

Finding your Way in the World of Work

Activity Guide for Office Administration: Level 2



Limpopo
PROVINCIAL GOVERNMENT
DEPARTMENT OF EDUCATION



Facilitated by



FINDING YOUR WAY IN THE WORLD OF WORK

ACTIVITY GUIDE FOR OFFICE ADMINISTRATION

LEVEL 2

COMPILED BY THE KHANYISA MATERIALS DEVELOPMENT TEAM WITH
FACILITATION BY SAIDE

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Finding your Way in the World of Work: Activity Guide for Office Administration

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THEMES IN THE ACTIVITY GUIDE



THEME 1: BEHAVE PROFESSIONALLY AT WORK



THEME 2: MANAGE USE OF TIME



THEME 3: WORK IN A TEAM



THEME 4: WORK IN A SAFE PLACE



THEME 5: MANAGE INFORMATION



THEME 6: EXPLORE THE WORLD OF BUSINESS

HOW THIS ACTIVITY GUIDE CAME TO SEE THE LIGHT OF DAY....

The activity guide is the end result of a journey into materials development that started at the beginning of 2005. Some 30 educators from the FET colleges participated in a series of workshops which were aimed at developing a core team of people in the province who could support any initiatives in their own colleges to develop suitable materials for NQF aligned learning programmes including learnerships. The ultimate goal is for colleges to become more responsive to the needs of the province and their learners and to improve the quality of learning and teaching.

We did not start off with the idea of an activity guide. Initially we opted to adapt an existing set of materials developed by an education institution in England. We embarked on this approach because it is a useful way to build skills in materials development. People discover how to approach the writing of materials by getting involved in critical review and then coming up with ways to make the materials work for learners in their own context. Two other benefits have to do with time and cost. It is much quicker to adapt something than to start from scratch and it is also less expensive.

In June 2005 we reviewed our decision to develop a comprehensive set of learning materials mainly because there was still a large measure of uncertainty about the nature of the learning programme for which we were creating the materials. The Office/Business Administration was one of several programmes for which a learning design was being developed at national level. As a way of responding to a fluid situation we decided to reformat what we had developed as an activity guide. An activity guide is a flexible learning resource that can accommodate any changes in the learning design quite easily as it comprises a range of learning activities which are clustered under specified themes and topics. As such it is easy to change or include new activities once the learning design has been finalized.

In February 2006 a small team field tested selected sections of the activity guide with learners and educators in five colleges in Limpopo. The activities were received enthusiastically by the learners who found them practical and interesting to engage with. Some educators started off being skeptical but soon saw how useful the activities can be to create a stimulating learning environment. The team discovered that educators will need support and training to use the activity guide with their learners. They suggested that the guide be used as a resource for future training and development initiatives in FET colleges in the province.

NOTES FOR LEARNERS

This guide is designed especially for you. It contains all kinds of activities that invite you to take an active part in learning important skills and behaviours that will help you to be successful not only in this programme but that will also prepare you for your future role in the world of work. Learning can be an exciting adventure when you start doing things for yourself.

WHAT IS IN THIS GUIDE?

When you scan the guide you will notice that there are different activities. Some are quite easy and others are challenging. Some you can do on your own and others you will do in small groups. As a way of giving you a taste of the 'real world', we have included a collection of scenarios. You can think of them as 'snapshots' of various situations in the business world. They contribute to making your learning journey more interesting and help to build the skills you need at work.

To make it easy to find your way through the guide we have organized the activities in this way:

- The activities are grouped in six themes: Behave professionally at work; Manage the use of time; Work in a team; Work in a safe place; Manage information; and Explore the world of business. Do you notice that they all start with a verb? Get ready to be active and to learn by doing.
- The short introductions to the themes help you to see what the focus and purpose is of each one and how they fit together.
- What you are expected to learn in each theme is shown in the form of a checklist under the heading, Learning target. Read it before you start each theme so that you know what to aim for. Go back to this list when you have completed all the work in class and the activities in this guide. You can check what progress you have made and tick one of two boxes, I can do this; I need more practice. Becoming aware of what you can do and how well you can do it is a sign of a self directed learner.
- The activities are presented in this way: an overall purpose is included in the introduction and clear instructions are given so that you know exactly what to do. You will know when you are expected to work on your own or with others in a small group. Spaces are provided for you to write down your own ideas in response to the questions. This becomes a useful record of your learning journey.
- You will notice that some words are highlighted in bold. These are usually new words or difficult ones. The meanings of these words appear under the heading Word Building. As you work through the guide you can at the same time improve your English vocabulary. Add any of your own difficult words and find the meanings in the dictionary.
- There is a feedback section at the end of each theme. The purpose of this section is to help you check your own answers so that you can see whether you are on the right track. The additional guidance given helps to deepen your understanding of the main points and to sharpen your skills.

HOW CAN I GET THE MOST OUT OF THE GUIDE?

You will find your own way but here are some suggestions.

1. The only magic formula for learning is to do it yourself. That is why we have prepared this activity guide. Set a personal goal to become a self directed learner who actively looks for information, asks questions, contributes to discussions in class and finds different ways of strengthening your own knowledge and skills.
2. The activity guide is your personal learning journal in which you record your ideas, experiences and reflections. Work in the guide regularly before, during and after class, and keep it up to date.
3. Write down the answers to the questions in the open spaces before checking in the feedback section. The whole point of learning is that you find out and do things for yourself. Getting the correct answers by copying from the feedback section does not show that you know it. Get used to behaving as a learner who takes charge of the learning journey. Be goal directed and know what you want to achieve. Take initiative and be positive. Look for information from different sources such as newspapers, books, the Internet. Ask probing questions to find answers. Reflect on your own experiences and draw out what you know already. Consult with your peers and your facilitator if you are unsure of something. Practice the skills you need on your own just like good athletes who spend hours perfecting their performance.

NOTES FOR FACILITATORS

This activity guide includes a variety of activities that are clustered under themes and topics that you will deal with in the Office Administration Learning Programme at level 2. One of the challenges that you face is to let your students experience the real world of business. The best way they can learn some of the skills is to spend actual time in an office setting. But this may not always be practical. The activity guide can help to bring the office to the classroom as we have included numerous scenarios that depict actual situations in an office. We hope that these will give the students a taste of reality.

WHAT ARE THE BENEFITS OF USING AN ACTIVITY GUIDE?

Here are some of the main benefits of using activity guides.

→ WE LEARN BY DOING

Learning activities are at the heart of the learning and teaching process and the focus on activities rather than on content helps to emphasize the development of competence. The link between outcomes, assessment criteria and learning activities can easily be established.

→ FLEXIBLE AND VERSATILE LEARNING RESOURCE

Information abounds and content will keep on changing. It is simple to slot in new activities and create new themes without having to redevelop the whole guide. The activity guide can grow from a core set of activities to a comprehensive coverage of key learning outcomes.

→ LINK A VARIETY OF RESOURCES

Activities can be developed in such a way that learners have to consult a range of learning resources in order to complete them. This creates a rich learning experience. The activity guide is the spine that links the various learning resources.

→ ENCOURAGE STUDENTS TO PLAY AN ACTIVE ROLE IN THEIR OWN LEARNING

Students have to learn to engage with a variety of resources as this is a vital skill for coping in a technological and fast changing world. Careful attention must be paid to develop scaffolded activities that gradually nudge students to grow as self directed learners. Spaces are provided for the student to record their responses to the various activities. The activity guide can thus double up as a learning journal which enables the learners to see how they are progressing.

→ STAFF DEVELOPMENT RESOURCE

Educators have to get used to harnessing different resources to create relevant and stimulating learning environments. The activity guide can be used to train educators to move away from the comfort of teacher directed and content focused teaching to outcomes based facilitation of learning in which the students are encouraged to play an active role. The activities in the guide serve as exemplars which give educators practical ideas of how they might stimulate active engagement.

➔ INCREASED LIKELIHOOD FOR EDUCATORS TO DEVELOP ACTIVITY GUIDES

We discovered that it was possible to develop the learning guide within a relatively short time in terms of materials development time frames. In a series of short workshops the participants were able to acquire basic materials design skills that enabled them to develop suitable learning activities, short introductory sections and a feedback section.

HOW IS THE GUIDE STRUCTURED?

Here is an overview of the different sections that appear in the guide

INTRODUCTORY COMMENTS TO LEARNERS AND EDUCATORS

The learners and educators are introduced to the activity guide. The information includes guidance on how to navigate their way through the guide and how they can use the guide to best advantage.

SHORT INTRODUCTIONS TO THEMES AND TOPICS

The guide is divided into six themes that are linked to selected key learning outcomes. A short introduction provides an overview to the respective themes. These serve to create interest and coherence in the guide.

OVERALL PURPOSE AND OUTCOMES

The key learning outcomes are formulated as questions in a checklist format. This is referred to as the learning target and the students are encouraged to reflect on their progress and tick one of two boxes, I can do this; I need more practice

LEARNING ACTIVITIES

Varied learning activities are included in each theme. In the introduction to the activity the learners are made aware of its purpose and the benefits of engaging with the activity. Clear instructions indicate what the learners have to do. An action grid is included so that learners are able to record their responses in the guide. Where necessary glossary items referred to as word building are included.

FEEDBACK SECTION

A feedback section is included after each theme or learning unit. The purpose of this section is to help the learners to check their own answers so that they can see whether they are on the right track. The additional guidance provided helps to deepen their understanding of the main learning points...

HOW CAN I USE THIS GUIDE?

Find ways to use the activity guide that suits you best. Here are some suggestions.

1. The guide is a versatile resource that works best when it is used in conjunction with other learning resources. It focuses on activities rather than content and offers you ideas on how you might approach the facilitation of learning for a particular concept or topic. As a facilitator of outcomes based learning you are in the driver's seat. You can decide which content and activities are most relevant for the learners in your context. You can draw from a variety of sources: specifically designed learning materials for the new Office Administration Learning Programme, extracts from books, and articles from newspapers and journals. Keep your eyes open for stories about office practices in local and national newspapers. Encourage your students to share stories they see on the news, read about in the newspaper or hear from family and friends who work in various business settings.
2. You can encourage the students to keep the activity guide as a learning journal in which they record their ideas and reflections. Invite them to engage with the individual activities in preparation for the lesson in the classroom. In this way the students learn to come to the lesson prepared and to make their contributions during group activities in the class. Many students may initially not feel very confident to engage with the activity guide as this way of learning may be new to them. You will have to help them get started and keep on motivating them to continue. Here is an opportunity to assist the students to develop independent learning behaviour. Self-directed learning behaviour is necessary to achieve success in their studies at college and when they leave to further their studies or to enter employment.
3. Use the guide to help students understand their responsibility as learners. Help them to see the value of doing the activities first and then checking their answers in the feedback section. This section is part of the learning dialogue between learner and facilitator and frequently includes additional information.
4. The activities can be used together with other activities to consolidate what has been learned.
5. Use the guide as your own resource. It is filled with examples of how you might develop your own activities. Share your ideas with your colleagues and build up a bank of interesting and varied activities.



THEME 1

BEHAVE PROFESSIONALLY AT WORK



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THEME 1: BEHAVE PROFESSIONALLY AT WORK

In any business the employees are expected to be professional. Think of someone you have met recently who has attended to you in a shop or an office and who has shown professional behaviour. You probably remember those who did not behave professionally more than those who did. So how do you recognize a person who shows professional behaviour?

Certainly it is someone who is approachable, polite, who listens attentively to your request and is able to give you the help you need. All of this has to do with an ability to communicate well with others and maintain good interpersonal relationships. Someone who behaves in a professional manner reacts promptly to instructions and carries them out correctly. It is a person who takes pride in her or his work, who is competent and able to do the job to the highest standard. Such a person can be relied on to respond to any situation with initiative and responsibility. Is this the person you want to become?

LEARNING TARGET

This set of learning goals or outcomes shows what you are expected to know and do when you have completed your study of this theme.

Read the list before you start the activities as it will give you a good idea of what to aim for. The activities help you to practise some of the skills you need. Come back to the list when you have completed the work in class and the activities in the guide. You can check what progress you have made and tick one of two boxes, I can do this; I need more practice.

Awareness of what you can do and how well you can do it is a sign of a self directed learner who is becoming a competent person.

MY LEARNING JOURNEY

WHAT I AM EXPECTED TO KNOW AND DO	I AM CONFIDENT	I STILL NEED MORE PRACTICE
1. I know what behaviours and work practices are acceptable in the workplace.		
2. I can communicate effectively with colleagues and clients.		
3. I can use various administrative tools such as the telephone and email to relay relevant information to selected people.		
4. I can give examples of the results of good and poor listening skills.		
5. I can show that I can listen attentively.		
6. I know the importance of interpreting physical cues and body language as this helps to improve communication at work.		
7. I can identify behaviour that could be considered as sexual harassment		
8. I understand the importance of dress code and know how to dress in a business environment.		
9. I know how to present a positive attitude and take initiative and why this is necessary in the workplace.		
10. I can explain the regulations regarding smoking in the workplace.		
11. I know how to introduce people in a business setting		
12. I know how to close an interaction with a colleague and client.		
13. I can explain what is meant by basic business ethics.		
14. I can give examples of ethical business practice.		
Add anything else you think you have learned that is not included in the list.		

COMMUNICATING WITH OTHERS

Human beings are social beings and communicating with each other is a necessary part of our daily life. But how good are we at something that seems to be so natural? You have probably experienced the joy that comes from really connecting with a person or a group and feeling that you are able to share your ideas easily and that the message is getting through. But how often does it happen that the flow of information is blocked resulting in misunderstandings and even conflict. Information can only flow freely when the people involved in the interaction are able to listen to one another with open minds and express what they want to say clearly. It is said that good communication is the lifeblood of any group and this is particularly true for businesses.

Here is your chance to explore different aspects of communication: what you think happens during communication, how we use non verbal behaviour to communicate, how cultural differences affect communication, recognizing barriers and finding ways to overcome them, how to communicate with people who have special needs and developing your listening and speaking skills.

➔ **ACTIVITY 1: WHAT IS COMMUNICATION?**

In your own words say what you think communication is about:

.....

.....

.....

.....

GROUP ACTIVITY

Share your ideas about communication in the group and create an advertisement that shows your ideas in picture form.

Each group places the advertisement 'in the gallery'. This is a space on the wall. Discuss with your facilitator the ideas that are presented in the various group advertisements.

Here are some interesting African proverbs that are linked to communication

He who talks incessantly talks nonsense

If your mouth turns into a knife it will cut off your lips

It is not with saying, "Honey," "Honey", that sweetness comes into the mouth

A cutting word is worse than a bowstring, a cut may heal, but the cut of the tongue does not.

→ ACTIVITY 2: WHAT ARE WE SAYING WITH OUR BODY LANGUAGE?

Did you know that most communication is non-verbal? Some people say that it may be 78% of communication between people. Every day we use facial expressions, eye contact, tones of voice, and gestures to get our message across. These non verbal expressions are very powerful especially when revealing emotions of great excitement and joy or deep disappointment and upset. You have all seen how the spectators behave when the local team scores a goal or ends off winning a cricket match. You can also see the disappointment in the faces of the crowd when their team loses.

Here is a brain teaser for you.

What is the gesture that is used by people in all countries around the world?

Choose the universal gesture from this list.

1. Nod your head
2. Smile
3. Wave
4. Shake hands
5. Clap hands

(Check the feedback section)

GROUP ACTIVITY

Each person gets a chance to use facial expressions and gestures to convey a specific emotion. Here is a list you can choose from.

LIST OF EMOTIONS

**happy, angry, sad, insecure, bored, depressed, tired,
excited, frightened, upset, jealous, satisfied**

Add any other emotions your group thought of ...

Write the emotions you select on pieces of paper. Fold the papers and get each member of the group to pick one. Each person gets some time to prepare before dramatizing the emotion. The rest of the group has to guess the emotion that is conveyed.

After this fun activity, you can discuss the following questions with other groups.

- Which emotions were the easiest to communicate using only facial expressions and gestures? Why?
- Which ones did you find difficult? Why
- Do people have similar ways of giving expression to emotions? Explain.
- Which parts of the face are the most expressive when we reveal emotions of happiness, sadness, anger, fear, jealousy?
- What have you learned from this activity?

How good are you at recognizing the meanings of non verbal communication?

Here are two situations that give you some practice. Read each one and answer the questions that follow.

SCENARIO 1: "I LIKE MY NEW CAMERA"

Mandike, Ben's mother loves taking photographs especially when the family gets together. For her birthday that she celebrated yesterday Mandike received a digital camera from the family. She is so excited and wants to show her son Ben the features of the camera. Ben is busy watching his favourite local soapie 'Generations' and keeps his eyes glued to the TV screen while his mother talks to him about all the things she can do with the camera. After a while she walks away and shakes her head. Ben continues to be engrossed in the story on television.

Questions to discuss with your classmates or colleagues

1. Do you think Ben is listening to his mother's story? Give reasons for your answer.

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.....

.....

2. What does Ben's mother feel like? How do you know this?

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.....

SCENARIO 2: 'THE ANGRY FOREMAN'

Vuyani is a foreman who works for Meritori, a small construction business. He urgently needs to see the director and approaches the secretary who is busy speaking on the telephone. Vuyani waits for a while and then starts tapping on the desk. The secretary continues the conversation. Vuyani walks around the desk in full view of the secretary. He points to the director's office and then to his watch. The secretary puts her hand over the mouthpiece and says that the director is out but that she can take a message. Vuyani shakes his head, turns swiftly, stomps out of the office and slams the door as he leaves.

Questions to discuss with your classmates or colleagues

1. Why was Vuyani angry?

.....

.....

2. How could the secretary have avoided this situation?

.....

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➔ ACTIVITY 3: THE USES OF NON VERBAL COMMUNICATION

Read this information about the uses of non verbal communication and then do the word building activity that follows.

We are often not aware of our facial expression and gestures when we communicate with others. They are automatic movements that show people around us how we feel. For example when we jump around and throw our hands in the air it usually means we are very happy, while a slumped position with the shoulders bent inwards and the head down shows that we are sad. When we look at something intently without blinking our eyes it is because we are concentrating. A person who wants to communicate that s/he is serious will have a stern look. A person who is very angry will often have puffed cheeks and a glaring look in the eyes. When we rub our eyes it means we are tired. We can refer to all of these automatic gestures as involuntary non verbal communication.

Another way in which we use non verbal communication is when we greet one another. Greetings include shaking hands, waving, hugging and saluting. When you see someone you know who is a distance away from you, you may wave to them. Shaking hands with someone is a formal way of greeting a stranger or someone who is senior. In the army soldiers salute their officers to show respect when they greet them.

People can use gestures or signals to communicate specific information. South African taxi commuters use hand signals to show the taxi where they want to go. During a sports match the captain will use signals to communicate with the players. When a crane is used on a construction site the workers may signal to the crane operator when to move the crane to the left or the right or when to lower the hook. When you watch the news on television you see a person who uses sign language to communicate the news to viewers who have hearing problems.

1. Which word in the text has a similar meaning:

automatic ➔

embracing ➔

irate ➔

building ➔

2. The meaning of voluntary is... compulsory reluctant willing
(Tick the word that you think is best suited.)

3. The opposite of verbal is

4. Refer to the text to find out whether these statements are true or false. Cross out the statement that is not suitable.

- When a person is tired s/he shakes his/her head TRUE FALSE
- We can only concentrate if we do not blink. TRUE FALSE
- Blind people use sign language. TRUE FALSE
- People who use public taxis in South Africa show the drivers where they want to go by using special hand gestures. TRUE FALSE

THE PROCESS OF COMMUNICATION

The ability to give expression to our ideas, opinions and feelings with others and having them understand what we are trying to say is probably one of the most important skills we need in our life. But good communication is not easy and you have probably had many experiences when you felt someone did not get the meaning of what you were trying to say or you were unable to understand what someone else was saying. When this happens there is a break in the flow of ideas. So why does this happen?

Let's find out what happens when we communicate because understanding the process may help you to improve your ability to communicate.

➔ ACTIVITY 4: WHAT HAPPENS WHEN WE COMMUNICATE?

Here is a situation at work of an interaction between two people.

It helps you to see the communication process in a work situation.

The CEO of Motala Enterprises, Mrs F. Mosamedi, calls her personal assistant Ms I Sibande into her office.

Mrs Mosamedi: As you know, Iris, our annual meeting of managers is scheduled for the end of this month. Please send an invitation to them today, and ask them to confirm their attendance at the meeting. Mrs Mosamedi then starts looking through the papers on her desk.

Ms Sibande: Iris nods her head but shifts uncomfortably on the chair. She is not sure if she should go back to her office. She wants to ask whether she must also send an agenda of the meeting but does not want to seem incompetent so she keeps quiet. She slowly gets up when she notices that the CEO is busy reading a document.

Mrs Mosamedi: Don 't go yet, Iris. You can't send an invitation without sending an agenda for the meeting. Here it is.

Ms Sibande: Thank you. I will immediately type the invitation and send it off to the managers this morning.

Mrs. Mosamedi: Good. And don't forget to include Mr Zama who was appointed manager of the branch in Tzaneen last month.

GROUP ACTIVITY

Discuss this question in your group

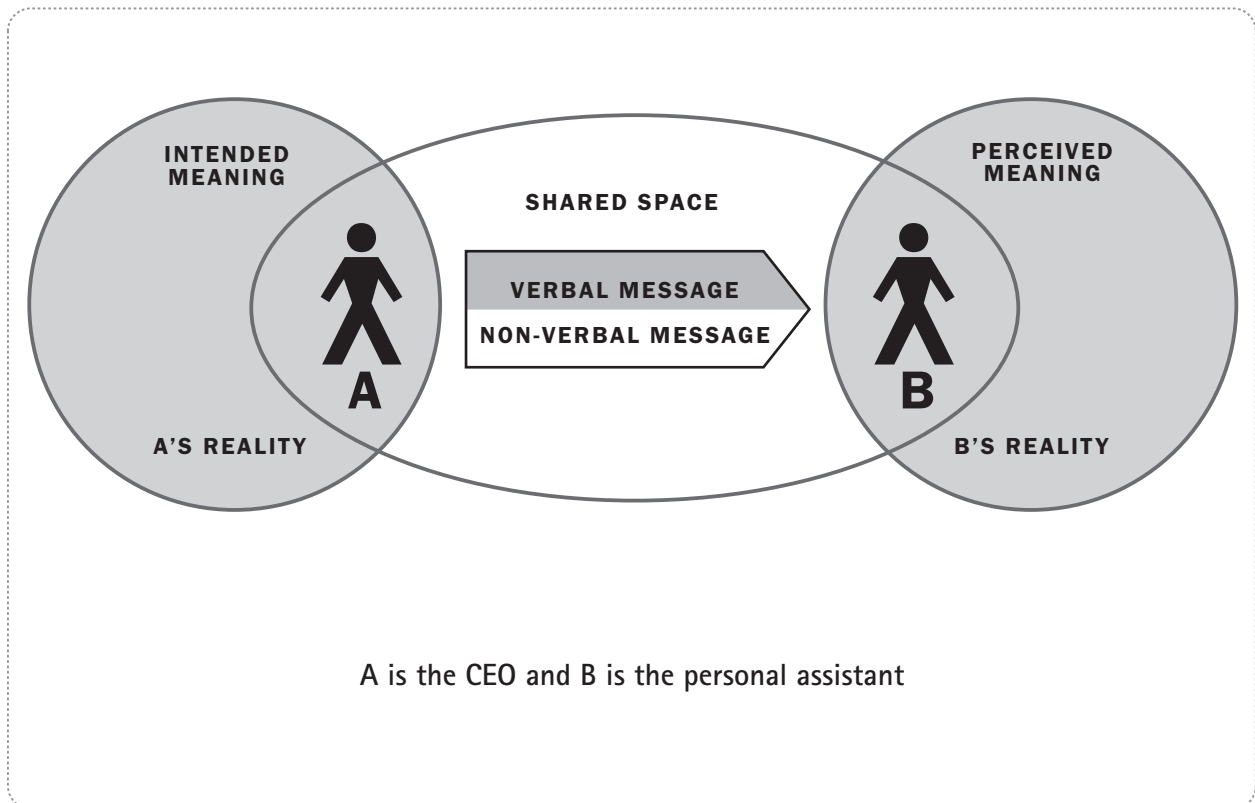
1. Is this interaction an example of good communication? Why?

.....

.....

.....

Let's analyze the interaction. This diagram can help you.



Now answer these questions in your group

2. What is the CEO 's verbal message?

.....

.....

.....

3. What non verbal message did Iris receive?

.....

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4. Did the CEO intend to send this message? Explain.

.....
.....

5. What non verbal messages did Iris send?

.....
.....

6. Why did Iris not send a verbal message?

.....
.....

7. Which non verbal message did the CEO pick up?

.....
.....

8. How does this model help you to understand the two way communication process?

.....
.....

COMMUNICATION BARRIERS

Why do you think it happens that people misunderstand each other? Barriers can occur at any point of the conversation or dialogue. There can be internal and external barriers. Examples of external barriers are noise, distractions, time of day, and use of too many difficult and technical terms that are unfamiliar to the audience. Internal barriers include lack of interest in the message, negative past experiences, tiredness, mistrust, fear and anxiety, poor listening skills, and biased attitudes that can lead to misinterpretation of the message.

ACTIVITY 5: THINGS ARE NOT ALWAYS WHAT THEY SEEM

The client Mr Wilson who is visually impaired enters with a guide dog. The manager of the business, not being aware that the client is blind, furiously states to the client that no pets are allowed in the reception area.

1. Write down what you think the manager's first impression was of the client?

.....

.....

2. Of which kind of communication barrier is this a good example?

.....

.....

➔ ACTIVITY 6: SPOT THE COMMUNICATION BARRIERS

Study the following scenarios and identify possible communication barriers.

1. A secretary is distracted from the report she is typing by a client who wants to see a manager. She looks up from the computer without removing her hands from the keyboard and asks with an annoyed look on her face:

Secretary: Can I help you?

Client: No, thanks.

2. An employee wants to discuss a problem with the head of department, Ms Theresa Gumede. This is an employee who often complains about little things. Ms Gumede already starts feeling annoyed but waves him into her office. As he begins to talk she finds it difficult to concentrate. Her mind is on the meeting she has to chair later in the morning and she starts to write down a few items in her diary. The employee is getting more and more frustrated and he raises his voice.
3. A manager sends an internal email to his secretary to type a report of the last meeting, and clearly tells her that he needs it before lunch time. When he comes to fetch the report, he realizes that the secretary hadn't even started the report.

Manager: Where is my report?

Secretary: Which report?

Manager: The report of the last meeting that I asked you to type before lunch?

Secretary: I didn't get such a message.

Manager: I sent you an internal email. Didn't you see it in your inbox?

Secretary: I couldn't access my email because the server was down.

QUESTIONS TO ANSWER

1. What kinds of communication barriers occurred in these scenarios? Write your answers inside the blocks in the table below.

SCENARIO	COMMUNICATION BARRIERS
1. The annoyed secretary	
2. The disgruntled employee	
3. The upset manager	

2. Does it surprise you that the employee became so frustrated with his head of department in the second scenario? Explain

.....

.....

.....

3. Making stereotypical judgments can distort communication and lead to miscommunication. Share your experiences and ideas with your classmates or colleagues.

.....

.....

.....

WORD BUILDING

STEREOTYPE

When a boy says to a girl who is interested in outdoor activities and cars, 'You must know how to cook, you're a girl', she will feel that she is being stereotyped and object that she is an individual and that he is trying to fit her in a box.

DISTORT

When the sound on a radio is turned up too high, the music can become distorted. Meaning can also be distorted, for example if we haven't listened carefully or if there is a lot of noise, we can easily misinterpret what a person has said.

DISGRUNTLED

If your teacher or parents experience your behaviour as moody or sulky, they might think you are disgruntled.

→ ACTIVITY 7: CULTURAL DIFFERENCES AND COMMUNICATION

Here are a few examples that show some communication customs practised by people in different countries. This information will enable you to be aware of differences in cultures that could create communication barriers and lead to misunderstandings. Read the examples and answer the questions that follow.

GREETING

In the Far East, people bow to each other when they are introduced. The depth of the bow indicates the degree of respect that is shown. In the West, it is customary to shake the right hands. (This originated in the Middle Ages when knights wanted to show that they were unarmed i.e. their sword hand was free). Eskimos rub noses to greet one another. In South Africa we use a special 'comrades' handshake on occasion.

EYE CONTACT

In some African cultures it is a sign of respect to cast the eyes down when addressing someone senior. In the West it is regarded as a sign that the sender could be hiding something.

EXPRESSIONS

In the East it is customary to keep a facial expression that does not show emotion. This may have originated because of overcrowded conditions to avoid others feeling threatened. Westerners may feel unsettled by this custom and feel as if the receiver is not really listening.

ORDER OF WALKING

In Western societies, it is customary for the senior person or lady to walk through a doorway first. In many African cultures the reverse is true.

TIME

In the West and modern business world, it is essential to be on time – for work, meetings and functions. Punctuality signals professionalism. In Africa and India, time is often interpreted as having a 'timeless quality'.

USE OF COLOUR

The meanings of colours differ per culture – red means danger in the West; in the East it means happiness. White is a colour of mourning in the East, Westerners regard it as a symbol of purity.
(From Principles of Public Relations, 2002)

GROUP ACTIVITY

Discuss in small groups the experiences you have had when communicating with people from different cultural backgrounds.

1. What are some of the most common misunderstandings that can occur?

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.....

.....

2. What suggestions does your group have for improving communication between people from diverse cultural backgrounds who work together?

.....

.....

.....

In the Feedback section there are ideas of how to overcome barriers to effective communication. Check your group's ideas with this list.

DEVELOPING YOUR LISTENING SKILLS

An African proverb states: One must talk little and listen much. Have you noticed that when a group of people get together there is often one person who does most of the talking? In good two-way communication there is a balance of listening and talking by each person. Many misunderstandings can be prevented if people would listen as this is the key to good communication. How good are you at listening?

ACTIVITY 8: ARE YOU A GOOD LISTENER?

The deepest need of the human heart is to be understood and to understand as reflected in this poem.

Get someone to read the poem aloud. Listen to the meaning behind the words and answer the questions that follow:

Just Listen!

When I ask you to listen to me, you start giving me advice; you have not done what I asked.

When I ask you to listen to me you begin to tell me why I should feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something to solve my problem, you have failed me, strange, as that may seem.

Listen! All I ask is that you listen. Don't talk or do – just hear me well

(A. Kgolane)

Answer these questions

1. What message is the poet trying to convey?

.....

.....

.....

2. Do you think you are a good listener? Give three reasons to support your answer.

.....

.....

.....

3. What are some of the barriers to **effective** listening?

.....

.....

.....

4. Have you heard of **empathetic** listening? What does it mean? (Talk to a friend if you are unsure or look up the word in the dictionary).

.....

.....

.....

Your listening kit

Here are some tips to remind you of how you can improve your listening skills.

- Make up your mind that you want to listen
- Get rid of any distracting thoughts that may interfere with your ability to listen
- Concentrate on what the speaker is saying and not on your own thoughts
- Don't only listen to the words but also to the non verbal signals
- Keep an open mind
- Ask sincere questions to show that you are really interested
- Keep your attention focused by looking for key ideas

Keep these in mind when you participate in the group activity.

GROUP ACTIVITY

One person in the group is a listening detective whose role it is to observe how the group members listen to one another during a discussion about a topic or event selected from the newspaper.

One person reads the article and the others listen intently so that they are able to share their ideas later on. When the group members start to discuss the article, the listening detective observes each one's ability to listen. The listening detective is only allowed to observe and make notes but not to participate in the discussion.

After a short discussion, the listening detective shares with the group what s/he has observed about the listening behaviour in the group.

WORD BUILDING

These two words are often used interchangeably. Learn to use them correctly.

EFFECTIVE

use resources to the best possible advantage in order to achieve the desired effect. The focus is on what you achieve, making sure the result you achieve is worthwhile.

EFFICIENT

carrying out tasks with a minimum of waste or effort showing that you are capable, well organized and competent. The focus is on how you do it.

GETTING THE RIGHT MESSAGE TO THE RIGHT PEOPLE AT THE RIGHT TIME

The ability to share information and ideas clearly is an essential element of good communication. Whether you communicate orally or in written form, the challenge is to use a suitable medium of communication and express yourself in language that the receiver of the message will understand easily. In a business environment everyone contributes to the flow of information. Here are some activities that enable you to practise interacting with people in different work situations, to identify and use common channels of communication such as the telephone, fax communication, email, and internal memos.

➔ ACTIVITY 9: HOW WELL CAN YOU COMMUNICATE INFORMATION?

Here are some situations in the workplace. Imagine you are working in an office in which you are confronted with such situations. Write down in the space provided what you would say in each case.

SITUATION	WHAT YOU WILL SAY
1. Your manager has gone for a business meeting, and he is not expected to be back for the rest of the day. A client walks in and urgently wants to speak to the manager. What will you say to the client?	
2. A senior colleague asks you for help while you are in the middle of typing an urgent report for your manager. What will you say to him?	
3. A client has been talking to the sales person in the reception area for a long time. The sales person wants to end the conversation without being rude and upsetting the client with whom she has had a good interaction. How should she end the conversation?	

ROLE PLAY

You can role play the above scenarios and any other situations that you can think of. Role playing can be very useful techniques because you can create simulated realities that give people opportunities to practise specific communication and problem solving skills.

Tips for getting the most out of role plays

- Prepare well for the role play. Discuss what the purpose is of the role play and be clear about what you want to achieve.
- Allocate roles to individuals. Each person involved in the role play tries to put themselves in the 'minds' of the characters they are 'playing' This means trying to understand their perspectives, their motivations and what they are feeling when they are in the situation.
- Participants act out their 'scripts' and behave in the way they think their characters would have behaved.
- After the role play discuss what went well, what not, and what new insights were gained.

WORD BUILDING

SIMULATION

replication of a situation that is as close to the reality as is possible. Trainee pilots learn to fly aircraft in simulators. These are machines that have the same controls as you would find in an aeroplane. The only difference is that they don't fly.



ACTIVITY 10: USING THE RIGHT MEDIUM TO GET THE MESSAGE ACROSS

An unexpected and important visitor from South America who is on a visit to South Africa would like to visit a College on the 28 April to address the students and speak to staff. The purpose of the visit is to explore the possibility of funding an ICT programme for next year. The CEO discussed this with the staff and it was decided to set aside a few hours on Tuesday morning. The secretary was instructed on 23 April 2005 to inform all the relevant people. These include the people who work in the main campus, staff and workers at the Tubatse campus that is 145 km from the main campus, staff who are absent due to illness and learners and their parents.

Imagine that you are the secretary. What forms of communication would you use?

Describe the method of communication you will use for each of the following groups of people and individuals and give a reason for your choice.

PEOPLE NEEDING TO BE INFORMED	FORM OF COMMUNICATION I WILL USE AND WHY
1. The staff at the Tubatse Campus where they do not have email access	
2. The staff who are working in the same building as you are at the Main Campus.	
3. The learners at the Main Campus	

4. The parents of students who come to the Main Campus	
5. The cleaner who is sick and does not have a telephone	
6. Feedback to your CEO to communicate what you have done	

➔ ACTIVITY 11: MAKING USE OF THE TELEPHONE

Today most people have a cell phone and use it to organize all kind of things in their lives. In the work situation the telephone is still one of the primary tools used to communicate internally and with clients. In the hands of a competent user, the telephone can help to create a positive image of a well managed business. But if badly used it can cause many communication problems and even result in losing clients in less time than you imagine.

Companies and businesses may have different ways of greeting callers but they all require their receptionists and staff to behave politely and professionally when answering the telephone. When you cannot see people you speak to you have to rely on the way they say things and their tone of voice to interpret the full the meaning of the message.

Read the following telephone interaction between a client and a secretary and then decide what the secretary did well and what not.

Telephone conversation

Caller: Good morning, may I speak to the manager, please?

Secretary: Unfortunately, Mr Simpson is not available now – he is attending a meeting.

Caller: I made an order two weeks ago and I called your company one week after wanting to find out when I would receive my order. The person I talked to promised that it would be delivered the following day. It was only yesterday that I received the order that is even wrong. You must realise that I am losing a lot of money. This is not the first time that this happened.

Secretary: I hear you, sir. Who shall I say called?

Caller: You must know me by now; I called you several times last week.

Secretary: (Politely) Who did you talk to, sir?

Caller: (Impatiently) I talked to somebody in your company. I am Christopher ... Ndou.

Secretary: Mr Ndou, I will forward your complaint to the Production Manager. May I have your telephone and order number, please?

Caller: (011) 938 9652 and my order number is AC0098. Ask your manager to call me as soon as he comes back. My business closes at 16:00.

Secretary: I will give Mr Simpson your message as soon as he comes back. Thank you for calling. Goodbye. Have a nice day.

You have read the telephone conversation between Mr Ndou and the secretary. Do you think the secretary handled the interaction with Mr Ndou well?

From the list given below, tick the good communication skills that you think the secretary showed

- | | |
|---|--|
| <input type="checkbox"/> Answer the telephone correctly | <input type="checkbox"/> Transfer calls correctly |
| <input type="checkbox"/> Greet a caller correctly | <input type="checkbox"/> Handle a difficult caller and situation |
| <input type="checkbox"/> Use the person's name accurately | <input type="checkbox"/> Keep to the point and manage the time well |
| <input type="checkbox"/> Identify the problem | <input type="checkbox"/> Come across polite and pleasant |
| <input type="checkbox"/> Give the caller the help needed | <input type="checkbox"/> 'Sell' the company by presenting a professional image |
| <input type="checkbox"/> Obtain the correct information | <input type="checkbox"/> Provide the correct information |

What did the secretary not do so well?

.....

.....

.....

Practise your telephone skills through role play

If you want to practise your own telephone behaviour, you can role play the conversation described above.

During the telephone conversation the secretary took down a message for the manager. Use this telephone message form and compile the message the secretary gave to the manager.



TELEPHONE MESSAGE FORM

TO:

DATE: TIME:

WHILE YOU WERE OUT

Mr/Ms:

OF:

AREA CODE: PHONE NO:

Will phone/call Returned your call Telephoned
 Needs Appointment Called to see you Please phone

MESSAGE:
.....
.....
.....
.....
.....
.....
.....

MESSAGE TAKEN BY:
.....

➔ **ACTIVITY 12: SENDING A MESSAGE PER FAX**

You are employed as a secretary at a Mining Company. You have received a memorandum from Mr Pascal, the Human Resources Manager, informing you about a two-day workshop on Customer Relations and Service.

Complete the attached fax covering letter, informing Ms Booi that you will attend the workshop. Ask for more information about the content of the workshop.



TSHIKONDENI MINE

PRIVATE BAG X3334

MUTALE

FAX: _____

TEL: _____

0960

FAX COVERING LETTER

TO: _____

FOR ATTENTION: _____

FAX: _____

TEL: _____

DATE: _____

FROM: _____

SUBJECT: _____

MESSAGE: _____

NO. OF PAGES:
(INCLUDING THIS PAGE)

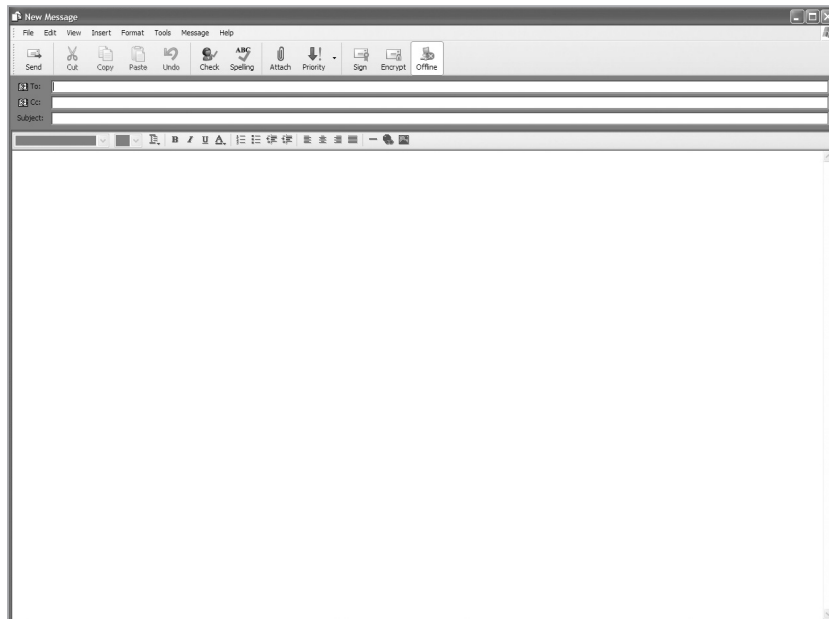
SENT BY: _____

(PLEASE INFORM US IF THE NUMBER OF PAGES YOU RECEIVE IS NOT THE SAME AS INDICATED)

➔ ACTIVITY 13: SENDING AN E-MAIL

These days, most businesses are connected to the Internet with an e-mail facility. This makes it possible to send messages to colleagues and clients in South Africa and elsewhere in the world and the messages are received almost instantaneously. Internet cafés offer Internet connectivity at a fee for individuals who do not have their own computer infra-structure to send and receive messages per email. Find out the e-mail address of one of your colleagues. Send him/her an e-mail wishing him/her a Happy Birthday.

Describe how you went about this task.



➔ ACTIVITY 14: NOTICE AND AGENDA

The manager of a branch of the People's Bank asks his secretary to help him compile the notice and agenda for a meeting with the administrative staff. He was in a hurry when he gave her the brief as he was on his way to a meeting. When the secretary returned to her desk, she realized that she did not have adequate information.

As the secretary, write an internal e-mail to the manager in which you ask questions to get all the details you need in order to compile the notice and agenda for the forthcoming meeting.

PROFESSIONAL BEHAVIOUR IN THE WORKPLACE

When you go to the bank you expect to be treated with respect and to be served by people who are dressed well. You don't expect the staff at the enquiry counter to eat a pie or drink a cool drink when they are attending to you. The staff are trained to present a professional image. In this section we examine why dress codes are important in a business setting and what it means in practice to behave professionally.

→ ACTIVITY 15: DOES THE WAY WE DRESS REALLY MATTER?

Do you remember an advertisement on television where a family gets ready to go to the daughter's wedding and her young brother appears dressed up for cricket? We laugh when we see this advertisement because we realize that the boy likes his cricket outfit so much that he wants to show it off at the wedding. The community in which we live has certain rules for how people should dress for various occasions. Companies have dress codes that they apply and when you sign up as an employee you agree to follow the dress regulations.

During the past few years some companies worldwide have started adopting the 'casual Friday' culture which allows employees to wear casual outfits to work. So why, can't people dress this way all the time? After all it's not just about the way we dress but rather about the professional way we behave that is important. Or is it?

Read this extract from an article that appeared in the Business Section of the Sunday Independent (11 September 2005). Then discuss the questions that follow with your classmates or colleagues.

One of Britain's oldest banks, Barclays, spent R31 billion to gain control of Absa.....it is bound to be a little sticky about its new "business casual dress code".

The code was posted in London last month after Barclays decided that the dress-down culture had gone too far. So, in sharp contrast to the casual Friday culture adopted by many companies worldwide, Barclays told it employees to smarten up or ship out.

According to the Sunday Telegraph, Barclays said the wrong clothes could affect the bank's financial performance.

A survey by American Corporate Trends magazine found there was a 63% rise in customer complaints and a 35% increase in complaints about tardiness on days when people wore casual clothes.

Sibusi Khulu, a host at the Absa branch adjacent to the bank's head office in Main Street, Johannesburg, said she had noticed that clients became more demanding and aggressive when assisted by someone in casual attire.

She also thought people tended to become "lax about their work" when dressed in outfits traditionally reserved for the weekend or leisure.

Flip flops, sportswear, denim, logo-bearing T-shirts, trainers and strapless tops are all banned under the new dress code.

Merrill Lynch, one of the first large corporations to embrace the dress-down culture, had reinstated 'dress up' policies after the informal dress code was shown to contribute to a marked increase in absenteeism and a general lackadaisical attitude to work.

Barclays Asset and Finance's chief operating officer, Carla Stent, said: "We want to be seen as a professional and successful and professional services environment. It is important, therefore, that all employees dress in an appropriate manner at all times."

Answer these questions

1. In the newspaper article it is reported that wearing casual outfits results in casual behaviour. Why do you think this happens?

.....

.....

2. If you could choose between being served at a bank by a person who wears a T-shirt and jeans and one who is dressed smartly, who would you choose? Why?

.....

.....

GROUP ACTIVITY

The dress code is an issue that lends itself to an interesting debate in class. One group puts forward arguments in favour of the formal dress code and the other group supports casual dress in the work environment.

WORD BUILDING

TARDINESS

slowness to act or come or happen. A football coach will be frustrated by players who are tardy about arriving for practice.

LAX/LACKADAISICAL

these two words are similar. Lax means lacking care or concern and lackadaisical means unenthusiastic, idle or listless. An energetic person won't be lackadaisical but may be very lax about traffic rules.

ATTIRE /OUTFIT/DRESS

dress may refer specifically to a woman's dress, but all three words can be used interchangeably. Sometimes on an invitation to an event people specify whether formal or informal dress is expected. An outfit can refer to clothes designed to be worn together.

→ ACTIVITY 16: THE GUM CHEWING RECEPTIONIST

Mpho has just started working as a receptionist for an insurance company. This is her first week at the reception desk. She is very nervous and wants to do the right thing. She notices that her colleague in the reception area who has been employed for a long time chews gum most of the time. Mpho wonders whether this is allowed. She also notices that her colleague often eats and drinks at the reception area

which often looks very untidy and even dirty in places. Another observation is that her fellow worker often makes private phone calls when they are not too busy. Mpho wants to ask someone whether her colleague's behaviour is acceptable. However, she is worried that she may get her colleague into trouble and create an unpleasant working relationship with her.

ANSWER THESE QUESTIONS

1. What advice would you give Mpho?

.....

.....

.....

2. What have you observed when shopping or visiting banks and offices of businesses in your area that you think reflects professional and unacceptable behaviour. Record your observations in the table.

MY OBSERVATIONS	
PROFESSIONAL BEHAVIOUR	UNACCEPTABLE BEHAVIOUR

➔ ACTIVITY 17: FINDING THE RIGHT WORDS

All interaction in an office environment should take place in a spirit of respect and common courtesy. An important skill is learning to use the right words to give expression to what we want to say politely and in a non threatening way. Even if you are angry or feeling down you have to respond to others in a positive and constructive way.

Here is an opportunity for you to practise using the right words to respond to a number of situations. Next to each situation there is a menu of responses. Choose the one that you think is most suitable and professional. Then tick the correct option.

INTERACTION 1

It is Monday morning. The manager of Review Printers is having a conversation with his secretary. The manager tells the secretary to arrange the board meeting. He gives instructions and the secretary captures the information in her diary. She begins to ask questions to confirm that she has understood her boss correctly.

The boss replies:

.....

Select from these options

- Why these questions? You've been here long enough to know what preparations to make for the board meeting
- What's wrong with you? Can't you hear well?
- I see you're making quite sure you know what to do.

INTERACTION 2

You are a senior member of staff in the human resource department of a company and you are responsible for overseeing the work of the receptionist. You have noticed that the new receptionist is not very friendly or helpful to clients. How do you confront her?

What the senior member says to the receptionist:

.....

Select from these options

- You're very rude to customers and if you don't change you can forget this job.
- I've noticed that you're quite abrupt when you deal with customers and that you find it difficult to help them. Do you need any help?
- I think you have a problem engaging with customers. I thought you said that you had experience as a receptionist.

INTERACTION 3

Your colleague Tony always uses your pens and scissors and other stationery without your permission. You need your scissors urgently, so you walk over to Tony's desk. You are very annoyed and want to take the scissors from his desk and shout at him.

But instead you say to Tony:

.....

Select from these options

- You're so irritating!
- Why don't you get your own things, you thief.
- You must get your own stationery or I'll report you to the supervisor.
- Please ask me if you need to borrow something because I really find it difficult to cope.
- Please ask your supervisor to give you the stationery you need to do your job.

INTERACTION 4

A client, Mr Moketsi who is the manager of a small construction company, is very upset because of the late delivery of the equipment he ordered. As the dispatch supervisor you have to phone Mr. Moketsi.

When Mr Moketsi answers you notice that he is very irritated. You say:

.....

Select from these options

- I apologise for the delay Mr Moketsi because I realize how frustrating this has been for you.
- We've been having a problem with our supplier but we've sorted it out now.
- You can't blame us because we're dependent on the deliveries from our supplier who keeps letting us down.
- Aren't you pleased the waiting is over now?
- You don't need to be so upset because at least you got your equipment.

INTERACTION 5

During a meeting one member of staff, Thobile, keeps talking all the time so that no one else gets a chance to give their input. As the chairperson of the meeting you can see how annoyed everyone is.

The chairperson turns to Thobile and says:

.....

.....

.....

[Use your own words. Remember, you have to say what is happening but at the same time you don't want to embarrass Thobile.]

Role plays

You can role play these situations in pairs. During the role plays your classmates or colleagues can assess whether your response is professional. They will check:

- Your correct use of language, both verbal and body
- How easily they can hear what you are saying
- How well you reflect the reality of the situation.

 **ACTIVITY 18: ETHICS IN THE WORKPLACE**

On Carte Blanche recently the large scale pirate copying of music CD's and tapes came under the spotlight. The police were able to confiscate large containers of illegal CD's, videos and DVD's. This behaviour is unethical and people who perpetrate this fraud are prosecuted. Daily we read in the newspapers and see on the television news bulletins examples of dishonest behaviour in all areas of

society. But we also read about attempts to discourage corrupt behaviour. In 2003 an organization called EthicSA was started. This is an independent and not-for-profit organisation whose mission it is: "to promote and advance ethical practices in South Africa – in the professions, business, and public policy, and among individuals. To this end, we serve as a resource, facilitate ethics initiatives, and work in partnerships with private and public institutions, as well as individuals.

All businesses are advised to have a code of ethics and encourage a values-driven culture in the organization.

These examples show various behaviours and practices in an office environment that are fairly typical. Decide whether they show ethical or unethical behaviour.

SCENARIO 1

According to the no smoking rule, staff are only allowed to smoke outside in the garden at the back of the building. The supervisor has noticed a strong smell of smoke in the ladies toilet.

SCENARIO 2

Peter makes an internal call to the financial clerk. She puts you on hold for a moment while she continues with a conversation with another person. He overhears their conversation and realizes that it is highly confidential. It seems someone in the company has been accused of stealing a large sum of money. Peter realizes that he has to keep this information to himself.

SCENARIO 3

People in the office think that Stanley is a very diligent worker because he often stays at the office after hours when everyone has gone home. But during this time he uses the office equipment for his private use. He searches for information on the Internet and makes many photocopies of articles he is interested in.

SCENARIO 4

At staff training session, pens and paper are handed out for each person. Sometimes a few pens are left. Vuyo usually collects these spare pens and takes them home for his children.

SCENARIO 5

Terry often takes sick leave when he has to see to private matters. He just gets his doctor to write him a sick note to cover him.

GROUP ACTIVITY

Discuss these scenarios in your group. These questions can guide your discussion.

1. How would you describe ethical behaviour?
2. What are the consequences of unethical behaviour in the workplace?
3. Is it important to create a business culture where people are encouraged to be honest and fair in small things? Why?

→ ACTIVITY 19: THE SECRETARY'S DILEMMA

Mrs Dladla is the manager of Bluegum Enterprises, a medium size business that imports and exports goods. She calls her secretary, John, into her office and asks him to hire a car for her for two days as she has to go to Johannesburg. When John looks at the manager's diary he sees that she has an appointment with a doctor in Pretoria but that there are no business meetings. He also notices that she has arranged to visit her family in Johannesburg. When John asks Mrs Dladla if he must put the car hire on the company account, she says, 'Of course. I'm away on business and if there are any calls just tell them I'll be back on Wednesday. John is unhappy with this situation because he feels that he cannot confront the manager with his uneasiness about charging the car hire to the company if she is going to attend to private matters.

What advice would you give John?

.....

.....

.....

WORD BUILDING

DILEMMA

A situation in which a choice has to be made between two equally undesirable alternatives.

Here are words that have a similar meaning: **predicament, tight spot, problem**

FEEDBACK SECTION – PROFESSIONAL BEHAVIOUR AT WORK

The purpose of this section is to help you check your own answers so that you can see whether you are on the right track. The points listed and additional guidance provided help to deepen your own understanding of the main points in the learning unit. If you have further queries you can discuss these with your tutor or teacher.

MY PROFESSIONAL BEHAVIOUR

→ ACTIVITY 1: WHAT IS COMMUNICATION?

Many people have written about the communication process. One such person was Harold Lasswell. He stated that the easiest way to describe the act of communication is to answer the following questions:

Who?
Says what?
In which channel?
To whom?
With what effect?

He showed the communication process as having various components:

A sender	The manager	Who?
Sends a message	'Please cancel the meeting'	Says what?
Through a channel	Intercom	In which channel?
To a receiver	The secretary	To whom?
Who gives feedback	'Certainly. I'll do it immediately'	With what effect?

The communication is a circular and dynamic process where senders and receivers exchange ideas using a number of different channels or methods of communication.

→ ACTIVITY 2: WHAT ARE WE SAYING WITH OUR BODY LANGUAGE?

The universal gesture – No. 2 – Smile.

SCENARIO 1: 'I LIKE MY NEW CAMERA'

No, he is not. Ben's reaction shows clearly that he is not interested in Mandike's story hence he continues watching his favourite soapie. If he were interested he would turn away from the television to admire his mother's camera. He could also make a comment about her camera and ask her to show him how it works.

Mandike feels disappointed. She stops talking and walks away, shaking her head.

SCENARIO 2: 'THE ANGRY FOREMAN'

Vuyani was angry because the secretary initially ignored him and continued speaking on the phone.

She could have immediately acknowledged his presence and, if it wasn't a business discussion, asked how she could help.

→ ACTIVITY 3: THE USES OF NON VERBAL COMMUNICATION
1. Words with a similar meaning

- Automatic – involuntary
- Embracing – hugging
- Irrate – very angry
- Building – construction site.

2. voluntary – willing
3. verbal – non verbal.
4. True or false

- When a person is tired s/he shakes his/her head (True)
- We can only concentrate when we don't blink. (False)
- Blind people use sign language. (False)
- People who use public taxis in South Africa show the drivers where they want to go by using special hand gestures.(True)

→ ACTIVITY 4: WHAT HAPPENS WHEN WE COMMUNICATE?

1. Yes, because Ms Sibande eventually got a clear and complete instruction on what she had to do. Could it be improved? Yes.
2. The CEO's verbal message: Please send an invitation to the managers today for the annual meeting at the end of the month and ask them to confirm their attendance.
3. The instruction was complete because the CEO was looking at the papers on her desk.
4. No, because she was looking for the agenda to hand to Iris.
5. Iris gets up, communicating that she thought the CEO was finished. The CEO didn't notice her uncomfortable shifting because she was looking for the agenda.
6. She didn't want to seem incompetent.
7. She failed to notice Iris' indecision and discomfort.
8. The example helps to illustrate that the model only shows one step in the complex ongoing communication process.

→ ACTIVITY 5: THINGS ARE NOT ALWAYS WHAT THEY SEEM

1. A person with a pet who was ignoring the rules. He may not have noticed that the person is blind or he may be ignorant that blind people have guide dogs.
2. Bias, perhaps arising from previous negative experiences with clients.

→ ACTIVITY 6: SPOT THE COMMUNICATION BARRIERS

SCENARIO	COMMUNICATION BARRIERS
1. The annoyed secretary	The expression on her face and the fact that she keeps her hands on the keyboard.
2. The disgruntled employee	Ms Gumede's remembers her past experiences with him and fails to be present. Her lack of attention is expressed by her starting to write some notes. The message – you are not important.
3. The upset manager	The assumption that because the message was sent, it was received and ignored.

→ ACTIVITY 7: CULTURAL DIFFERENCES AND COMMUNICATION

Here are some suggestions for how you might overcome barriers to effective communication.

- Wherever possible try to use face to face communication. This enables you to check for physical clues whether people have understood what was discussed.
- Be sensitive to other people's backgrounds and accept that they have the right to express themselves in the way they think is best.
- Use language that is simple and straightforward.
- Check that people have understood correctly what you have said and repeat your message if necessary.
- Be open to suggestions and be prepared to view things from other perspectives. There are many ways of approaching a task or solving a problem.
- Be prepared to learn from others.
- Get rid of your defensive and aggressive approaches because this creates tension and makes people feel ill at ease.
- Be a good listener.

→ ACTIVITY 8: ARE YOU A GOOD LISTENER?

1. The importance of listening and being prepared to hear what he has to say.
2. Your reasons may include points such as your intentions to listen, whether or not people find it easy to talk to you, what kind of questions you ask and how prepared you are to listen to their replies.
3. Lack of attention, noise that makes it difficult to hear, interrupting the other person, concentrating on what you want to say next and so on.
4. Did you check the word in the dictionary? Empathetic listening happens when the receiver places him or herself in the shoes of the speaker and tries to understand what the speaker is saying and not saying. We also say that this kind of listening is active listening.

→ ACTIVITY 9: HOW WELL CAN YOU COMMUNICATE INFORMATION?

Possible responses:

1. I can see that you really need to speak to him. I'm afraid that he is likely to be in a meeting for the rest of the day. Could I try and get a message to him for you?
2. I would really like to help you once I have completed this report for my manager.
3. Summarise the points covered and focus on any actions to be done so that the client knows the salesperson has her interests at heart. For example: I'm so glad we were able to sort out what model you want, Mrs. Gumede. You've made a good choice because that stove is one of the best on the market at the moment. It has all the features you need and is also very durable. We'll organize the transport within the next few days. One of the staff in the delivery department will phone you on your cell phone by Wednesday to let you know when the delivery is scheduled. I've enjoyed chatting to you. Good bye.

→ ACTIVITY 10: USING THE RIGHT MEDIUM TO GET THE MESSAGE ACROSS

PEOPLE NEEDING TO BE INFORMED	FORM OF COMMUNICATION I WILL USE AND WHY
1. The staff at the Tubatse Campus where they do not have email access	Use fax, because it is fast and you retain the original document and proof of transmission.
2. The staff who are working in the same building as you are at the Main Campus.	Memo, circular or notice board, because these are good communication methods for internal members
3. The learners at the Main Campus	Written memo for learners to take home to their parents
4. The parents of students who come to the Main Campus	Written memo for learners to take home to their parents
5. The cleaner who is sick and does not have a telephone	Ask a staff member who lives close by to call past his house and give him the message face to face
6. Feedback to your CEO to communicate what you have done	E-mail, because it is quick and it is possible to keep a record for future reference

➔ ACTIVITY 11: MAKING USE OF THE TELEPHONE

The secretary handled the interaction well in many respects – Greet the caller correctly, use the person's name accurately, obtain the correct information, handle a difficult caller, keep to the point and manage the time well, come across polite and pleasant, 'sell' the company by presenting a professional image.

What she did not do so well was to listen and respond empathetically. Mr Ndou was obviously very upset. Instead of saying 'I hear you' she could have said something like – you are obviously feeling very frustrated at the delay. Who am I speaking to so I can inform Mr Simpson about your need to speak to him?

➔ ACTIVITY 15: DOES THE WAY WE DRESS REALLY MATTER?

1. It is possible that casual outfits encourage people to forget their role and its responsibilities to their customers and to behave more as themselves and less as employees.
2. My opinion is that I would prefer the smartly dressed person as I would assume that he or she is focused on providing me with a good service. It is only a first impression and it could be wrong, but in the context of a bank it would be my preference.

➔ ACTIVITY 16: THE GUM CHEWING RECEPTIONIST

1. Chewing gum during a telephone conversation is not allowed. The company's image is very important and reception is any area where people form first impressions of the company. Eating and drinking and untidiness detract from the image the company wants to convey and is therefore unacceptable. As a first step Mpho could discuss these issues with her colleague in terms of the best ways to project the correct image.

➔ ACTIVITY 17: FINDING THE RIGHT WORDS

INTERACTION 1

I see you are making quite sure you know what to do.

INTERACTION 2

I've noticed that you're quite abrupt when you deal with customers and that you find it difficult to help them. Do you need any help?

INTERACTION 3

Please ask me if you need to borrow something because I really find it difficult to cope.

INTERACTION 4

I apologise for the delay Mr Moketsi because I realize how frustrating this has been for you. We've been having a problem with our supplier but we've sorted it out now.

INTERACTION 5

Was your response something like this?

Thobile, you've made some good points. Let's hear what others think about them.

➔ **ACTIVITY 18: ETHICS IN THE WORKPLACE**

SCENARIO 1

The person responsible for smoking broke the company rules. A smoker may consider the restriction on smoking unfair and not see breaking the rule as unethical. .

SCENARIO 2

If the person has stolen a lot of money he or she has behaved unethically. By deciding to keep the information to himself, Peter is behaving ethically.

SCENARIO 3

Stanley is behaving unethically in using office equipment for his private use.

SCENARIO 4

Vuyo is behaving unethically although this may be accepted practice in his company. Many companies are strict about this because they feel that carelessness about small items can encourage carelessness about more serious issues.

SCENARIO 5

Terry and the doctor both behaved unethically.

➔ **ACTIVITY 19: THE SECRETARY'S DILEMMA**

Because it involves his manager perhaps he should speak confidentially to a senior person in the HR department to get advice.

A large company has drawn up a process to follow for this type of situation.

1. Understand what the problem is (What happened? Why is it a problem?)
2. What effect could it have on others?
3. Get advice (Are their company policies and procedures?)
4. Find solutions (Obviously John is anxious about being victimised if he complains.)
5. Make a decision you will be proud to tell your family and friends in a few years time.
6. Reflect on your experience – What have you learned?



THEME 2

MANAGE THE USE OF TIME



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THEME 2: MANAGE THE USE OF TIME

There are only 24 hours in each day and no matter how much we want to extend time it is not possible because time is not flexible. All we can do is to manage ourselves to use the available time as best we can to do the tasks we have to do, to spend time with our family and friends and to include activities we like to do.

As a student you will have experienced the frustration and related stress of running out of time to complete an assignment or project or to prepare for the examination. Each time it happens you think: the next time I'll start planning well ahead of time and I'll study every day. But your best intentions often evaporate like drops of rain on dry ground when the sun begins to shine after a storm. Well, now is the time to learn how to manage your own time so that you are able to achieve your goals at college and in your private life. This lays a good foundation for the time when you enter the world of work because people who succeed in the business world are people who have clear goals, who plan well and who use their time efficiently.

In the activities that follow you can find out how to improve your use of time in your own life at college, at home and with friends and you will explore some techniques that are used in a business environment to identify task related goals, prioritise tasks, plan for meetings and events, and use a diary to organize daily tasks. These activities help to increase your understanding about managing the use of time within a business environment.

LEARNING TARGET

This set of learning goals or outcomes shows what you are expected to know and do when you have completed your study of this theme.

Read the list before you start the activities as it will give you a good idea of what to aim for. The activities help you to practise some of the skills you need. Come back to the list when you have completed the work in class and the activities in the guide. You can check what progress you have made and tick one of two boxes, I can do this; I need more practice.

Awareness of what you can do and how well you can do it is a sign of a self directed learner who is becoming a competent person.

MY LEARNING JOURNEY

WHAT I AM EXPECTED TO KNOW AND DO	I AM CONFIDENT	I STILL NEED MORE PRACTICE
1. I can draw up a task list and use it to manage my use of time at college and in a workplace.		
2. I know how to prioritise tasks to complete work tasks on time.		
3. I can give examples of how time is wasted in the workplace and suggest how to prevent it.		
4. I am able to monitor my task schedule and make the necessary changes when this is needed.		
5. I can explain why it is important to keep an up to date diary in the workplace.		
6. I am able to record and update diary information.		
7. I know how to communicate information from the diary to relevant people in the workplace.		
8. I can explain why it is important to manage the use of time in the workplace and how this can be done.		
Add anything else you think you have learned that is not included in the list.		

WHAT ARE YOUR GOALS AND HOW DO YOU USE YOUR TIME?

In this section you can explore what you want to achieve, what your current use of time looks like and how you want to improve your use of time.



There is a saying 'If you don't know where you're going you'll end up somewhere else.' So where are you going? What are your goals for this year? For next year? For the next 5 years?

WORD BUILDING

PRIORITISE

arrange in order, from the most important to the least important.

→ ACTIVITY 20: WHAT ARE YOUR GOALS?

The following report is based on a tribute to Wangari Mathai, awarded the Nobel Peace Prize in 2004 for her tireless efforts to protect the forests and environment in East Africa and especially in Kenya, her home country. The tribute was written by Carole Kariuki in November, 2004.

The report that you are about to read illustrates the impact a person with clear goals can have. Wangari has pursued her goal of protecting the environment over many years. Read it and answer the questions that follow.

Believing in your goals

Professor Wangari Mathai is a household name in Kenya for the battles she has fought to protect the environment, and especially the forests. One of her first battles was to obtain a top qualification in Kenya at a time when only boys were expected to gain high qualifications. She started the Green Belt Movement, and has worked with rural women to plant approximately 10 million trees. She also continually challenges both the government and international developers because of damage they do to the environment. During the course of her struggle she has spent many days in prison, has been beaten unconscious, and went on hunger strike to advocate the release of political prisoners.

Prof. Mathai opposes development on land set aside for forests, and she wishes to protect animals like elephants. Her constant fight is for sustainable development to ensure the well-being of people today and also in the future. She believes that rural people, who are already society's poorest citizens, suffer most when farming or urban development damage the environment.

In recognition of her commitment to these causes over many years, she was awarded the Nobel Peace Prize in 2004. She stated that she would use much of her prize money for environmental activities.

Questions

1. What do you find most interesting about what you read? Write down your thoughts in the spaces provided.

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2. What are some of the obstacles Wangari Matthai has overcome in her work for the environment?

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3. What goals do you want to achieve?

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4. How do you plan to achieve them?

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5. Who and what can help you in your quest to achieve your goals?

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WORD BUILDING

SUSTAINABLE

something that can be continued. People often talk about sustainable development when they want local communities to take responsibility for development projects so that they will continue when the developers leave.

→ ACTIVITY 21: CARRY OUT YOUR OWN TIME SURVEY

Each person has her or his own approach to managing the use of time. But before you explore this, find out how you are currently using your time. The following survey shows how much time you spend on various activities per day and in a week. By calculating how you spend your time you will get a good idea of how much time you have left for study and any other activities you think are important to you. If you find out that you have too little time left to study, you will have to make a decision to cut back on some of your present activities.

To compile your survey follow these instructions:

1. Estimate the number of hours you spend on each item and write this in the day column.
2. Multiply each one by 7 and write the number of hours in the week column.
3. Add all the hours in the daily and the weekly columns.
4. Subtract the total hours per day from 24 and see how many hours you have left.
5. Subtract the total hours per week from 168 and see how many hours you have left.

MY TIME SURVEY		
AN ESTIMATE OF HOW I SPEND MY TIME	PER DAY(24 HRS)	PER WEEK (168 HOURS)
1. Sleep per night		
2. Grooming (washing, dressing, etc)		
3. Meals and snacks		
4. Travel time during weekdays		
5. Travel time during weekends		
6. Regularly scheduled activities, e.g. sport, clubs, church, etc)		
7. Activities such as chores, errands, helping in the home, etc.		
8. Part-time work		
9. Class time		
10. Social activities, e.g. being with friends, parties, going to movies, watching TV, etc.		
TOTALS		

How much time do you have left per day? and per week?

How much of this time will you use for study purposes?

Do you think this is enough time? If not, what will you do to find more time?

WORD BUILDING

Survey as used here means to investigate, to find out. Quantity surveyors calculate how much of various materials are required for a building and what they will cost. What do land surveyors do? They investigate and measure boundaries of properties.

Are **chores** and **errands** the same thing? Which is a routine task and which is a short journey, often to deliver or fetch something? Errands are frequently journeys, for example, to fetch items from a shop. If you have to do errands regularly, they could also become chores or routine tasks.

→ ACTIVITY 22: WHAT WORKS FOR YOU?

Each person has her or his own approach to managing the use of time. Some people like to schedule portions of time for various tasks and they are comfortable with detailed to do lists which they can tick off as they progress. Others feel uncomfortable with what they see as a fragmented approach. They like to see the big picture and prefer to prioritize and set deadlines. It may be that you take useful elements from both methods. What is most important is that you find what works best for you.

Here is your chance to create a monthly study schedule that helps you manage the time you have allocated for your studies. From the two options provided choose the one that suits you best.

OPTION 1

Create an interesting poster which you can put on the wall in your room with the following information:

- Your goal for the year in one sentence
- Details of how you intend to achieve this goal. Show activities and deadlines.

OPTION 2

Compile a monthly study plan which shows the goals you have set for yourself, the activities you will do to achieve the goals, and the estimated and actual times needed for the activities. Your plan could look something like this.

MY STUDY PLAN FOR <input type="text"/>				
WEEKS	GOALS	ACTIVITIES	ESTIMATED TIME	ACTUAL TIME
Feb	1. Achieve full competence for Office Administration Assessment Task 1 – Plan a simulated event and manage time and diary to achieve results.			
Week 1	2. The project plan shows clearly the activities that need to be done.	1. Draw up plan of activities with dates for the project. 2. Review Office Administration chapters 1 – 3 3. Prioritize tasks.	45 min 30 min	
Week 2	3. The items for the portfolio are prepared as per requirements.	4. Prepare items for the portfolio. 5. Check the portfolio items to ensure that they meet the requirements.	15 min 60 min 15 min	
Week 3	4. The items for the portfolio are prepared as per requirements.	6. Prepare items for the portfolio. 7. Check the portfolio items to ensure that they meet the requirements.	90 min 15 min	
Week 4	5. The portfolio is ready for submission. 6. Fully prepared for the meeting scenario.	8. Finalize items for the portfolio. 9. Prepare for the simulated meeting scenario.	45 min 45 min	

An example has been included to show you what kind of information you can include. The example shows the goals and activities related to an assessment task.

Find out what assessment tasks you are expected to do in the first term and prepare a similar study schedule for each assessment task to ensure that you are able to complete all the activities required within the specified time frame.

WORD BUILDING

If you study in a **fragmented** way, will you have:

- A good overall view of a subject? or
- A disjointed view in which you struggle to fit the pieces together?

(Tick the one you think accurately describes the word.)

➔ ACTIVITY 23: WHAT MUST I DO FIRST?

When you have to do a number of activities within a specific space of time you are faced with the challenge of making a decision about what to do first. This is also referred to as prioritising your activities. But on what do you base the decision to do certain activities before others?

In your daily life you are constantly faced with the necessity to make decisions about which activities are more important at any given time. Here is an opportunity for you to practise making decisions about the level of importance of activities.

Write down everything you want to do tomorrow. This includes attending classes at college, study activities, errands, chores, phone calls, social activities, part-time work, sport, and any other activity you can think of.



The Activities I want to do tomorrow

Now organize these activities in order of their importance.
Write them in the right blocks in the table below.

LEVEL OF IMPORTANCE	MY ACTIVITIES
<p>A: HIGH PRIORITY.. Getting these things done tomorrow is most important.</p>	
<p>B: MEDIUM PRIORITY. You would like to finish these items but they can wait if you run out of time.</p>	
<p>C: LOWEST PRIORITY. Getting these things done tomorrow is not very important.</p>	

What have you discovered?

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Some thoughts about time and using it well

Time management is not about self-sacrifice, self-denial, and doing more of what you dislike. It's about embracing more of what you already love. (Steve Pavlina)

Time is life. It is irreversible and irreplaceable. To waste your time is to waste your life, but to master your time is to master your life and make the most of it."(Alan Lakein)

Write one of your ideas about managing the use of time:

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WORD BUILDING

Irreversible and **irreplaceable** are similar in meaning. One means that when a thing broken or damaged it cannot be replaced such as a priceless painting that is burnt. When we say that we cannot grow any younger what are we saying about time? You can't turn back the clock – time is irreversible.

HOW DO YOU MANAGE THE USE OF TIME IN A WORK ENVIRONMENT?

The skills you learn about managing time as a student are invaluable when you enter the world of work. The challenge is to improve your ability to manage the use of time in order to achieve the results expected of you. In this section you can practise various time management techniques, such as developing a to do list to plan for a meeting, prioritising tasks according to their level of importance, preparing accurate information to avoid wasting time and resources and using a diary to manage activities.

Planning tasks in a business environment


The carpenter's rule, 'Measure twice, cut once', can be applied when having to plan for an event such as a meeting. It is good to get into the habit of drawing up useful to do lists for various tasks. You can keep the lists and improve on them in the light of reality.

→ ACTIVITY 24: PREPARE FOR A MEETING

Read the following scenario:

John, the secretary of Sunrise Financial Service, has to plan for a monthly management meeting to be held on Friday, 21 October 2005 in the company Boardroom at 12:00.

Use the table below, and help John record tasks that he would need to do when planning for a meeting. The first two have been done for you.

	PLANNING A MEETING – LIST OF TASKS
1.	Make a list of names and contact details.
2.	Send out notice and agenda of a meeting
3.	
4.	
5.	
6.	

Discuss your list with a fellow student and make any changes you think are necessary.

PRIORITISE TASKS

Each day a number of tasks demand your attention. As you know an important skill in managing the use of time is to prioritise tasks. Determining your priorities can be defined as putting first things first. But how do you know what comes first? Prioritising tasks is not always easy and demands careful consideration of their level of importance at any given moment.

→ ACTIVITY 25: HOW DO YOU KNOW WHICH TASKS ARE MORE IMPORTANT THAN OTHERS?

Here are two scenarios that encourage you to practise the skill of making decisions about the level of importance of tasks. The first scenario shows a weekly to do list of a college student and in the second scenario you are introduced to the schedule of a secretary.

SCENARIO 1

John is a student at Vuka FET College. The following activities are on his weekly to do list.

List of activities

1. Attend the Human Resources lecture
2. Go to soccer practice
3. Prepare for a test for Friday
4. Visit a friend
5. Submit an assignment on Thursday
6. Go to the movies on Saturday afternoon
7. Organize a venue for my birthday party in a week's time
8. Watch the soccer Match on Thursday night

Help John arrange his activities according to their level of importance.

The following descriptions will help you make the decisions:

A: URGENT AND IMPORTANT	B: IMPORTANT BUT NOT URGENT	C: LESS IMPORTANT
<p>Issues or activities that demand your immediate attention. They are often unforeseen. The car in which the manager is travelling has broken down and he cannot attend a meeting. The secretary is asked to inform the convenor of the meeting that the manager cannot participate. Dead-line driven projects also fall into this category.</p>	<p>Scheduled activities that demand your attention. For example preparations for a meeting, and planning a long term project.</p>	<p>Activities that are not scheduled but that form an important part of your job and can affect the performance of more important tasks if neglected. For example a secretary needs to do regular filing to ensure that documents can easily be retrieved.</p>

Write the tasks in the right blocks.

A: URGENT AND IMPORTANT	B: IMPORTANT BUT NOT URGENT	C: LESS IMPORTANT

But life does not always go according to plan. Unforeseen events happen that throw out our schedules. Such unplanned activities may demand our immediate attention.

On Tuesday afternoon John received a phone call from his sister that his mother was involved in an accident and is in the hospital. What changes will John have to make to his schedule?

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SCENARIO 2

It is Monday morning and Huli, the secretary to the CEO of a small engineering company, writes up the following tasks for the week in her diary:

1. Type a report to be submitted on Tuesday
2. Prepare the venue of the office party to be held on Wednesday afternoon
3. Draw up an invitation to the office party
4. Send invitations to the staff inviting them to the office party
5. Update the CEO's diary
6. Prepare and send email's to the administrative staff asking them when it would be convenient to set up a meeting to discuss how the administrative services can be improved to internal clients
7. Attend the weekly keyboard skills programme on Wednesday
8. Prepare folders for a workshop to be held next week.

Help Huli arrange her tasks according to their level of importance. Use the table provided below to organize the activities.


A: URGENT AND IMPORTANT	B: IMPORTANT BUT NOT URGENT	C: LESS IMPORTANT

TIME WASTING

You planned and listed tasks according to their level of importance in the previous activities. But planning does not always result in improved performance. We frequently become distracted and get involved in all kinds of time wasting activities such as putting things off or procrastinating, day dreaming, and becoming involved in trivial discussions with our fellow workers. There are several other things that contribute to time wasting, for example, providing people with incomplete information leads to unnecessary frustrations and waste of resources.

→ ACTIVITY 26: COMMUNICATE ACCURATE INFORMATION

On the 29th September 2005 your company will be holding a Gala Dinner. You have to invite branch managers and their spouses, as indicated in your diary. This is an example of a formal invitation you sent to these managers:

 SUNRISE FINANCIAL SERVICES	
THE MANAGER OF SUNRISE FINANCIAL SERVICES INVITES	
Mr and Mrs Boo	
at a Gala Diner to celebrate the company's 10 years anniversary to be held at Venda Tusk Hotel at 10:00 for 10:15	
Guest speaker:	Dr NC Baloyi Financial Adviser- Baloyi Consultancy
RSVP before 12 September 2005	

Mr Booi and other managers phoned immediately after they received the invitations asking about the date of the function, the dress code and also what topic the speaker will deal with. You wasted a lot of time making phone calls to correct and apologize for omitting this important information. You also had to rewrite and resend the invitations.

Rewrite the invitation in the block that follows and include all the necessary information.

Revised invitation



SUNRISE FINANCIAL SERVICES

THE MANAGER OF SUNRISE FINANCIAL SERVICES INVITES

WORD BUILDING

If you are always putting things off and never getting on with your work you could be said to **procrastinate**.

MANAGE YOUR DIARY

A diary can play an important role in helping you to manage the tasks you have to do within the time you have available.



ACTIVITY 27: INVESTIGATE THE TYPES OF DIARIES AVAILABLE

Visit your nearest bookstore, and find out about different kinds of diaries available on the shelf. Look at the type of information provided in type of diary and record what you discovered. Then share your findings with the rest of the class.

Report what you discovered

→ **ACTIVITY 28: WRITE SUITABLE DETAILS IN THE DIARY**

In a business setting you will find that it is common practice for the personal assistant to maintain her/his own diary to keep track of her/his own activities and also to keep an eye on the manager's activities. One of the key responsibilities of a personal assistant is to maintain the manager's diary.

In most companies a yearly schedule of meetings and events is circulated to all staff to enable them to plan their own activities so that they do not clash with regular company activities.

From the list below, decide which items are entered into the personal assistant's diary and which activities are recorded in the manager's diary. You can write the items in the appropriate 'diary pages' below.

1. Dates of the director's board meetings
2. Appointment with Mr Johnson, the sales manager
3. Attend a meeting to discuss a new project
4. Fetch the manager's children from school
5. The organization's year-end function
6. The booking of the hall
7. The manager's trip to London to attend a conference
8. Computer training for staff
9. Invitation to deliver a speech at a seminar
10. Printing of the company report
11. Review meetings with staff members
12. Attend an administrative staff meeting



The personal assistant's diary

<input type="radio"/>
<input type="radio"/>



The manager's diary

<input type="radio"/>
<input type="radio"/>

→ ACTIVITY 29: KEEP AN UPDATED DIARY

The diaries of the manager and personal assistant should be compared daily to ensure that the entries and appointments correspond 100%.

Tshidi is the personal assistant to the chief executive officer of Anglo Platinum Mine and keeps daily activities as scheduled in her diary and also needs to communicate those activities to the CEO every morning.

Compare the diary entries below and synchronize (make the entries in the diaries match) them to reflect the correct information. The entries in the personal assistant's diary are correct.

STEP ONE - Make the necessary changes in the manager's diary to bring it up to date.

STEP TWO - Check the manager's diary for any additional entries he may have made and add them in the personal assistant's diary.

 The Chief Executive Officer's (CEO) diary entries	
SEPTEMBER 2005	
08 Thursday	
<input type="radio"/>	08:00 Attend AIDS workshop
	15:00 Meet with Mr Jones from WHP Financial Services
15 Thursday	
	15:00 Flight to Cape Town
16 Friday	
	10:00 Meeting with Mr Bayou at the Pretoria offices of Mankour Investments
20 Tuesday	
<input type="radio"/>	13:00 Lunch with Mrs Odumbe at the Platinum Restaurant
30 Friday	
	15:00 son's soccer match



The personal assistant's (PA) diary entries

SEPTEMBER 2005

08 Thursday

09:00 Confirmed start of the AIDS workshop

09 Friday

11:00 Attend graduation ceremony in the Training Centre

15 Thursday

16:00 Confirmed flight time to Cape Town

20:00 Attend Mining Summit Dinner at the Convention Centre in Cape Town.

16 Friday

15:00 Talk at the Mining Summit: New Developments in Platinum Mining

17 Saturday

12.15 Flight to Johannesburg

20 Tuesday

09:00 Meeting with managers to discuss new project

23 Friday

11:00 Meeting SASKO managers

30 Friday

09:00 Review meeting with Mining Manager

Discuss with others

What would happen if the personal assistant failed to reconcile the two diaries?

→ ACTIVITY 30: CANCEL AN APPOINTMENT

Cancellation of an appointment really disturbs all daily and schedule routines of everyone involved, and therefore it requires good interpersonal relationship and problem solving skills because it might lead to frustrations and possible conflicts.

Read the dialogue between a receptionist and a client and find out how the receptionist handles the client whose appointment was cancelled. Then answer the questions that follow.

Client: Good morning
Receptionist: Morning Sir and how are you?
Client: I hope I'm not late for my appointment
Receptionist: Your appointment has been cancelled.
Client: What do you mean?
Receptionist: I mean that Mr. Richard won't be able to see you, as he has another commitment.
Client: What other commitments?
Receptionist: Mr. Richards told me that he will only be able to see you tomorrow.
Client: (Impatiently) Why not now? Didn't I make an appointment with you in time or are simply trying to get rid of me?
Receptionist: No, there is nothing personal; he has confirmed an appointment for tomorrow.
Client: When did you know about this?
Receptionist: Two days ago.
Client: (Harshly) I don't believe this!!!! Considering the amount of time and money I've spent coming here.
Receptionist: I'm sorry. I'll refund your money tomorrow when you come for the appointment.
Client: Hey! You receptionists...(he leaves angrily)

1. Do you think the receptionist handled the client well? Explain

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2. What would you do differently?

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COMMUNICATE DIARY INFORMATION

Managing a diary does not only involve recording accurate information. Communicating this information to the right people at the right time in the right way is an essential part of a good information and communication flow in an organization.

ACTIVITY 31: BRIEF THE MANAGER OF AN IMPORTANT EVENT

You are the Personal Assistant (PA) to the Training Manager. Your company is to hold a graduation ceremony on the 9th September 2005. You need to remind the Training Manager of the important things with regard to the preparation for the function.

ROLE PLAY

In pairs, let one play the role of a Training Manager and the other the Personal Assistant who provides the manager with a brief on the things that need to be done.

PREPARATION FOR THE ROLE PLAY**Hints**

- Remind the Training Manager of the special clothing for the occasion to order or buy in time.
- The Training Manager is going to be a guest speaker for the day. Remind her to prepare the speech based on the topic given.

Prepare the brief that you will give the Training Manager to prepare her for the graduation ceremony.

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When you role play take note of the following aspects of good communication:

LEVEL OF INTERACTION

- Is there good eye contact?
- Does the sender give the receiver enough space to ask questions?
- Does the sender respond adequately to the questions posed by the receiver?

LANGUAGE USAGE

- Does the sender use simple and appropriate language?
- Does the receiver's body language show that s/he understands the sender's message?
- Does the sender notice when the receiver does not understand something and does s/he react accordingly?

CONFIDENCE

- Is the sender audible?
- Does the sender control the interaction?

CREATIVITY

- Does the sender introduce new ideas?
- Does the sender say things in a different way?

RELEVANCE

- Are the points made during the interaction relevant to the topic?

STOP AND REFLECT

What have you learned from the role plays?

.....

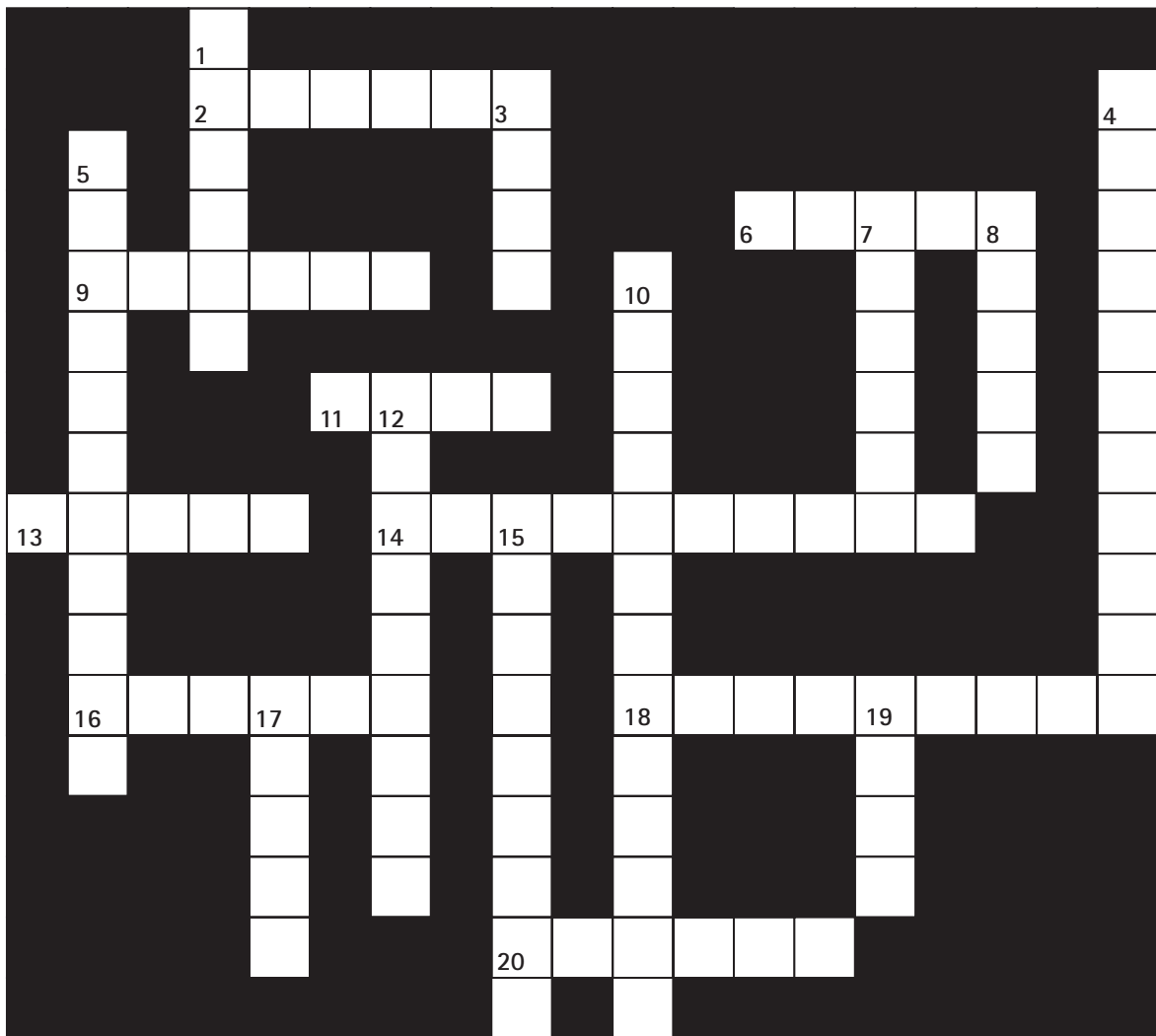
.....

.....

You have come to the end of this section but it is the beginning of a life long journey of learning to manage the use of your time.

On the next page is a fun crossword puzzle about time management. Try to complete it without looking at the answers in the Feedback Section.

TIME MANAGEMENT CROSSWORD PUZZLE

**ACROSS**

2. A statement or record of progress (6)
6. Inefficiency leads to it (5)
9. Make sure that things get done (6)
11. There is only so much of it (4)
13. A useful tool for organising your time (5)
14. Sort things in order of importance (10)
16. What to aim for (6)
18. A valuable means of communication (9)
20. Inform people of meeting by sending one out (6)

DOWN

1. Needed quickly (6)
3. Something to be done (4)
4. Do things at the same time (11)
5. Talk or write to each other (11)
7. The result of being too busy (6)
8. Send written message electronically (5)
10. To put things off (13)
12. When you prioritise you need to identify what is _____ (9)
15. A good way of _____ your time management is to plan (9)
17. They can help you to focus your energy and attention to achieve what you want (5)
19. People who think ahead _____ (4)

Note: Some words have alternative endings, e.g. -ise or -ize. For the crossword use -ise.

FEEDBACK SECTION – MANAGING THE USE OF TIME

The purpose of this section is to help you check your own answers so that you can see whether you are on the right track. The points listed and additional guidance provided helps to deepen your own understanding of the main points in the learning unit. If you have further queries you can discuss these with your tutor or teacher.

→ **ACTIVITY 20: WHAT ARE YOUR GOALS?**

1. You were asked to note your own impressions. Our understanding is that Professor Mathai has had very clear goals that have enabled her to deal with lots of opposition. She struggled for a good education, she continues to work with others to protect the environment and she fights for people's rights.
2. Here were some of the obstacles she faced:
 - She had to fight to get a good education
 - Politicians and international developers weren't interested in protecting the environment and they tried to prevent her from mobilising the rural women and others who supported the drive for a better environment.

→ **ACTIVITY 24: PREPARE FOR A MEETING**

Compare your answers to this list. It is not an exhaustive list of tasks but indicates some of the important activities that you need to consider when preparing for a meeting.

1. Draw up a task list indicating in detail the activities you will perform to prepare for the meeting. Prioritise your tasks.
2. Complete a participants' list with contact details.
3. Draft the invitation to be sent to the staff and directors of the company.
4. Get a fellow worker to check the invitation for accuracy.
5. Reserve a suitable venue for the meeting.
6. Organize refreshments for the meeting.
7. Make a list of the equipment necessary for the meeting, e.g. data projector, flipchart stand, etc and reserve these for the day of the meeting.
8. Prepare minutes of the previous meeting.
9. Draw up an agenda for the meeting.
10. If the meeting is held at a venue that is not familiar to the participants make signs and put them up on good time before the meeting.

→ **ACTIVITY 25: HOW DO YOU KNOW WHICH TASKS ARE MORE IMPORTANT THAN OTHERS?**

SCENARIO 1

John will need to find out the severity of his mother's injuries and then, if necessary, decide which of

the urgent and important tasks can be postponed. Any less important tasks should be postponed. He will have to decide what to do about the assignment he has to submit and also work out how to go forward with his exam preparations.

SCENARIO 2

If you compare your list with that of your classmate or colleague you may discover that you have ordered tasks differently. The ordering of tasks is influenced by what we perceive to be important and this may vary from person to person. In a job situation the level of importance of tasks are dictated by the department's or the team's plan. It sometimes happens that tasks that were identified as being important become urgent because not enough preparation was done in time. It is always difficult to balance the priority of tasks.

→ ACTIVITY 26: COMMUNICATE ACCURATE INFORMATION

If you have only made one error in an invitation you can just send an email or fax communication to the recipients giving them the correction. However, if you have made several errors it is better to revise the original invitation and to resend the corrected one. You will also have to indicate clearly that this is a corrected version and that the recipients should ignore the former version.

In your corrected version of the invitation you will have made the following corrections:

1. Insert the date: An invitation has to be sent well in advance, e.g. at least 4 – 8 weeks before the function. If it is a very important function to which many people are invited then you want to make it possible for most people to be able to come. You also want to know how many people you have to cater for so give them enough time to respond or send you a R.S.V.P. (This literally means Repondez s'il vous plait. This is French for please respond). As you asked people to respond before 12 September the date for the function would have to be about a week or ten days later, e.g. 21 October 2005 which falls on a Friday.
2. Describe the dress code. A gala dinner is a formal occasion and the dress code would probably be indicated as Formal. Other dress codes for functions can be smart casual or casual.
3. Indicate the speaker's topic. The topic for the speaker will probably be about a financial issue. As the dinner marks the 10th anniversary of the company a suitable topic might be: Financial services in the business world – changes and challenges.

→ ACTIVITY 27: INVESTIGATE THE TYPES OF DIARIES AVAILABLE

You have probably found the following types of diaries on the bookshelves:

- Executive diary: This diary has specific information for people in a business setting and includes yearly planners, to do lists and meeting lists.
- Student's diary
- Gardener's diary
- Artist's diary
- Personal diary

Each of these diaries contains information that is of interest to the particular target for which it has been designed. Today many people use an electronic diary. This is a flexible way of recording data as large amounts of text can be inserted and removed easily.

→ ACTIVITY 28: WRITE SUITABLE DETAILS IN THE DIARY

Here are the items that would appear in the manager's diary.

1. Dates of the directors' board meetings
2. Appointment with Mr Johnson, the sales manager
3. Attend a meeting to discuss a new project
4. The organization's year-end function
5. The manager's trip to London to attend a conference
6. Invitation to deliver a speech at a seminar
7. Review meetings with staff members

The dates of the directors' board meetings and the organization's year-end function would have appeared in the organization's annual schedule. The personal assistant would enter these dates into the manager's diary.

The personal assistant would include all the above entries in her/his own diary as well as the items for which s/he is responsible, i.e. the items left out of the manager's diary.

Some practical hints on managing a diary

- A manager's personal assistant should check at least once a day that the diary entries s/he has made in her/his own diary correspond to the entries in the manager's diary.
- Do not make appointments with visitors two days prior to a long business trip or a holiday.
- When appointments are made note down all information accurately so that the manager knows exactly what the appointment is about.
- Allow the manager a tea or lunch break between appointments.

→ ACTIVITY 29: KEEP AN UPDATED DIARY

The amended CEO's diary would look like this:

08 Thursday	
09:00	Attend AIDS workshop (change the time)
15:00	Meet with Mr Jones from WHP Financial Services
09 Friday	
11:00	Attend graduation ceremony at the Training Centre (add item)

15 Thursday	
16:00	Flight to Cape Town (change the time)
20.00	Attend Mining Summit Dinner at the Convention Centre in Cape Town (add item)
16 Friday	
10.00	Meeting with Mr Bayou at the Pretoria offices of Mankour Investments (Cancel this appointment and re-schedule as the CEO is in Cape Town for the Summit)
15.00	Talk at the Mining Summit: New Development in Platinum Mining (Add item)
17 Saturday	
12.15	Flight to Johannesburg (add item)
20 Tuesday	
09.00	Meeting with managers to discuss new project
13.00	Lunch with Mrs Odumbe at the Platinum Restaurant
23 Friday	
11:00	Meeting SASKO managers (add item)
30 Friday	
09.00	Review meeting with Mining Manager (add item)
15:00	son's soccer match

The amended personal assistant's diary would look like this:

08 Thursday	
09:00	Confirmed start of the AIDS workshop
15.00	Meet with Mr Jones from WHP Financial Services (add item)
09 Friday	
11:00	Attend graduation ceremony in the Training Centre
15 Thursday	
16:00	Confirmed flight time to Cape Town
20.00	Attend Mining Summit Dinner at the Convention Centre in Cape Town.
16 Friday	
15:00	Talk at the Mining Summit: New Developments in Platinum Mining
17 Saturday	
12h15	Flight to Johannesburg

20 Tuesday	
09.00	Meeting with managers to discuss new project
13.00	Lunch with Mrs Odumbe at the Platinum Restaurant (add item)
23 Friday	
11:00	Meeting SASKO managers
30 Friday	
09.00	Review meeting with Mining Manager
15.00	Son's soccer match (add item)
NOTE Phone Mr Bayou of Mankour Investments to reschedule the 16 Sept meeting.	

Your discussion on the consequences of the diaries not being reconciled probably covered some or all of the following points; meetings and/or flights could be missed, the image of the company and the CEO could be harmed, customers and the CEO become very upset, and much time could be wasted.

→ **ACTIVITY 30: CANCEL AN APPOINTMENT**

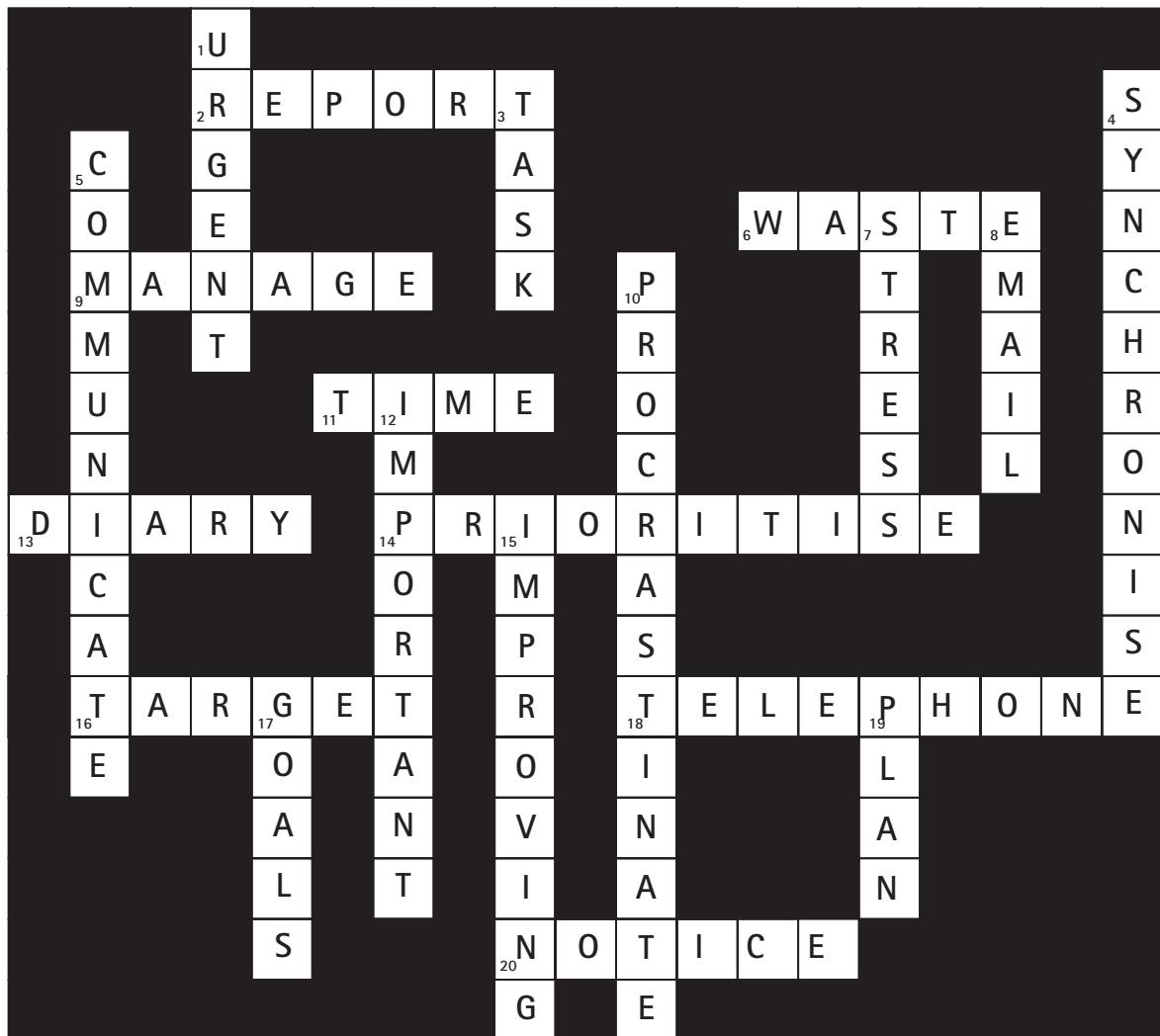
The receptionist did not behave in a professional manner in her handling of the situation. As she knew for some days that the manager would be unable to see the client due to another important commitment she should have contacted the client immediately per telephone. In the event that she was unable to get through and the client appeared for his appointment she should immediately have started off by explaining briefly the reason for the cancellation of the appointment. She should also have apologized for the inconvenience caused and asked whether it would be possible to schedule another meeting at a time that suits the client. She should never have promised a refund for travelling costs as this is not usually company policy.

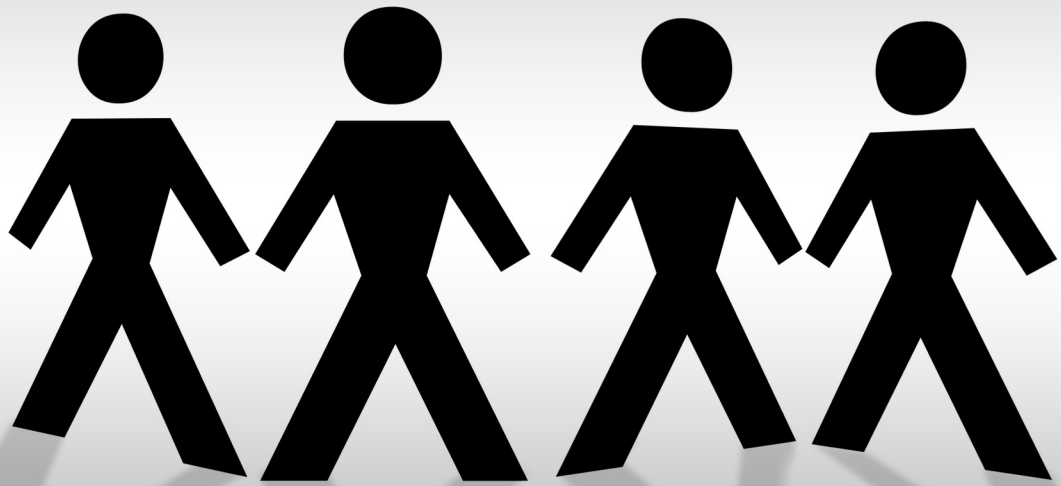
→ **ACTIVITY 31: BRIEF THE MANAGER OF AN IMPORTANT EVENT**

You could have included the following details in your brief to the Training Manager:

- Graduation Programme giving an indication of what takes place when.
- Venue for the graduation and detailed directions.
- Travelling arrangements.
- Number of students who are graduating. Also indicate the names of those who have done exceptionally well and in which areas.
- Names, titles and role descriptions of important dignitaries.
- List of guests attending.
- Names of any other people who will make inputs.
- Topic of address.

TIME MANAGEMENT CROSSWORD PUZZLE - ANSWERS





THEME 3

WORK IN A TEAM



ety communication target target information manage time de
ne deadline professional business safety com
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THEME 3: WORK IN A TEAM

You are almost certainly a member of at least one or several teams and will know what makes some teams more successful than others. Sports teams are good examples of the benefits of working together to achieve a common goal. Each player is expected to make a contribution for the good of the team. When things go well and the team wins people are very happy and congratulate each other and share in the joy of the victory. But when the team loses, people often start blaming each other and friction and even conflict can arise between players.

Successful teams in business have a clear vision of what they want to achieve, interact and communicate well, get things done, and deal with problems immediately before they become crises. The word T E A M summarises an important benefit of teamwork: Together Each Achieves More.

In this topic we look at what makes a good team, how teams are organized, how teams can reach their goals and what you can do to become a good team player.

LEARNING TARGET

This set of learning goals or outcomes shows what you are expected to know and do when you have completed your study of this theme.

Read the list before you start the activities as it will give you a good idea of what to aim for. The activities help you to practise some of the skills you need. Come back to the list when you have completed the work in class and the activities in the guide. You can check what progress you have made and tick one of two boxes, I can do this; I need more practice.

Awareness of what you can do and how well you can do it is a sign of a self directed learner who is becoming a competent person.

MY LEARNING JOURNEY

WHAT I AM EXPECTED TO KNOW AND DO	I AM CONFIDENT	I STILL NEED MORE PRACTICE
1. I can explain the difference between a group and a team and can describe the benefits of working in a team.		
2. I can describe how efficient teams perform.		
3. I can communicate clearly with team members in a way that is suitable for the situation.		
4. I can work to deadlines and explain in good time if I am unable to meet a deadline.		
5. I can recognise problems in working relationships and discuss these with team members to find solutions.		
6. I can suggest ways in which I can support my colleagues and complete my own work at the same time.		
7. I can identify areas where the team can improve and make positive suggestions.		
Add anything else you think you have learned that is not included in the list.		

→ ACTIVITY 32: IS A TEAM THE SAME AS A GROUP?

Is there a difference between a group and a team? Think of the groups and teams you are a member of and write your initial ideas here.

.....

.....

.....

Read the paragraph below. It can help you to make up your mind

When we look at sport teams, we can get a good idea of what makes up a good team. Here we see individuals playing together. Each one takes responsibility for a specific position on the field of play. The coach and the captain lead the team to achieve a specific goal that the individuals alone could not accomplish.

There are clearly overlaps between teams and groups but essentially groups are less focused on achieving a particular goal or outcome. The focus is more on the growth and development of the individuals in the group. In a youth group, for example, opportunities are created to allow members of the group to experience friendship, support, and a feeling of belonging and identity. Obviously when specific tasks have to be done such as planning an outing or a social event, it is possible for individuals to organize themselves into teams.

1. List some other examples of groups and teams.

.....

.....

.....

2. What makes a good team?

Prepare points for a presentation to a group of young people your own age.

.....

.....

.....

3. Look at the initial ideas you had about the difference between teams and groups. Do you still agree with what you said? Do you want to change what you wrote? If so, rewrite it.

.....

.....

.....

WORD BUILDING**Accomplish** succeed in doing or achieve

Initial happening or placed at the beginning. When signing contracts or other legal documents people are sometimes asked to sign their full signature in certain places and just initial the other pages.

→ **ACTIVITY 33: WHAT ARE THE BENEFITS OF WORKING IN A TEAM?**

GROUP ACTIVITY

Your team has to create a poster that shows the benefits of working in a team. Select the method that you think will work for you. Here are some suggestions you may like to consider.

1. Brainstorm what you think the benefits are of working in a team. Put down as many ideas as you can within 5 minutes.
2. Select at least 3 main benefits.
3. Think of the pictures or images that you can use to illustrate your ideas.
4. Write down some catchy sentences. They have to be quite short.
5. Now put your poster together. You can use drawings or pictures that you can cut out of magazines.

When you have completed your poster put it up in the 'gallery' (This is a space on the wall).

GROUP DISCUSSION

These questions can guide your discussion.

- What did you notice when you looked at the different posters on the wall?
- Which benefits did most people show? Were there benefits that surprised you?
- Are there any disadvantages of working in a team? What are they?
- Why is it important to know this?

WORD BUILDING

Catchy: appealing, likeable, popular

Gallery : A place where art pictures or photographs are displayed.

→ **ACTIVITY 34: BEING A TEAM PLAYER**

A 'team player' is someone who can work well as part of a team. It is a person who is interested in getting the job done properly and who is prepared to do her or his part and support others to achieve results. It takes certain skills and personal characteristics to work as a member of a team.

Let's examine a work related situation described in the case study below. First answer the questions by yourself and then discuss them with others in your group. Get into the habit of preparing yourself for group work whenever possible so that you can make a positive contribution.

Bele is a personal assistant (PA) to the Manager of Thulamela Municipality. Her responsibilities are to attend to the manager's diary, make appointments, type and file documents, receive and make phone calls, and make tea. An important aspect of her job is to interact well with other administrative staff. For the manager to run the Municipality properly he depends on his personal assistant. Bele hates attending to the diary. She is happy to do the rest of the tasks but she usually has a backlog when it comes to diarising meetings and events that the manager has to attend. She finds it very frustrating as she often has to make changes because meetings are cancelled by others or by the manager. The diary is usually incomplete and it is difficult for the manager to get the right information from it. This is very frustrating for him and at times embarrassing because he often does not attend important meetings due to the negligence on the part of his personal assistant.

He confronts Bele about this and in the discussion Belle informs him that she is overloaded and does not have enough time to get through everything. To improve the situation the manager decides to appoint Mpho to support Bele. Mpho is a young clerk who joined the administrative team a few months ago, At first things seem to go well but then Bele starts to push more and more responsibilities on to Mpho and often does not take the time to explain things properly. There is frequently friction between the two women and the manager still does not get the admin support he needs. Recently Bele has started taking on additional work from another section because she finds that work more interesting and challenging than her own.

It is obvious to the manager that Bele finds it difficult to work as a member of a support team. Even after giving Bele some verbal and written warnings her work does not improve and she continues to do as she pleases. In the end the manager decides to recommend that she be moved to the section that she has been working with for the past few weeks because he needs someone who is able to work as a team member.

QUESTIONS

1. Why did the manager not get the support from Bele that he expected?

.....

.....

.....

2. Why did Bele behave in the way she did?

.....

.....

.....

3. What should the manager have done when he hired Mpho?

.....

.....

.....

4. If you were Mpho how would you have worked with Bele?

.....

.....

.....

5. Can you come up with another ending to this story?

.....

.....

.....

WORD BUILDING

Backlog means collection of uncompleted work

Cancel is to withdraw or call off a previous arrangement. It will no longer happen

Postpone involves reorganising an arrangement to take place at a later date.

→ ACTIVITY 35: GETTING TO KNOW MY STRENGTHS

We all have our strengths and our weaknesses. Not everybody's skills are the same, and it is this mix of expertise within a team that makes the team strong. If everybody in the team was good at the same thing, one part of the job would be done expertly, whereas other parts would be neglected or carried out badly.

This activity asks you how your strengths help you to play your role as a team member. Start by putting together a list of what you think you are good at when it comes to playing your part in a team at college or in a work situation.

Tick the items in this list that you think are your strengths. Add any others you think you have.

MY STRENGTHS CHECK

- I am a good listener
- I try to get on with most people
- I support others whenever possible
- I try to see the good in everyone, even if I don't like them
- I am not afraid to say something when I feel I can contribute to the discussion
- I try to have a positive attitude to my work
- I ask for help when I need it
- I don't expect from others what I'm not prepared to do myself
- Others can depend on me to complete a task I am responsible for
- I try to sort out problems as soon as possible
- I'm not afraid to stand up for what I believe in
- If I say that I will return a call or get back to someone, I do
- I can keep quiet when necessary
- I don't gossip about my friends and colleagues because I know how damaging this behaviour is
- I try to keep my work area neat and tidy
- I take pride in my work and try to work accurately
- I try not to let personal feelings in the way of a good working relationship
- I like being punctual
- I am only absent from work when there is a good reason
- I can deal with constructive criticism
- I am willing to learn new skills
- I am prepared to stay late if the job requires it
- I let people know if I can't do what I promised
- I'm not afraid to admit if I can't do something
- I am tolerant of other people's beliefs and weaknesses
- I acknowledge other people's contributions and will not claim credit for work that has been done by someone else or as a part of a team effort
- Other:

1. Ask a trusted friend or colleague to tell you what he or she thinks are your strengths.

.....

.....

.....

2. What did you discover?

.....

.....

.....

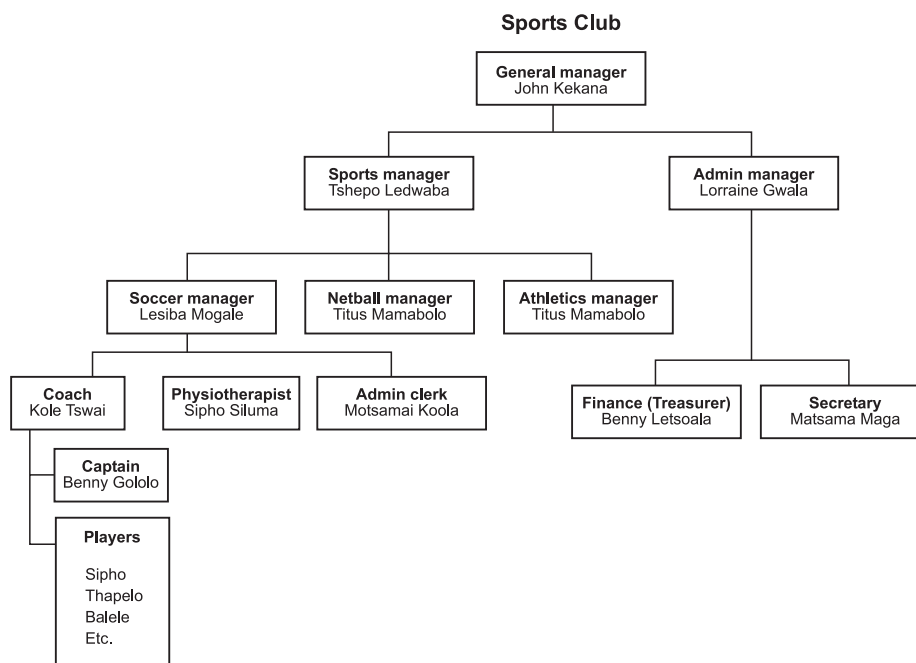
Expertise: know-how, skill, knowledge, capability, proficiency

What other word can you use for the word expertly in this sentence: The job was done expertly or

_____.

→ ACTIVITY 36: WHO IS WHO IN THE SPORTS CLUB?

The diagram below is called an organisation chart. It gives an overview of the members of a sports club and shows the roles of each person and the working relationships between them. It is also possible to see which teams exist within the club. For example the admin team, the soccer team, the netball team. The diagram will help you answer the questions that follow.



1. Who belongs to the soccer team?
.....
2. Who is in the sports management team?
.....
3. Who is in the senior or executive management team of the club?
.....
4. Name the people who offer administrative services.
.....
.....
5. Who does the administrative clerk report to?
.....

WORD BUILDING

Report to in this case means who is the manager who has authority to tell the person what to do and who gives the person feedback.

→ ACTIVITY 37: DESCRIBE A TEAM YOU BELONG TO

Try to draw a diagram like the one above of a team that you belong to. Write the information about the team inside the blocks.

The benefits of belonging to this team are...

My role in the team is...

The goals of my team are...

I joined the team because...

INVESTIGATING HOW A SUCCESSFUL TEAM PERFORMS

Henry Ford the founder of the Ford Motor Company said about teams: Coming together is a beginning, keeping together is progress, working together is success. But how do teams work together to achieve success? Do successful teams have common characteristics? Find out for yourself.

The next 5 scenarios show teams in action in the workplace. Three activities are linked to these scenarios.

- In activity 38, Can you find the right headings, you will scan each situation and try to match the title or heading and the scenario. When the scenarios were printed the titles were left off by mistake. It is your job to write them in.
- Activity 39 is a group activity in which you are asked to prepare suggestions for how the teams in each scenario can improve their efficiency and perform as successful teams.
- In activity 40 your group puts together a PowerPoint presentation on: The characteristics of winning teams at work.

➔ ACTIVITY 38: CAN YOU FIND THE RIGHT HEADINGS?

Read the scenarios and choose a suitable title for each one from this list. There are seven titles to choose from. Select a title for each that you think fits best and write it next to the scenario. You may select the same title for more than one if it seems to fit both scenarios.

A championship team is a team of champions
 Putting things off is the first step to missing the target
 A team is as successful as its weakest link
 Beads need the thread to hold them together
 If it's not shared it's not a priority
 Confusion leads to inactivity
 Each puzzle piece is needed for the complete picture

SCENARIO 1 ➔

Monge was asked to look back at the records to find out the specific date on which a client first contacted the company. Since she had quite a bit of work to do, Monge made a note to carry out this task, but did not treat it as urgent. Two days later, Indira demanded to know why this information had not been found – she needed to contact the client urgently, but couldn't do so until she had all the information. No one had told Monge that the information was needed urgently, and she didn't realise that without it one of her colleagues could not do her part of the job.

SCENARIO 2 ➔

Raj asked Fezile to make some arrangements with a courier for the urgent delivery of a final report. The report had to be delivered on time because the client needed it for an important meeting the following day.

Fezile was being pushed by Thapiso to finish inputting some data for a quotation and she forgot to phone the courier. The finishing touches were made to the report and everyone was rushing around frantically. Fezile was making cups of coffee to keep the rest of the team energised for their work. The report was finished and everyone breathed a sigh of relief. The job was finished in time. But 5.00 p.m. came and went.

There were a few grumbles about the courier being late but it wasn't until 5.15 p.m. that someone thought to ask whether the courier had been booked. Fezile realised that in the rush of things she had forgotten to phone the courier. This one tiny error meant that the goal of the report being despatched on time, was not fulfilled. But the ultimate goal of providing a reliable service to customers was also not reached and this could damage the organisation's image in future.

WORD BUILDING

Quotation in this business context means an estimate of the cost of doing some work.

Frantically suggests that people are very excited and desperate

SCENARIO 3 →

A group of six admin clerks was given the task of organising an end of the year function for their admin department. Themba was chosen to lead the team and therefore make sure that everyone carried out the tasks that were allocated to them. Sipho was given the task of organising the snacks and drinks. Mokgadi and Albert were responsible for raising the money needed for the function. Jabu had to speak with a local musician group who would come and perform on the day. This included organising the sound systems as well. Ntaku was responsible for organizing the programme of activities and finding a suitable venue. In their planning meeting they agreed that they would meet in two weeks for each one to report on their progress. They would then identify what else still needed to be done before the function.

After two weeks they met again. In their meeting it became clear that Mokgadi and Albert did not raise the money needed because they could not agree on the method and the actual amount needed for the function. It was also not possible for Ntaku to find a suitable venue because he was unsure about how many people would be coming. Jabu got in touch with the musician group but unfortunately this particular group was unavailable for the date of the function. Sipho reported that the cost of the snacks amounted to R20 per person and that a self help women's group from the community would be preparing the snacks. He had not yet been able to find out how much it would cost for the drinks.

It was quite clear that much work still needed to be done before the function the next week. Everyone blamed Themba for the lack of progress because they said that as the team leader he should have made sure that the various tasks were being done.

SCENARIO 4 →

Mpho was given the job of preparing some pictures for a final report. They didn't have to be done for three weeks and he knew he could do the work. He was asked at the weekly progress meeting how he was getting on with the pictures. He had been busy finishing off some work for another project but was too shy to say that he hadn't started on the pictures, so he said everything was going well. Then he went on leave for a few days and found a pile of work waiting on his desk when he came back, so by the next progress meeting he still hadn't started on the pictures, but was too embarrassed to say so. He wasn't worried too much, because he thought he still had enough time to do it.

At the next progress meeting, he said that the pictures were nearly finished, but he started to be concerned about the time he had left. With three days to go to his deadline, he looked at the pictures for the first time and found that there were two missing. He found out that one of the missing pictures hadn't even been drawn and would take a week to do. Finally he had to confess that he hadn't done his job.

The report couldn't be finished without the pictures, so it went to the printers later. They were busy on another big printing job and could not attend to this job for another two weeks. Another printer was found to do the job, but at three times the cost.

SCENARIO 5 →

Four secretaries working in the local town council were called in to the office of one of the managers, Alfred Ndou. He seemed to be very busy and said, 'I haven't much time because I'm on my way to a meeting. Look, as you know, we're installing a new computer system that will make it easy for us to issue accounts on time. Please come up with a schedule to show when people are ready to be trained by a team that will be sent out next week by the company that is installing the new system. Let me have the schedule on my desk by tomorrow morning. And with that Mr Ndou rushed out before anyone could ask a question.

Thembi immediately took on the role of coordinator and started asking the team when they could be available for training. 'But', said Jabu I'm not sure I should be going for the training because I don't work with the computer system. Who is the training for? Are we supposed to go around the office to find out who works with the computer system and make a list of those staff members who are directly affected?' 'No, I don't think so,' added Mogadi. 'I think our job is to give Mr Ndou a list of the dates and times on which the four of us are available for training.' 'But surely that would've been an easy task as he could have asked us per email to indicate when we could be available for training. No, I think our task is much bigger', replied Ntaku.

→ ACTIVITY 39: BECOMING EFFECTIVE TEAMS**GROUP ACTIVITY**

In your groups discuss each scenario and come up with ideas on how the teams can improve their performance. Record your suggestions in the table below.

SUGGESTIONS FOR IMPROVING TEAM PERFORMANCE

NUMBER AND TITLE OF SCENARIO	DESCRIBE THE PROBLEM(S)	SUGGESTIONS FOR IMPROVING THE TEAM'S PERFORMANCE

Share your ideas with other groups.

1. What did you discover?

.....

.....

.....

2. Do you want to make any changes to the ideas you recorded in your table? If so, what do you want to change?

.....

.....

→ **ACTIVITY 40: THE CHARACTERISTICS OF WINNING TEAMS AT WORK**

You now have a good idea of what happens when teams do not work together well and what they can do to improve. You can now practise behaving as a successful team by doing this task.

Imagine your team has been asked by the manager of a car hire company to prepare a PowerPoint presentation for staff showing what the characteristics are of successful teams.

Here are some guidelines to help your team.

1. Try to use PowerPoint if possible. Ask someone who know how to use this programme to help you. If used well PowerPoint is an effective way of communicating information. If you don't have access to PowerPoint, then use a flipchart.
2. Brainstorm your ideas and write down as many as you can think of.
3. Select the ones you think are the main characteristics.
4. You can use the heading for this activity as a title for your presentation. You can also come up with your own idea.
5. Present your ideas in a way that captures the interest of your audience. Your presentation must be long enough to give useful information and short enough to avoid boredom.

WORD BUILDING

Characteristics qualities, features, attributes

BUILDING EFFECTIVE TEAMS

When you go to the supermarket you expect that the shelves are well stocked with the goods you need and that the cashiers are able to operate the tills. You would get very frustrated if you went to the petrol station to be told that there is no petrol because it was not delivered in time. A successful business

depends on individuals to work together as teams who are committed to delivering goods and services to customers.

There is a saying; Teamwork is the fuel that allows common people to attain uncommon results. So how does one build a good team that is committed and effective in achieving its goals and targets? Here are some activities you can use to practise skills that are necessary to build efficient teams.

➔ **ACTIVITY 41: BUILDING TEAM SPIRIT**

Team games are very useful ways to create opportunities for individuals to practise team building skills such as setting clear targets, clarifying the roles of each person, communicating well, supporting each other, giving feedback, dealing with criticism and resolving conflict. Positive teams usually show good team spirit.

Here is a fun game you can play to practise these skills.

NAME OF GAME: Save the egg

Purpose of the game: Teams design a package that will save an egg from breaking when it is dropped from a table. They also create an advertisement to sell their package.

Size of the groups: About five members make up the team

Equipment You have two options:

Option 1: The teams make up their own equipment. They get one fresh egg find suitable natural materials in their own environment to make the package.

Option 2: Each group gets the same equipment. For example you can put together a kit consisting of 1 fresh egg, 10 drinking straws, sellotape or masking tape to tie the straws together, paper and elastic bands. (You can get drinking straws from local cafés and food stores.)

Estimated time needed

If the game is played in class, two thirty minute sessions are needed.

Game 1: The design of the package

- 20 minutes to build the package
- 10 minutes to drop the egg into the package from the height of a table

Game 2: Design of the advertisement to sell the package

- 20 minutes to design an advertisement
- 1 minute to present the advertisement

What to do

1. Teams design a package that will give the egg a soft landing when it is dropped off the table.
2. Teams must plan the activity to fit into the allocated time. No extra time is allowed.
3. When the packages are ready each team drops an egg from table height into the package on the floor.
4. For game 2 teams create an eye catching advertisement to sell their packages.

Winner

The team whose egg does not break on contact with the package, wins.

The winning team is the one whose advertisement is most eye catching and persuasive.

WORD BUILDING

Persuasive convincing, credible, believable

Eye catching attention grabbing

➔ **ACTIVITY 42: HOW DO YOU RESPOND TO CRITICISM?**

No matter what strengths we have or how good we are at doing our jobs, we will not always do everything correctly or be able to cope all the time. Often we rely on each other to complete a task successfully. Giving each other with constructive criticism or feedback can be very helpful and can enable us to learn new skills. But it isn't always easy to respond positively to criticism especially when we think we are under attack.

1. Think of a situation when you were criticised and you did not respond very well. Describe what happened.

.....

.....

.....

2. Describe a situation when you were criticised and you responded well. Why did you respond well?

.....

.....

.....

3. What have you learned from this?

.....

.....

.....

➔ **ACTIVITY 43: DEALING POSITIVELY WITH CRITICISM**

You can practise making suggestions and dealing with other people's criticism in a helpful or constructive way through role playing.

Look at the five scenarios in Activity 38. Choose one scenario for role playing.

1. Before you act it out prepare a dialogue. Here is an example to show you how to do it.

SCENARIO 1	
INDIRA	MONGE
1. Why did you not get the date on which the client first contacted our company?	2. I was very busy on that day and I didn't think it was urgent.
3. I specifically asked you to find it so that I could have the information for my next contact with the client.	4. It would have been helpful if I had known that it was urgent.
5. Did I not tell you this?	6. No, you only told me to find the date.
7. I probably need to give you more detailed instructions because it will help to prevent this kind of frustration.	8. I realise I also have to ask for more details in future.

As you can see from the above dialogue the two women have sorted out the problem by sharing with one another how each one perceived and experienced the situation. They are not blaming each other but are open to listen to one another's point of view. When people feel they are not judged they are open to listen and willing to change.

Write your own dialogue for the scenario you have chosen.

SCENARIO 2	
PERSON 1	PERSON 2

2. Role play the dialogue you have prepared.
3. Discuss the role plays in class.

4. What have you learned?

.....

.....

.....

ACTIVITY 44: REVIEW YOUR UNDERSTANDING OF COMMUNICATION

In efficient teams the members keep in touch with one another regularly and communicate well. Do you still remember what you learned about communication in Theme 1? You can review what you know about communication in this activity.

Here is a list of statements about communication. The first half of the sentence must match with one of the three options given. Circle the option that fits best with the first half of the statement.

1. You can understand messages most easily when
 - a) you are related to the person who is speaking
 - b) the sender faces you
 - c) the sender makes an effort to communicate in words that the receiver understands.

2. Listening is more effective when
 - a) you think about the topic and prepare your answer
 - b) you concentrate on what the sender is saying
 - c) you frequently ask questions

3. The listener can improve understanding by
 - a) regularly giving feedback to the sender as a way of checking understanding of the message
 - b) interrupting to express own feelings
 - c) agreeing with what the sender is saying

4. Organising a message before you send it
 - a) is too formal and can create negative feelings in the sender
 - b) can be very time consuming and may not be worth the effort
 - c) helps to clarify your own thoughts and can avoid misunderstandings later

5. Instructions can be remembered more easily
 - a) when the sender asks the receiver to repeat the instructions
 - b) when the sender repeats the instructions
 - c) when the sender assumes that the receiver understands the instructions

- 6. Complicated information can more easily be understood
 - a) when you tell the receiver to listen carefully
 - b) when you use specific examples to illustrate what you are saying
 - c) when you repeat frequently what you are saying

- 7. Sending and receiving messages are improved
 - a) when the people involved keep eye contact and observe body language
 - b) when the people involved are defensive
 - c) when the people involved challenge one another

→ ACTIVITY 45: LEARNING PROBLEM SOLVING SKILLS

Describe a problem you have had during the past month. How did you solve it?

.....

.....

.....

There are of course different approaches that individuals and teams can use to sort out problems.

Here is an approach that uses 7 steps. The steps are all mixed up. Write the order in which you would use them inside the right box.

THESE STEPS ARE MIXED UP	STEPS TO SOLVE PROBLEMS
1. Restate the problem	1.
2. Evaluate alternative solutions	2.
3. Evaluate the results	3.
4. Collect facts, feelings and opinions	4.
5. Describe what appears to be the problem	5.
6. Implement the decision	6.
7. Identify alternative solutions	7.

(From Teambuilding – An Exercise in Leadership,(Maddux, R.B, 1989)

WORD BUILDING

Restate is to repeat what has been said. Does this differ from explain? Sometimes things are restated exactly the same way which won't help people to understand while an explanation in other words may lead to understanding

Evaluate is to assess, comparing one thing with another to see which is better

Implement is to put into practice. It is often easy to make new resolutions but not always easy to carry them out

Alternative means other possible choices.

➔ ACTIVITY 46: TEAM PROJECT

Teams that plan together take the first step towards being able to achieve their goals. In this activity you can work as a member of a team to carry out a particular task. You can choose any of the following suggestions or you can come up with your own idea.

1. With two or three other people, write goals and time frames for:
 - Celebrating a particular event such as a birthday or any other party
 - Preparing an information folder to introduce new members to a team to which you belong (e.g. a work team, a sports team, a music group)
2. Now write individual targets for each of the team members for the tasks they have to do.
3. Reflect on your team effort and describe what happened:
 - Did a natural leader emerge? How did this happen?
 - Did you find that other people had good suggestions that you did not think of?
 - What difficulties did you encounter?
 - How did you deal with these difficulties?
 - What have you learned about teamwork from this experience?

My reflections on our team project

FEEDBACK SECTION – WORK IN A TEAM

The purpose of this section is to help you check your own answers so that you can see whether you are on the right track. The points listed and additional guidance provided helps to deepen your own understanding of the main points in the learning unit. If you have further queries you can discuss these with your tutor or teacher.

→ **ACTIVITY 32: IS A TEAM THE SAME AS A GROUP?**

Your own and descriptions such as the following help to give us a good idea of what exactly we mean by a team.

- Two or more persons working together
- A set of players forming one side of a game
- A team is a small number of people with complementary skills, who have a common purpose, and agree on an approach to achieve selected goals.

From this we can determine that the main characteristics of teams are:

- Teams usually consist of two or more members who contribute their talents and skills
- Members have distinct and interdependent roles and responsibilities
- The team has an identity which is separate from the individual members
- There are agreed ways of communicating with members and with the people outside the team
- The team has a clear goal and has a specific structure that allows it to achieve its goal
- At regular intervals the team reviews its performance to find out whether it is achieving its goals and how it can do so better.
- Usually the goals and tasks set by teams could not be done by individuals alone because no one individual has all the skills and know how.

→ **ACTIVITY 33: WHAT ARE THE BENEFITS OF WORKING IN A TEAM?**

1. Time effective There will never be enough hours in the day for one person to achieve all the work that needs to be done. A team that works well can achieve more than the same number of people working individually. A team that has synergy is a team in which the sum of their efforts exceeds the efforts made by individual members.
2. Quality No one person can be an expert at all the jobs, so each individual can concentrate on their own specialism to ensure that the work gets done to the highest quality possible.
3. Can cope with absence If one person is ill, others in the team might know their job well enough to fill in until the 'expert' is back at work.
4. More ideas There are always ideas that others will think of that you had not thought of as you will think of things that others had not. A pooling of ideas will mean that the very best ones are taken forward.
5. Motivation Working as part of a team provides support for individuals. If one person is a bit down or lacking motivation the others can help and provide morale.

6. Improve commitment People generally do not want to let their team-mates down, and so personal commitment to a job improves.
7. Support to get the job done If a large job needs to be undertaken, others in the team can help out, even it is not their direct responsibility.
8. Learn from each other People can learn from each other. A new recruit to the team can learn the job from others. Even long-standing members of the team can learn from other people as no one can ever have all the bright ideas and thoughts about how to carry out tasks.

➔ **ACTIVITY 34: BEING A TEAM PLAYER**

1. The team did not pull together and each one was left to work on her own. The workload was not divided in a way that drew on each person's strengths.
2. Bele was probably bored with the job and does not seem to have the kind of outgoing personality required of a personal assistant. She seemed to be more focused on her achieving her own goals than providing a professional service to her boss.
3. He should have insisted on a work description that spells out clearly what each one is responsible for. He should also have reviewed the situation regularly with both members of the team.
4. I would have insisted that we discuss in detail the type of support we need to provide for the manager, who does what by when and that we should review our working relationship regularly.
5. In another ending to the story the manager could have started proceedings to dismiss Bele because she had received verbal and written warnings and yet her behaviour had not changed for the better.

➔ **ACTIVITY 36: WHO IS WHO IN THE SPORTS CLUB?**

1. The soccer manager (Lesiba Mogale), the coach (Kole Tswai), the physiotherapist (Sipho Siluma), the captain (Benny Gololo), the players are members of the soccer team. You could also have included the admin clerk (Motsama Koola).
2. The soccer manager (Lesiba Mogale), the netball manager (Tshidi Mothoa) and the athletics manager (Titus Mamabalo).
3. The general manager (John Kekana), the sports manager (Tshepo Ledwaba) and the admin manager (Lorraine Gwala)
4. The admin clerk of the soccer team (Motsama Koola), the finance coordinator (Simon Letsoalo) and the secretary (Maria Moloi). The admin manager (Lorraine Gwala) has to coordinate the services of the finance coordinator and the secretary but she will also have to check on the admin services provided by the admin clerk who is linked to the soccer team.
5. The admin clerk reports directly to the soccer manager.

➔ **ACTIVITY 38: CAN YOU FIND THE RIGHT HEADINGS?**

SCENARIO 1 – If it's not shared it's not a priority

SCENARIO 2 – A team is as successful as its weakest link

SCENARIO 3 – Beads need the thread to hold them together

SCENARIO 4 – Putting things off is the first step to missing the target

SCENARIO 5 – Confusion leads to inactivity.

ACTIVITY 39 – Becoming effective teams

NUMBER AND TITLE OF SCENARIO	DESCRIBE THE PROBLEM(S)	SUGGESTIONS FOR IMPROVING THE TEAM'S PERFORMANCE
Scenario 1: If it's not shared it's not a priority	Monge didn't treat the task as urgent, not realising that Indira required the information in order to contact the client, which she would only be able to do once she had the information.	Indira could have informed Monge of this important detail. It would have helped Monge to prioritise her work. She could also have asked for further information herself.
Scenario 2: A team is as successful as its weakest link	Fezile's poor memory undermined the efforts of the team. There was plenty of energy but not enough checking that all the steps had been attended to.	Fezile should have made it a priority to contact the courier and a checklist for the project would have helped to avoid to check everything rather than assume that everything was done.
Scenario 3: Beads need the thread to hold them together	The team made a good start but the mistake was to wait for the follow-up meeting to share information. It was then far too late.	Themba should have checked on progress and the others should have informed Themba about their difficulties.
Scenario 4: Putting things off is the first step to missing the target	Mpho delayed starting on the project and made it worse by withholding information about his progress.	Mpho should have checked the pictures as soon as he received them and also reported on the other work he was doing at the first weekly progress meeting. Someone else could have helped to get them ready.
Scenario 5: Confusion leads to inactivity	The secretaries were confused by the incomplete information they were given	Mr Ndou should have explained more clearly and also given them an opportunity to ask questions to make sure they understood what to do.

➔ ACTIVITY 40: WHICH FACTORS WILL INFLUENCE THE TEAM PLAN?

You will certainly need to let your team leader know about your absence in scenario (1). You may still be able to do all the work, but the plan will probably need to be modified so that it links up with the work of all the other team members.

There is no need for the plan to be modified in scenario (2). It would probably be a good idea to let your team leader know that you won't be starting the work straight away, but there is still plenty of time for you to complete the task by the deadline

➔ ACTIVITY 45: LEARNING PROBLEM SOLVING SKILLS

THESE STEPS ARE MIXED UP	STEPS TO SOLVE PROBLEMS
1. Restate the problem	1. Describe what appears to be the problem
2. Evaluate alternative solutions	2. Collect facts, feelings and opinions
3. Evaluate the results	3. Restate the problem
4. Collect facts, feelings and opinions	4. Identify alternative solutions
5. Describe what appears to be the problem	5. Evaluate alternative solutions
6. Implement the decision	6. Implement the decision
7. Identify alternative solutions	7. Implement the decision



THEME 4

WORK IN A SAFE PLACE



ty communication target target
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ne deadline professional business safety com

THEME 4: WORK IN A SAFE PLACE

From the time that you were a baby, your parents and other adults took care of your safety. Keeping ourselves safe is as important for our survival as eating and drinking water. All around us are rules that are designed to keep us safe. Think of the traffic rules. Imagine what would happen if there were no traffic rules and everyone could do exactly as they pleased. It would be chaos and many people would get hurt. When an accident happens it is often because the driver or pedestrian did not obey the traffic rules. Sometimes car and taxi owners are to blame because they are driving vehicles that are not roadworthy.

South Africa is a country that has taken seriously the threat that smoking poses to our health and has passed laws that make many public places like airports smoke free zones. This is not done to annoy the smokers but to keep everyone safe from the harmful effects of smoking. There are health warnings on cigarette packets. All of this is controlled by health and safety regulations.

Do you think that you have a role to play in your safety and that of other people?

In this set of activities we are going to investigate the following aspects of Health and Safety:

- Workplace policy
- Occupational Health and Safety Act
- Creating a safe working environment
- Being aware of potential hazards and risks
- Coping with emergencies

LEARNING TARGET

This set of learning goals or outcomes shows what you are expected to know and do when you have completed your study of this theme.

Read the list before you start the activities as it will give you a good idea of what to aim for. The activities help you to practise some of the skills you need. Come back to the list when you have completed the work in class and the activities in the guide. You can check what progress you have made and tick one of two boxes, I can do this; I need more practice.

Awareness of what you can do and how well you can do it is a sign of a self directed learner who is becoming a competent person.

WORD BUILDING

One of the responsibilities of parliament is to draw up **Acts** which are laws for the whole country to be obeyed by all the people.

MY LEARNING JOURNEY

WHAT I AM EXPECTED TO KNOW AND DO	I AM CONFIDENT	I STILL NEED MORE PRACTICE
1. I know the importance of a workplace health and safety policy		
2. I can list the aspects that are included in a health and safety policy		
3. I can explain what the purpose is of the Health and Safety Act and how it influences workplace policies		
4. I can explain what it means to create a safe environment in the workplace		
5. I know how to take reasonable care for my safety and the safety of others who may be affected by my actions or things I don't do		
6. I can distinguish between the role of the organisation and my role in creating a safe working environment		
7. I know how to use office equipment safely according to the procedures included in the safety manual		
8. I am able to identify possible hazards and risks in the workplace		
9. I know what to do in case of emergencies		
10. I can compile the report of an accident and contact the right persons		

THE WORKPLACE POLICY – STARTING POINT OF HEALTH AND SAFETY PROCEDURES

Some organizations are very responsible about health and safety, especially if they operate in industries that are hazardous and can be a great risk to people's health. Have you walked past a building site and asked yourself why all the workers are wearing those special hard hats? There is a much higher risk of people being injured where building is taking place and a hammer or brick could easily fall on your head. Road workers wear brightly coloured jackets so that they are easily visible in order to reduce the danger of being hit by a passing vehicle. If you visit a petrol refinery which is a high risk site, you will have to watch a video programme on risks and safety issues before you are allowed in. Accidents also happen in offices and there are plenty of health and safety issues that need attention in this environment too.

Organisations are aware of the particular threats to health and safety in their industries and they draw up policies and procedures to deal with the potential dangers in their industries.

Here is an example of some policy statements from one of the gold mining companies:

- provide a working environment that is conducive to safety and health
- place the management of occupational safety and health as a prime responsibility of line management from the executive through to the first line supervisory level
- obtain employee involvement and consult with employees or their representatives to gain commitment in the implementation of the policy
- comply with all relevant laws, regulations and standards. In the absence of appropriate legislation, standards reflecting best practice will be adopted
- adopt a zero tolerance approach to the implementation of standards and procedures.

These broad statements tell you what the company intends to do for health and safety. The policy clearly states that managers and employees both have responsibilities, that they will comply with or follow the various laws and regulations. We don't know what its detailed rules and procedures are, but we understand that the company is serious about health and safety.

WORD BUILDING

Hazardous risky or dangerous, for example, a mine is a hazardous working environment because the roof of a tunnel can collapse or there can be a pressure burst in the wall of a tunnel. Many miners have lost their lives or been trapped underground as a result of such accidents.

Policies are usually broad statements that explain what a company stands for with regard to the particular topic and provide broad guidelines for action.

Procedures provide detailed steps to follow. They provide the detail explaining how policies are to be carried out.

Zero tolerance is a phrase meaning that no departures from standards will be permitted.

A company's health and safety policies will tell you what it intends to do, and its procedures provide detailed rules for carrying out these policies. However, companies can have beautifully sounding policies and procedures all contained neatly in their Health and Safety Policies and Procedures Manual, but if they are not applied employees and customers will be hardly better off than if there were no policies and procedures.

It is necessary for an organization to have Health and Safety policies in place which are revised regularly. Every member of the staff should be aware of these policies.

ACTIVITY 47: SPOT THE DIFFERENCE BETWEEN A HEALTH AND SAFETY POLICY AND A PROCEDURE

Read the following statements in the table below. They are taken from health and safety policies or procedures of various organizations. In the second column fill in policy or procedure.

STATEMENTS	POLICY / PROCEDURE
1. Provide a working environment that is conducive to safety and health	
2. Visitors to the plant will not be permitted to enter the area unless they are wearing the safety shoes, safety glasses and hard hats available for visitors	
3. The University rejects all forms of unfair discrimination against those who are HIV positive, and those who have AIDS	
4. When using any LPG gas appliance indoors always keep a window or door slightly open because fresh air is needed for gas to burn correctly.	
5. Obtain employee involvement and consult with employees or their representatives to gain commitment in the implementation of the policy	
6. Use of liquid petroleum gas (LPG): If there is a strong smell of gas: <ul style="list-style-type: none"> • Close off the gas supply at the cylinder. • Open doors and windows to ventilate the room well. • Use soapy water, which will produce a large bubble at the point of any leak, to check cylinder valve, appliance and connections. • In the event that the leak continues after the gas supply is closed, move the cylinder to a well ventilated area out of doors. Call your local gas supplier. 	

WORD BUILDING

Safety shoes are specially designed with hard toe caps and firm rubber soles resistant to oils, alkalis and heat to protect the wearer.

Conducive contributing to or helping towards. Health and safety require cooperation from managers and employees to be effective.

LPGas is an abbreviation for **Liquid Petroleum Gas**. It is used for cooking and heating. A metal gas cylinder is filled with the gas in liquid form under pressure. When the valve is opened the liquid turns into a flammable gas. It is safe provided it is treated with care. It is used in restaurants and homes for cooking and heating.

GROUP DISCUSSION

- Do you think that detailed procedures increase the chances of policies being implemented correctly? Why?
- What suggestions do you have to make sure that organizations practice what they preach? Write down your suggestions inside the My suggestion box.

MY SUGGESTIONS

How many ideas did you come up with?

→ ACTIVITY 48: WHEN IS THE ORGANIZATION RESPONSIBLE?

GROUP ACTIVITY

In activity one you discussed the difference between policies and procedures and also thought about what could be done to make sure that organizations apply their health and safety policies and procedures. Now read through the following scenarios and find out if the situations are the organization's responsibility with regard to their policy on Health and Safety.

1. Sade Holdings Management is refusing to compensate the family of Dembe, who was involved in a fatal accident on the organization's premises on a public holiday, since she came there out of her own will to complete some unfinished paper work. The family feels that the company is treating them unfairly, because they have lost their daughter.
2. Funie is a Admin Clerk at Rea Stores who uses a wheelchair. His office is on the 4th floor and he has been complaining about people who are unable to help him to use the stairs when the lift is not working. He also struggles to go to the restroom, because the path is not wide enough for his wheelchair.
3. Mr. Sadikie is a valuable client at FANA BANK. He was in a meeting with the manager and the Personal Assistant wanted to serve them with some tea. When she entered her foot slipped and she lost her balance. The tea was spilled over Mr. Sadikie and he was burnt badly. The manager did what he could on the spot to help him, and then took him to the hospital for further treatment.

You have read the scenarios. Now record who is responsible and why in each scenario.

Write your ideas in the table below.

SCENARIO	WHO IS RESPONSIBLE	REASON
1.		
2.		
3.		

THE OCCUPATIONAL HEALTH AND SAFETY ACT

The Occupational Health and Safety Act has a specific section on businesses because every person has the right to a safe working environment. Acts of Parliament cover not only broad aims and principles but also go into great detail. The amazing thing about this Act is that it includes almost every aspect of safety that you can think of. It gives guidelines on (makes provision for) things like toilets, change rooms, first aid, drinking water, washing facilities, protective clothing, machinery, stacking and packing, ladders, fire, ventilation, lighting temperature, and noise. Restaurants and food outlets must comply with certain health standards to protect workers and members of the public and they are inspected to make sure that they do follow these standards.

The Department of Labour is responsible for enforcing the Act. Workers are expected to take reasonable precautions over their own health and safety at work. Employers have a number of duties some of which are: choosing safety representatives and consulting with them; informing workers of the dangers in the workplace; issuing protective clothing; making sure that dangerous machines carry warnings and notices; making sure that someone who knows the work is supervising it to ensure the workers' safety; and, keeping the workplace open so that workers can escape from danger if necessary.

WORD BUILDING

Provision | legal statements dealing with details. Another meaning of the word refers to food.

Precaution | is an act taken beforehand to prevent or avoid a risk.

The next activity will give you a better understanding of how businesses are affected by the Health and Safety Act and what employers' responsibilities are to ensure that you are provided with a secure working environment.

→ ACTIVITY 49: HOW ARE HEALTH REGULATIONS APPLIED? GETTING INVOLVED IN A MINI RESEARCH PROJECT

GROUP ACTIVITY

Here is an opportunity for you to get together in teams of four or five to carry out a mini research project. You will be able to apply what you have learnt in time management about clarifying what the project is about, identifying your goals, who you will see, allocate roles, prepare in advance, note down what you observe and what people tell you and prepare a report to communicate to the other groups what your findings are. It would be a good idea to present your findings to the other groups using Powerpoint or a flipchart. As a rough guide each presentation should not take more than five minutes.

Each group should select either Option A or Option B. Make sure that at least one group does each option. Groups selecting Option A should also coordinate their planning so that you don't all arrange your interviews with the same organization.

OPTION A

The purpose of this option is to discover how management is implementing the provisions of the Occupational Health and Safety Act. You could focus on the broad areas in the organization that are covered by the regulations and find out what the organization is doing. The method to be used is primarily interviewing a manager in the organization to gather this information.

Your team will need to draw up some questions. Use the list of general duties of the employer given below as a starting point. Once you have decided which organization to visit, find out who you should arrange to see. Managers are busy people and they will want to know the purpose of your meeting, how long you expect it to take, and then you need to agree a time and place for the meeting. We suggest that you select one of the following organizations..

- The Personal Assistant of the CEO at your college
- The local municipality
- The local hospital

CHECKLIST OF EMPLOYER'S DUTIES	
EMPLOYER'S DUTIES WITH REGARD TO HEALTH AND SAFETY	YOUR FINDINGS (WHAT AND HOW)
• Choose safety representatives	
• Consult with the workers' organization about the safety representatives	
• Inform workers of the dangers in the workplace	
• Issue protective clothing if necessary	
• Train workers who use dangerous machines or materials to make them aware of the safety precautions	
• Prevent workers from using or working with dangerous materials or machines, unless they follow the safety rules	
• Ensure that dangerous machines are in good working order and are safe to work with	
• Make sure that dangerous machines carry warnings and notices	

CHECKLIST OF EMPLOYER'S DUTIES	
<ul style="list-style-type: none"> • Make sure that someone who knows the work supervises the operations to ensure the safety of the workers 	
<ul style="list-style-type: none"> • Keep the workplace open so that workers can escape from danger if necessary 	
<ul style="list-style-type: none"> • Don't move any evidence of an accident before an inspector has given permission, unless someone has been badly injured and needs treatment 	

OPTION B

The purpose of this option is to observe various practices and behaviours and inspect some facilities. Choose a shopping centre in your area. Visit the shopping centre and evaluate their safety situation. Use the following checklist and write your observations next to each item.

HEALTH AND SAFETY IN PUBLIC PLACES – OBSERVATION CHECKLIST	
PLACE VISITED	DATE OF VISIT
WHAT HEALTH / SAFETY MEASURES ARE APPLIED FOR THESE ITEMS?	WHAT I OBSERVED
1. Electrical appliances, e.g. enough light for workers to do their jobs	
2. Danger signs, e.g. slippery floor, do cleaners put out warning signs when cleaning floors?	
3. Poisonous substances, e.g. clearly labeled, locked away	
4. Lighting, e.g. too dim for workers to do their work	

HEALTH AND SAFETY IN PUBLIC PLACES – OBSERVATION CHECKLIST	
5. Flammable substances, e.g. are there warning signs displayed	
6. Fire extinguishers, e.g. when last were they checked	
7. Entry / exit doors, e.g. clearly marked, easy to get out if necessary	
8. Parking lot, e.g. sufficient room for cars, painted lines	
9. Toilet facilities, e.g. clear signs, clean or dirty	
Any other items	

CREATE A SAFE WORKING ENVIRONMENT

In the working environment there are two role players: Management and the workers. In the first place it is important for management to create a safe space for the workers, because accidents can have very big financial implications for them. No employer can guarantee that accidents will not happen; but it is the duty of both management and workers to ensure that the office is as safe and productive as possible.

Have you ever thought that the neatness of your workspace can influence your safety? If you are working in a neat environment, the likelihood of accidents will be less. Clothes can have an effect on health and safety in the office. Loose clothing or dangling jewellery can get stuck in the moving parts of a machine. Also long hair can be dangerous for the same reason. The main point here is that a person should always be aware of things that can put you or somebody else at risk.

THE INDIVIDUAL'S ROLE IN CREATING A SAFE ENVIRONMENT

The Occupational Health and Safety Act is not meant just for employers. Employees also have responsibilities. If you want to act responsibly you must be able to distinguish acceptable and unacceptable practices. The following activity will help you to make these distinctions more easily.

→ ACTIVITY 50: MY ROLE IN CREATING A SAFE WORKING SPACE

Some large organisation with large head office buildings have safety committees that are elected by the workers. One of their responsibilities is to conduct a periodic inspection of the offices in their specific areas to identify poor housekeeping and potential dangers arising from carelessness that could lead to accidents and possibly serious injury.

Imagine you are such a safety representative busy with such an inspection going from office to office checking for things that are unacceptable. You are helping to prepare for a safety audit by an external company and if you find unacceptable practices, they will need to be corrected.

SCENARIO 1

You first go into Ms Dube's office. Everything looks neat and tidy except that she has a mug of coffee on the corner of her computer very close to the keyboard. When you point out to her that it could easily be knocked off and spill the coffee onto her keyboard she tells you that she is very careful and has been doing the same thing for many years without once knocking the mug over.

- What will you say to her to convince her that she must change?

.....

.....

.....

SCENARIO 2

You go on to the next office where Mr Dlamini is busy typing a report. There are papers spread all over his desk and the filing cabinet behind the door is piled high with books and files. You feel nervous because you expect the pile to topple over at any time. He is obviously under a lot of pressure to finish his report and doesn't really want to listen to you. He tells you that he will clear his desk as soon as the report is finished. When you mention the pile of books and papers on the filing cabinet, he says defensively that there is no space in the cabinet for all his papers.

WORD BUILDING

Audit is a formal examination against a set of standards. It is most frequently used in finance when accounts are audited to check that they are correct.

- What can you say to convince him that the situation is unacceptable?

.....

.....

.....

SCENARIO 3

There is a small kitchen on your floor where staff can make themselves a cup of tea or coffee. You walk in to find a bottle of milk standing on the window ledge in direct sunlight, dirty cups and saucers in the sink and a wet patch on the floor where someone has spilt a drink but hasn't bothered to clean it up. You don't know who has responsibility for keeping the kitchen clean.

- What needs to be fixed up? What should you do? Go and speak to the senior manager on the floor or report the situation at the next safety meeting? What recommendation would you make for sorting out responsibilities?

.....

.....

.....

Do you realize that we have a responsibility towards others for their health and safety too? Think about a time when you suffered flu symptoms. Were you aware that you can make other people sick too and that you will have to wash your hands more regularly and make sure that you cough away from other people? Another thing – when you have a contagious illness like measles, you should report it and stay away from work so that you don't make other people sick too, especially when you are working with clients.

**ACTIVITY 51: THE CASE OF THE FAULTY WALL SOCKET**

Read the following case study and answer the questions that follow.

Maria is a secretary at one of the top firms in town. She is a very good worker, but not very safety-conscious. She will for instance throw a pair of scissors to a person asking to borrow it. When working with electrical appliances she does not take note of the condition of the appliance she is working with. One day she saw that the wall socket was loose. She didn't report it and later a colleague used the socket to plug in an appliance and he was shocked and badly hurt.

When Maria reported the accident her supervisor asked her if she knew about the faulty socket. She admitted that she had noticed that it was loose but had not reported it. She was found co-responsible for the accident. Of course the firm also has to carry some of the responsibility, because regular checks should be carried out on electrical sockets and appliances.

1. Do you think it was fair for her supervisor to blame her?

.....

.....

.....

2. What should Maria have done immediately after noticing that the socket was faulty?

.....

.....

.....

3. What do you think is your responsibility regarding safety in your work or learning environment?

.....

.....

.....

→ ACTIVITY 52: SAFE HANDLING OF EQUIPMENT

The law of our country demands that you should be trained before you may use equipment. This is to protect you and others from unnecessary injuries. Imagine you are working with a guillotine and you cut your fingers or you put your hand into the copying machine and burn yourself. Even using a simple thing like a stapler can hurt you if you are not careful. For the same reason dangerous equipment normally has a manual that shows you precisely how to use the machine in a safe way. What should a person do if they don't understand the instructions in the manual?

WORD BUILDING

Guillotine a machine with a heavy blade used for cutting paper or other materials.

Work with a colleague or classmate and complete the following.

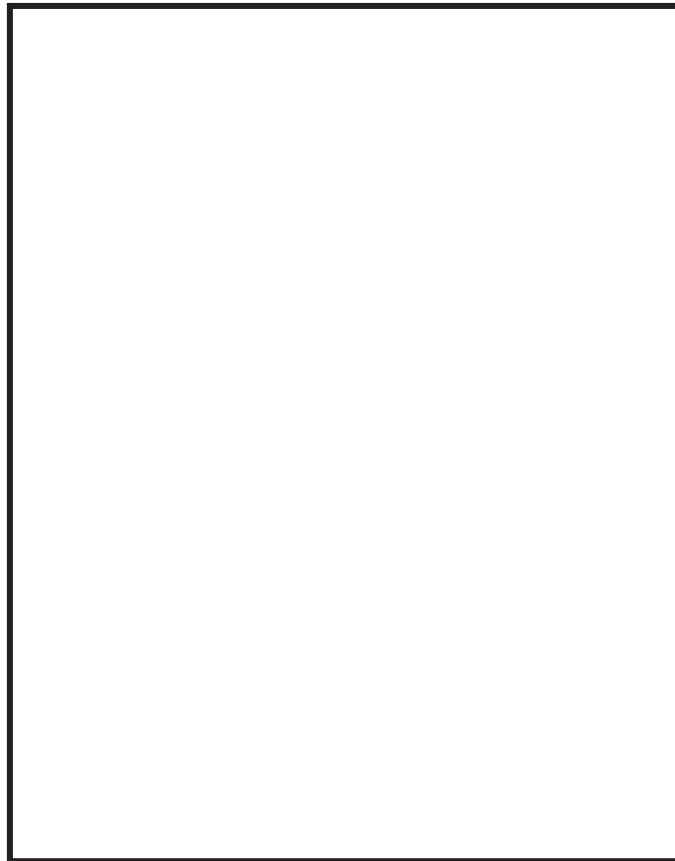
1. List at least three different kinds of equipment used in an office. Identifying different types of equipment will help you to think of what to include in your general guidelines.

.....

.....

.....

2. Prepare a poster on which you give general guidelines for handling office equipment safely.



THE ROLE OF THE ORGANIZATION IN CREATING A SAFE ENVIRONMENT

Safety in an office or other workplace is very important because people shouldn't be injured. Firms lose large amounts of money through such injuries and damage to equipment. They also suffer losses if a person is absent for some time because of injuries suffered at work. If the person is highly skilled and a replacement can't be found at short notice, losses can be even greater.

It will therefore be wise for the organization to eliminate any unsafe conditions in the office environment. People who work in an organization all use the same facilities, equipments etc and this equipment and furniture may lead to safety risks. It doesn't matter whether you are working in a small or large organization, management must ensure that the workplace is arranged in such a way that the employees are able to perform the core functions of the organizations. Nowadays desks, chairs and other equipment are designed to make it easier for people to do their work.

WORD BUILDING

An accident is, by definition, an unplanned, unforeseen event, but many problems can be prevented with a bit of foresight and planning.

Ergonomics refers to the relationship between workers and their environment. (In other words: fitting the workplace to the worker)

→ ACTIVITY 53: FINDING THE RIGHT CHAIR AND WORK SPACE

In a discussion group, analyse the following situation:

You share an office with Ruth. She is very short and therefore she has a problem sitting comfortably, since they never saw to it that her chair is of the right height. She also has a problem seeing the text on the screen of her computer, because it catches the glare from the window especially in the afternoon and the reflection of the electric light. She complained to her supervisor but he said to her that she must stop fussing as she cannot have everything her way. Now Ruth refuses to speak to him again about this situation, in case he thinks she is fussing. In the meanwhile it is really uncomfortable and in the afternoons, Ruth is really very tired and complains of headaches and muscle pains. She is also starting to make mistakes more frequently in her work.

1. What do you think is causing the symptoms that Ruth is feeling every afternoon?

.....

.....

.....

2. What would you suggest Ruth should do?

.....

.....

.....

Be aware of potential hazards and risks

It is important that every business has a safety manual in which there are clear guidelines on how to handle specific health and safety situations in the workplace and what to do in emergencies. The manual should include a safety plan which can be followed in case of an emergency.

WORD BUILDING

Hazard is something that can cause harm to somebody/something.

Risk is the likelihood that the hazard can cause an accident.

A safety manual is a guideline on how to handle different situations regarding safety. It also includes a safety plan for the business.

Here is an extract from the contents page of a very comprehensive safety manual that you may find useful..

Health and Safety Policy

- *Organisation and lines of responsibility*
- *Fire safety*
- *Electrical safety*
- *First aid*
- *Training*
- *Cleanliness, etc*

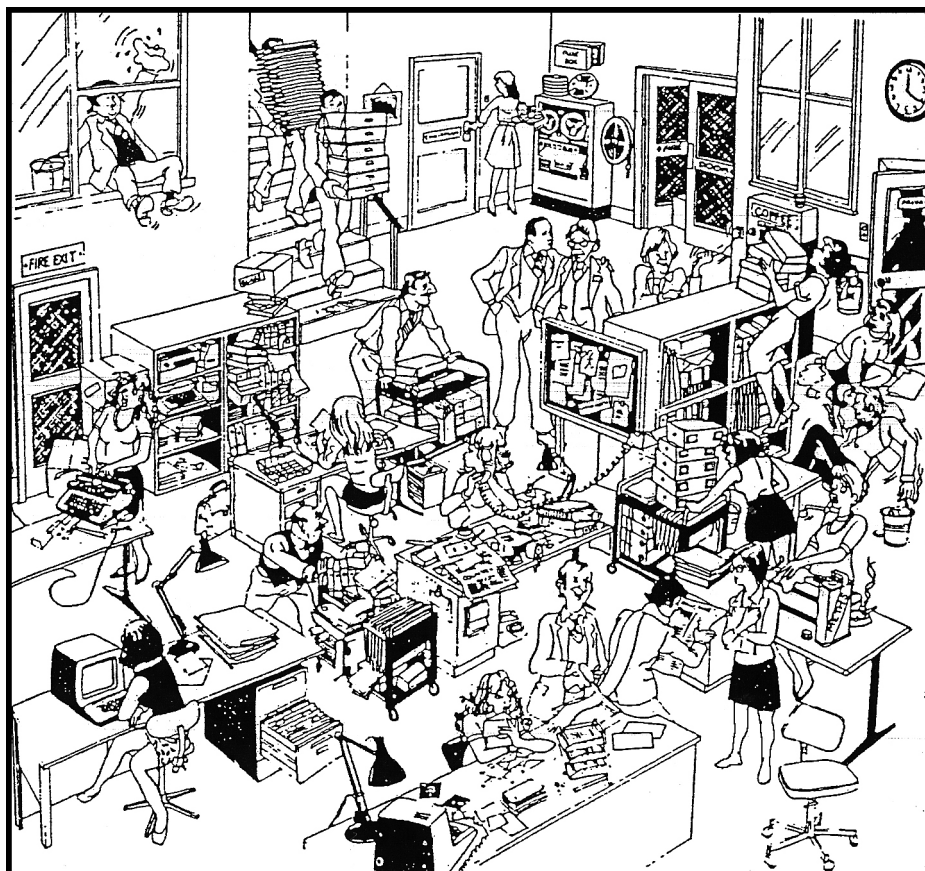
Procedure for the health and safety induction of new employees

Risk assessment: Safe systems of work

- *Burns from fire*
- *Burns from electricity*
- *Contact with chemicals*
- *Falls on slippery floor, etc.*

➔ ACTIVITY 54: CAN YOU SPOT THE SAFETY HAZARDS?

You are a safety inspector. Examine this picture closely. Then answer the questions that follow.



1. Is this picture an example of a safe office?

.....

2. List all the safety hazards you can see.

.....

.....

.....

→ ACTIVITY 55: COMPLETING AN ACCIDENT REPORT

Coping with an emergency is not always easy. The moment that something happens we all get a fright and we become panicky. To keep calm is the most important issue in this situation. What do you think will make you calm? Usually people who are able to think clearly are those who know what to do. Apart from the guidelines in the safety manual it is essential that safety drills are carried out regularly so that employees know exactly how to behave.

In groups discuss the following scenario:

The secretary of the firm, Ms Mfeketo, was late for a meeting. As you were walking down the passage to return to the same meeting she ran past you in a great hurry. As she raced down the stairs the heel of her shoe caught on one of the steps and she lost her balance and fell to the bottom of the stairs. She appeared to hurt her back very badly. You panicked and ran into the meeting to call the supervisor. He called the ambulance and she was taken to hospital. Later you were required to compile an accident report because you were an eye witness.

1. Do you think your conduct was correct in the first place?

.....

.....

.....

2. Use the following format to complete the required accident report.

EMERALD HOLDINGS	
Tel: 012 975 1024	113 Church Street Murray Hill 0097
REPORT ON AN ACCIDENT DURING WORKING HOURS	
NAME OF INJURED PERSON:	

OCCUPATION:

DEPARTMENT:

DATE OF INJURY:

TIME:

SITE OF INJURY: .

WITNESS:

DESCRIPTION OF ACCIDENT
(How did the accident occur? Why? Diagnosis and prognosis. What steps were taken by the company after the accident)

COMPILED BY:

NAME:

POSITION:

DATE:

SIGNATURE:

DEALING WITH EMERGENCIES

In the newspapers or on television there are often stories about people being injured or dying when there is a fire or an explosion in a building. The situation is often much worse when they are not given a warning or when they panic. What can be done to prevent such incidents happening?

Many organisations have emergency plans to evacuate their offices in case of emergencies in order to protect their staff. Safety committees appoint specific people on each floor of their office and train them to carry out their responsibilities. They are responsible for making sure that all staff and visitors leave the building during a fire drill or a real alarm. When carrying out these responsibilities they wear some distinguishing dress so people can see they are on official duty. Assembly points outside the building are allocated to each floor to make it easier to check that everyone is out of the building. Although it is frustrating to take part in such a fire drill, it can make a difference in a real emergency if people know exactly what to do. If there are disabled people, provision must be made to alert them early because they are usually less mobile.

→ **ACTIVITY 56: DRAW UP AN EMERGENCY SAFETY PLAN**

- What are some criteria for selecting safe areas for staff to assemble during an emergency, e.g. enough space, level ground?
- Work with others in a group to prepare a map of your college or workplace and show on it the possible assembly points in case of an emergency. Also indicate the shortest routes to these assembly points.

→ **ACTIVITY 57: ASSISTING AN INJURED PERSON**

Livhu is HIV positive and everybody is aware of it. Richard is her personal assistant. While she was busy eating an apple, the knife slipped and cut her hand. She called Richard to help her to stop the bleeding. He handed her a tissue to stop the bleeding and then immediately phoned the first aid station to ask for help. When the first aid person arrived she put on a pair of gloves and then helped Livhu to stop the bleeding and bandaged the wound. Livhu was very upset because she felt that Richard could have helped her himself as it was not a very deep cut. She felt he was being overcautious and was making her HIV/AIDS status more public than it needed to be.

1. If you were Richard, what would feel about Livhu's response?
2. Role play a subsequent meeting between Livhu and Richard.

PREPARATION:

The role of Livhu – she believes that HIV/AIDS, because it is a sexually transmitted disease can only be transmitted in that way. She feels hurt that Richard has made such a public display of the accident, drawing people's attention to her medical condition.

The role of Richard – he enjoys working for Livhu but he is also very aware of the risks involved. He knows that contact with an infected person is a risk. He feels justified in reacting as he did as he is not trained in first aid and he does not want to be infected. He is a keen football fan and has seen how the first aid staff wear gloves when treating players who have been cut.

LET'S REFLECT ON WHAT WE HAVE LEARNED ABOUT HEALTH AND SAFETY SO FAR.

Safety is the concern of everyone inside and outside the working environment. It is a reality that accidents can happen to office employees and yet accidents can always be reduced if reasonable precautions are taken.

Organizations should develop Health and Safety policies and procedures that are clear and spell out the various roles. The elected employee representatives should participate in the development process. All employees should pay attention to health and safety policies and procedures because it is in their own interests to do so.

It is impossible to remove all hazards, but the risk of them leading to serious accidents can be greatly reduced if employees stick to them.

➔ **ACTIVITY 58: PREPARE A SAFETY FILE (A MINI RESEARCH PROJECT)**

You have completed a number of activities about health and safety. Now you have a chance to combine your knowledge and practise the skills you have learnt by doing this mini project.

In this activity imagine that you are the Health and Safety officer of a new business. Do a little research on possible safety situations that can occur and compile a safety file for your organization.

1. Give a short description of your business. What is its name? Where is it located? What kind of business is it? Who are its customers? How many people are employed and what do they do?
2. Compile a simple safety file for your business. You can include the following guidelines on safety in the office:

- Unsafe conditions/actions
- Operating dangerous machinery
- Fire
- Bomb threat
- Bleeding
- Hostage keeping
- Electrical injury
- Burns
- Heart Attack

Below is a fun activity to help you remember the important words relating to health and safety.

FUN ACTIVITY

Use the letters in the blocks to draw up a list of as many words as you can that are related to health and safety starting with the given letters. Also find the magic word. For the "magic word" the H may be used twice. See if you can find that word.

	E	
K		R
S	H	T
I		A
	L	

FEEDBACK SECTION – HEALTH AND SAFETY IN THE WORKPLACE

→ ACTIVITY 47: SPOT THE DIFFERENCE BETWEEN A HEALTH AND SAFETY POLICY AND A PROCEDURE

STATEMENTS	POLICY / PROCEDURE
1. Provide a working environment that is conducive to safety and health	Policy
2. Visitors to the plant will not be permitted to enter the area unless they are wearing the safety shoes, safety glasses and hard hats available for visitors	Procedure
3. The University rejects all forms of unfair discrimination against those who are HIV positive, and those who have AIDS	Policy
4. When using any LPG gas appliance indoors always keep a window or door slightly open because fresh air is needed for gas to burn correctly.	Procedure
5. Obtain employee involvement and consult with employees or their representatives to gain commitment in the implementation of the policy	Policy
6. Use of liquid petroleum gas (LPG): If there is a strong smell of gas: <ul style="list-style-type: none"> • Close off the gas supply at the cylinder. • Open doors and windows to ventilate the room well. • Use soapy water, which will produce a large bubble at the point of any leak, to check cylinder valve, appliance and connections. • In the event that the leak continues after the gas supply is closed, move the cylinder to a well ventilated area out of doors. Call your local gas supplier. 	Procedure

→ ACTIVITY 48: WHEN IS THE ORGANIZATION RESPONSIBLE?

SCENARIO	WHO IS RESPONSIBLE	REASON
1.	Dembe	She was not supposed to be at work, since it was a public holiday. Therefore the company cannot be held responsible

SCENARIO	WHO IS RESPONSIBLE	REASON
2.	Rea Stores	The constitution of the country states that disabled people have the right to be employed. Therefore the policy should also cover the needs of the disabled.
3.	Fana Bank	This was an accident, but if a client is hurt in your business you will be liable for his medical costs.

➔ ACTIVITY 50: MY ROLE IN CREATING A SAFE WORKING SPACE

SCENARIO 1

The fact that she has been both careful and lucky is no guarantee that an accident won't happen in the future, for example someone may lose their balance and bump against her desk.

SCENARIO 2

Thank him for agreeing to tidy his desk. State that the pile of books on the filing cabinet must be moved. Get him to agree to request an additional cupboard. Agree on a date by which it must be done.

SCENARIO 3

It seems evident that no one is taking responsibility for keeping the kitchen clean. Investigate the possibility of organizing a roster for cleaning or getting everyone to agree to cleaning their cups as soon as they have used them. The best way to do this may be through mentioning it at the next safety meeting. You know that the budget won't allow for the appointment of an extra cleaning lady.

➔ ACTIVITY 51: THE CASE OF THE FAULTY WALL SOCKET

1. Yes because Maria was negligent
2. .She should have reported the fault to the electrician so that it could be fixed. She should also have warned the other workers about the dangerous situation.
3. Be alert and aware of potential danger
 - Pay attention to people hanging around
 - Be careful of what you wear, for example, wearing loose hanging clothes near moving parts of machinery
 - Look out for worn and torn carpets
 - Broken glass should be swept up immediately
 - Never leave your desk or filing cabinet drawers open

→ **ACTIVITY 52: SAFE HANDLING OF EQUIPMENT**

1. Have you mentioned any of these items of equipment?:
 - Computer
 - Dictaphone
 - Photocopy machines
 - Fax machine
 - Cash registers
 - Tape recorders
 - Desk
 - Adjustable chairs
 - Filing cabinets
 - Guillotine
 - Pocket calculators
 - Stapler
 - Punch

2. Here are some general guidelines:
 - Always switch off all electrical appliances before going home
 - Cabinets containing important information should always be kept locked
 - Do not overload electrical sockets
 - Always have a manual for the use of machinery.
 - Do not climb on tables and chairs to reach high places
 - Never use worn-out insulation cables
 - Electrical equipment should only be repaired by qualified technicians
 - When using dangerous equipment like a guillotine, make use of the safety guards provided.
 - Don't put your hands into the inside of a machine. It might burn you.
 - Have numbers of emergency services at hand

→ **ACTIVITY 53: FINDING THE RIGHT CHAIR AND WORK SPACE**

1. The furniture and equipment are not comfortable and also not placed in the correct position. Therefore she will be suffering from stress in her back and eyestrain. Another reason can be emotional stress, because of the fact that her complaints are not attended to.
2. Ruth should submit a report to the Health and Safety Officer to alert the organization about the conditions in her working space.

→ **ACTIVITY 54: CAN YOU SPOT THE SAFETY HAZARDS?**

1. This is not a safe office
2. Have you spotted these safety hazards?
 - People are carrying heavy objects without the correct apparatus

- Carrying parcels and cannot see where they are walking
- Overloaded shelves
- The office is crowded
- Not sufficient natural ventilation
- Open drawers
- Telephone cords in the passage can cause people to trip

➔ **ACTIVITY 55: COMPLETING AN ACCIDENT REPORT?**

1. As she has hurt her back it is important to check how she is and get her to lie still until you can get help, then call the supervisor.

➔ **ACTIVITY 56: COMPLETING AN ACCIDENT REPORT?**

- Additional criteria would include sufficient distance away from the buildings, protection from falling objects, etc..

➔ **ACTIVITY 58: PREPARE A SAFETY FILE (A MINI RESEARCH PROJECT)**

Making up this file will be useful to you, because it will really make you aware of health and safety in the workplace. It will also be a useful part of your evidence in obtaining your qualification.

FUN ACTIVITY

Here is a list of possible words. You may have found many more.

Help	Alarm
Employee	Keep safe
Emergency	Safety
Evacuate	Insurance
Action	Responsible
Agent	Hazards
Alert	Timeous
Loud	Liable
Listen	

THE MAGIC WORD IS HEALTH RISK



THEME 5

MANAGE INFORMATION



ety communication target target
ne deadline professional business
target target information manage time d
afety communication ta
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ne deadline professional business safety com

THEME 5: MANAGE INFORMATION

The flow of useful information is the lifeblood in any organisation or business. Everyone needs the right information to make decisions and do their work. How do you know what the right information is at any given time? People in the workplace are confronted with this question every day.

There is so much information available that people talk about an information explosion. This is positive and negative. On the positive side it is possible for a person skilled in the use of the computer to get the necessary information at a touch of a button. The negative effect of having access to too much information is a feeling of being overwhelmed. This is referred to as information overload. Luckily people are resilient and are learning the skills to cope. Nowadays everyone has to learn to express their needs clearly, know where to find the information required, and select from the information available what is necessary to perform with success.

As you do the activities in this section you will find out more about basic information tools and the part you can play to handle information at work. You will have to use a specially designed computer manual to practise the skills to operate a computer and printer, use a word processing programme and send and receive emails.

The aim of this section is to introduce you to some building blocks that help you to handle information at work. Find out more about:

- The computer and how it functions
- Some key computer terms
- A printer and modem
- The keyboard
- Sorting out some common problems with the printer
- The importance of sending accurate information

WORD BUILDING

Overwhelmed overpowered with too much information

Resilient flexible, able to find new ways

Here are some interesting facts about information from an article The Information Explosion, which you can find on the University of British Columbia website [<http://www.ubc.ca/>]

The amount of information produced in the world increases by about 30% per year

Only 18% of the stories in an average newspaper are read in full.

A weekly edition of the New York Times contains more information than the average person was likely to come across in a lifetime in seventeenth-century England.

Email ranks second behind the telephone as the largest information flow.

LEARNING TARGET

This set of learning goals or outcomes shows what you are expected to know and do when you have completed your study of this theme.

Read the list before you start the activities as it will give you a good idea of what to aim for. The activities help you to practise some of the skills you need. Come back to the list when you have completed the work in class and the activities in the guide. You can check what progress you have made and tick one of two boxes, I can do this; I need more practice.

Awareness of what you can do and how well you can do it is a sign of a self directed learner who is becoming a competent person.

MY LEARNING JOURNEY

WHAT I AM EXPECTED TO KNOW AND DO	I AM CONFIDENT	I STILL NEED MORE PRACTICE
1. I can identify the parts of a computer and describe what they are used for.		
2. I can explain the meaning of some basic computer terms.		
3. I can identify the parts of a printer and know how to operate it		
4. I know how to solve simple problems with the printer and sending emails.		
5. I know where the different keys are on the keyboard and can type simple messages.		
6. I can answer questions that show that I know the basics of sending and receiving emails.		
7. I know what the effects are of sending inaccurate and wrong information and can suggest how to make sure that the right messages are sent to the right people.		
Add anything else you think you have learned that is not included in the list.		

USE A COMPUTER AND PRINTER

One of the major tools that people are relying on in business and in their private lives is the computer. The computer has revolutionized the way information is stored, retrieved and communicated. Communication is now much faster between people in the same organisation, in different organisations and across countries and continents than before the era of computers. We can literally receive any information at the touch of a button.

Just as the printing press replaced the pen, so the computer is fast replacing letter writing. Today there are various computer programmes that allow you to do tasks that previously required expert knowledge and skill. A word processing programme like MS Word can assist anybody to compile documents, letters and memos. Any record of clients or stock can be done by using a database program (MS access) which enables you to find information quickly and easily.

Find out how this amazing tool works. Get to know the different parts of the computer, what they can do and how you can use them. Just like an athlete becomes faster on the track by practising daily, you too can improve your computer skills by practising regularly. Do the drill exercises in the special computer manual you have. If you have access to the Internet, find this website: www.bbc.co.uk/webwise/ Click on Absolute Beginners Guide. This is an online training programme and is a fun way to explore the computer, keyboard, mouse and windows.

➔ ACTIVITY 59: HOW WELL DO YOU KNOW THE COMPUTER?

The computer is made up of many parts that all work together to help you input, create retrieve and send information. Do you know what the different parts are called and what they do? Here is a quiz that tests your knowledge. You can do it alone or as a group in class.



QUIZ ABOUT THE COMPUTER AND ITS PARTS

1. What general term describes the physical equipment of a computer system, such as its screen, keyboard and storage devices?
 - a) Hardware
 - b) Input
 - c) Output
 - d) Software

2. Where is the CPU located?
 - a) In the mouse
 - b) In the printer
 - c) In the modem
 - d) In the body of the computer

3. CPU stands for _____
- a) Core packet unit
 - b) Clock picket unit
 - c) Central processing unit
 - d) Central product unit
4. When a computer prints a report, this output is called _____
- a) Hard copy
 - b) Soft copy
 - c) COM
 - d) None of the above
5. Which part of a computer is used most in word processing
- a) The mouse
 - b) The monitor
 - c) The keyboard
 - d) All of the above
6. A word processing programme is most useful for:
- a) Managing data
 - b) Preparing documents
 - c) Running spreadsheets
 - d) Creating diagrams
7. What is a common term for a picture that can be pasted into a document?
- a) Clipboard
 - b) Annotation
 - c) Graphic
 - d) Subscript
8. Moving text, graphics and/or a table from one document to another document is a function of what two features?
- a) Save and Copy
 - b) Insert and File
 - c) Copy and Paste
 - d) Plaster and Seal
9. Output which is made up of pictures, sounds and video is called _____
- a) COM
 - b) Multimedia
 - c) Hard copy
 - d) Graphics

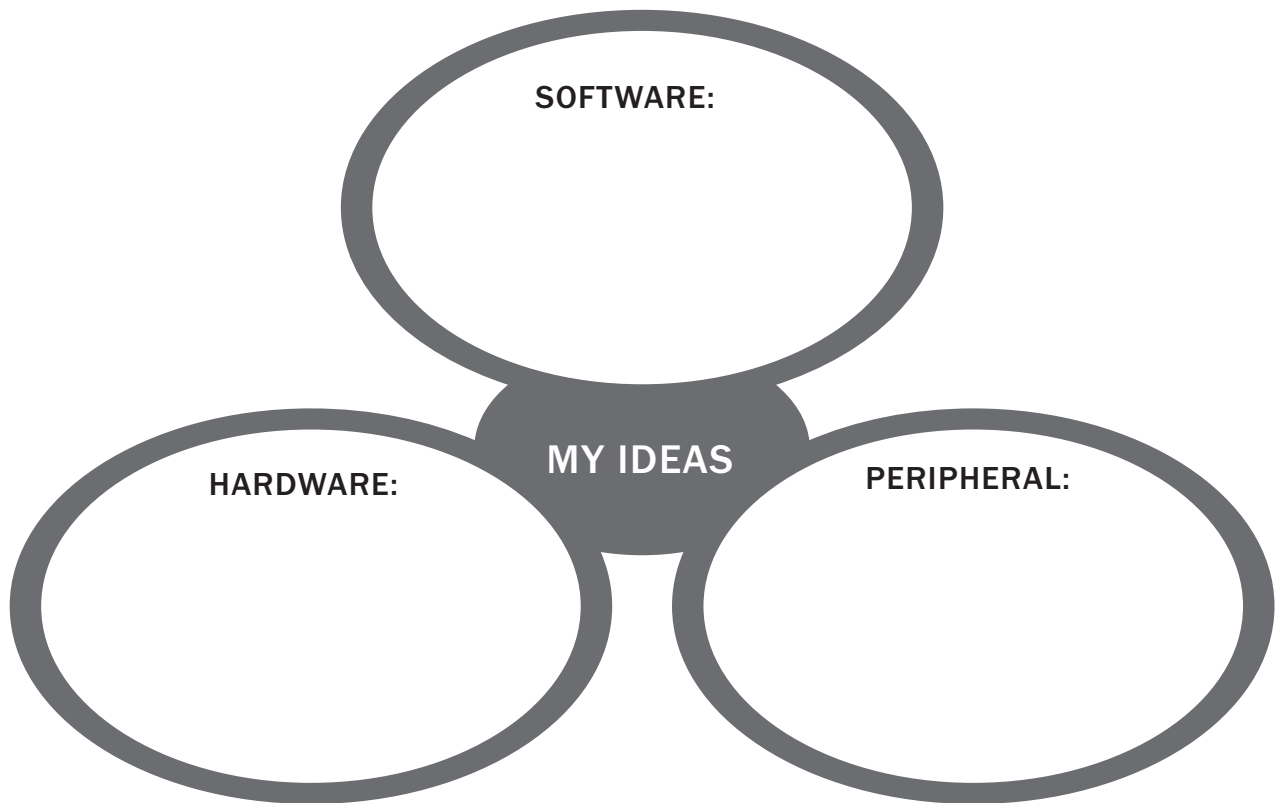
10. For a test print of a newly created document, you should use _____ quality print

- a) Letter
- b) Near letter
- c) Draft
- d) Outline

→ ACTIVITY 60: GETTING FAMILIAR WITH COMPUTER TERMS

Learning about the computer is like learning a new language. There are many new words you have to learn. Here are three to start with: hardware, peripherals and software,

What do you already know about these words? Write down your ideas inside the 'My ideas' block.



Compare your ideas with these descriptions:

HARDWARE

The physical parts of the computer that you can see and touch. For example the keyboard, the mouse, the screen, the printer, and the different parts that make up the central processing unit.

PERIPHERALS

These are parts like the mouse, the keyboard, the printer, the joystick, the scanner and any others that are used to send and receive information to and from the central processing unit. All of them are also hardware components.

SOFTWARE

Programmes that have been created to perform specified tasks. For example MS Word is a word processing programme that allows you to type and manipulate text for the purpose of compiling letters, reports, and any other document required in an office. Another example is MS Excel. This programme helps you to manipulate text and numbers and is used to compile spreadsheets.

WORD BUILDING

Manipulate in general use means to handle, treat or use and applied to word processing it means to change, edit or move text

Compiling collecting, making up

Spreadsheet is a computer programme allowing the manipulation and flexible retrieval of especially tabulated (ordered) numerical data

Do you know what the terms central processing unit, input device, output device, operating system and application software mean? Match the correct term with its meaning. Just write the correct term opposite its meaning.

MEANING	TERM
<ul style="list-style-type: none"> Hardware component that is attached to the Central Processing Unit (CPU) that enables you to put information into the system. 	
<ul style="list-style-type: none"> The brain of the computer. 	
<ul style="list-style-type: none"> A system that is needed to control the internal management of the computer. 	
<ul style="list-style-type: none"> A specific programme that executes a specified task. 	
<ul style="list-style-type: none"> Hardware component that is attached to the Central Processing Unit (CPU) that enables you to retrieve or to get hold of information you have put into the system. 	

Here is a list of computer parts and programmes.

- CPU
- Monitor (Screen)
- Keyboard
- Mouse
- Printer
- Modem
- Scanner
- Joystick
- Lightpen
- Stiffy-drive
- CD-Rom
- Memory Stick
- Hard drive Windows XP/98/2000
- MS Word
- MS Excell
- MS Powerpoint
- MS Access
- Pastel
- Games

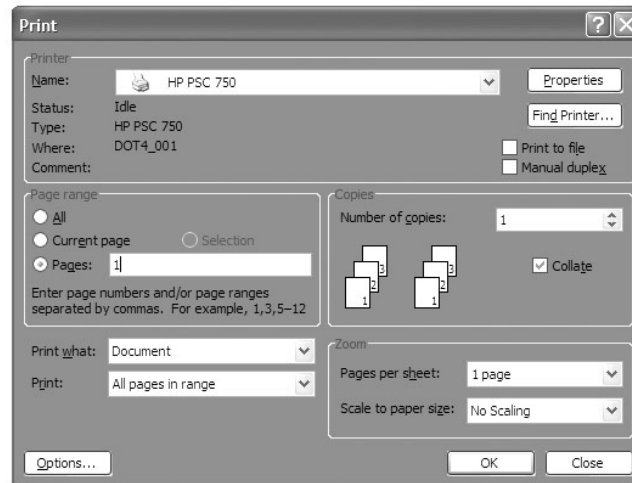
A table is a useful way of organizing information. Use the table below to organise the above parts or components and programmes. Write each one in the correct column.

HARDWARE	PERIPHERALS		SOFTWARE	
	INPUT	OUTPUT	OPERATING	APPLICATION

If you are unsure about any of these terms consult a computer manual or talk to someone who is familiar with computers before you check your answers. Finding out things for yourself helps to build your knowledge.

→ ACTIVITY 61: INSTRUCTING THE PRINTER WHAT TO PRINT

The manager is in urgent need of a document for a meeting with clients. The document is already typed and you have to retrieve it and print three copies for him. You find the document and click on the print button and this window opens. The software package that is on your computer may be slightly different to the window below but there are probably some common features.



PRINT WINDOW QUIZ

The print window has some fixed settings and also some that you can change to suit your particular needs. Do you know how to do this? Find out how well you know your way around this window.

1. What model of printer is in use? _____
2. Where do you click to get the following copies?

The print window sections and buttons are numbered on the above picture of the print screen. Write the correct number inside the box next to each print requirement below.

 - Only print the page you see on the screen (block)
 - Print only even pages
 - Print all the pages
 - You want to get back to your document without printing
 - Print three copies
 - You have completed the set-up and want to print

For this part of the activity you need to have a print window open on your computer. Find out what happens when you press these buttons:

- Remove the tick in the collate box
- Click on Properties. Then click on EconoMode
- Click on ? at the top of the window
- Click on Options

➔ ACTIVITY 62: WHY IS THE PRINTER NOT WORKING?

You have completed the instructions to the printer and have clicked on the print button but nothing happens. What now?

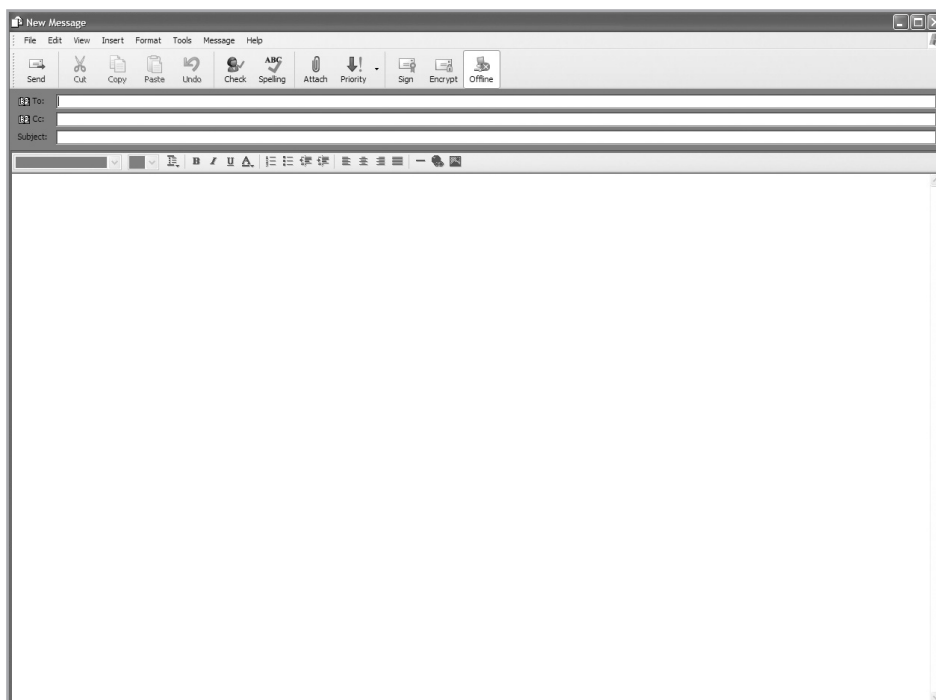
1. Find out what problems can occur for the printer not to work. Also find possible solutions.

PROBLEM	SOLUTION

2. How did you find this information?

→ ACTIVITY 63: FINDING OUT HOW TO HELP YOURSELF

Takalani has managed to print the document but as she takes it out of the printing tray she notices that the print is of poor quality and that there are dark patches and faint patches which are difficult to read. The manager will never accept this and so Takalani has to solve the problem. It is obvious that she has to replace the cartridge. She phones the person who is in charge of the stationery for a cartridge. He asks her what printer she is using because printers are different and require different types of cartridges and toners. What advice will you give Takalani to help her determine the kind of cartridge that her printer needs. Write your advice in the form of an email message inside the message space below.



➔ ACTIVITY 64: MAKING SURE THE EMAIL IS SENT

Previously letters were typed, printed and sent by post. These days we still type the letter on the computer but we send it directly to the customer by means of the computer. How is it possible? A special modem which is either inside the computer (internal modem) or outside the computer (external modem) makes it possible. But something else is needed. The modem is connected to your computer and is linked to a telephone line. When you connect the message it is sent via the telephone line.

While sending messages per email is fast and easy problems sometimes occur that you will have to solve. Let's see what kind of problems can occur and how you can solve them.

Takalani has to send a message for her manager to a client in the United State by email. It is very urgent, but she cannot connect to the Internet. She is panicking because much depends on the client receiving the email in time. Takalani comes to you for advice. You advise her to consult the troubleshooting page below. But this page is all scrambled and the problems and solutions for internal and external modems are all mixed up.

Help Takalani sort out the problems and the solutions that appear in the box below.

Find the right solution for your modem problem	
1.	It is not responding
2.	Lights are not active
3.	Some of the lights are not active
4.	No dialing tone from the modem
5.	No connection is occurring
6.	Check the network cable is not connected
7.	Change the location to South Africa
8.	Start, control panel, modem, select a correct modem

Help Takalani by organising the information in an accessible way in this table.

INTERNAL MODEM		EXTERNAL MODEM	
PROBLEM	SOLUTION	PROBLEM	SOLUTION

→ ACTIVITY 65: QUIZ ABOUT EMAILS

Please check all that apply for each question.

1. Which of the following is an example of an e-mail address?

- a) www.google.com
- b) gavin@mojo.edu
- c) Harold P. Bacela
- d) donajoba

2. A Powerpoint file can be attached to an e-mail?

- a) True
- b) False

3. After receiving an e-mail you can (Check all that are correct):

- a) Reply to the sender
- b) Forward it to others
- c) Read it
- d) Edit it
- e) Delete it
- f) Save it

4. Common problems with electronic mail include: (Check all that are correct)

- a) Attachments can often contain viruses
- b) Messages can be shared and forwarded without the consent of the author
- c) It is not a completely confidential way of communicating

5. Which is the correct definition of the 'Reply to all' e-mail function:

- a) Will send a reply message for the selected message to every entry in the address book
- b) Generates a reply message addressed only to the sender of the selected message
- c) Generates a forward message from a current incoming message
- d) Generates a reply message addressed to all the recipients of the selected message

6. What is the best way to find someone's e-mail address?

- a) Look it up in an e-mail directory
- b) Take a guess
- c) Call the person
- d) Do a Google search

7. Why would your e-mail message return to you?

- a) The recipient's mailbox is full
- b) The recipient's address is misspelled
- c) The recipient has changed his/her address
- d) Any of the above

8. What is a good use of e-mail? (Check all that are correct)

- a) To contact someone without disturbing them
- b) To send an instant message
- c) To send the same message to many people
- d) To forward a message from a friend

9. New email messages will appear in the _____

- a) Inbox
- b) Outbox
- c) Deleted folder
- d) Incoming Box

10. The cc box in the window for composing emails is for _____

- a) Additional subject lines
- b) The names of attached files
- c) Email addresses for people you want to send a copy of the message, which will be hidden from all the other receivers of the message
- d) email addresses for people you want to send a copy of the message



ACTIVITY 66: FINDING YOUR WAY AROUND THE KEYBOARD

As the keyboard is such an important tool you need to become very familiar with its layout. This activity will help you find answers to questions such as:

- Where are the different letters of the alphabet?
- Where are the number keys?
- What keys help me to move around the page on my computer?
- How can I erase what I have done?
- How can I find what I have erased?
- What does the enter key do?
- What does the shift key do?

You may have more questions. But let's start.

Are you a very observant person? Follow these instructions and find out.

1. Examine the keys on the keyboard that start with the letter Q. What words can you make using the letters in this row? Here is one word to get you started:

top,

Type each word that you can find.

2. Now look at the row below which starts with the letter A. See how many words you can find. Did you know that this row of letters is called homerow? This is the row that your hands return to when you type using all your fingers.

3. Can you make any words with the bottom row of letters which start with Z? Explain.

CHECK WITH YOUR CLASSMATES

When you have typed all the words you can find, compare your list with the list of some of your classmates. How many words did your group manage to compile? Type any additional words that you did not have.

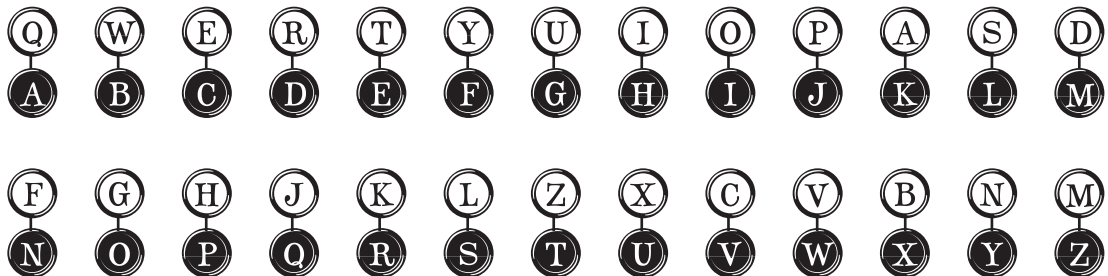
Have you wondered why the letters on the keyboard are not in alphabetical order? Wouldn't that make it easier to find the letters? Well in the days when the typewriter was invented it was necessary to separate letters that were commonly used together to avoid the hammers (these are metal parts to which the key was attached) from becoming stuck. The typewriter layout that was developed is called QWERTY? Yes, after the first five keys on the top row of the keyboard. As this layout has been in use for many years, the modern computer keyboard has inherited it.

The more you practise the more your fingers will do the typing!

WORD BUILDING

Typewriter a machine with keys for producing printlike characters one at a time on paper inserted on a roller.

4. How would you like to decode a secret message? Here is a code that you must use. . Each letter represents another letter. For example Q is now A, W is B and so on. The white letters are the codes for the letters in black.



Use the above key to the code to find out what words the code represents.

TYPE:

1. ZIT
The word is
2. DGKT
The word is
3. Now you know what to do, complete the rest of the message:

NGX
.....

HKQEZOLT
.....

ZIT
.....

WTZZTK
.....

NGX
.....

WTEGDT
.....

Type the solution on the computer. Then write the message you decoded inside the box.

➔ ACTIVITY 67: LET YOUR FINGERS DO THE WALKING

1. Key in (type) the following paragraph:

The Internet is a collection of computers around the world. If your computer is connected to the Internet, it can connect to millions of other computers, in different parts of the world.

2. Type the same paragraph in capital letters.
3. You are now familiar with typing the paragraph in lowercase and uppercase (capitals). If you want to highlight the paragraph and make it stand out use the italics function to change the appearance of the above paragraph.
4. Another way of highlighting text is to use the bold function. Type the following paragraph in bold and underline the word Internet throughout the paragraph.

The World Wide Web (www) is a section of the Internet that has a collection of millions of electronic pages of information. These pages are different from the pages in a book as they can contain text, images, audio and video items.

A website on the Internet is a collection of these electronic pages. The home page is usually the first page in a web site.

There are many drill exercises like this one in your computer manual. Practice them daily to improve your typing skills.

➔ **ACTIVITY 68: A COSTLY ERROR**

Failing to transmit accurate information to the right people can have disastrous consequences as this example shows. It is based on a true story that appeared in a national newspaper. The names of the parties have been changed and are fictitious.

The trouble began in March 2000 when the Mrs Belema, the accounting clerk of a large company, had to make out a cheque for R14 090 802 to Info-Tech Suppliers (Pty) Ltd for IT equipment. Mrs Belema opened the list of suppliers on her computer and clicked on the first Info-Tech she came across. Unfortunately she selected Info-Tech Systems cc, issued the cheque and mailed it to the owner of this small company, a Mr John Macy. When John Macy received this unexpected 'windfall' he immediately deposited the money into his account. He then moved the funds into private accounts in an attempt to shift the money out of reach of the company that issued the cheque.

It was only in the middle of May that the internal auditor of the company noticed the mistake. He immediately got in touch with John Macy and confronted him over the phone. In the meantime John Macy had earned huge interest on the money he deposited. But for the company things were looking dismal. They had to pay the real supplier the full amount.

On 17 May John Macy was arrested on a charge of stealing a cheque and misappropriating the funds. His only comment was: "I don't want to answer any questions." He was released on bail and a trial date was set for May 2002. But John Macy never turned up. After several attempts to arrest him, the police closed the case in August 2002.

1. Find words from this story that match these meanings.
 - a) supplied
 - b) fruit blown to the ground by the wind
 - c) brought face to face with
 - d) applying to won use

2. Imagine you are a manager in this company. Write some guidelines for staff to avoid situations like this from happening in future. You can write your suggestions in the form of an internal memo.

MEMO**TO: ALL STAFF****FROM:****DATE:****GUIDELINES FOR ISSUING CHEQUES**

[A memo or memorandum is a way of communicating with one or more members of staff in an organisation. Electronic communication has largely replaced letters and memos. However, important messages are still conveyed using paper based documents.]

FEEDBACK SECTION – MANAGE INFORMATION

→ ACTIVITY 59: HOW WELL DO YOU KNOW YOUR COMPUTER?

1. a) Hardware; 2. d) In the body of the computer; 3. c) Central processing unit; 4. a) Hard copy; 5. c) The keyboard; 6. b) Preparing documents; 7. c) Graphic; 8. c) Copy and Paste; 9. b) Multimedia; 10. c) Draft.

→ ACTIVITY 60: GETTING FAMILIAR WITH COMPUTER TERMS

MEANING	TERM
<ul style="list-style-type: none"> Hardware component that is attached to the Central Processing Unit (CPU) that enables you to put information into the system. 	Input device
<ul style="list-style-type: none"> The brain of the computer. 	Central Processing Unit (CPU)
<ul style="list-style-type: none"> A system that is needed to control the internal management of the computer. 	Operating system
<ul style="list-style-type: none"> A specific programme that executes a specified task. 	Application system
<ul style="list-style-type: none"> Hardware component that is attached to the Central Processing Unit (CPU) that enables you to retrieve or to get hold of information you have put into the system. 	Output device

HARDWARE	PERIPHERALS		SOFTWARE	
	INPUT	OUTPUT	OPERATING	APPLICATION
Central Processing Unit (CPU)	Keyboard Mouse Modem Scanner Joystick Lightpen Stiffy-drive CD-Rom Memory Stick Hard-drive	Monitor Printer	Windows XP/ 98/2000 MS	Word MS Excel MS Powerpoint MS Access Pastel Games

➔ ACTIVITY 62: WHY IS THE PRINTER NOT WORKING?

Step 1: Read the error message which appears on the screen. This message can give you this information:

PROBLEM	SOLUTION
<ul style="list-style-type: none"> • There is no paper in the printer 	<ul style="list-style-type: none"> • Add paper
<ul style="list-style-type: none"> • There is no communication between the printer and the CPU 	<ul style="list-style-type: none"> • Check the cables • Or restart the computer
<ul style="list-style-type: none"> • The paper is jammed 	<ul style="list-style-type: none"> • Remove the jammed paper from the printer
<ul style="list-style-type: none"> • The incorrect printer is selected 	<ul style="list-style-type: none"> • Select the correct printer
<ul style="list-style-type: none"> • The printer is not switched on 	<ul style="list-style-type: none"> • Switch on the printer

➔ ACTIVITY 63: FINDING OUT HOW TO HELP YOURSELF

Takalani,

You will need to tell the person in stationery the name and model number of your printer so he can determine the kind of cartridge needed.

Printers are divided into 2 types, impact and non-impact, depending on their accuracy and speed. Takalani will need to

PRINTER TYPE	MEANING	EXAMPLE
<ul style="list-style-type: none"> • Impact 	These printer types are slow, noisy, and cheaper and they are simple to be replaced.	Dot Matrix
<ul style="list-style-type: none"> • Non-impact 	These are expensive printers, print quality text, faster and not simple to replace when they are broken.	Laser Inkjet

➔ **ACTIVITY 64: MAKING SURE THE E-MAIL IS SENT**

INTERNAL MODEM		EXTERNAL MODEM	
PROBLEM	SOLUTION	PROBLEM	SOLUTION
It is not responding	Click on start, control panel, phone and modem and switch the location to RSA	It is not responding	Switch off the modem and turn on again
No connection is occurring	Check if the modem network cable is in place	Lights are not active	Plug the modem and turn on
		No dialing tone from the modem	Start, control panel, modem, select a correct modem
		No connection is occurring	Click on start, control panel, phone and modem and switch the location to RSA

➔ **ACTIVITY 65: QUIZ ABOUT EMAILS**

1. b) Gavin@mojo.edu; 2. a) True; 3. All are correct; 4. All are correct; 5. d) Generates a reply message addressed to all the recipients of the selected message; 6. c) Call the person; 7. d) Any of the above. 8. All are correct. 9. a) Inbox; 10. d) email addresses for people you want to send a copy of the message.

➔ **ACTIVITY 66: FINDING YOUR WAY AROUND THE KEYBOARD**

1. ZIT = THE
2. DGKT = MORE
3. NGX HKQEZOLT ZIT WTZZTK NGX WTEGDT. = YOU PRACTISE THE BETTER YOU BECOME

THE MORE YOU PRACTISE THE BETTER YOU BECOME

➔ ACTIVITY 67: LET YOUR FINGERS DO THE WALKING

1. The Internet is a collection of computers around the world. If your computer is connected to the Internet, it can connect to millions of other computers in different parts of the world.
2. THE INTERNET IS A COLLECTION OF COMPUTERS AROUND THE WORLD. IF YOUR COMPUTER IS CONNECTED TO THE INTERNET, IT CAN CONNECT TO MILLIONS OF OTHER COMPUTERS IN DIFFERENT PARTS OF THE WORLD.
3. *The Internet is a collection of computers around the world. If your computer is connected to the Internet, it can connect to millions of other computers in different parts of the world.*
4. **The World Wide Web (www) is a section of the Internet that has a collection of millions of electronic pages of information. These pages are different from the pages in a book as they can contain text, images, audio and video items.**

A website on the Internet is a collection of these electronic pages. The home page is usually the first page in a web site.

➔ ACTIVITY 67: LET YOUR FINGERS DO THE WALKING

1. a) issued; b) windfall; c) confronted; d) misappropriating
2. A few points you may have made in your memo.
 - Don't make assumptions
 - Accuracy is more important than speed, check the full details before issuing a cheque
 - Double check the details before issuing, especially if a large amount is involved
 - If you are in any doubt ask questions
 - Be on guard against the dulling effect of routine



THEME 6

EXPLORE THE WORLD OF BUSINESS



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ne deadline professional business com
target target information manage time de
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ety communication target target informati
ne deadline professional business safety com

THEME 6: EXPLORE THE WORLD OF BUSINESS

If you have ever done a jigsaw puzzle you will know that seeing what the finished puzzle looks like can help tremendously to make sense of the individual pieces. In this section you will be introduced to the big picture of the economy and where business fits in it.

Let's start our exploration way from home. Thailand is a beautiful country with gentle people, jungles, lovely beaches, hotels, entertainment for visitors and all at reasonable prices for people from many other parts of the world.

The people of Thailand and other countries in that region were very happy. They had many visitors who enjoyed themselves and spent a lot of money at the resorts and the economies of these countries were doing very well. Then one day in 2004 there was an earthquake off the coast of Sumatra which caused an enormous tidal wave or tsunami that killed thousands of people and wrecked many resorts.

The following report by journalist, Clifford Coonan for the International Labour Organisation (ILO) gives some idea of Thailand's business world after the tsunami.

The immediate after-effects of the tsunami - shattered resort hotels and fearful tourists - translated into a 90 per cent drop in hotel bookings. Recovery has been slow: January figures showed foreign arrivals in Thailand down 26 per cent on last year.

Up to an estimated 100,000 people in the tourism sector may have lost their jobs and early predictions were that as many as half a million jobs were in danger.

Chanin Donavanik, President of the Thai Hotel Association, says the hotels in the six Thai provinces hit by the tsunamis, particularly Phuket, Krabi and Phangnga, are still receiving cancellations and new reservations are slow in coming. Occupancy rates are hovering at around 10-15 per cent.

Employers are responding by placing employees on unpaid leave. Even those lucky enough to be working are living with drastic cuts in income, in some cases as much as 50 per cent, because of reduced hours and the loss of tips and service charges.

The overall economic toll is still being calculated. Phuket, Phangnga and Krabi alone accounted for around one quarter of Thailand's total annual tourist revenue.'

This natural disaster had a profound effect on the tourism business in Thailand and the other countries that were affected. There have been many stories about the generosity of people around the world wanting to help these countries to recover. One of the ways people are now helping is to go back to these countries for their holidays, even though the resort hotels and other facilities are not yet properly restored. It is a way of helping their economies to recover because tourists' money is helping to create jobs that were lost in the disaster.

LEARNING TARGET

This set of learning goals or outcomes shows what you are expected to know and do when you have completed your study of this theme.

Read the list before you start the activities as it will give you a good idea of what to aim for. The activities help you to practise some of the skills you need. Come back to the list when you have completed the work in class and the activities in the guide. You can check what progress you have made and tick one of two boxes, I can do this; I need more practice.

Awareness of what you can do and how well you can do it is a sign of a self directed learner who is becoming a competent person.

MY LEARNING JOURNEY

WHAT I AM EXPECTED TO KNOW AND DO	I AM CONFIDENT	I STILL NEED MORE PRACTICE
1. I can follow a logical process for exploring the various elements of the environment to identify their influence on the business sector I have selected.		
2. I can explain how possible events in the physical environment may influence this business.		
3. I can indicate how an element in the social environment could influence a sub sector of the chosen business sector 4. I can outline what is meant by the economic environment and list at least three possible events.		
5. I can indicate how one such event could impact on one of the sub sectors.		
Add anything else you think you have learned that is not included in the list.		

WORD BUILDING

Economic environment refers to the impact of global economic trends and domestic socio-political strategies on business. It includes indicators such as the business cycle (growth or decline), inflation and unemployment.

→ ACTIVITY 69: WHAT CAN WE LEARN FROM TOURISM IN THAILAND?

1. What needs of the tourists were the resorts catering for?

.....

.....

.....

2. Why were they so popular?

.....

.....

.....

3. What were the benefits for individual Thais, for the Thai people and their country?

.....

.....

.....

4. Do you think the tourists who are now going back are helping to rebuild the economy? How?

.....

.....

.....

Our quick exploration of Thailand has helped to emphasize what an important part tourism can play in a country's economy. What about tourism in South Africa in general and Limpopo Province in particular.

→ ACTIVITY 70: TOURISM IN LIMPOPO PROVINCE?

GROUP ACTIVITY

Discuss the following questions:

1. What are the favourite places for visitors from overseas to visit in Limpopo?

.....

.....

.....

2. What is their purpose in visiting? Are most of them on business or on holiday?

.....

.....

.....

3. What about visitors from other parts of South Africa?

.....

.....

.....

4. What business opportunities are created by these visitors?

.....

.....

.....

Tourism is an increasingly important part of the world of business in many countries. Some of the factors that have made tourism so important include:

- the ease and speed of air travel,
- the money that people in countries with strong economies have to spend on travel and on their holidays,
- the fact that many businesses have become global and have offices in many different countries
- the growth of the number of people in many parts of the world
- all the information available about different parts of the world through modern information technology, e.g. the coverage of sporting events like this year's World Cup Soccer tournament in Germany.

The diagram below is adapted from an article on the internet dealing with Joburg's plans for increasing tourism. It shows that tourism can lead directly to more money for businesses that supply the direct demands of tourists. But it also shows additional opportunities for business that can be created indirectly.

Structure of the Tourism Industry



http://www.joburg.org.za/unicity/tourism_ch1_2.stm

→ ACTIVITY 71: HOW DOES INDIRECT TOURISM AFFECT YOU AND ME?

Read the extract from the following report and answer the questions that follow.

News : Easter pilgrimage draws worshippers despite rain and heat

Posted by Joshua Kwapa on 2005/3/29 0:00:46

Over a million Zion Christian Church (ZCC) members braved scorching heat and rain to celebrate the annual Easter pilgrimage at Moria City outside Polokwane.

The celebrations were marked by a hive of activities – including dancing, the church's brass band and a number of sacred rituals...

Besides praying and dancing, business is booming inside Moria City.

Throngs of hawkers selling pap and meat, church newsletters, church audio cassettes, CDs and many other goods are found all over in the church grounds.

1. What business opportunities are created by these visitors?

.....

.....

.....

2. What additional business do petrol stations do at this time of the year?

.....

.....

.....

3. Do you think that the money spent by all these visitors also leads to more money for local businesses after the pilgrims have returned home? Explain.

.....

.....

.....

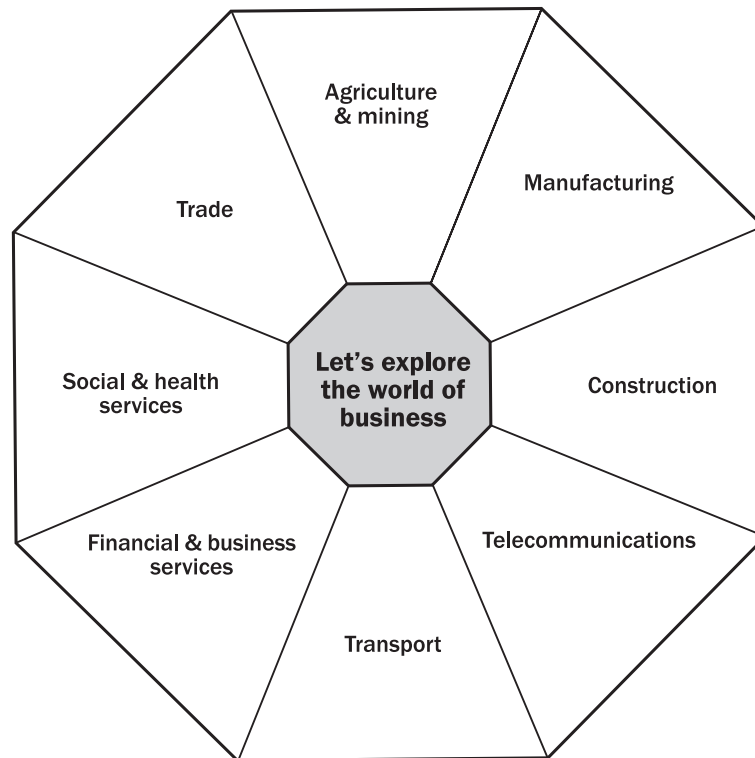
Fitting it all together in the big picture

So far we have concentrated on tourism to bring out some aspects of the world of business. We know that demand for products, for example, hotels where people can stay, restaurants where they can go to eat, cafes, petrol stations, depend on people wanting these things, having money to pay for them and being prepared to pay.

On the other side suppliers must find out what customers want, they must let their customers know what is available, where they can go to get it, how much it will cost them.

The business world does not grow automatically. It requires people who ask questions, who want to find out what needs exist, who have the energy and drive to supply products and services that will satisfy the need and the vision to see what is possible. They must believe in their capacity to achieve their dreams. A big factor is often finding the money to fund their ideas.

The following diagram helps to understand the world of business. It shows a traditional division of the economy. How useful is it? It is a tool that can help you to identify what types of industries and businesses there are in your area and can help you to identify possibilities for jobs or possibly even small businesses. It can also help you to identify the natural resources that exist in your area that may present new business opportunities.



➔ ACTIVITY 72: IDENTIFYING EXAMPLES OF DIFFERENT TYPES OF BUSINESSES?

For each of the areas, fill in one or two examples of the types of businesses that exist in your area or in Limpopo or elsewhere in the country.

- Agriculture and mining _____
- Manufacturing _____
- Construction _____
- Telecommunications _____
- Transport _____
- Financial and business services _____
- Social and health services (including education) _____
- Trade _____

GROUP ACTIVITY

Compare your lists and discuss the following questions.

1. Were you able to list some business in each of the eight sectors in your immediate area or did you have to refer to Polokwane or some other part of the country?

.....

2. Did you notice that not all sectors have businesses that are meant to make a profit?

.....

TYPES OF ORGANIZATION

In the limited free market economic system that operates in South Africa, business, government and society exist together. There are three types of organizations that operate, namely:

- Private business organization
- Non-Profit organization (NPO's or Non-Government organization NGO's)
- Government organization (Public utilities)

 **ACTIVITY 73: CLASSIFY THE ORGANIZATION TYPES**

From your list of businesses/organizations in the previous activity, classify them profit organizations or NGO's or government organizations.

.....

.....

.....

In the table that follows fill in the following businesses/organizations in the appropriate space.

Old Mutual, Anglo American, Spur Restaurant, Sowetan, Mr Price, ABSA, Limpopo FET College, Putco, OPC cement, Protea Hotel, Social Welfare Department.

SECTOR OF THE ECONOMY	BUSINESS/ORGANIZATION
• Agriculture and mining	
• Manufacturing	
• Construction	
• Telecommunications	
• Transport	
• Financial and business services	
• Social and health services	
• Trade	

→ ACTIVITY 74: WHAT DOES IT TAKE TO SUCCEED?

Read the following case study from the newspaper and answer the questions that follow:

Young Achiever of the year

By Abicky Kgolane

Resourceful Pamela Rose of Jane-Furse Pharmacy has been elected Southern Life / Enterprise's World Young Achiever of the year for 2005.

Rose, 26, was born and educated in Limpopo, Jane-Furse Village. As a young woman she spotted a gap in the local service industry, a neighbourhood pharmacy where black people would be served in their mother tongue.

The secret of her business success is the high level of personalized service she renders. Not only does she counsel customers on their health problems, she also personally delivers medication to people's homes in her private vehicle. She also keeps pharmacy open until 11 o'clock at night.

Rose opened her pharmacy in September 2004 and in a short period of time gained the confidence of Jane-Furse residents. "I feel that I have broken new ground," she says. "People appreciate the importance of a pharmacy in the townships, "they now understand that a pharmacist is the most accessible health-care official to give free advice on health-related issues."

She gets invited to local schools to give health and hygiene presentations. She also writes a regular health column in the local township freesheet. As the business grows, which it is, she's confident that her contribution to the community is sure to rise significantly.

Community News: January 2006

1. What are the reasons for Rose's success?

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2. What are the advantages of her pharmacy over others outside the township?

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3. Is her pharmacy operating in the formal or informal sector? Explain.

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BUSINESS MARKETING PRINCIPLES

Demands consist of the needs and wants of the customer. The supplier (business/organization) decides to supply the demand. What conditions are needed for an exchange to take place that is mutually satisfying?

They include:

- The supplier accurately identifying what customers need or want
- An ability to supply the demand
- Pricing the products or services at a level that the customer will be prepared to pay
- Making the customer aware of what is available and creating an interest in the customer so that he/she goes ahead with the deal.
- For ongoing business both customer and supplier feel that they have received value from the transaction.

In the previous activity, we saw Pamela Rose doing a number of things to promote her pharmacy business. She gives presentations at local schools, she writes a regular health column, she keeps her business open until late for the convenience of her customers. The result is that the community is aware of the business, trusts her and her business should continue to grow.

What are some of the other things businesses can do to inform customers of their products and services and help them to discover that their businesses can satisfy the customers' needs?

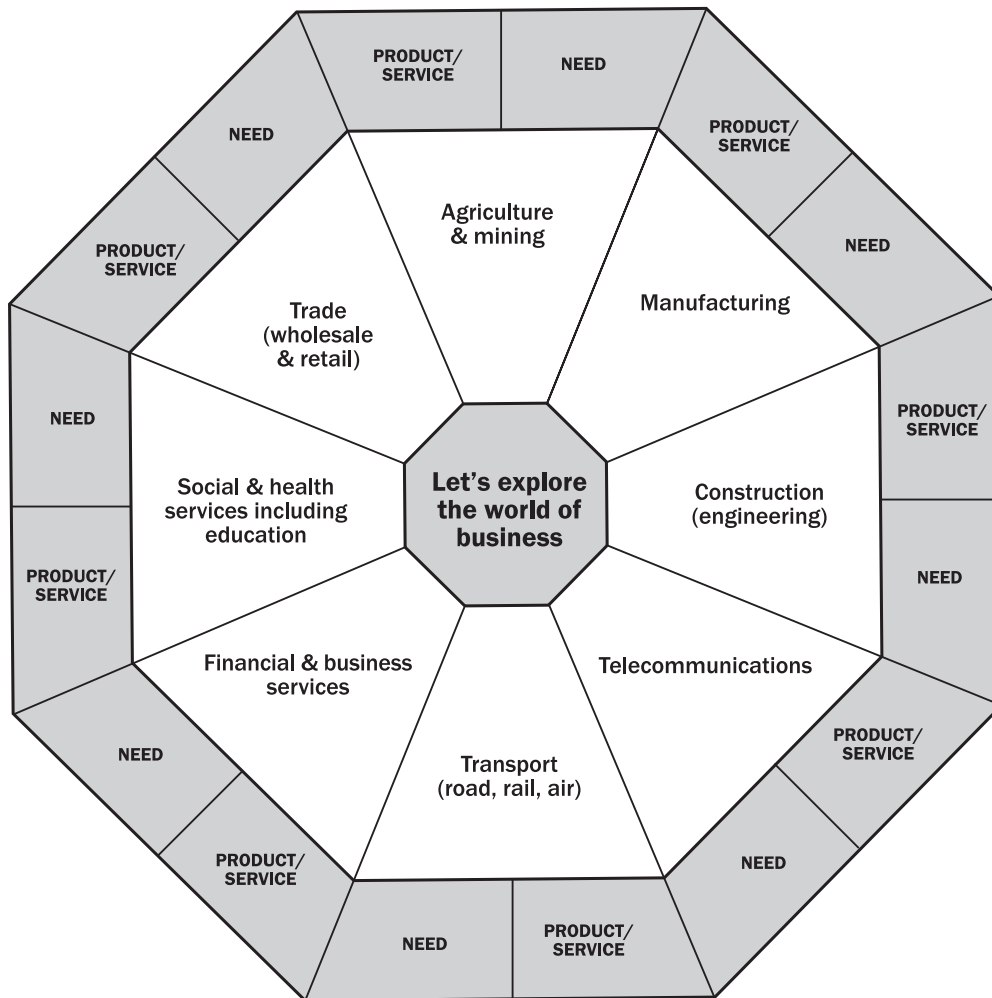
ADVERT	NEED/WANT	HOW PRODUCT MEETS NEED/WANT
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2.		
3.		
4.		

➔ **ACTIVITY 76: THE LINK BETWEEN NEEDS/WANTS AND PRODUCTS/SERVICES?**

Mini-project. Divide into groups of three or four. Each group selects one of the sectors shown in the diagram below. If at all possible, try to cover all eight of the sectors. Your task is to:

- gather information about the main needs the business/organization has identified as its main target/s
- draw up a list of the product/s and/or services it offers
- comment on how it makes itself and its products/services known
- discover how it is affected by drought, rain, heat, cold (Do these variations create difficulties or present opportunities for the business/organization?)
- prepare a brief report on your findings to share with your class using Powerpoint or flip chart.

You will need to plan your research carefully. You may interview people, both staff and customers, and/or gather information from the internet or newspapers.



➔ ACTIVITY 77: WHAT HAVE YOU LEARNT ABOUT THE WORLD OF BUSINESS?

Make your presentations to the class and invite questions after each presentation to clarify aspects of the business that are not clear.

GROUP DISCUSSION

After the presentations discuss the following questions:

1. What aspects of the physical environment can influence businesses in Limpopo Province?

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2. What are some of the things in the social environment that influence businesses/organizations, e.g. the spread of HIV/AIDS, the level of unemployment?

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THE CONTRIBUTION OF SMALL BUSINESS

The world of business would not be complete without small businesses. In fact the small business sector in many developing countries makes an enormous contribution to the local economy. What help can you obtain from banks and other financial institutions, government or other agencies that can assist you if you want to start a small business?

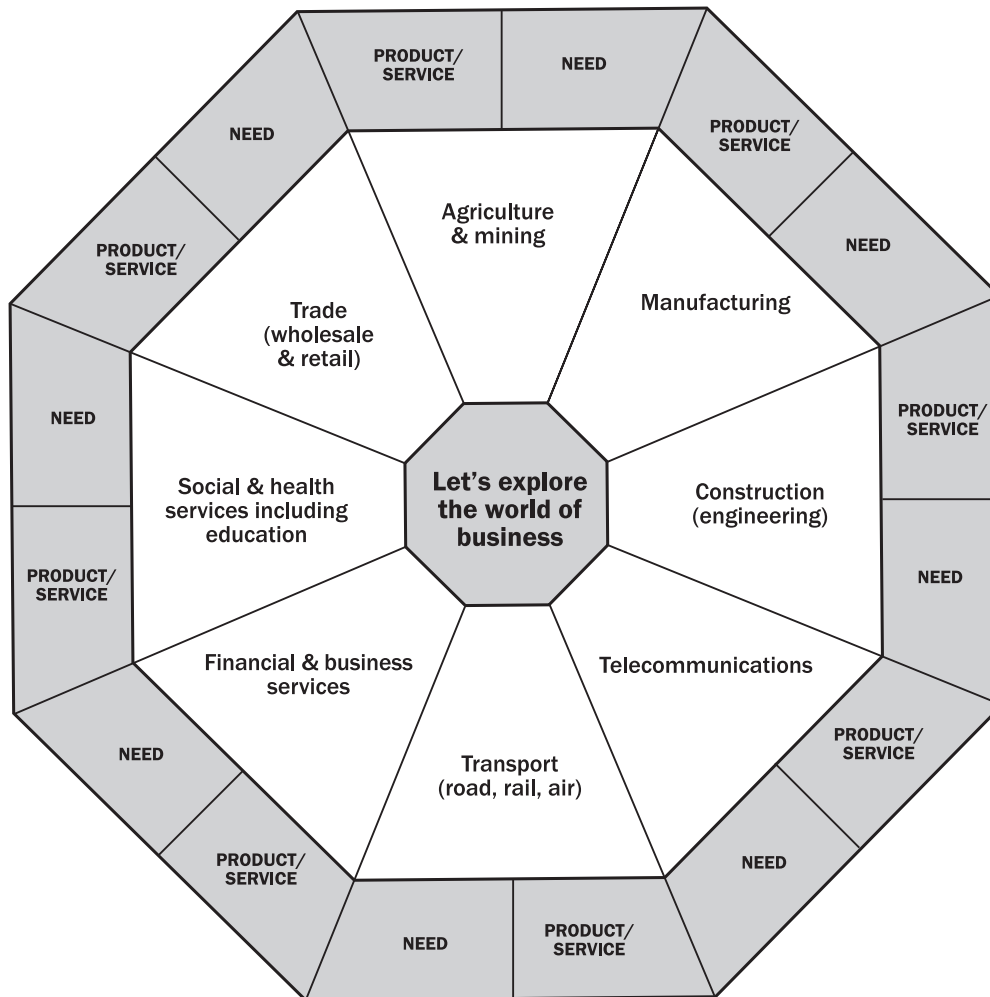
➔ **ACTIVITY 78: HELP FOR SMALL BUSINESSES?**

Make a list of individuals, groups or businesses/organizations an individual could approach if they were interested in starting a small business. Look in newspaper and on the internet and discuss your findings in class.

➔ **ACTIVITY 79: TOURISM AND THE EIGHT SECTORS**

Some people argue that tourism should be treated as a separate sector because of its importance. We have already seen how direct and indirect tourism can influence a number of these sectors.

- In the diagram below write a T for Tourism in each of the eight sectors where you think Tourism can have an influence. Use the 2010 Soccer World Cup as a stimulus to identify the potential impact of tourism on each of the sectors.
- Compare your thinking and discuss your reasons for each T. What opportunities, if any, will the World Cup bring to the sector?



What have we covered in our brief exploration of the world of business?

It is a highly complex world but the diagram of the sectors helped to break this world into smaller, more manageable parts. They are interconnected and developments in one sector can create opportunities in another. For example, if a new road is constructed that makes it easier to reach a remote part of the province, it may create new opportunities for tourism or a small manufacturing business might increase its output of toys or furniture because it will be easier to deliver its products to the market.

Droughts, floods, power cuts, flu epidemics, sporting events and many other variables all influence the business world in various ways. Difficulties in one sector sometimes lead to new opportunities in another. Marketing is crucial for making the most of opportunities and achieving profitable and useful exchanges between customers and suppliers.

This section has hopefully made you more curious to explore the world of business in much greater depth in future.

FEEDBACK SECTION – EXPLORE THE WORLD OF BUSINESS

→ **ACTIVITY 69: WHAT CAN WE LEARN FROM TOURISM IN THAILAND?**

1. What needs of the tourists were the resorts catering for?

The resorts were catering for the desire of tourists to enjoy the sights, water sports and culture of Thailand

2. Why were they so popular?

They were and are still popular because the climate is very warm, there are many beaches and the cost of the holiday is relatively cheap for people from the West.

3. What were the benefits for individual Thais, for the Thai people and their country?

Individuals found employment working in hotels, acting as guides, driving taxis, etc. The contribution of the industry for the people and the economy of the country was very significant.

4. Do you think the tourists who are now going back are helping to rebuild the economy? How?

Yes because by going back they are creating jobs for people who lost their jobs. Investors are more likely to lend money to the tourist industry for rebuilding when they see that tourists are returning to the country.

→ **ACTIVITY 71: HOW DOES INDIRECT TOURISM AFFECT YOU AND ME?**

1. What business opportunities are created by these visitors?

Hawkers are the ones who benefit most during the pilgrimage but petrol stations, cafes, etc. also benefit.

2. What additional business do petrol stations do at this time of the year?

They obviously sell much more petrol/diesel than normal with all the traffic that drives in from Gauteng and other places.

3. Do you think that the money spent by all these visitors also leads to more money for local businesses after the pilgrims have returned home? Explain.

All the businesses and individuals who do extra business over that weekend have additional funds, some of which they spend in the local economy. These indirect benefits as the additional money gets spread around through the local economy are most important for growth.

→ Activity 74: WHAT DOES IT TAKE TO SUCCEED?

1. The reasons for Rose's success is that she is dedicated to her job and that she has no competitor next her business and that she provide extra after-sales services to her clients
2. The advantages of her business is that she is paying less rent, and that she has no competitor and that she is closer to her customer and this leaves her with profit in her pocket.
3. It is formal sector business

