are identified to measure own and work team's performance
- Contingency planning is undertaken as required

### LO.2 Assist in recruiting employee and acquiring resources

- Employee recruitment and/or induction are assisted as required, within **the organization's policies, practices and procedures**
- Physical resources and services are acquired according to the organization's policies, practices and procedures and in consultation with relevant personnel
- The development and presentation of proposals are supported for resource requirements as required

### LO.3 Improve workplace operations

- Efficiency and service levels are monitored on an ongoing basis.
- Operations in the workplace support overall organizational goals and quality assurance initiatives.
- Quality problems and issues are promptly identified and adjustments are made accordingly.
- Procedures and systems are changed in consultation with immediate supervisors to improve efficiency and effectiveness.
- Colleagues are consulted about ways to improve efficiency and service levels.

### LO.4 Plan and organise workflow

- Work is scheduled in a manner which enhances efficiency and customer service quality.
- Work is delegated to appropriate people in accordance with principles of delegation.
- Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritization of workload.
- Input is provided to appropriate management regarding staffing needs.

### LO5 Maintain workplace records

- Workplace records are accurately completed and submitted within required time frames.
- Where appropriate completion of records is delegated and monitored prior to submission.
- Workplace problems are promptly identified and considered from an operational and

customer service perspective

**LO6 Solve problems and make decisions**

- Short term action is initiated to resolve the immediate problem where appropriate.
- Problems are analyzed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.
- Where problem is raised by a team member, they are encouraged to participate in solving the problem.
- Follow up action is taken to monitor the effectiveness of solutions in the workplace.



## Annex: Resource Requirements

<b><u>LSA HRM2 M 01 0322</u> Prepare and Implement Human Resource operational Plan</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A.</b>	<b>Learning Materials</b>			
1	TTLM	Prepared by the trainer	25	1:1
2	Reference Books			
2.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 <sup>th</sup> edition	5	1:5
2.2	A hand book of HRM practice By Michael Armstrong	10 <sup>th</sup> edition	5	1:5
2.3	HRM by Robert Mathis and John H. Jackson	13 <sup>th</sup> Edition	5	1:5
5	Journals/Publication/Magazines			
5.1	Ethiopian civil service commission proclamation	Pro. No:1064/2010	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
<b>C.</b>	<b>Consumable Materials</b>			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
<b>D.</b>	<b>Tools and Equipments</b>			
	Laptop	modern	1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

<b>LEARNING MODULE 02</b>	
TVET-PROGRAMME TITLE: <b>Human Resource Management Level II</b>	
MODULE TITLE <b>Performing Human Resources Activities</b>	
MODULE CODE: <a href="#"><u>LSA HRM2 M02 0322</u></a>	
NOMINAL DURATION:- <b>60</b> Hours	
<b>MODULE DESCRIPTION:</b> This learning module describes the performance outcomes, skills and knowledge required to organize and complete work activities, and to obtain feedback on work performance.	
<b>LEARNING OUTCOMES</b> At the end of the module the trainee will be able to:  <b>LO1. Prepare work schedule</b> <b>LO2. Perform work tasks</b> <b>LO3. Review work performance</b>	
<b>MODULE CONTENTS:</b>  <b>LO1. Prepare work schedule</b> 1.1. Work goals and plans 1.2. Understanding individual and organizational work goals and plans 1.3. planning and prioritizing workload  <b>LO2. Perform work tasks</b> 2.1 Completing tasks using Technology 2.2 factors affecting work requirements 2.3 Taking action to overcome work requirements 2.4 Communicating progress of task  <b>LO3. Review work performance</b> 3.1 Feedback on work performance 3.2 Monitoring and adjusting work 3.3 Identifying opportunities for improvement	

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment's/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with</li> </ul>

	<p>group members</p> <ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<p>integration of trainees with group members</p> <ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<p>their peers</p>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

**ASSESSMENT CRITERIA:**

**LO1. Prepare work schedule**

- Work goals and plans are negotiated and agreed with assistance from **appropriate persons**
- An understanding of the relationship between individual work goals and plans, and organizational goals and plans is developed
- Workload is planned and prioritized within allocated timeframes

**LO2. Perform work tasks**

- Tasks are completed within designated time lines and in accordance with **organizational requirements** and instructions
- Factors affecting work requirements is identified and appropriate action is taken
- **Office technology** is used efficiently and effectively to complete work tasks
- Progress of task is communicated to supervisor or **colleagues** as required

**LO3. Review work performance**

- **Feedback** on work performance is sought from supervisors or colleagues
- Work is monitored and adjusted according to feedback obtained through supervision and comparison with established team and organizational **standards**
- **Opportunities for improvement** are identified and planned in liaison with colleagues

## Annex: Resource Requirements

<b><u>LSA HRM2 M 02 0322</u> Perform Human Resources Activities</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A.</b>	<b>Learning Materials</b>			
1	TTLM	Prepared by the trainer	25	1:1
2	Reference Books			
2.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 <sup>th</sup> edition	5	1:5
2.2	A hand book of HRM practice By Michael Armstrong	10 <sup>th</sup> edition	5	1:5
2.3	HRM by Robert Mathis and John H. Jackson	13 <sup>th</sup> Edition	5	1:5
3	Journals/Publication/Magazines			
3.1	Ethiopian civil service commission proclamation	Pro No:1064/2010	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
<b>C.</b>	<b>Consumable Materials</b>			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
<b>D.</b>	<b>Tools and Equipment</b>			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

<b>LEARNING MODULE 03</b>	
TVET-PROGRAMME TITLE: <b>Human Resource Management Level -II</b>	
MODULE TITLE: <b>Organizing Office Records</b>	
MODULE CODE: <b>LSA HRM2 M03 0322</b>	
NOMINAL DURATION: <b>100</b> Hours	
<b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills and knowledge required to accurately handle records that are created in office and come from a variety of sources.	
<b>LEARNING OUTCOMES</b> At the end of the module the trainee will be able to: <b>LO1.</b> Supervise the Identification of types of information and commonly created office records <b>LO2.</b> Monitor records management life cycle <b>LO3.</b> Ensure records keeping activities <b>LO4.</b> Organize filing procedures	
<b>MODULE CONTENTS:</b> <b>LO1. Supervise the Identification of types of information and commonly created office records</b> <b>1.1</b> Sources of Information <b>1.2</b> Collecting and recording information <b>1.3</b> Collating and analyzing Information <b>1.4</b> Recording forms in the correct format <b>1.5</b> Identifying and using Communication link <b>1.6</b> Receiving relevance information <b>1.7</b> Disposing irrelevant information <b>LO2. Monitor records management life cycle</b> 2.1 Recording life cycle procedural management 2.2 Undersetting Organizational rules and regulations 2.3 Making and marking office records <b>LO3. Ensure records keeping activities</b> <b>3.1</b> Preparing records keeping equipment <b>3.2</b> Determining proper filing procedures <b>3.3</b> Saving and securing work spaces recording. <b>LO4 Organize filing procedures</b>	



4.1 Elaborating filing techniques

4.2 Applying types of filing techniques

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

**LO.1** Supervise the Identification of types of information and commonly created office records

- **Information sources** are identified.
- **Information** is collected and recorded in accordance with organizational policy and procedures.
- Information collected, sorted and analyzed in relation to the purpose for which it is being obtained.
- Contents of **recording forms/reports** are ensured to be complete, accurate, concise, legible, understandable and in the correct format.
- Communication links are identified and used within the organization to exchange information
- The relevance of information received is assessed in terms of its intended purpose
- Irrelevant information is disposed in accordance with legislation, policy and procedures

**LO.2** Monitor records management life cycle

- Records life cycle; from creation to disposal are elaborated for procedural records management
- Organizational rules and regulations are understood to transfer records from one cycle to the next
- Identification and markings are made on office records

**LO.3** Ensure records keeping activities

- Records keeping **equipment and supplies** are identified and prepared according to existing standards
- Proper filing procedures are determined
- Safe and secured recording work spaces are ensured.

**LO.4** Organize filing procedures

- Alphabetic, numeric, alpha-numeric, geographic, subject, mixed, etc. filing techniques are elaborated
- Different types of filing techniques are applied

## Annex: Resource Requirements

LSA HRM2 M03 0322 Organize Office Records				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b>Learning Materials</b>			
1	TTLM	Prepared by the trainer	25	1:1
2	Reference Books			
2.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 <sup>th</sup> edition	5	1:5
2.2	A hand book of HRM practice By Michael Armstrong	10 <sup>th</sup> edition	5	1:5
2.3	HRM by Robert Mathis and John H. Jackson	13 <sup>th</sup> Edition	5	1:5
3	Journals/Publication/Magazines			
3.1	Ethiopian civil service commission Proclamation	ProNo:1064/2010	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
<b>C.</b>	<b>Consumable Materials</b>			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25

<b>D.</b>	<b>Tools and Equipment</b>			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

<b>LEARNING MODULE 04</b>	
TVET-PROGRAMME TITLE: <b>Human Resource Management Level II</b>	
MODULE TITLE: <b>Developing Employee Participation</b>	
MODULE CODE: <b>LSA HRM2 M04 0322</b>	
NOMINAL DURATION: <b>90</b> Hours	
<b>MODULE DESCRIPTION:</b> This module describes identifying the rights and responsibilities of employees in organizational goals, values and standards carry out improvements including reducing the negative environmental impact of work practices.	
<b>LEARNING OUTCOMES</b> At the end of the module the trainee will be able to: <b>LO1.</b> Work within organizational requirements <b>LO2.</b> Develop effective work habits <b>LO3.</b> Identify current resource use <b>LO4.</b> Act with environmental regulations <b>LO5.</b> Seek opportunities to improve resource efficiency	
<b>MODULE CONTENTS:</b> <b>LO1. Work within organizational requirements</b> 1.1 Identifying organization’s requirements and responsibilities 1.2 Employee and employer rights and responsibilities 1.3 Complying responsibilities, goals and objectives 1.4 Identifying roles and responsibilities of colleagues and supervisors 1.5 Identifying standards and values 1.6 Identifying behavior to safe work environment <b>LO2. Develop effective work habits</b> 2.1 Balancing work and personal priorities 2.2 Time management strategies and work duties 2.3 Appropriate dress and behavior <b>LO3. Identify current resource use</b> 3.1 Identifying environmental and resource efficiency <b>issues</b> 3.2 Using Resources in own work role 3.3 Documenting and measuring current resources 3.4 Recording, filling and measuring current use of documentation using technology	



3.5 Identifying and reporting workplace environmental hazards

**LO4. Act with environmental regulations**

4.1 Following workplace procedures

4.2 Reporting breaches

4.3 Scheduling work practices and work safely

4.4 Selecting and using safely materials, tools and equipment

**LO5. Seek opportunities to improve resource efficiency**

5.1 Following organizational plans for improving

5.2 Identifying possible areas for improvements

5.3 Making suggestions for improvements

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

### LO.1 Work within organizational requirements

- **Organization's requirements** and responsibilities are identified and read and advice is sought from appropriate persons, where necessary
- A current working knowledge and understanding of employee and **employer rights and responsibilities** are developed and utilized
- Relevant duty of care, legal responsibilities and **organizational goals and objectives** are complied
- Roles and responsibilities of colleagues and immediate supervisors are identified
- Standards and values considered to be detrimental are identified to the organization and communicated through appropriate channels
- Behavior that contributes to a safe work environment **is** identified, recognized and followed

### LO.2 Develop effective work habits

- Work and personal priorities are identified and a balance between competing priorities is achieved
- Time management strategies are applied to work duties
- Appropriate dress and behavior are observed as required by the workplace, job role or customer contact

### LO.3 Identify current resource use

- Workplace environmental and resource efficiency **issues** are identified
- Resources used in own work role are identified
- Current usage of resources is documented and measured using **appropriate techniques**
- Documentation measuring current usage is recorded and filed, using technology (such as software systems) where applicable
- Workplace environmental hazards are identified and reported to appropriate personnel

**LO.4 Act with environmental regulations**

- Workplace procedures are followed to ensure compliance
- Breaches or potential breaches are reported to appropriate personnel
- Scheduled of work including practices for working safely is confirmed in accordance with established procedure
- Appropriate materials, tools and equipment are selected and used safely.

**LO.5 Seek opportunities to improve resource efficiency**

- **Organizational plans** are followed to improve environmental practices and resource efficiency
- Work is sought as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area
- **Suggestions** are made for improvements to workplace practices in own work area

## Annex: Resource Requirements

LSA HRM2 M04 0322 Develop employee participation				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b>Learning Materials</b>			
1	TTLM	Prepared by the trainer	25	1:1
2	Reference Books			
2.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 <sup>th</sup> edition	5	1:5
2.2	A hand book of HRM practice By Michael Armstrong	10 <sup>th</sup> edition	5	1:5
2.3	HRM by Robert Mathis and John H. Jackson	13 <sup>th</sup> Edition	5	1:5
3	Journals/Publication/Magazines			
3.1	Ethiopian civil service commission Proclamation	ProcNo:1064/2010	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
<b>C.</b>	<b>Consumable Materials</b>			
1	Duster		5	1:25

2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
<b>D.</b>	<b>Tools and Equipment</b>			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1



<b>LEARNING MODULE 05</b>	
TVET-PROGRAMME TITLE: <b>Human Resource Management Level II</b>	
MODULE TITLE: <b>Delivering and sustaining Service to Customer</b>	
MODULE CODE: <b>LSA HRM2 M05 0322</b>	
NOMINAL DURATION: 130 Hours	
<p><b>MODULE DESCRIPTION:</b> This module covers performance outcomes, skills and knowledge required to manage the ongoing relationship with a customer, creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback, sustain service provided to customers.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module <b>the</b> trainee will be able to:</p> <p><b>LO1.</b> Identify customer needs</p> <p><b>LO2.</b> Deliver a service to customers</p> <p><b>LO3.</b> Sustain and report on service delivery</p> <p><b>LO4.</b> Process customer feedback</p> <p><b>LO5.</b> Assist customer to articulate needs</p> <p><b>LO6.</b> Satisfy complex customer needs</p> <p><b>LO7.</b> Manage networks to ensure customer needs are addressed</p>	
<p><b>LO1. Identify customer needs</b></p> <p>    <b>1.1.</b> Using appropriate interpersonal skills</p> <p>    <b>1.2.</b> Assessing customer needs for urgency</p> <p>    <b>1.3.</b> Determining priorities for urgency needs</p> <p>    <b>1.4.</b> Using effective communication</p> <p>    <b>1.5.</b> Identifying limitations in addressing customer needs</p> <p>    <b>1.6.</b> Seeking assistance from designated individuals</p> <p><b>LO2. Deliver a service to customers</b></p> <p>    <b>2.1</b> Providing service to customers</p> <p>    <b>2.2</b> Establishing and maintaining rapport with customers</p>	

2.3 Handling customer complaints

2.4 Providing assistance to customers with specific needs

**LO3.Sustain and report on service delivery**

3.1 Reviewing Customer satisfaction

3.2 Identifying quality opportunities of service and products,

3.3 Monitoring Procedural aspects of service delivery

3.4 Seeking and using Customer feedback

3.5 Ensuring reports

**LO4.Process customer feedback**

4.1 Recognizing and handling customer feedback

4.2 Recording feedback and communication

4.3 Identifying and discuss customer needs

4.4 Supporting policies and procedures to make contact

**LO5.Assist customer to articulate needs**

5.1 Exploring internal and external customer needs

5.2 Explaining and matching available services and products

5.3 Communicating rights and responsibilities of customers to customers.

**LO6.Satisfy complex customer needs**

6.1 Possibilities for meeting customer needs

6.2 Assisting Customers to evaluate service options

6.3 Determining and prioritizing preferred actions.

6.4 Identifying Potential areas

6.5 Taking appropriate action in customer service delivery

**LO7.Manage networks to ensure customer needs are addressed**

7.1 Establishing effective regular communication with customers

7.2 Establishing, maintaining and expanding Relevant networks

7.3 Ensuring procedures based on up-to-date information

7.4 Maintaining Records of customer interaction

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

**ASSESSMENT CRITERIA:**

**LO1. Identify customer needs**

- **Appropriate interpersonal skills** are used to accurately identify and clarify customer needs and expectations
- **Customer** needs are assessed for urgency to determine priorities for service delivery according to organizational requirements
- **Effective communication** is used to inform customers about available choices for meeting their needs and assist in the selection of preferred options
- Limitations are identified in addressing customer needs and seek appropriate assistance from designated individuals

**LO2. Deliver a service to customers**

- Prompt service is provided to customers to meet identified needs in accordance with organizational requirements
- Appropriate rapport with customers is established and maintained to ensure completion of quality service delivery
- Customer complaints are sensitively and courteously handled in accordance with organizational requirements
- Assistance is provided or responded to customers with specific needs according to organizational requirements

**LO3. Sustain and report on service delivery**

- Customer satisfaction is regularly reviewed with service delivery using verifiable evidence according to organizational requirements
- Opportunities are identified to enhance the quality of service and products, and pursue within organizational requirements
- Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements
- Customer feedback is regularly sought and used to improve the provision of products and services
- Reports are ensured to be clear, detailed and contain recommendations focused on critical aspects of service delivery

**LO4. Process customer feedback**

- Promptly recognize customer feedback and handle sensitively according to organizational requirements
- Feedback and communication between customers and the organization according to organizational standards, policies and procedures are accurately recorded
- **Customer needs** and discuss suitability of other products/services are identified
- The organizational policies and procedures are supported to make contact with others customer services

**LO5. Assist customer to articulate needs**

- Ensure **internal and external customer** needs are fully explored, understood and agreed
- Explain and match available services and products to customer are explained

- Appropriate **rights and responsibilities of customers** to the customer are identified and communicated.

**LO6. Satisfy complex customer needs**

- Possibilities for meeting customer needs is explained
- Customers are assisted to evaluate service options to satisfy their needs
- Preferred actions are Determined and prioritized.
- Potential areas are identified in customer service delivery and take appropriate actions in a positive manner

**LO7. Manage networks to ensure customer needs are addressed**

- **Effective regular communication** is established with customers
- Relevant networks are established, maintained and expanded to ensure appropriate referral of customers to services from within and outside the organization.
- Procedures are ensured based on up-to-date information about the customer, and the **services** available
- Procedures are ensured based on the matching of the assessment of customer needs and availability of services.
- Records of customer interaction is maintained in accordance with **organizational procedures**

## Annex: Resource Requirements

LSA HRM2 M05 0322 Deliver and sustain Service to Customer				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b>Learning Materials</b>			
1	TTLM	Prepared by the trainer	25	1:1
2	Reference Books			
2.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 <sup>th</sup> edition	5	1:5
2.2	A hand book of HRM practice By Michael Armstrong	10 <sup>th</sup> edition	5	1:5
2.3	HRM by Robert Mathis and John H. Jackson	13 <sup>th</sup> Edition	5	1:5
3	Journals/Publication/Magazines			
3.1	Ethiopian civil service commission Proclamation	ProNo:1064/2010	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
<b>C.</b>	<b>Consumable Materials</b>			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
<b>D.</b>	<b>Tools and Equipment</b>			
	Laptop	modern	1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1



<b>LEARNING MODULE 06</b>	
TVET-PROGRAMME TITLE: <b>Human Resource Management Level II</b>	
MODULE TITLE: <b>Applying HR Communication Skill</b>	
MODULE CODE: <b>LSA HRM2 M06 0322</b>	
NOMINAL DURATION: <b>.120...</b> Hours	
<b>MODULE DESCRIPTION:</b> This module covers performance outcomes, skills and knowledge required to manage the ongoing relationship with a customer, creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback, sustain service provided to customers.	
<b>LEARNING OUTCOMES</b>	
At the end of the module the trainee will be able to:	
<b>LO1.</b> Follow routine spoken messages	
<b>LO2.</b> Perform workplace duties following written notices	
<b>LO3.</b> Obtain and convey workplace information	
<b>LO4.</b> Attend in meetings and discussions	
<b>LO5.</b> Complete relevant work related documents	
<p><b>LO1. Follow routine spoken message</b></p> <ul style="list-style-type: none"> <li>1.1 Gathering and interpreting information</li> <li>1.2 Recording information in storage</li> <li>1.3 Acting upon instructions with information received</li> <li>1.4 Seeking clarification from workplace supervisor</li> </ul> <p><b>LO2. Perform workplace duties following written notices</b></p> <ul style="list-style-type: none"> <li>2.1 Reading and interpreting written notices and instructions</li> <li>2.2 Following in sequence routine written instruction</li> <li>2.3 Giving feedback to workplace supervisor</li> </ul> <p><b>LO3. Obtain and convey workplace information</b></p> <ul style="list-style-type: none"> <li>3.1 Accessing specific and relevant information</li> <li>3.2 Using effective communication skills</li> <li>3.3 Using appropriate medium</li> <li>3.4 Using appropriate non- verbal communication</li> <li>3.5 Identifying and following lines of communication</li> </ul>	

3.6 Using defined workplace procedures

3.7 Carrying out personal interaction

**LO4. Attend in meetings and discussions**

4.1 Attending team meetings on time

4.2 Expressing own opinions and listening those of others

4.3 Consistent meeting inputs with purpose and protocols

4.4 Conducting workplace interactions

4.5 Asking and responding to routine workplace procedures

4.6 Interpreting and implementing meetings outcomes

**LO5. Complete relevant work related documents**

5.1 Completing forms relating to employment

5.2 Recording data on workplace forms and documents

5.3 Basic mathematical processes for routine calculations

5.4 Identifying errors in recording information

5.5 Completing reporting requirements

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

### LO1. Follow routine spoken messages

- Required information are gathered by listening attentively and correctly interpreting or understanding information/instructions
- Instructions/information are properly recorded and in appropriate **storage**
- Instructions are acted upon immediately in accordance with information received
- Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear

### LO.2 Perform workplace duties following written notices

- Specific and relevant information is accessed from **appropriate sources**
- Effective questioning, active listening and speaking skills are used to gather and convey information
- Appropriate medium is used to transfer information and ideas
- Appropriate non- verbal communication is used
- Appropriate lines of communication with supervisors and colleagues are identified and followed
- Defined workplace procedures for the location and **storage** of information are used
- Personal interaction is carried out clearly and concisely

### LO.3 Obtain and convey workplace information

- Team meetings are attended on time
- Own opinions are clearly expressed and those of others are listened to without interruption
- Meeting inputs are consistent with the meeting purpose and established **protocols**
- **Workplace interactions** are conducted in a courteous manner
- Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to
- Meetings outcomes are interpreted and implemented

### LO4.Attend in meetings and discussions

- Range of **forms** relating to conditions of employment are completed accurately and legibly
- Workplace data is recorded on standard workplace forms and documents
- Basic mathematical processes are used for routine calculations

- Errors in recording information on forms/ documents are identified and properly acted upon
- Reporting requirements to supervisor are completed according to organizational guidelines

**LO5.Complete relevant work related documents**

- Range of **forms** relating to conditions of employment are completed accurately and legibly
- Workplace data is recorded on standard workplace forms and documents
- Basic mathematical processes are used for routine calculations
- Errors in recording information on forms/ documents are identified and properly acted upon
- Reporting requirements to supervisor are completed according to organizational guidelines

## Annex: Resource Requirements

LSA HRM2 M06 0322 Applying HR Communication Skill				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b>Learning Materials</b>			
1	TTLM	Prepared by the trainer	25	1:1
2	Reference Books			
2.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 <sup>th</sup> edition	5	1:5
2.2	A hand book of HRM practice By Michael Armstrong	10 <sup>th</sup> edition	5	1:5
2.3	HRM by Robert Mathis and John H. Jackson	13 <sup>th</sup> Edition	5	1:5
3	Journals/Publication/Magazines			
3.1	Ethiopian civil service commission Proclamation	ProcNo:1064/2010	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
<b>C.</b>	<b>Consumable Materials</b>			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
<b>D.</b>	<b>Tools and Equipment</b>			
	Laptop	modern	1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1



<b>LEARNING MODULE 07</b>	
TVET-PROGRAMME TITLE: <b>Human Resource Management Level II</b>	
MODULE TITLE: <b>Utilizing and Maintaining Organizational Information</b>	
MODULE CODE: <b>LSA HRM2 M07 0322</b>	
NOMINAL DURATION : .90. Hours	
<p><b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills, knowledge and monitors the quality of work operations within an enterprise, contributing to the operational plan, assisting in recruiting employees and acquiring resources, and monitoring and adjusting operational performance.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Receive and distribute incoming mail</p> <p><b>LO2.</b> Collect and Organize urgent same day information</p> <p><b>LO3.</b> Process workplace information</p> <p><b>LO4.</b> Maintain information systems</p> <p><b>LO5.</b> Perform records in an online environment</p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Receive and distribute incoming mail</b></p> <ul style="list-style-type: none"> <li>1.1. Checking and registering incoming mail</li> <li>1.2. Identifying titles and locations</li> <li>1.3. Distributing urgent and confidential mail</li> <li>1.4. Sorting and dispatching mail</li> <li>1.5. Recording and reporting damaged items</li> </ul> <p><b>LO2. Collect and Organize urgent same day information</b></p> <ul style="list-style-type: none"> <li>2.1 Evaluating and selecting best delivery options</li> <li>2.2 Preparing items for urgent delivery</li> <li>2.3 Collecting relevant and timely information</li> <li>2.4 Using basic clerical support technology</li> <li>2.5 Organizational requirements in handling information</li> </ul> <p><b>LO3. Process workplace information</b></p> <ul style="list-style-type: none"> <li>3.1 Using necessary technologies equipment</li> <li>3.2 Collecting and processing information</li> </ul>	

3.3 Updating, modifying and dispatching information

**LO4. Maintain information systems**

4.1 Maintaining information and filing systems

4.2 Removing or relocating Inactive or dead files

4.3 Establishing and assembling new files

4.4 Updating reference and index systems

**LO5. Perform records in an online environment**

5.1 Classifying sentence and link records

5.2 Assigning unique identifiers and registering records

5.3 Determining access and security status and disposal requirements of records

5.4 Storing records on required media

5.5 Carrying out migration of records

5.6 Recording archiving or disposal of records

5.7 Maintaining records in a usable and accessible form

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

### LO1. Receive and distribute incoming mail

- Ensure that incoming mail is checked and registered in accordance with organizational policies and procedures
- Titles and locations of company personnel and departments are identified,
- Urgent and confidential mail are identified and distributed in accordance with organizational requirements
- **Mail to** nominated person/location are sorted and dispatched in accordance with organizational requirements
- **Damaged, suspicious or missing items** are recorded/ reported to take appropriate action in accordance with organizational policies and procedures

### LO2. Collect and Organize urgent same day information

- **Delivery** best options are evaluated and selected.
- Items for urgent delivery is prepared in accordance with organizational requirements and carrier specifications
- Lodgment or pick up of emergency is organized to deliveries and follow-up.
- **Information** is collected in a timely manner and ensure that it is relevant to organizational needs
- Available Basic Clerical Support **equipment/technology** are used in the work area to effectively obtain information
- **Organizational requirements** are applied relating to security and confidentiality in handling information

### LO3. Process workplace information

- Necessary equipment/technologies are used to process information in accordance with organizational requirements.
- Information is processed in accordance with defined timeframes, guidelines and procedures
- Information is updated, modified and filed in accordance with organizational requirements
- Information are collected and dispatched in accordance with specified timeframes and organizational requirements

### LO4. Maintain information systems

- Information and filing systems are maintained in accordance with organizational requirements
- **Inactive or dead files** are identified, **removed or relocated** in accordance with organizational requirements
- New files are established and assembled in accordance with organizational requirements
- Reference and index systems are updated in accordance with organizational requirements.

### LO5. Perform records in an online environment

- Sentence and link records are classified with other records in the system in accordance with system rules and organizational procedures
- Unique identifiers and register records are assigned into the recordkeeping system in accordance with system rules and organizational procedures
- Access and security status and disposal requirements of records are determined in accordance with organizational procedures
- Records on required media are stored in accordance with organizational and record retention requirements
- Migration of records from one medium to another is carried out in accordance with organizational procedures
- Archiving or disposal of records are recorded in accordance with disposal schedule and organizational procedures
- Records are maintained in a usable and accessible form in accordance with security conditions and legislative requirements

C



**Annex: Resource Requirements**

<b>LSA HRM2 M07 0322 Utilizing and Maintaining Organizational Information</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A.</b>	<b>Learning Materials</b>			
1	TTLM	Prepared by the trainer	25	1:1
2	Reference Books			
2.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 <sup>th</sup> edition	5	1:5
2.2	A hand book of HRM practice By Michael Armstrong	10 <sup>th</sup> edition	5	1:5
2.3	HRM by Robert Mathis and John H. Jackson	13 <sup>th</sup> Edition	5	1:5
3	Journals/Publication/Magazines			
3.1	Ethiopian civil service commission Proclamation	Proc No:1064/2010	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
<b>C.</b>	<b>Consumable Materials</b>			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
<b>D.</b>	<b>Tools and Equipment</b>			



	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

## LEARNING MODULE 08

TVET-PROGRAMME TITLE: **Human Resource Management Level II**

MODULE TITLE: **Participating in a Team**

MODULE CODE: **LSA HRM2 M08 0322**

NOMINAL DURATION : .70. Hours

**MODULE DESCRIPTION:** This module covers the skills, knowledge and attitudes to work in a group of environment, promoting team commitment and cooperation, supporting team members, dealing effectively with issues problem and conflict, identify role and responsibility as a member of a team.

### LEARNING OUTCOMES

At the end of the module the trainee will be able to:

**LO1.** Develop effective employees' relationship

**LO2.** Contribute to workforce activities

**LO3.** Describe team role

**LO4.** Identify own role and

**LO5.** Work as a team member

**LO6.** Reflect on how the team is working

### MODULE CONTENTS:

#### **LO1. Develop effective employee's relationship**

1.1 Undertaking duties and responsibilities

1.2 Addressing discussions when difficulties arise

1.3 Encouraging and acknowledging others to provide feedback in the team

#### **LO2. Contribute to workforce activities**

2.6 Supporting the team members to ensure workforce goals

2.7 Contributing to workforce goals and tasks

2.8 Sharing relevant information with team

#### **LO2. Describe team role**

3.1 Identifying the role and objective of the team

3.2 Sources of information for team role and objectives

3.3 Team parameters, reporting relationships and responsibilities

3.4 Respecting differences in values and beliefs

**LO4. Identify own role and responsibility within team**

- 4.1 Identifying individual role and responsibilities
- 4.2 Identifying roles and responsibility of other team members
- 4.3 Identifying reporting relationships within team and external to team

**LO5. Work as a team member**

- 5.1 Using effective and appropriate forms of communications
- 5.2 Contributing to team development based on skills and competencies
- 5.3 Observing protocols in reporting using standard operating procedures
- 5.4 Planning to contribute to the development of team work members

**LO6. Reflect on how the team is working**

- 6.1 Activities and opportunities for improvement and innovation
- 6.2 Gathering and using feedback to generate discussion and debate
- 6.3 Challenges of being innovative
- 6.4 Taking ideas for improvement and communicating key issues
- 6.5 Identifying, promoting and celebrating successful innovation

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

### LO1. Develop effective employees' relationship

- Duties and responsibilities are done in a positive manner to promote cooperation and good relationship
- Assistance is sought from workforce when difficulties arise and addressed through discussions
- Feedback provided by others in the team is encouraged, acknowledged and acted upon

### LO2. Contribute to workforce activities

- **Support** is provided to team members to ensure workforce goals are met
- Constructive contributions to workforce goals and tasks are made according to **organizational requirements**
- Information relevant to work is shared with team members to ensure designated goals are met

### LO3. Describe team role

- The **role and objective of the team** is identified from available **sources of information**
- Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources
- Differences in personal values and beliefs are respected and acknowledged in the development

### LO4. Identify own role and responsibility within team

- Individual role and responsibilities within the team environment are identified
- Roles and responsibility of other team members are identified and recognized
- Reporting relationships within team and external to team are identified

### LO5. Work as a team member

- Effective and appropriate forms of communications are used and interactions undertaken with team members who contribute to known team activities and objectives
- Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and **workplace context**
- Protocols are observed in reporting using standard operating procedures
- The development of team work is contributed to plans based on an understanding of team's role and objectives and individual competencies of the members

## Annex: Resource Requirements

LSA HRM2 M08 0322 Participating in a Team				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b>Learning Materials</b>			
1	TTLM	Prepared by the trainer	25	1:1
2	Reference Books			
2.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 <sup>th</sup> edition	5	1:5
2.2	A hand book of HRM practice By Michael Armstrong	10 <sup>th</sup> edition	5	1:5
2.3	HRM by Robert Mathis and John H. Jackson	13 <sup>th</sup> Edition	5	1:5
3	Journals/Publication/Magazines			
3.1	Ethiopian civil service commission Proclamation	ProcNo:1064/2010	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
<b>C.</b>	<b>Consumable Materials</b>			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
<b>D.</b>	<b>Tools and Equipment</b>			
	Laptop	modern	1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1



<b>LEARNING MODULE 09</b>	
TVET-PROGRAMME TITLE: <b>Human Resource Management Level II</b>	
MODULE TITLE: <b>Apply 5S Procedures</b>	
MODULE CODE: <b>LSA HRM2 M9 0322</b>	
NOMINAL DURATION 50 Hours	
<p><b>MODULE DESCRIPTION :</b> This unit covers the knowledge, skills and attitude required to apply 5S techniques to his/her workplace. It covers responsibility for the day-to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Preparing for work</p> <p><b>LO2.</b> Sort items in work places.</p> <p><b>LO3.</b> Set all items in order.</p> <p><b>LO4.</b> Perform shine activities.</p> <p><b>LO5.</b> Standardize the 5S elements</p> <p><b>LO6.</b> Sustain 5S elements</p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Prepare for work</b></p> <p>1.1. Using work instruction to determine job requirements, methods, materials and equipment.</p> <p>1.2. Reading and interpreting job specification and manuals</p> <p>1.3. Preparing tools and equipment</p> <p>1.4. Identifying safety tools and equipment</p> <p>1.5. Preparing and using kaizen board.</p> <p><b>LO2. Sort items in work places.</b></p> <p>2.1 Preparing plan to implement sorting activities.</p> <p>2.2 Performing cleaning activities.</p> <p>2.3 Identifying items using appropriate procedures.</p> <p>2.4 Using appropriate format to identify necessary and unnecessary items</p> <p>2.5 Using red tag strategy</p> <p>2.6 Using appropriate report format</p>	

### **LO3. Set all items in order**

- 3.1 Preparing plan to implement **set in order**.
- 3.2 Perform general cleaning activities
- 3.3 Decide location for storage of items
- 3.4 Preparing and using necessary tools and equipment for setting activities in order.
- 3.5 Reporting performance results using appropriate formats.
- 3.6 Checking location and order of each item.

### **LO4. Perform shine activities**

- 4.1 Preparing plan to implement shine
- 4.2 Preparing and using tools and equipment for shining activities
- 4.3 Implementing appropriate procedures to shine activities
- 4.4 Use appropriate report format
- 4.5 Conducting regular shining activities.

### **LO5. Standardize the 5S elements**

- 5.1 Preparing and using plan to standardize 5S activities
- 5.2 Preparing and implementing checklist, tools and techniques to standardize 5S.
- 5.3 Keeping the work place to the specific standard.
- 5.4 Avoiding problems by standardizing activities

### **LO6. Sustain 5S elements**

- 6.1 Preparing and following plan to sustain 5S activities
- 6.2 Preparing tools and equipment to sustain 5S
- 6.3 Implementing tools and techniques to sustain 5S
- 6.4 Inspecting work place in regular base.
- 6.5 Identifying and taking action where compliance to standard is unlike.
- 6.6 Recommending improvement to lift the level of compliance.
- 6.7 Avoiding problems by sustaining activities

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

### LO1 Prepare for work

- . Work instructions are used to determine job requirements, including method, material and equipment
- Job specifications are read and interpreted following working manual
- **OHS requirements**, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work
- **Tools and equipment** are prepared and used to implement 5S.
- **Safety equipment and tools** are identified and checked for safe and effective operation
- Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts.

### LO.2 Sort items in work places.

- Plan is prepared to implement sorting activities
- Cleaning activities are performed
- All **items** in the workplace are identified following **the appropriate procedures**
- Necessary and **unnecessary items** are listed using the **appropriate format**
- **Red tag** strategy is used for unnecessary items
- Unnecessary items are evaluated and placed in an appropriate place other than the workplace
- **Necessary items** are recorded and quantified using appropriate format.
- Performance results are reported using appropriate formats.
- Necessary items are regularly checked in the workplace

### LO.3 Set all items in order.

- Plan is prepared to implement set in order activities
- General cleaning activities are performed
- Location/Layout, storage and indication methods for items are decided
- Necessary tools and equipment are prepared and used for setting in order activities
- Items are placed in their assigned locations.
- After use, the items are immediately returned to their assigned locations.
- Performance results are reported using appropriate formats.
- Each item is regularly checked in its assigned location and order.

#### **LO.4 Perform shine activities.**

- Plan is prepared to implement shine activities.
- Necessary tools and equipment are prepared and used for shining activities
- **Shine activity** is implemented using appropriate procedures.
- Performance results are reported using appropriate formats
- Regular shining activities are conducted.

#### **LO.5 Standardize the 5S elements**

- Plan is prepared and used to standardize 5S activities
- Tools and techniques to standardize 5S are prepared and implemented based on relevant procedures.
- Checklists are followed for standardize activities and **reported to relevant personnel**
- The workplace is kept to the specified standard.
- Problems are avoided by standardizing activities.

#### **LO.6 Sustain 5S**

- Plan is prepared and followed to sustain 5S activities
- Tools and techniques to sustain 5S are discussed, prepared and implemented based on relevant procedures.
- Workplace is inspected regularly for compliance to specified standard and sustainability of 5S techniques.
- Workplace is cleaned up after completion of job and before commencing next job or end of shift.
- Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.
- Improvements are recommended to lift the level of compliance in the workplace.
- Checklists are followed to sustain activities and report to relevant personnel
- Problems are avoided by sustaining activities



**Annex: Resource Requirements**

LSA HRM2 M9 03 22 Applying 5S Procedures				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b>Learning Materials</b>			
1	TTLM	Prepared by the trainer	25	1:1
2	Reference Books			
2.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 <sup>th</sup> edition	5	1:5
2.2	A hand book of HRM practice By Michael Armstrong	10 <sup>th</sup> edition	5	1:5
2.3	HRM by Robert Mathis and John H. Jackson	13 <sup>th</sup> Edition	5	1:5
3	Journals/Publication/Magazines			
3.1	Ethiopian civil service commission	Proclamation No:1064/2010	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25
<b>C.</b>	<b>Consumable Materials</b>			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
5	Cleaning and shining materials		Set/Class	
<b>D.</b>	<b>Tools and Equipment</b>			
1	Laptop	Modern	1	To trainer
2	Photo copy	Cannon	1	1:25
3	Printer	HP 2035	1	1:25
4	LCD projector	EPSON	1	1:25
5	Desktop	HP/DELL	25	1:1



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### The trainers who developed the curriculum

No	Name	Qualification	Educational background	Region	College	Mobile number	E-mail
1	Gosa Abebe Debela	B.A. Degree	Business Management	Oromia	Bishoftu P.T.C	0911015999	<a href="mailto:gosbex@gmail.com">gosbex@gmail.com</a>
2	Seid Mohamed Abdi	M.B.A	Master of Business Administration	Somali	Jigjiga P.T.C	0910092321	<a href="mailto:seidm6363@gmail.com">seidm6363@gmail.com</a>
3	Almaw Adugna	M.B.A	Master of Business Administration	Diredawa	Ethio-Italy P.T.C	0913309380	<a href="mailto:almawadugna94@gmail.com">almawadugna94@gmail.com</a>
4	Eyobeil Nitsuh	M.B.A	Master of Business Administration	Addis Ababa	Bole Manufacturing College	0932298650	<a href="mailto:eyo1921@gmail.com">eyo1921@gmail.com</a>
5	Tesfaye Woldeyes	M.Sc	Development Economics	Adis Ababa	Ethiopia Customs Commission	0912097395	<a href="mailto:tesfa986@gmail.com">tesfa986@gmail.com</a>