



Bar Bending & Concreting Level-II

Learning Guide-#04

**Unit of Competence: Participate in workplace
Communication**

**Module Title: Participating in workplace
Communication**

LG Code: EIS BBC2 M02 1019 LO1-LG-04

TTLM Code: EIS BBC2 M02 TTLM 0919v1

**LO1: Obtain and convey workplace
information**



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

- Accessing specific and relevant information
- Effective questioning
- Active listening
- Modes of communication
- Using appropriate medium
 - ✓ Memorandum
 - ✓ Circular
 - ✓ Notice
 - ✓ Verbal instructions
 - ✓ face to face discussion
- identifying appropriate communication lines
- Using defined workplace procedure
- Information storage
- Organizational policies
- Carrying out personal interaction

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

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

- Access specific and relevant information from appropriate sources
- Use effective questioning, active listening and speaking skills to gather and convey information
- Use appropriate medium to transfer information and ideas
- Use appropriate non- verbal communication
- Identify and follow appropriate lines of communication with supervisors and colleagues
- Use defined workplace procedures for the location and storage of information
- carry out Personal interaction clearly and concisely



Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1, Sheet 2, and Sheet 3”.
4. Accomplish the “Self-check 1, Self-check t 2, and Self-check 3”.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3”.
6. Do the “LAP test” (if you are ready).



Information Sheet-1

Accessing specific and relevant information

1.1 Introduction

Communicating information: Workers must be able to communicate information to work effectively.

- ✓ Information is communicated in two directions - sometimes you receive information and sometimes you convey it.
- ✓ You communicate regularly with your employer or supervisor and your co-workers. You might also communicate with customers and suppliers, contractors, local government employees, or other people from outside your workplace.

Gathering information for work: Every day, you have to gather information that you need for your work.

- ✓ Some information comes from your supervisor, co-workers, clients, suppliers and other people you speak with each day.
- ✓ Some information, such as work rosters, vehicle logbooks, or telephone messages, comes in written form.
- ✓ You might also gather information from your own observations by, for example, looking at a rain gauge, or checking supplies of materials.

Information sources

Letters	memos	Plans
faxes	emails	website
newsletters	work notes	order sheets
SMS	industry magazines	internet

- ✓ Team members
- ✓ Suppliers
- ✓ Trade personnel
- ✓ Local government and Industry bodies



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

1. Write down some Information sources. (5 points)

Note: Satisfactory rating - 5 and 5 points

Unsatisfactory - below 5 and 5 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions



1.2. Using effective questioning, listening and speaking skill

It has the capacity to spread beyond the place where it began into larger networks of conversation throughout an organization or a community. Powerful questions that travel well are often the key to large-scale change.

But this is not straightforward; whilst asking and answering questions is part of everyday conversation for all of us and we might think that questioning is a natural skill that we all possess; it is not as easy as we assume.

Questions need to be designed to help the other person reach a conclusions, or to provide information and insights helpful to the discussion.

There are a range of question types that can be used for different purposes. Some questions provide structure, others direct flow, and some help us to reach closure.

Question types include:

Open questions to gather information and facts, for example "What are your concerns and worries about this situation?"

Probing questions, to gain additional detail, e.g. "Can you explain why that matters?"

Hypothetical questions, to suggest funding an approach or introduce new ideas. An example might be "If you could get additional or resources, how might that help?"

Reflective questions, to check understanding, such as "So would you prioritize the most critical areas for attention first and make sure that everyone knew what was most Important?"

Leading questions, to help a person reach a conclusion or have an 'idea' that you feel will be beneficial; a few well planned questions can very often lead the person towards the idea and instead of responding to your request, they have their idea of how to help you be more successful.

Deflective questions to defuse an aggressive or defiant situation by redirecting the force of the other Person's attack instead of facing it head-on. 'Attacks' are synonymous with dissatisfaction, insubordination or resistance and prevent you from moving forward. Dealing with a strong objection by responding with similar force creates conflict.



Deflective questions help to transform the negative situation into a collaborative problem-solving occasion. Some examples include:

Dissatisfaction: I'm not happy with this project!

Response: What can WE do to make it right?

Insubordination: I have major concerns. I won't do it!

Response: How can WE address your concerns?

Resistance: I disagree with the approach!

Response: If you were to do it, what would be your approach?

The importance of questioning

- **To Obtain Information:**

The primary function of a question is to gain information –

- To help maintain control of a conversation

While you are asking questions you are in control of the conversation, assertive people are more likely to take control of conversations attempting to gain the information they need through questioning.

- **press an interest in the other person**

Questioning allows us to find out more about the respondent, this can be useful when attempting to build rapport and show empathy or to simply get to know the other person better.

- **To clarify a point**

Questions are commonly used in communication to clarify something that the speaker has said. Questions used as clarification are essential in reducing misunderstanding and therefore more effective communication.

- **To explore the personality and or difficulties the other person may have**

Questions are used to explore the feelings, beliefs, opinions, ideas and attitudes of the person being questioned. They can also be used to better understand problems that another person maybe experiencing – like in the example of a doctor trying to diagnose a patient.

- **To test knowledge**

Questions are used in all sorts of quiz, test and exam situations to ascertain the knowledge of the respondent.



- **To encourage further thought**

Active Listening

Listening is a conscious activity which requires attention. Rather than waiting to speak, you need to listen attentively to fully understand the other person. Remember, there is no point in asking a question if you do not intend to listen carefully to the answer!

Listening fully - or actively means putting everything else out of your mind and Acknowledging the other person so they have feedback that you are listening properly and valuing what they have to say Understanding and valuing does not mean agreeing; active listening is particularly valuable in situations of conflict or disagreement where if the other party feels you understand their viewpoint, an atmosphere of cooperation can be created which increases the possibility of resolving the conflict.

Active listening is a structured way of listening and responding to others:

Some of the key skills for active listening include:

- Listen with your whole body:
- Face the other person and use an open posture to establish rapport
- Use eye contact and facial gestures to demonstrate your attention
- Be still and resist fidgeting

Effective Communication Skills

Growing better communication habits for the future means practicing effective communication skills and being a powerful communicator. But what are the examples of effective communication? Well, here are 3 communication skills you should work on:

1. Be aware of your body

Your body tells a story about you.

- Crossed or folded arms – Defensiveness
- Hands held behind the body – Confidence
- Mending clothes, accessories, watch– Nervousness
- Clenched fists – Anger or anxiety
- Squeezing hands – Self-soothing



2. Active listening – That means being completely present of what the speaker is trying to impart.
3. Delivering with confidence – You need to develop a strong delivery by being patient, kind to yourself, and slowing down.
4. **Keep it Positive**

Last but not least, try to stay positive. No matter whatever state of mind you are in, being positive will save you from getting into a bad conversation

**Self-Check -2****Written Test**

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

Direction: I .Much column A with column B

Column “A”

1. ----- gather information and facts
2. ----- to gain additional detail
3. ----- to check understanding
4. ----- to help a person reach a conclusion

Column “B”

- A) Reflective questions
- B) Hypothetical questions
- C) Probing questions
- D) open questions
- F) Leading questions
- G) Deflective questions

Note: Satisfactory rating - 6 points

Unsatisfactory - below 6 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Communication skills are vital to a healthy, efficient workplace. Often categorized as a “soft skill” or interpersonal skill, communication is the act of sharing information from one person to another person or group of people. There are many different ways to communicate, each of which play an important role in sharing information.

In this article, we will take a closer look at the different types of communication and how to strengthen your skills in each.

Importance of communication

We use communication every day in nearly every environment, including in the workplace. Whether you give a slight head nod in agreement or present information to a large group, communication is absolutely necessary when building relationships, sharing ideas, delegating responsibilities, managing a team and much more.

Learning and developing good communication skills can help you succeed in your career, make you a competitive job candidate and build your network. While it takes time and practice, communication and interpersonal skills are certainly able to be both increased and refined.

There are four main types of communication we use on a daily basis: Verbal, nonverbal, written and visual. Let’s take a look at each of these types of communication, why they are important and how you can improve them for success in your career.

Types of Communication

There are several different ways we share information with one another. For example, you might use verbal communication when sharing a presentation with a group. You might use written communication when applying for a job or sending an email.

There are four main categories or communication styles including verbal, nonverbal, written and visual:

1. Verbal



Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences and phone calls, meetings and one-on-one conversations. Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both nonverbal and written communication.

Here are a few steps you can take to develop your verbal communication skills:

- **Use a strong, confident speaking voice.** Especially when presenting information to a few or a group of people, be sure to use a strong voice so that everyone can easily hear you. Be confident when speaking so that your ideas are clear and easy for others to understand.
- **Use active listening.** The other side of using verbal communication is intently listening to and hearing others. Active listening skills are key when conducting a meeting, presentation or even when participating in a one-on-one conversation. Doing so will help you grow as a communicator.
- **Avoid filler words.** It can be tempting, especially during a presentation, to use filler words such as “um,” “like,” “so” or “yeah.” While it might feel natural after completing an sentence or pausing to collect your thoughts, it can also be distracting for your audience. Try presenting to a trusted friend or colleague who can call attention to the times you use filler words. Try to replace them by taking a breath when you are tempted to use them.

2. Nonverbal

Nonverbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally. For example, you might smile unintentionally when you hear a pleasing or enjoyable idea or piece of information. Nonverbal communication is helpful when trying to understand others' thoughts and feelings.

If they are displaying “closed” body language such as crossed arms or legs, or hunched shoulders, they might be feeling anxious, angry or nervous. If they are displaying “open”



body language with both feet on the floor and arms by their side or on the table, they are likely feeling positive and open to information.

Here are a few steps you can take to develop your nonverbal communication skills:

- **Notice how your emotions feel physically.** Throughout the day, as you experience a range of emotions (anything from energized, bored, happy or frustrated), try to identify where you feel that emotion within your body. For example, if you're feeling anxious, you might notice that your stomach feels tight. Developing self-awareness around how your emotions affect your body can give you greater mastery over your external presentation.
- **Be intentional about your nonverbal communications.** Make an effort to display positive body language when you feel alert, open and positive about your surroundings. You can also use body language to support your verbal communication if you feel confused or anxious about information, like using a furrowed brow. Use body language alongside verbal communication such as asking follow up questions or pulling the presenter aside to give feedback.
- **Mimic nonverbal communications you find effective.** If you find certain facial expressions or body language beneficial to a certain setting, use it as a guide when improving your own nonverbal communications. For example, if you see that when someone nods their head it communicates approval and positive feedback efficiently, use it in your next meeting when you have the same feelings.

3. Written

Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference. Writing is commonly used to share information through books, pamphlets, blogs, letters, memos and more. Emails and chats are a common form of written communication in the workplace.

Here are a few steps you can take to develop your written communication skills:



- **Strive for simplicity.** Written communications should be as simple and clear as possible. While it might be helpful to include lots of detail in instructional communications, for example, you should look for areas where you can write as clearly as possible for your audience to understand.
- **Don't rely on tone.** Because you do not have the nuance of verbal and nonverbal communications, be careful when you are trying to communicate a certain tone when writing. For example, attempting to communicate a joke, sarcasm or excitement might be translated differently depending on the audience. Instead, try to keep your writing as simple and plain as possible and follow up with verbal communications where you can add more personality.
- **Take time to review your written communications.** Setting time aside to re-read your emails, letters or memos can help you identify mistakes or opportunities to say something differently. For important communications or those that will be sent to a large number of people, it might be helpful to have a trusted colleague review it as well.
- **Keep a file of writing you find effective or enjoyable.** If you receive a certain pamphlet, email or memo that you find particularly helpful or interesting, save it for reference when writing your own communications. Incorporating methods or styles you like can help you to improve over time.

4. Visual

Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Because people have different learning styles, visual communication might be more helpful for some to consume ideas and information.

Here are a few steps you can take to develop your visual communication skills:

- **Ask others before including visuals.** If you are considering sharing a visual aid in your presentation or email, consider asking others for feedback. Adding visuals can sometimes make concepts confusing or muddled. Getting a third-party



perspective can help you decide whether the visual adds value to your communications.

- **Consider your audience.** Be sure to include visuals that are easily understood by your audience. For example, if you are displaying a chart with unfamiliar data, be sure to take time and explain what is happening in the visual and how it relates to what you are saying. You should never use sensitive, offensive, violent or graphic visuals in any form.

To make improvements to your communication skills, set personal goals to work through the things you want to accomplish step by step. It might be helpful to consult with trusted colleagues, managers or mentors to identify which areas would be best to focus on first.

**Self-Check -4****Written Test**

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. *Which of the following describe an informal record and a written reminder?* (5 points)

A) Notice
B) Circular
C) Memorandum

Note: Satisfactory rating - 5 and 5 points

Unsatisfactory - below 5 and 5 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

**Self-Check -5****Written Test**

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

2. *Which of the following describe an informal record and a written reminder?* (5 points)

- D) Notice
- E) Circular
- F) Memorandum

Note: Satisfactory rating - 5 and 5 points

Unsatisfactory - below 5 and 5 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet- 6	identifying appropriate communication lines
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1.5 Appropriating lines of communication

The structure of an organization should provide for communication in three distinct directions: downward, upward, and horizontal

These three directions establish the framework within which communication in an organization takes place.

Examining each one briefly will enable us to better appreciate the barriers to effective organizational communication and the means to overcome them.

Downward Communication

Traditional views of the communication process in school organizations have been dominated by downward communication Flows. Such flows transmit information from higher to lower levels of the school organization. School leaders, from central office administrators to building level administrators, communicate downward to group members through speeches, messages in school bulletins, school board policy manuals, and school procedure handbooks. Implementation of goals, strategies, and objectives.

Communicating new strategies and goals provides information about specific targets and expected behaviors. It gives direction for lower levels of the school/school district, community college, or university. For example: "The new reform mandate is for areal We must improve the quality of student learning if we are to succeed."

2. Job instructions and rationale.

These are directives on how to do a specific task and how the job relates to other activities of the school organization. Schools, community colleges, or universities need to coordinate individual and departmental objectives with organization -wide goals. We often fail to provide enough of this kind of information, Leaving it to the individual staff member to get the big picture.

3. Procedures and practices. These are messages defining the school organization's policies, rules, regulations, benefits, and structural arrangements in order to get some degree of uniformity in organization practices. In school organizations, this information is transmitted to staff members through board and organization



-wide policy manuals, Hand books, and the day
-to be day operation of the school organization.

4. Performance feedback.

Departmental progress reports, individual performance appraisals, and other means are used tell departments or individuals how well they are with respect to performance standards and goals. For example: "Mary, your work on the computer terminal has greatly improved the efficiency of our department."

5. Socialization.

Every school organization tries to motivate staff members to adopt the institution's mission and cultural values and to participate in special ceremonies, such as picnics and United Way campaigns. It is an attempt to get a commitment, a sense of belonging, and a unity of direction among staff members .The downward flow of communication provides a channel for directives, instructions, and information to organizational members. Gets lost as it is passed from one person to another. Moreover, the message can be if it travels a great distance from its sender to the ultimate receiver down the formal school organization hierarchy.

Upward Communication

The behaviorists have emphasized the establishment of upward communication flows. In a school organization, this refers to communication that travel from staff member and the administrator know the door is really closed. Typically, this does not occur in a learning organization attitude questionnaires,
And exit interviews.

The leader can greatly facilitate upward communication by conducting nondirective, confidential counseling sessions; periodically administering attitude surveys; and holding exit interviews for those who leave the organization. Much valuable information can be gained from these forms of communication.

3. Participative

Techniques Group decision making can generate a great deal of upward communication. This may be accomplished by the use of union
-management Committees, quality circles, suggestion boxes, sites based councils, and the like.



4. The union contract.

A prime objective of the union is to convey to administration the feelings and demands of various employee groups. Collective bargaining sessions constitute a legal channel of communication for any aspect of employer.

- Employee relations. A typical provision of every union contract is the grievance procedure. It is a mechanism for appeal beyond the authority of the immediate supervisor.

Horizontal Communication

Upward and downward communication flows generally follow the formal hierarchy within the school organization. However, greater size and complexity of organizations increase the need for communication laterally or diagonally across the lines of the formal chain of command. This is referred to as horizontal communication

.These communications are informational too, but in a different way than downward and upward communication. Here information is basically for coordination

—to tie together activities within or across departments on a single school campus or within divisions in a school

- Wide organizational system. Horizontal communication falls into one of three categories

5. Intradepartmental problem solving. These messages take place between members of the same department in a school or division in a school

- Wide organizational system and concern task accomplishment.

2. Interdepartmental coordination.

Interdepartmental messages facilitate the accomplishment of joint projects or tasks in a school or divisions in a school

- Wide organizational system.

3. Staff advice to line departments.

These messages often go from specialists in academic areas, finance, or computer service to campus



- level administrators seeking help in these areas. In brief, horizontal communication flows exist to enhance coordination. This horizontal channel permits a lateral or diagonal flow of messages, enabling units to work with other units without having to follow rigidly up and down channels. Many school organizations build in horizontal communications in the form of task forces, committees, liaison personnel, or matrix structures to facilitate coordination. External communication flows between employees inside the organization and with a variety of stakeholders outside the organization. External stakeholders include other administrators external to the organization, parents, government officials, community residents, and so forth. Many organizations create formal departments, such as a public relations office, to coordinate their external communications



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

1. Communication laterally or diagonally across the lines of the formal chain of command. This is referred to ----- . (5 points)

A) Horizontal communication
B) Upward communication
C) A and B
D) All

Note: Satisfactory rating - 5 and 5 points

Unsatisfactory - below 5 and 5 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

**1.6. Workplace procedures for the location and storage of information****Manual filing and computer-based filing systems****1. Manual filling system**

- ✓ One done by hand the traditional way using folders in cabinet, this is contrasted with a filling system that is computer based.

Advantage of manual filling system:

- Cannot be destroyed by an accidental power loss

Why is a computer database better than a manual filling system?

- Less paper, no lost files, easier to maintain and back up,

What is the disadvantage of manual filling system?

- Lack of security.

2. Computer based filling system

The advantage of computer based filling system is:

- Quicker to find things and sort things,

A fill system is compute ring is a method for storing and organizing computer files & the data key contain to make it easy to find and access may use a data storage device such as a hard disk or CD ROM.

- ✓ A file system is a set of abstract data types that are implemented for the storage, manipulation access and retrieval of data.

Computer relevant work related documents:

- Forms, estimate and calculating (basic mathematical operation)
- Data recording

In the structure of a database, the part consisting of several uniquely named components called data files.

A data storage device is a device for recording/storing/ information or data.



Safety Plan Manual Basics

1. Review successful plans. This will give you a sense of the expected aspects of safety manuals. Safety manuals vary in depth and size. Gain a sense of how you want your safety manual to look.
2. Name your document; it can be a simple name such as Safety Manual, or complex like, Technical Aspects of the OSHA Standard Compliance of the XXX District Department #1. The name of the manual should identify it to your users.
3. Create a Cover Page. The Cover Page will contain the title. It is generally centered in the middle of the page.
4. Create a Covering Letter. It should be addressed to the reader, mainly employees, and serve as a statement from the owner or governing agency director, adopting the safety manual as an authoritative guideline. It should designate a specific Safety Director and provide contact information.
5. Break down the sections of the manual that will be discussed. Create the Table of Contents. This will generally be the last portion of the manual to actually be completed. Creating it initially will help you determine the different sections of the manual. You can always fill in the page numbers when you are finished.
6. If your organization holds major federal contracts, include your Equal Opportunity Employers Statement. According to the USA Equal Employment Opportunity Commission, the different areas that should be clarified are your organizations position of the following types of discrimination:
7. Create a New Employee Safety Introduction. This will be a letter addressed to the employee and will familiarize them with your Safety Program.
8. Create a Safe Work Rules and Practices section and include Standard Job Procedures.
9. Include Corrective Action Policies and describe Safety Training plans and requirements.
10. Describe accepted and approved Personal Protection Equipment and Resources.

Discuss Personal Control and Accountability



11. Create a Hazardous Materials section. This section will provide Material Safety Data Sheets of known hazardous materials. This section should also describe emergency action and designate key personnel that are trained and capable of responding to emergencies related to hazardous materials.
12. Review compliance guidelines with your state and local government to insure that you have covered all of the relevant areas of safety for your organization and industry.



Self-Check -7	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is the advantage of Computer based filling system?

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

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions



8.1. Storing Information

As you accumulate information you will need to be able to access it as required.

This can be difficult if you have to sort through a large amount of information to find the resource or information you need.

8.2. Filing Systems:

An effective way to do this is to establish a storage or filing system. Your workplace or office area may have existing filing facilities that you can utilise. If this is the case, you will need to determine the topics or groupings you will file the information under.

Your filing topics could include:

- ✓ Team Details
- ✓ Training
- ✓ HR Issues
- ✓ Statistics/Reports
- ✓ Products
- ✓ Services
- ✓ Company Issues

If your workplace or office area does not have existing filing facilities or processes you will need to implement your own process.

This can be as simple as using manilla folders to hold individual 'topics' of information or as structured as a filing cabinet with individual compartments for each topic.

If you would like to read more about Storing Information look at the following resource:

If your workplace or office area does not have existing filing facilities or processes you will need to implement your own process.

This can be as simple as using manilla folders to hold individual 'topics' of information or as structured as a filing cabinet with individual compartments for each topic.

If you would like to read more about Storing Information look at the following resource:



- **Filing Systems - A Four Step Formula That Really Works**

- ✓ **Email Filing:** As a large amount of information is received via email, a separate, online filing system should also be established.
- ✓ Individual folders can be set up in the name of the topics you have selected and emails transferred to the relevant file as you sort through them.

- **Ongoing Information Maintenance:**

It is important to continually 'spring clean' your information files.

You may find some useful information you had forgotten, or decide to destroy information that hasn't been utilized in a long period of time.

8.3. Electronic and manual record keeping

While some business owners prefer manual record keeping systems, most businesses use an electronic record keeping system - making it easier to capture information, generate reports and meet tax and legal reporting requirements.

There are a number of issues you should consider when setting up an electronic or manual record keeping system, as each has certain advantages and limitations.

- **Electronic record keeping**

Most businesses use accounting software programs to simplify electronic record keeping, and produce meaningful reports. There are many other advantages to using electronic record keeping, as listed below.

Advantages

- ✓ Helps you record business transactions, including income and expenses, payments to workers, and stock and asset details.
- ✓ Efficient way to keep financial records and requires less storage space.
- ✓ Provides the option of recording a sale when you raise an invoice, not when you receive a cash payment from a client.



- ✓ Easy to generate orders, invoices, debtor reports, financial statements, employee pay records, inventory reports.
- ✓ Automatically tallies amounts and provides reporting functions.
- ✓ Keeps up with the latest tax rates, tax laws and rulings.
- ✓ Many accounting programs have facilities to email invoices to clients, orders to suppliers, or BAS returns to the Australian Taxation Office.
- ✓ Allows you to back up records and keep them in a safe place in case of fire or theft.

- **Choosing accounting software**

Your business may require more than one software program to meet all of your tax and legal needs, so it's important to:

- ✓ seek advice from your accountant or financial adviser before purchasing software for record keeping
- ✓ check which accounting software is tax compliant on the Ethiopian Taxation Office website.

- **Electronic backup**

Set up a secure electronic backup system to ensure records are safely stored and regularly backed up. Daily backups are recommended, particularly for important records. Make sure the backup copies are stored in a separate location to your business in case of fire, theft or a natural disaster.

For small businesses, the cheapest backup options are CDs and memory sticks. If your business has large amounts of data, external hard drives are a popular backup option.

- **Cloud backup**

Cloud computing provides a way for your business to manage your computing resources and records online. The term has evolved over recent years, and can be used to describe the use of a third party for your storage and computing needs.



Cloud backup services are becoming more popular and can be automated for your convenience, but you should make sure the method you choose protects the privacy and security of your business and customers.

- **Manual record keeping**

Some business owners may want to use a simple, paper-based record keeping system. There are certain advantages to using manual record keeping, as listed below.

Advantages

- ✓ Less expensive to set up.
- ✓ Correcting entries may be easier with manual systems, as opposed to computerized ones that can leave complicated audit trails.
- ✓ The risk of corrupted data is much less.
- ✓ Data loss is less of a risk, particularly if records are stored in a fire-proof environment.
- ✓ Problems with duplicate copies of the same records are generally avoided.
- ✓ The process is simplified as you don't need to be familiar with how accounting software calculates and treats your information.

- **Streamline your manual record keeping**

- ✓ Sort and store all paperwork, receipts and payments in 12 separate months.
- ✓ Keep all original documents and date all correspondence.
- ✓ Record all transaction dates and payment amounts.
- ✓ Save all online financial transactions by month and financial year in your inbox and in a separate folder on your hard drive.
- ✓ Backup all electronic records on an external hard drive or other storage device other than your computer's internal hard drive.



- ✓ Capture nearly all of your income and expenses in statements from both your bank and credit card accounts.
- ✓ Request that all statements and bills be sent on a monthly basis - allowing you to reconcile all financial records each month.

**Self-Check -8****Written Test**

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What topics could include workplace filing? List them. (5 points)

Note: Satisfactory rating - 5 and 5 points

Unsatisfactory - below 5 and 5 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

**Workplace policies and procedures – are they really necessary?**

Published on **December 21, 2016**

Employers often provide employees with handbooks, policies and procedures which regulate workplace matters such as:

- Work health and safety.
- Anti-discrimination and equal employment opportunity.
- Occupational Health and Safety.
- Use of company property.
- Use of social media.
- Drug and alcohol use.
- Employee performance management and discipline.

We understand that writing and reviewing policies and procedures takes time away from an employers' core business and so this task is always at the bottom of the to do list. If this is occurring in your business you should be warned that neglecting your policies and procedures can come at a considerable cost to your organization.

Any organization that employs staff can never be completely immune from the risk of a claim being made against them by an employee or former employee. In our experience however, policies and procedures will aid employers in managing workplace issues and are useful in defending claims such as general protections claims (e.g. adverse action) and unfair dismissal claims provided they are complied with.

All organizations who employ staff should have well documented policies and procedures, at the very least, for the following reasons:

- Policies and procedures can fulfil employers' obligations and responsibilities under certain legislation such as work health and safety and discrimination legislation.



- Policies and procedures provide employees with a clear understanding of what is expected of them.
- Policies and procedures provide a fair, predictable and consistent approach to managing the workplace and workplace issues. Avoiding the need make it up as you go which in almost all cases will result in a problem.
- Being able to refer to a set of policies and procedures can save time when inducting new employees and for training purposes.
- Policies and procedures and a written employment agreement are valuable reference tools in managing workplace issues arising from employee misconduct or inappropriate behavior.

Adverse Action and Policies and Procedures

The general protections provisions in the *Fair Work Act 2009 (Cth)* (“the Act”) provide broad protections to employees and others in relation to adverse action taken by employers if that action is taken for a prohibited reason.

Adverse action broadly includes doing, threatening or organising any of the following:

- An employer against an employee – dismissing them, injuring them in their employment, altering their position to their prejudice or discriminating between them and other employees.
- Adverse action may also be taken outside the employment relationship by – prospective employers against prospective employees, principals against independent contractors and industrial associations against others.

Taking adverse action is not, on its own unlawful, however, it is unlawful to take adverse action because of a prescribed reason, such discrimination, industrial activities or asserting a workplace right.

Once an employee has established they have suffered adverse action and have alleged the action is within the scope of a prescribed ground, it is presumed that the employer’s action was taken for that reason unless the employer proves otherwise.



Case Law

The matter of *Construction, Forestry, Mining and Energy Union v Bengalla Mining Company Pty Limited* [2013] FCA 267 demonstrates the important role policies can play in in the defence of a claim by an employee.

Facts of the matter

In this matter, the CFMEU, on behalf of Mr Dever, claimed that the employer, Bengalla, had taken adverse action against Mr Dever by issuing him with a warning letter “because of” Mr Dever’s union membership, office or activities as a member of the Board of Management, Mining & Energy Division, Northern District of the CFMEU.

On three occasions, Mr Dever applied for unpaid leave to attend union meetings.

Bengalla had a Leave Policy which included the circumstances under which unpaid leave would be approved. It also provided that any absence not approved would be considered an unauthorised absence and that certain breaches of the policy would be dealt with under their performance management policy.

Upon receiving Mr Dever’s first application for unpaid leave, Mr Blason, Mr Dever’s Superintendent, reviewed the Leave Policy and interpreted it to mean that unpaid leave was only available if all other paid leave was exhausted. This interpretation of the Leave Policy was confirmed by Bengalla’s Service Manager, Mr Lawler.

Mr Dever was advised by email that his application for unpaid leave had not been approved as it was outside the policy, and at the time of the requested leave he would have accrued 327.73 hours of annual leave.

Mr Dever then sent an email to his supervisors confirming his appointment with the CFMEU and resubmitted an application for unpaid leave. Mr Dever was advised again by Bengalla that they could not support the request for unpaid leave, but that it would support an application for annual leave in accordance with the Leave Policy.

The CFMEU then contacted Bengalla about the request for unpaid leave. Bengalla confirmed that the decision to refuse Mr Dever’s application for unpaid leave was not associated with the reason for the leave request, being Mr Dever’s involvement in a



union activity. The letter noted that if Mr Dever failed to attend work when rostered to do so, his absence will be dealt with in accordance with the usual policies and procedures.

On 29 August 2012, Mr Dever did not attend work as rostered.

Shortly thereafter, a meeting was arranged with Mr Dever and his representative to discuss his absence.

Following the meeting and after consideration of the matters discussed, Bengalla issued Mr Dever with a written warning for his unauthorised absence.

Outcome

The issue in the case was whether the warning letter was issued because of Mr Dever's union membership or involvement in union activities.

The CFMEU tried to establish its case by showing that Bengalla's managers knew that Mr Dever was going to be absent to engage in what was clearly a legitimate union activity.

Justice Katzmann found that Mr Dever knowingly failed to attend work when rostered to do so and took leave without adequate supporting documentation, in breach of the policy. Her Honour accepted Bengalla's case that Mr Dever's union membership status or activities had nothing to do with the decision to issue the written warning.

Her Honour dismissed the application.

Conclusion

This decision demonstrates how essential it is for employers in defending allegations of adverse action to ensure:

- it has clear up to date policies in place;
- that all employees are made aware of the existence of policies:
- that managers/supervisors are trained on the interpretation and application of policies; and



- that policies are enforced consistently and without discrimination.

Ensuring up to date policies and procedures are in place and enforced will aid employers in any defence to a claim for adverse action.

The authors of this article are experts in drafting workplace policies and procedures and can provide guidance and advice on appropriate policies and procedures for your workplace.

**Self-Check -9****Written Test**

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List out at least five the estimation task duties and responsibilities. (5 points)
2. Write the planning task duties and responsibilities. (5 points)
3. List out at least five the supervising tasks duties and responsibilities. (5 points)

Note: Satisfactory rating - 5 and 5 points

Unsatisfactory - below 5 and 5 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



List of Reference

1. <https://mosaicprojects.com.au/PMKI.php>
2. Kaizen Desk Reference Standard.
3. Raphael L. vital, PhD Building a work process Standard.
4. Build a description of the target work process, page 197-213,
5. Teams [http:// WWW. Reference for business. Com](http://WWW.Referenceforbusiness.Com).
6. *Deluliis, David, PhD. (2016)."Workplace Communication" Communication Research Trends.*
7. *Henson, Baden (2007). Communication in the workplace.*



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