

BEEKEEPING LEVEL I

NTQF Level I

Learning Guide -1

**Unit of Competence: - Demonstrate Work
Values**

**Module Title:- Demonstrating Work
Values**

LG Code: AGR BKG1 M06 LO1-LG-1

TTLM Code: AGR BKG1 TTLM 0919v1

**LO1 Identify and define the purpose of
work**

Instruction Sheet	Learning Guide #1
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Identifying and defining the purpose of work
- Determining fundamental rights at work
- harmonizing personal mission with company's values

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

- Identify and defining the purpose of work
- Determine fundamental rights at work
- harmonize personal mission with company's values

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 20.
3. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 1” **in page -**.

5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).

6. If you earned a satisfactory evaluation proceed to "Information Sheet 2". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.

7. Submit your accomplished Self-check. This will form part of your training portfolio.

1.1. The meaning of work

Work is Exertion of strength or faculties; physical or intellectual effort directed to an end; industrial activity; toil; employment; sometimes, specifically, physically labor.

Work is to exert effort in order to make something, to achieve something, to produce a desired effect.

Work is That which is produced as the result of labor; anything accomplished by exertion or toil; product; performance; fabric; manufacture; in a more general sense, act, deed, service, effect, result, achievement, feat.

Work Specifically That which is produced by mental labor; a composition; a book;

Work is a useful activity, determined by a definite purpose beyond the pleasure engendered by its performance.

1.2. The difference between work and job

Work is an activity in which you use effort or energy, normally to achieve a particular aim or task, rather than for fun or enjoyment. It is essentially the opposite of play, and to work means to do such an activity. Generally, we work in order to earn money, and this is often how we use the verb; to describe what we do to earn money. For example:

I work for the Assosa TVET.

Dawit works in a café.

In these examples, we do not know exactly what the person's duties or responsibilities are. David works in a café, but we do not know if he cleans the tables or cooks the food.

So, in this sense, work has a very general meaning, whereas job is much more specific, and its most common meaning is the name for the work that you do to earn money. For example,

Dawit has now got a new job. He is a cook in a small restaurant.

In this example, we now know exactly what Dawit does because we know what his job is. To summarize, we can say that the word job refers to a particular employment role or position, such as cook, teacher or banker, whereas work refers in a more general way to activities that you do.

Interestingly, all jobs involve work but doing work isn't always part of a job. For example, someone can spend the weekend working in their garden, perhaps cutting the grass or planting new flowers. However, this is a free time activity, and so it is not his or her job.

1.3. Classification of work

1. Productive work

Most everyone's fundamental image of work aligns with the formalized predefined repetitive rule based work we call productive. Examples are varied and include assembly line workers, telephone operators, operating room nurses, drywall installers, roofers, retail cashiers, pilots, and accountants. Productive work most often delivers the output that is the basis for business collecting revenue from its customers. Repeating the same activity increases proficiency and improves efficiency. All productive work follows the same overall lifecycle:

- 1) Train participants on input, output, tools, rules, and community,
- 2) Action
- 3) Monitor
- 4) Repeat

2. Assertive work

It is a conscious and permitted deviation from rules in order to satisfy unique requests of someone such as a client, customer, student, or patient. E.g. Divorce lawyer.

- First, the recipient has an issue, a problem, dissatisfaction, or sees an opportunity.
- Second, the standard response based on the predefined rule does not address the issue in a satisfying way.
- Third, the responder has been delegated the authority from their provider organization to deviate from the predefined rule – perhaps up to a limit – if such deviation will cure the recipient’s issue.
- Finally, the recipient agrees to let the responder try the deviation ever hopeful that the issue will be mitigated.

3. Prescriptive work

- Defining and demonstrating the rules to be followed for future repetitive productive work.
- Where do the rules for productive work come from? They must be established or prescribed. The activity to prescribe those rules is *prescriptive* activity.
- For example, someone has to come up with the rule for a productive activity airline pilot to follow in the event of a landing gear failure. That someone was probably a team of aeronautical engineers, safety specialists, and simulator programmers. Due to their expertise, they no doubt know the best procedure.
- A prescriptive activity of *encoding* turns the knowledge of these specialists into a predefined activity rule that others can repeatedly follow. The encoded result may be recorded in the pilot’s handbook or loaded into a simulator as a routine to be practiced. Other examples of encoding might include highway specifications for the road building crew, repair manuals for an automobile, and computer prompts for a fast food outlet sales person.

4. Discovery work

- Rules do not yet exist beyond the established physical frontier – e.g. the automobile in 1900.
- Discovery work is different from productive work because there are no predefined rules to follow. However successful discovery work can lead to subsequent prescriptive work that yields predefined rules for repetitive productive work.
- Obviously successful validation is the goal as the “back to the drawing board” step is very expensive in the case of a failed validation.
- Discovery work is also different from assistive work since there is no identified recipient of assistance.

5. Inspirational work

Conscious break from existing rules in order to make progress in some new direction –Columbus’s discovery of America. In order to have predefined rules for the execution of productive work, those rules

must be encoded and validated – prescriptive activity. But before the rules can be encoded and validated, they must be determined through discovery activity. There remains one additional step: inspirational activity.

1.4. The significance of work

The concept of “meaning of work” can be defined as the significance the subject attributes to work, his representations of work, and the importance it has in his life. This way of defining the meaning of work leads to identifying work definition models, as Meaning of Working International team members proposed it.

Work is central in many cultures, although every culture has its own values and conceptions about it. However, it seems that work is important and significant for a majority of people considering the time that individuals devote to work in their lives, the numerous functions which it accomplishes for them, and the fact that work is closely linked with other important aspects of daily life such as family, leisure, religion, and community life.

The notion of “work” has several definitions, but they all share the idea of a purposeful activity. This notion generally refers to expending energy through a set of coordinated activities aimed at producing something useful. Work may be pleasant or unpleasant, and may or may not be associated with monetary exchanges.

1.5. The work values (orientations of work)

The concept “meaning of work” can also be defined as one’s orientation or inclination toward work, what the subject is seeking in the work, and the intents that guide his actions. Super and Šverko have found 5 major orientations: autonomy, social advancement, self-achievement, social interactions and risk taking

Ros, Schwartz and Surkiss present a theory of work values, describing four axes: conservation, self-enhancement, openness to change and self-transcendence. Each axis is defined by basic individual values.

These researchers apply this model “to explore the significance of work as a vehicle for reaching cherished goals”. Let’s take an example. John values power, achievement and self-direction; his work would be meaningful to the extent it allows him to find social status and prestige, personal success and freedom in his life. Ros and her colleagues investigated this model in 155 samples from 55 countries. In sum, there are three types of work values that seem to reach the consensus: self-actualization (autonomy,

learning, self realization, etc.), security (work conditions and benefits, safety, respect, etc.), and relations (social contact, social contribution, memberships, etc.).

1.6. The work coherence

The concept “meaning of work” can be defined as an effect of coherence between the subject and the work he does, the level of harmony or balance he achieves in his relationship to work. The thoughts that one has about something else tend to organize themselves into balanced systems and, consequently, any incoherence leads to activities (intellectual, emotional, behavioral, etc.) to restore that balance. The sense of coherence that the subject finds in his relationship to work gives him a sense of psychological security and serenity which helps him to cope with the challenges that are inevitably involved in performing his duties. Therefore, one’s unique sense of purpose for working and the reasons of work are necessary to be identified, reflected on and clearly defined for one’s development as a person and as a member of society.

1.7. Purpose of work

work characteristics	Definition
Social purpose	Doing something that is useful to others or to society that contributes to society.
Moral correctness	Doing a job that is morally justifiable in terms of its processes and its results.
Achievement-related pleasure	Enjoying one’s job, doing a job that stimulates the development of one’s potential and that enables achieving one’s goals.
Autonomy	Being able to use one’s skills and judgment to solve problems and make decisions regarding one’s job.
Recognition	Doing a job that corresponds to one’s skills, whose results are recognized and whose salary is adequate.
Positive relationships	Doing a job that enables making interesting contacts and good relationships with others.

2.1. Fundamental Rights at Work

The world needs a floor of social rights. This became clear in the beginning of the 1990s with the emergence of a universal market economy, globalization and the information technology revolution. Debate intensified as it became apparent that economic growth did not guarantee social progress. Amongst several means of action by the ILO to promote a floor of social rights, is the campaign to promote fundamental principles and rights at work and the universal ratification of the eight ILO Conventions covering these principles and rights? The ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up, adopted in 1998, aims to ensure that social progress goes hand in hand with economic progress and development. It covers four principles and rights:

- Freedom of association and the right to collective bargaining;
- The elimination of forced and compulsory labor;
- The elimination of discrimination in the workplace; and
- The abolition of child labor.

The fundamental rights at work constitute a central plank of decent work. The principles and rights contained in the Declaration have been articulated in international human rights instruments and declarations, such as the Universal Declaration of Human Rights in 1948 and the Convention on the Rights of the Child and at major international fora such as the World Summit on Social Development in 1995 and at the Ministerial Conference of the World Trade Organization in 1996. They are also gaining wider recognition among organizations, communities and enterprises. These fundamental principles and rights provide benchmarks for responsible business conduct and are incorporated into the ILO's Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy. The OECD's Guidelines for Multinational Enterprises emphasize the principles and rights found in the ILO Declaration and the UN Global Compact promotes them as universal values to be achieved in business dealings

around the world. A growing number of private sector codes of conduct and similar initiatives also refer to the fundamental principles and rights at work. The Follow-up to the Declaration, also adopted in 1998, helps to determine the needs of ILO member States in improving their application of the principles and rights of the Declaration. Member states that have not ratified one or more of the fundamental Conventions are required to submit annual reports, identifying where assistance may be required. In addition, the ILO prepares a Global Report each year on one of the four categories of fundamental principles and rights to analyze the situation around the world, both for ratifying and non-ratifying states. It serves as a basis for assessing the effectiveness of the assistance provided by the ILO and for determining priorities for the following period.

2.2. Freedom of association and the right to collective bargaining

[ILO Convention No. 87 - Freedom of Association and Protection of the Right to Organize, 1948](#)

[ILO Convention No. 98 - Right to Organize and Collective Bargaining, 1949](#)

The right of workers and employers to form and join organizations of their choice is an integral part of a free and open society. It is at the core of ILO's values and also a right proclaimed in the Universal Declaration of Human Rights (1948). It is a basic civil liberty that serves as a building block for social and economic progress. Linked to this is the effective recognition of the right to collective bargaining. Sound collective bargaining practices ensure that employers and workers have an equal voice in negotiations and that the outcome will be fair and equitable. Voice and representation are an important part of decent work.

The existence of independent organizations of workers and employers serves as a foundation to the ILO's tripartite structure, and their involvement in ILO actions and policies reinforces freedom of association, directly and indirectly. From advising governments on labour legislation to providing education and training for trade unions and employers' groups, the ILO is regularly engaged in promoting freedom of association. The ILO's Committee on Freedom of Association was set up in 1951 to examine violations of workers' and employers' organizing rights. The committee has examined more than 2000 cases, including allegations of murders, disappearances, physical attacks, arrests and forced exile of trade union officials. The committee is tripartite and handles complaints in ILO member States whether or not they have ratified

freedom of association Conventions. Through the Committee on Freedom of Association and other supervisory mechanisms, the ILO consistently defends the rights of trade unions and employers' organizations. In many cases, these organizations have played a significant role in their countries' democratic transformation.

2.3. Forced labour

[ILO Convention No. 29 - Forced Labour, 1930 ILO Convention No. 105 - Abolition of Forced Labour, 1957](#)

Although forced labour is universally condemned, millions of people around the world are still subjected to it. It takes different forms, including debt bondage, trafficking and other forms of modern slavery. The victims are the most vulnerable - women and girls forced into prostitution, migrants trapped in debt bondage. The ILO is also pressing for effective national laws and stronger enforcement mechanisms, such as legal sanctions and vigorous prosecution against those who exploit forced labourers. By raising public awareness, the ILO seeks to highlight such human and labour rights violations.

2.4. Discrimination

[ILO Convention No. 100 - Equal Remuneration, 1951 ILO Convention No. 111 - Discrimination \(Employment and Occupation\), 1958](#) Millions of women and men around the world are denied access to jobs and training, receive low wages or are restricted to certain occupations simply on the basis of their sex, skin colour, ethnicity or beliefs, without regard to their capabilities and skills. Freedom from discrimination is a fundamental human right and is essential for workers to choose their employment freely, to develop their potential to the full and to reap economic rewards on the basis of merit. Combating discrimination is an essential part of promoting decent work, and success on this front is felt well beyond the workplace. ILO standards on equality provide tools to eliminate discrimination in all aspects of the workplace and in society as a whole. They also provide the basis upon which gender mainstreaming strategies can be applied in the field of labour.

2.5. Child Labour

[ILO Convention No. 138 - Minimum Age Convention, 1973 ILO Convention No. 182 - Worst Forms of Child Labour, 1999](#) There are more than 200 million children working throughout the world, many full-time. They are deprived of adequate education, good health and basic freedoms. Of these, 126 million – or one in every 12 children worldwide – are exposed to hazardous forms of child labour, work that endangers their physical, mental or moral well-being.

As with other aspects of decent work, eliminating child labour is a development as well as a human rights issue. ILO policies and programmes aim to help ensure that children receive the education and training they need to become productive adults in decent employment.

3.1. Harmony of personal mission with company's values

It's essential to know who you are as an organization if you hope to achieve and sustain success. Even more important, you have to find ways to be yourself with incredible clarity and consistency, whatever the demands of the moment, and in spite of your individual preferences.

Living and working in harmony with personality lets your company find a natural balance and rhythm. Know and be yourself as a company, and you'll know how best to respond in the face of adversity, crisis, change, and growth.

Most people find themselves at ease in the company of people they know. When you gain this kind of intimacy and insight into your organization as a living entity, you'll find it easier to gauge the most natural course of action. Understanding personality can help your organization capitalize on its strengths and differentiate itself from the competition. It helps you recognize your blind spots and weaknesses and build your organization's sense of community and consensus. Above all, perhaps, the technique provides a straightforward, natural way to measure the results of your efforts. Are you living in harmony with your company's personality? Think about what your company persona would do and do it. You will gain clarity, alignment, and consistency in everything you do.

3.2. Principle harmony of personal mission with company's values

Based on your value, you have to decide where you want to go in business and how you carry yourself at home. After all, the two worlds connect whether you want them to or not. From this place, you can effectively guide your employees in obtaining harmony, which, in my opinion, reside in the following four principles.

1. Be truly obsessed with what you do

Why are you showing up every day? Why are you willfully leaving your family from breakfast to dinner to do what you do? It better be because you're enthralled with the amazing work you're a part of, otherwise, you're cheating yourself and those around you of precious time.

As a leader, you set the tone and energy of the place where people are spending the majority of their days. The atmosphere you create must be one that fosters deep passion and an obsession for the work. One in which your employees are willing to make the same daily sacrifices because they are that fulfilled by the deeper purpose your organization serves.

If you don't have a handle on your own why for coming into work, or a driving mission behind your company, then your people won't have that attachment either. A unified workforce that has the privilege of making and doing 'cool' things in an exciting culture will grow together and take the values they cherish for eight to 10 hours a day home with them.

No matter how good we think we are at compartmentalizing, consciously or subconsciously, our experiences inevitably cross pollinate the various areas of our lives, which is why this is not about work-life balance. Life is a continuum, and particularly with technology, we're never completely disconnected from work or our home lives, which is why striving for happiness in everything we do is the key to living in harmony.

2. Take personal time

Connecting to what inspires you outside of work is often the best thing for your work. Introduce yourself to new perspectives and experiences that will color your leadership decisions with more interesting hues.

When I run trails or meditate, I'm better able to put work into its proper context which gives me more positive energy. Your subconscious mind is always working, so the best strategy for taking on a work challenge is often conscious investment in something completely different. And this is often when the best answers to the complexities that rule our days reveal themselves.

I also firmly believe time with family and friends is a reality check for what's most sacred in your life and something we all need. There is no more meaningful way to put work in its proper context than by maximizing the time you have with those you care about.

When you're passionate about what you do for a living, you don't wear your job like a burden and detract from family and friend interactions. Knowing where your loved ones stand in your

life and making time --not just finding it -- to be with them gives you the fuel to continue to be obsessed at work in the best way possible.

3. Be present

Many people think they're good listeners when what they really are is good hearers waiting for their turn to talk. Listening is a skill that can and must be worked on so that you can listen in a big way to people you care about in business and life.

It starts with having a sense of presence. The more aware you are of yourself and your surroundings, and the more you give yourself permission to have thoughts free of self-judgment, the more empathetic you'll be to others' concerns. It doesn't matter if it's with your employees, your leadership team, or your spouse and kids, train your awareness so you can talk directly and truthfully and listen with intent.

Meditation is a big mechanism for me personally to improve in this area. The practice teaches you that thoughts may drift and focus may wane, but as long as you don't criticize yourself when that happens, you can zero right back in the task or conversation at hand.

4. Learn relentlessly

Successful leaders find harmony in balancing their learning. This might be deepening your knowledge of your or your client's industry, or self health and personal growth, or pursuing a new hobby like learning to play an instrument. Learning is essential to growth, fulfillment and harmony.

Relentless learning gives you infinite opportunities to become a better and happier person and drives your perspectives. You realize that you're not in a fixed state at any one time, and your personal evolution feeds into your business evolution.

So ask yourself --are you living like a badass? If not, what levers do you need to tweak to get there?

(BEEKEEPING LEVEL I)

NTQF Level I

Learning Guide #2

**Unit of Competence: - Demonstrate Work
Values**

**Module Title:- Demonstrating Work
Values**

LG Code: AGR BKG1 M06 LO2-LG-2

TTLM Code: AGR BKG1 TTLM 0919v1

Lo2: Apply work values/ethics

Instruction Sheet	Learning Guide #2
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Identifying and classifying work values, ethics and concepts
- Undertaking work practice
- Conducting in accordance with ethical standards, policy and guidelines
- Managing company resources

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

- Identify and classifying work values, ethics and concepts
- Undertake work practice
- Conduct in accordance with ethical standards, policy and guidelines
- Manage company resources

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 20.
3. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 1” **in page -**.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).

6. If you earned a satisfactory evaluation proceed to “Information Sheet 2”.
However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
7. Submit your accomplished Self-check. This will form part of your training portfolio.

1.1. Applying Work Values/Ethics

It needs to classify and reaffirm the work values/ethics/concepts in accordance with the transparent company ethical standards, policies and guidelines for successful accomplishment of activities to be undertaken within the company.

1.2. Work values, ethics and concepts

Work values

From the very beginning of social work, the profession has been seen as firmly rooted in values (Reamer, 2001). Almost a half century ago Pumphrey (1959) in *The Teaching of Social Work Values and Ethics* divided values into three categories, first, the values of the profession as related to the larger society; second, internal relationships within professional membership; and third, relationships with the clients.

Although social work values have always been considered an integral part of our profession, social workers have struggled for many years with questions about what are social work values and can they be taught. Values have been defined as beliefs, while ethical practice has been viewed as the application of these beliefs (Congress, 1999). Abbott (1988) looked at social work values in regard to respect for basic rights, sense of social responsibility, commitment to individual freedom (social justice), and support of self-determination.

Concept of Ethics

It concerns with Morals and Philosophy. It is the study of moral obligation. In other words Ethical rules are not enforced by public authority, whereas legal rules are.

Ethics is the values of hard work instilled in or held by employees. For example, an employee with a good work ethic would complete projects and other tasks of a high quality, and take pride in the quality of his or her work.

The ten work ethics traits

- 1. Attendance:** arrives /leaves on time; notifies instructor in advance of planned absences; and makes up assignments punctually.
- 2. Character:** displays loyalty, honesty, trustworthiness, reliability, dependability, initiative, self-discipline, and self-responsibility.
- 3. Teamwork:** respects rights of others; ...is a team worker; cooperative; assertive? Or displays a customer service attitude; seeks opportunities for continuous learning; and displays mannerly behavior.
- 4. Appearance:** displays appropriate dressing, grooming, hygiene, and etiquette.
- 5. Attitude:** demonstrates a positive attitude; appears self-confident; and has realistic expectations of self.
- 6. Productivity:** follows safety practices; conserves materials; keeps work area neat and clean; and follows directions/procedures.
- 7. Organizational Skills:** manifests skill in personal management, time management, prioritizing, flexibility, stress management, and dealing with change.
- 8. Communication:** displays appropriate nonverbal and verbal skills.
- 9. Cooperation:** displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; and follows chain of command.
- 10. Respect:** deals appropriately with cultural/racial diversity and does not engage in harassment of any kind.

1.3. Work practices

Flexible work practices are non-traditional work arrangements that allow staff to remain productive and still meet the employers' work needs. While flexible work practices are required for specific equity groups, as defined in the disability and family/carer legislations, flexible work practices are also offered to staff to assist them in managing priorities in their work and personal lives. Staff may have differing priorities in their personal lives which they accommodate within the work priorities. These priorities can include undertaking study (apart from approved University study leave); sporting, community service and cultural endeavors; travelling overseas; need to accompany partner or children for a specified period of time out of the region; health and disability needs; as well as carer and family responsibilities.

In general, work practices should be undertaken flexibly in compliance with industry work ethical standards, organizational policy and guidelines towards the goals of the organization.

Therefore, to attain the stated goals of the company or organization quality of work, punctuality, efficiency, effectiveness, productivity, resourcefulness, innovativeness/creativity, cost consciousness, attention to details, etc. issues should necessarily be understood by the employees of the company.

1.4. Personal behavior and relationships with co-workers and/or clients

Employers value employees who maintain a sense of honesty and integrity above all else. Good relationships are built on trust. When working for an employer they want to know that they can trust what you say and what you do. Successful businesses work to gain the trust of customers and maintain the attitude that “the customer is always right”. It is the responsibility of each person to use their own individual sense of moral and ethical behavior when working with and serving others within the scope of their job. Any industry mainly depends upon Human Beings.

So it has to acquire positive relationships with workers and must create an acceptable environment and rule of practice to encourage the degree of participation from its employees.

To implement these, functions of employee towards work relationship

- ✓ Must involve in planning and implementing their own personal development plan.
- ✓ Have the right in decision making and taking responsibility down through organizational hierarchy.
- ✓ Should allow sharing their experience and knowledge with colleagues.
- ✓ Have to receive both general direction and specific quick feedback as required.
- ✓ Have the right to ask their managers for steps they can take to develop regarding their careers.

1.5. The use of company resource

Company resources (such as consumable materials, equipment/machineries, human, time and financial resources) are provided for company business use, but limited use of company resources for personal use may be acceptable. This procedure provides guidance on the proper use of company resources and addresses such issues as use of company office equipment for personal use. This procedure applies to all employees of the company, including subsidiaries, contingent labor, consultants and others acting for the company unless otherwise approved by the Ethics and Business Conduct.

In other words, it is necessary to specify up to what and how an employee should use different resources found in the company for the company business use and for his personal use if there is any in accordance with transparent company ethical standard, policies and guidelines.

2.1. Undertake work practices

Flexible work practices are non-traditional work arrangements that allow staff to remain productive and still meet the employers' work needs. While flexible work practices are required for specific equity groups, as defined in the disability and family/carer legislations, flexible work practices are also offered to staff to assist them in managing priorities in their work and personal lives. Staff may have differing priorities in their personal lives which they accommodate within the work priorities. These priorities can include undertaking study (apart from approved University study leave); sporting, community service and cultural endeavors; travelling overseas; need to accompany partner or children for a specified period of time out of the region; health and disability needs; as well as carer and family responsibilities.

In general, work practices should be undertaken flexibly in compliance with industry work ethical standards, organizational policy and guidelines towards the goals of the organization.

Therefore, to attain the stated goals of the company or organization quality of work, punctuality, efficiency, effectiveness, productivity, resourcefulness, innovativeness/creativity, cost consciousness, attention to details, etc. issues should necessarily be understood by the employees of the company.

2.2. Personal work practices and values

Personal work practices and values must be demonstrated consistently with acceptable ethical conduct and company's core values. The ethical tone of a workplace must start at the top with managers taking responsibility for building a professional and respectful workplace. Managers must not only communicate clear messages about ethical conduct and integrity, but they must also model and demonstrate those very behaviors expected of staff. Demonstrating commitment to the values and goals of the organization must be consistent with professional leadership.

The attitudes, behaviors and responses of staff demonstrate a commitment to organizational values and goals. Ethical conduct prevails in the workplace, and staff takes responsibility for building a professional workplace. Staff at all levels takes action when needed. They act to prevent misconduct and improper behavior, they raise integrity concerns, and they do not support destabilizing attitudes and behaviors. Staff know what the organization expects of them, and carry out their duties in accordance with these expectations. Staffs feel valued and supported in the workplace.

3.1. Work ethics

3.1.1 Definition

☀ . The term *ethics* is used to describe codes or standards of behavior that are based on a shared understanding of what is right and wrong. Deals with moral issues and with right and wrong behavior. They are derived from values and belief systems and can vary from one culture to another or from one group to another

☀ **Work ethics** are a set of standards and rules that are required by an individual for satisfactory work performance.

Work ethics may be of two types:

- a) Personal
- b) Specific to a work situation

Some work ethics are personal, i.e. a person adopts them on her/his own will. These may be:

- ✓ Sincerity
- ✓ Respect for the job
- ✓ Regularity
- ✓ Punctuality
- ✓ Seriousness

Work ethics specific for the work are:

- ✓ Keeping certain information confidential
- ✓ Maintain cordial relationship with clients and agencies that the organization has
- ✓ Being prepared to take up new tasks

3.1.2. Code of work ethics

Most of the problems discussed in the previous section can be overcome in order to improve work performance. A list that clearly states certain rules, standards and principles to guide work behavior is called a code of work ethics. Following is a code of work ethics for all of us to understand and follow diligently:

- Be regular and punctual at work.
- Be available at your seat and do the work assigned to you.
- Be polite, patient, courteous and respectful to all.
- Acquire the knowledge and skill necessary to do job assigned to you.
- Be prepared to learn more and update yourself.
- Find more and more efficient ways of getting your work done.
- Manage and apply your resources efficiently.
- Follow the rules, policies and procedures of your work strictly and uniformly.
- Do not indulge in favoritism and discrimination while doing your duty. Treat everyone equally.
- Have respect for all kinds of work.
- Do not accept favors that may negatively influence the performance of your work.

Be loyal to your work and to the organization to

3.2. Undertaking ethical work practice

- Act with honesty and integrity, avoiding actual or apparent conflicts of interest in personal and professional relationships.
- Provide constituents with information that is accurate, complete, objective, relevant, timely, and understandable.
- Comply with rules and regulations of federal, state, provincial, and local governments, and other appropriate private and public regulatory agencies.
- Act in good faith, responsibly, with due care, competence, and diligence, without misrepresenting material facts or allowing one's independent judgment to be subordinated.

- Respect the confidentiality of information acquired in the course of one's work except when authorized or otherwise legally obligated to disclose. Confidential information acquired in the course of one's work will not be used for personal advantage.
- Share knowledge and maintain skills important and relevant to constituents' needs.
- Proactively promote ethical behavior as a responsible partner among peers, in the work environment, and the community.
- Achieve responsible use of and control over all assets and resources employed or entrusted.

3.3. Principles of conducting ethical relationship with clients

1) Answer your phone.

Get call forwarding or an answering service. [Hire staff](#) if you need to. But make sure that someone is picking up the phone when someone calls your business. (Notice I say "someone". People who call want to talk to a live person, not a fake "recorded robot".)

2) Don't make promises unless you will keep them.

Not plan to keep them, Will keep them. Reliability is one of the keys to any good relationship, and good customer service is no exception. If you say, "Your new bedroom furniture will be delivered on Tuesday", make sure it is delivered on Tuesday. Otherwise, don't say it. The same rule applies to client appointments, deadlines, etc.. Think before you give any promise - because nothing annoys customers more than a broken one.

3) Listen to your customers.

Is there anything more exasperating than telling someone what you want or what your problem is and then discovering that that person hasn't been paying attention and needs to have it explained again? From a customer's point of view, I doubt it. Can the sales pitches and the product babble. Let your customer talk and show him that you are listening by making the appropriate responses, such as suggesting how to solve the problem.

4) Deal with complaints.

No one likes hearing complaints, and many of us have developed a reflex shrug, saying, "You can't please all the people all the time". Maybe not, but if you give the complaint your attention, you may be able to please this one person this one time - and position your business to reap the benefits of good customer service.

5) Be helpful - even if there's no immediate profit in it.

The other day I popped into a local watch shop because I had lost the small piece that clips the pieces of my watch band together. When I explained the problem, the proprietor said that he thought he might have one lying around. He found it, attached it to my watch band – and charged me nothing! Where do you think I'll go when I need a new watch band or even a new watch? And how many people do you think I've told this story to?

6) Train your staff (if you have any) to be always helpful, courteous, and knowledgeable.

Do it yourself or hire someone to train them. Talk to them about good customer service and what it is (and isn't) regularly. Most importantly, give every member of your staff enough information and power to make those small customer-pleasing decisions, so he never has to say, "I don't know, but so-and-so will be back at..."

7) Take the extra step.

For instance, if someone walks into your store and asks you to help them find something, don't just say, "It's in Aisle 3". Lead the customer to the item. Better yet, wait and see if he has questions about it, or further needs. Whatever the extra step may be, if you want to provide good customer service, take it. They may not say so to you, but people notice when people make an extra effort and will tell other people.

8) Throw in something extra.

Whether it's a coupon for a future discount, additional information on how to use the product, or a genuine smile, people love to get more than they thought they were getting. And don't think that a gesture has to be large to be effective. The local art framer that we use attaches a package of picture hangers to every picture he frames. A small thing, but so appreciated.

If you apply these eight simple rules consistently, your business will become known for its good customer service. And the best part, the irony of good customer service is that over time it will bring in more new customers than promotions and price slashing ever did

4.1. Use of public resources, equipment and property

Employees make use of a wide variety of resources during the performance of their duties, including time and money but also company equipment such as (mobile) phones, computers, printers, faxes, and photocopiers. Concerning the time factor it's important to stress that employees should work in an efficient way and don't misuse office-time for private gain. Concerning the use of office equipment it's important to stress that it is made available on the principle that it will be used solely for an employees work. Some of this equipment is also used away from their place of work; for example, an employee may take a mobile telephone or a laptop with them in the field, or to their homes. However, any equipment they take home may be used solely for their work. A restricted amount of use for private purposes is nevertheless permitted, provided that this does not degenerate into misuse.

4.2. The use of company resource

Company resources (such as consumable materials, equipment/machineries, human, time and financial resources) are provided for company business use, but limited use of company resources for personal use may be acceptable. This procedure provides guidance on the proper use of company resources and addresses such issues as use of company office equipment for personal use. This procedure applies to all employees of the company, including subsidiaries, contingent labor, consultants and others acting for the company unless otherwise approved by the Ethics and Business Conduct.

In other words, it is necessary to specify up to what and how an employee should use different resources found in the company for the company business use and for his personal use if there is any in accordance with transparent company ethical standard, policies and guidelines.

(BEEKEEPING LEVEL I)

NTQF Level I

Learning Guide #3

**Unit of Competence: - Demonstrate Work
Values**

**Module Title:- Demonstrating Work
Values**

LG Code: AGR BKG1 M06 LO3-LG-3

TTLM Code: AGR BKG1 TTLM 0919v1

Lo3: Deal with ethical problems

Instruction Sheet	Learning Guide #3
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Applying ethical standards, policies and guidelines
- Reporting work incidents
- Using resolution and/or referral of ethical problems identified

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:**

- Apply ethical standards, policies and guidelines
- Report work incidents
- Use resolution and/or referral of ethical problems identified

Learning Instructions:

- 8.** Read the specific objectives of this Learning Guide.
- 9.** Follow the instructions described in number 3 to 20.
- 10.** Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
- 11.** Accomplish the “Self-check 1” **in page -**.
- 12.** Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).

- 13.** If you earned a satisfactory evaluation proceed to “Information Sheet 2”.
However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
- 14.** Submit your accomplished Self-check. This will form part of your training portfolio.

1.1. Applying Work Values/Ethics

It needs to classify and reaffirm the work values/ethics/concepts in accordance with the transparent company ethical standards, policies and guidelines for successful accomplishment of activities to be undertaken within the company.

1.2. Work values, ethics and concepts

Work values

From the very beginning of social work, the profession has been seen as firmly rooted in values (Reamer, 2001). Almost a half century ago Pumphrey (1959) in *The Teaching of Social Work Values and Ethics* divided values into three categories, first, the values of the profession as related to the larger society; second, internal relationships within professional membership; and third, relationships with the clients.

Although social work values have always been considered an integral part of our profession, social workers have struggled for many years with questions about what are social work values and can they be taught. Values have been defined as beliefs, while ethical practice has been viewed as the application of these beliefs (Congress, 1999). Abbott (1988) looked at social work values in regard to respect for basic rights, sense of social responsibility, commitment to individual freedom (social justice), and support of self-determination.

Concept of Ethics

It concerns with Morals and Philosophy. It is the study of moral obligation. In other words Ethical rules are not enforced by public authority, whereas legal rules are.

Ethics is the values of hard work instilled in or held by employees. For example, an employee with a good work ethic would complete projects and other tasks of a high quality, and take pride in the quality of his or her work.

The ten work ethics traits

- 11. Attendance:** arrives /leaves on time; notifies instructor in advance of planned absences; and makes up assignments punctually.
- 12. Character:** displays loyalty, honesty, trustworthiness, reliability, dependability, initiative, self-discipline, and self-responsibility.
- 13. Teamwork:** respects rights of others; ...is a team worker; cooperative; assertive? Or displays a customer service attitude; seeks opportunities for continuous learning; and displays mannerly behavior.
- 14. Appearance:** displays appropriate dressing, grooming, hygiene, and etiquette.
- 15. Attitude:** demonstrates a positive attitude; appears self-confident; and has realistic expectations of self.
- 16. Productivity:** follows safety practices; conserves materials; keeps work area neat and clean; and follows directions/procedures.
- 17. Organizational Skills:** manifests skill in personal management, time management, prioritizing, flexibility, stress management, and dealing with change.
- 18. Communication:** displays appropriate nonverbal and verbal skills.
- 19. Cooperation:** displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; and follows chain of command.
- 20. Respect:** deals appropriately with cultural/racial diversity and does not engage in harassment of any kind.

2.1. Reporting and/or resolving work incidents/situations

Staff accepts their responsibility to report misconduct. They are familiar with the reporting process and are confident that something will be done about the matter. Staffs are supported in the workplace, and know they can make reports without fear of intimidation, reprisal or pressure from others not to do so. A strong internal reporting culture serves to maintain high professional standards within the organization, and contribute to its continuous improvement. Integrity concerns are managed in the interests of the individual, the organization, and the public.

A company's commitment to integrity includes a responsibility to foster an environment that allows people to report violations without the fear of retaliation or retribution. No one should be discouraged from using any available channel within the organization. Even simple questioning of someone can lead to claims of retaliation, even though that was never the intent, as it may make a person feel that he or she did something wrong by choosing one method over another. People must be able to choose whichever method they are most comfortable with to communicate their concern.

Anyone who retaliates against another employee for reporting known or suspected violations of the company's legal or ethical obligations is in violation of the code and subject to disciplinary action (for resolving the incidents/situations), up to and including dismissal. Retaliation also may be a violation of the law, and as such, could subject both the individual offender and company to legal liability.

Those found to have violated any applicable laws, rules, regulations, policies or Code are subject to appropriate disciplinary action including but not limited to demotion, verbal and written warnings, suspension with or without pay, legal remedies, termination, cancellation of contract and reassignment. Everyone has a personal obligation to report potential wrongdoing via the appropriate channels. Failure to timely report an offense is also subject to appropriate disciplinary action.

2.2. Prevention and reporting of unethical conduct

A company should have a long-standing commitment to conduct a business in compliance with all applicable laws and regulations and in accordance with the highest ethical principles. The company code of conduct is one of many tools the company conduct and compliance program provides the employees to assist them in meeting the company's legal and ethical obligations.

Employees should comply with the company code of conduct. A business need to manage in compliance with all applicable laws and regulations of the countries in which the company operates, and in accordance with company's high standards of conduct. All employees are expected to comply with the company code of conduct, which is essential to maintaining the employees' reputation for honesty, quality, and integrity. It also needs to be each employee's responsibility to prevent unethical conduct report to the company any situation where the company's standards or the laws are being violated. Any employee disclosing, in good faith, violations or suspected violations of legal requirements or company business standards should not be subjected to retaliation or retribution. Likewise, failure to comply with the provisions of the company code of conduct will not be tolerated.

2.3. Elements on report of work incidents/situations

Employers are placed under certain specific duties with regard to the reporting of incidents. In order to fulfill these obligations, managers and supervisors may be allocated certain roles and functions. Incident records should contain the following information:

- The date and time of the incident/situation.
- The full name and address of the person(s) involved in the incident/situation.
- The person completing the entry (recording the incident) if different from above.
- The occupation of the person(s) involved.
- The nature of the condition/situation.
- The place where the incident occurred.
- A brief but clear description of the circumstances.

2.4. Situations considered as unethical in work practice

So far we have learnt about work ethics and their importance. Now let us discuss some of the problems commonly faced by us today in a work situation.

Ethical problems related to work

- Irregularity and lack of punctuality
- Rude impolite behavior
- Inadequate knowledge and skill
- Wastage of resources

- Disregard of rules and procedures
- Disrespect for the job
- Disloyalty to the organizations

3.1 Common Ethical Problems at Work Places

Lack of appropriate work conduct has been a serious problem in many company or organizations. Absenteeism, lack of punctuality, wasting regular work time on non-productive and personal activities, misbehaving and the like are common ethical problems. In addition to these there are other common ethical problems at work places.

Irregularity and lateness (absence of punctuality) –these are problems which you will encounter frequently in any work situation. Some people frequently absent for valid or invalid reasons .others like to come late or leave early as a matter of habits or right. You may have witnessed the inconvenience caused by the public wanting to pay bills when counter clerks are either late or not found at their seats in bank ,posts, telephone and electricity office .irrespective behavior of such people spoils the discipline of the work environment, sets bad examples ,causes inconvenience to the public and lowers the images of the organization.

Rude and impolite behavior-how would you react with your boss and colleagues at work places? Would you like to associate with a colleague in your office who refuse to do his part of the work talks rudely, misbehaves with ladies and junior colleagues and is always in aggressive mood? Rude and impolite behavior of staff can be quite disturbing.

Wastages of resources-misuse of organizational materials are common occurrences in every day. Using organizational instrument for personal work is also another problem of wastages of resources. More often people does not close taps after drinking water and leave them running such habits causes tremendous wastages of resources for any organization.

Disregard the rules and procedures-in many work situation one find that the rules and procedures laid for maintain discipline, good employer-employee relationship and team sprite are disregarded. This usually observed when promotions are given out of turn, or the management shows favoritisms or when lower level employees and daily wages are not given their due. Disregard of rules and procedures often leads to serious situation in the organization.

Disloyalty to the organization –some staff members indulge in activities that are harmful to the organization they are working for. Exposing information which is harmful to the organization and doing sabotages are examples of disloyalty to the organization .taking bribe to grantee special favor to certain companies and people at the costs of one’s own organization is a common occurrence today. Cheating one’s employees and working for someone else while being the employment of another are examples of disloyalty.

- Gambling-play games of chance for money.
- Use of prohibited substances-
- Pilferage-
- Damage to person or property-
- Vandalism-
- Falsification-
- Bribery-
- Sexual harassment-
- blackmail -

Many factors are believed to influence the work conduct of individuals. Some of these are demographic factors, while others drive from the education system and economic and social changes within the economy. Company polices and their enforcement mechanism is another related factor that influences the working habits and discipline of workers. In the case of Ethiopia the good work most prominent factors behind the work conduct problem has been the lack of ethics education. Also, being discouraged by the past –misguided polices quite a lot of individual fail to meet performance standards or be abiding by policies, procedures, and rules governing appropriate conduct on the job. Whatever the cause, lack of good working habit and discipline is a major problem to an economy since it has negative consequences on production.

3.2. Dealing with Ethical Problems

The necessity to deal with the ethical problems lies in the heart of the attempts to modify or produce a desired type of behavior when departure from the norm occurs. It is not to punish someone in the sense of inflicting pain, rather to change behavior to a state appropriate within an organization. The ideal situation for discipline is an organization is for each person to exercise

self discipline, which is self control. Majority of disciplinary actions are penalties or negative reinforcement of different strictness.

3.2.1. Types of disciplinary actions

The types of disciplinary actions taken depend on: the nature of the offense, the range of disciplinary actions available, and any improvement circumstances that reduce the strictness of the penalty. Disciplinary action directed against the act rather than the person. Other rules on the disciplinary measures are immediacy, advancing warning, consistency which implies uniform and impersonality or fair or impartiality.

3.2.2. Stages in Disciplinary Process

Except for incidences in which misconduct is very serious and results in immediate discharge, the usual procedure is to increase the seriousness' of penalty each time employee is disciplined, called progressive discipline which refers the practice of increasing the severity of disciplinary penalties each time and employee is disciplines.

Progressive discipline actions referring a measure that is to be taken against unwanted behaviors in an increasing order parallel with the increase in the intensity and frequency of the consequences associated with unwanted actions. From the simplest- oral or verbal warning or reprimand, written warning, suspension without pay, and finally the highest discharge that is expulsion. Although this are the progressive steps, sometimes jumping the simples forms and taking to some what the higher measures may happen depending upon the indiscipline happened and consequences associated. However; the most commonly actions taken from the simplest to the serious are the following:

- Oral reprimand or warning: it is the first and the simplest stage of progressive disciplinary process when an employee in informed with precisely the stated facts that offense has occurred. The following procedures should be considered when an employees' misbehavior is to be corrected.
 - Informing the employee precisely with the facts that an offense has occurred.

- Identifying the causes of the misconduct and preparing the presentation plan.
- Taking records of the facts surrounding the incident:
 - What the offense was
 - When it happened
 - Who was involved
 - When the oral warning was given
 - Where it was given
 - What was said by each party
 - How the incident of the indiscipline was to be resolved.

N.B- documenting the written information as a part of the employee's record at this time may not be necessary unless and otherwise a great offense occurs within the near future.

- Written reprimand: the second step in progressive discipline where in the alleged offense is committed to a written form and becomes a matter of record/filed. It is the first formalized state in the disciplinary or grievance procedure where in the alleged offense is committed to written document. Psychologically, it has a greater effect on the employee, since the misconduct is recorded. The written warning can be used as evidence supporting charges against an employee for more severe discipline. The purpose of written warning is to record the facts. The employee is given an opportunity to respond either by introducing written evidence, or by indicating that he has received notification that discipline is to be rendered by the organization.

The letter of reprimand should contain information about: specific incident of the misconduct, rule or policy violated, any previous counseling given, oral reprimands given, disciplinary action taken, future actions to be taken in case of any indiscipline behavior occurrence

- Suspension: - is the disciplinary action of temporarily laying-off an employee without pay. Financial pain and loss of status (demotion) are constraints imposed at this state.
- Discharge: is permanent termination of an employee arising from disciplinary actions. It is a mixed experience for both the organization and employee. The employee will lose job (especially when jobs are scarce), and an organization is faced with the cost of

replacing the terminated employee. In every stage of progressive discipline, accurate and complete records are vital for:

- Supervisors to consider what they are doing are in terms of logic and fairness
- They later serve as evidence in cases of going to arbitration.

An alternative disciplinary method to customary traditional approach is called non-punitive a method for bringing employee behavior in to compliance through a process of counseling in which the employee's future conduct is emphasized.

Non-punitive discipline approach

It is a method of bringing employee behavior into compliance through a process of counseling in which the employee's future conduct is emphasized. Whereas, traditional disciplinary actions use punishment to change employee behavior, non-punitive process attempts to obtain compliance without intimidation. The emphasis of non-punitive systems involves counseling directed toward employee behavior. Consequently, the employee is not considered a problem, but rather the behavior is the problem.

In traditional method of implementing discipline, the relationship of supervisor to employee is vertical, parent-child relationship. Formal authority becomes the basis for exercising discipline. In not punitive form of discipline however, it relies on the horizontal relationship in which each party is treated as an adult. This collegial atmosphere any have greater effectiveness in changing employee behavior, especially in growing quest for employee empowerment.

(BEEKEEPING LEVEL I)

NTQF Level I

Learning Guide #3

**Unit of Competence: - Demonstrate Work
Values**

**Module Title:- Demonstrating Work
Values**

LG Code: AGR BKG1 M06 LO4-LG-4

TTLM Code: AGR BKG1 TTLM 0919v1

**LO4. Maintain integrity of conduct in the
workplace**

Instruction Sheet	Learning Guide #4
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Demonstrating personal work practices and values are
- Providing instructions
- Sharing work practice / values

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:**

- Demonstrate personal work practices and values are
- Provide instructions
- Share work practice / values

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 20.
3. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 1” **in page -**.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).

6. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
7. Submit your accomplished Self-check. This will form part of your training portfolio.

**Information
Sheet 1**

**Demonstrate personal work practices and
values**