

# 1.

## **BSBIND201A** **WORK EFFECTIVELY** **IN A BUSINESS** **ENVIRONMENT**

### **Elements and performance criteria:**

#### **1. WORK WITHIN ORGANISATIONAL REQUIREMENTS**

- 1.1 Identify organisational/work requirements
- 1.2 Utilise a working knowledge of employee and employer rights and responsibilities
- 1.3 Duty of care, legal responsibilities and organisational goals and objectives
- 1.4 Identify roles and responsibilities of colleagues and supervisors
- 1.5 Identify standards and values detrimental to the organisation
- 1.6 Recognise behaviour that contributes to a safe work environment

#### **2. WORK IN A TEAM**

- 2.1 Display courteous and helpful manner at all times
- 2.2 Complete allocated tasks as required
- 2.3 Seek assistance when difficulties arise
- 2.4 Use questioning techniques to clarify instructions or responsibilities
- 2.5 Identify and display a non-discriminatory attitude in all contacts

#### **3. DEVELOP EFFECTIVE WORK HABITS**

- 3.1 Identify work and personal priorities
- 3.2 Apply time management strategies to work duties
- 3.3 Observe appropriate dress and behaviour as required by the workplace

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## INTRODUCTION

We all have frequent dealings with offices. We regularly use the services of a bank; telephone our insurance company regarding our policies; call in to the gas or electricity office to pay our bills; or telephone our telecommunications service provider with a query about our accounts. When we visit a real estate office, we meet people at the reception desk and see people in offices using computers and answering telephones. What are these people actually doing? Why does the business need an office, and what role does the office play in the running of the business?

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## WHAT IS AN OFFICE?

An office is the area of a business where people—using records/data, equipment and resources—perform the administrative services required to support the main functions, objectives, plans, systems, processes, and ultimately the goals of a business.

This could be a well-appointed, luxurious area located in a large organisation in the city, or it could be a very basic area in a corner of a market garden, a school or a club. If you are a salesperson, your office could be your car. Your documents might be stored in the boot of your car and you might use a mobile telephone and laptop computer (linked to the computer LAN system at the main office) to communicate with customers.

Part of your home could become an office (perhaps in the spare bedroom or living-room) where you use your personal computer, sort and pay your bills, and file documents away in an expanding file in a cupboard.

## COMPONENTS OF AN OFFICE

Wherever an office is located, or whatever its size—whether it is a traditional office or an electronic remote-access office—all offices have four basic components:

1. **People**, who organise, communicate, solve problems and perform numerous other functions.
2. **Records/data**, which are created, collected, calculated, analysed, sorted, stored, reproduced, retrieved, and used in a variety of other ways.
3. **Equipment**, such as computers, word processors, cash registers, photocopiers and facsimile machines.
4. **Other resources**, such as management of time and money, office space and office supplies.

## ELECTRONIC REMOTE-ACCESS OFFICE

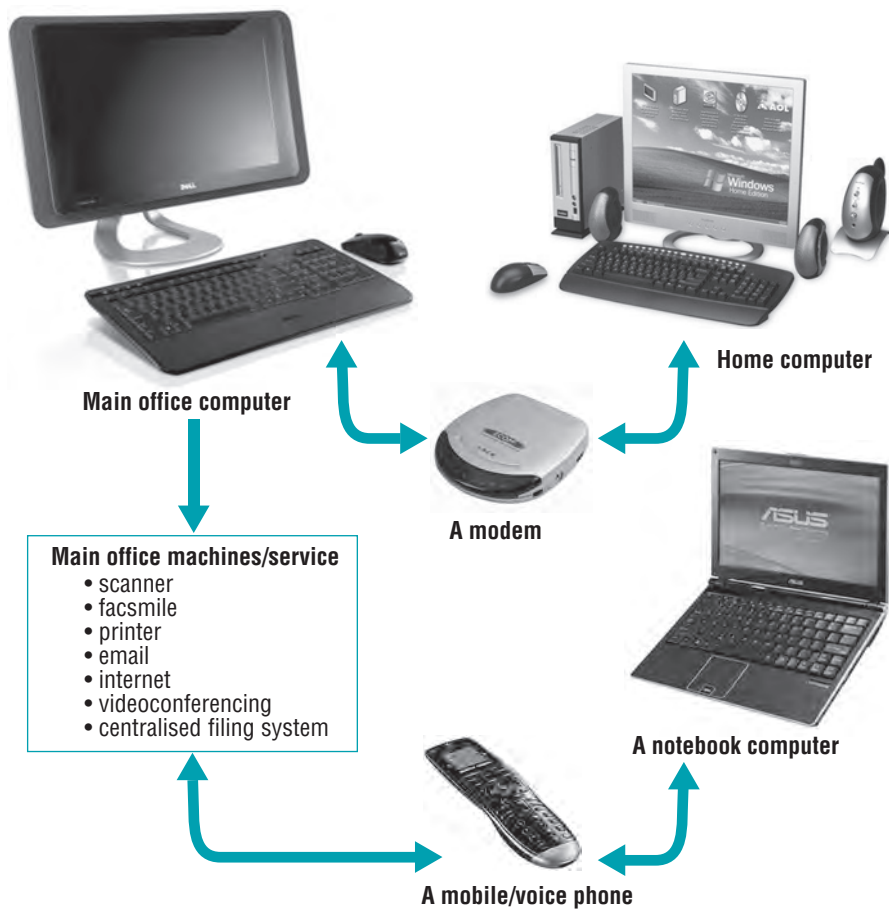
With today's electronic communications systems, an office is not necessarily in one place. More people are working from home, linked to their employer's main office through computer networks.

**Remote-control software** lets users access another PC via dial-up networking (DUN), direct dial, or network connections (including the Internet). After remote users connect, they can perform file transfers and troubleshoot systems, using remote applications, including features such as voice chat, text chat and disk cloning.

**Electronic data interchange (EDI)** (computer-to-computer transactions) means that business-to-business commerce has grown rapidly through the use of the Internet to buy goods and pay bills. 'Electronic bill presentation and payment (EBPP)', has been put in place by large corporations with huge numbers of customers to bill.

Offices in the 21st century are more electronically controlled and many use remote-accessing (see Figure 1.1). Already most businesses have information stored on a computer system at the reception desk for easy access to customers' records and/or stock control of products.

This means that you will need to be computer literate with software programs and update your technology training continually if you want to obtain a position in an office, or upgrade your present position. Up-to-date software programs are discussed in more detail in Chapters 5 and 6.



**FIGURE 1.1**  
Remote-access  
computer systems

# 1.

## WORK WITHIN ORGANISATIONAL REQUIREMENTS

### THE MAJOR ROLES AND RESPONSIBILITIES OF AN OFFICE

An office performs three major roles, as follows.



**TABLE 1.1**  
The three major roles of an office

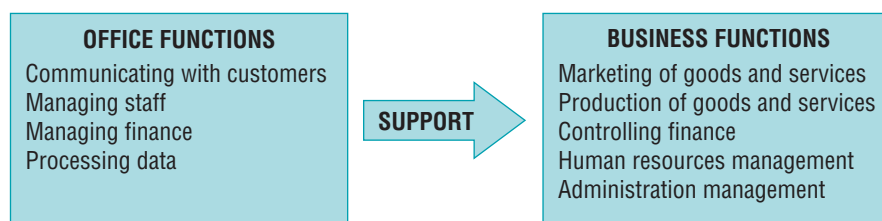
1. SECONDARY ROLE	2. COMPLEMENTARY ROLE	3. CONTROLLING ROLE
The office functions support the primary concern of the business, which may be either the manufacture of goods or the provision of services, without which there would be no need for an office.	Although the role of the office is secondary, without its services the business could not survive. The office complements the other activities of the business. For example: <ul style="list-style-type: none"> <li>• Ordering supplies</li> <li>• Paying wages</li> <li>• The communication process required to provide goods and or services to customers.</li> </ul>	An office controls operations connected with budgets, stock, finance and human resources management.

### THE FUNCTIONS AND COMMUNICATION PROCEDURES OF AN OFFICE

Office functions support the aims and goals of the organisation as a whole and those of each individual department. These are communication procedures that are performed in order to carry out business functions. This is illustrated in Figure 1.2.



**FIGURE 1.2**  
Office functions and business functions



## 1.1 IDENTIFY ORGANISATIONAL/WORK REQUIREMENTS

### ORGANISATIONAL GOALS AND OBJECTIVES

**The prime function of an organisation:** is the purpose for which it is in business; that is:

*The manufacture of specific goods or the supply of specific services in order to achieve a profit for the business owners.*

**Goals and objectives** are decided by management, and are essential for an organisation to operate effectively. The primary goal of a business, in the private sector of industry, is to make a profit. If it is not making a profit it will go out of business. The objectives of the staff in each department of a business organisation are set to reach this goal. In an effective organisation:



- clear goals and objectives have been outlined to all personnel in the organisation, so that everyone in the business is working towards the same goals
- the functions necessary to achieve the goals have been determined from the objectives
- the staff and resources necessary to perform the functions have been established
- organisational values, standards and behaviours are followed by all employees.

**BUSINESS AND PERFORMANCE PLANS**

The organisation sets the goals and objectives of the business through business and performance plans.

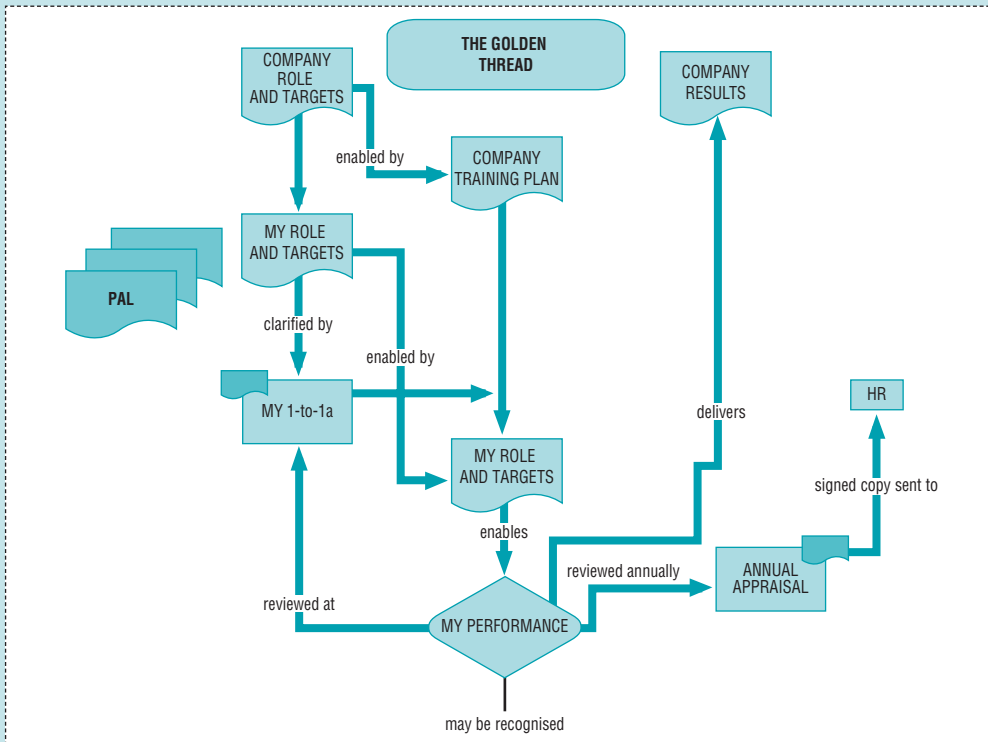
**Strategic planning** is the process of selecting an organisation’s goals through:

- determining the policies and strategic programs necessary to achieve the goals
- establishing the methods necessary to ensure that policies and programs are implemented.

Managers must make plans that give purpose and direction to the organisation as follows:

- establish a goal or set of goals
- define the present situation
- identify the aids and barriers to the goals
- develop a plan or set of actions for reaching the goals.

The H&F Homes Business and Performance Plan sets out the company’s strategic aims and objectives and its annual action plan. They call this ‘The Golden Thread’, which targets all employees in the company in order to deliver a consistent excellent service to customers:  
**WWW** → For further information log on to [www.hfhomesd.org.uk/business and performance plan](http://www.hfhomesd.org.uk/business%20and%20performance%20plan) p. 37



**FIGURE 1.3**  
Business and performance plan 2007/2008



## ORGANISATIONAL POLICIES AND PROCEDURES

Every business has its own way of carrying out operations within the organisation, and its own rules and regulations, values and standards which all employees are required to follow. These are known as organisational policies and procedures.

- **Organisational policies:** are decisions made by management on what operations need to be done, and why they need to be done, in order to fulfil the functions and ultimately the goals of the business.
- **Organisational procedures:** are how these operations are performed by the people who have to do them. If your office does not have well-planned procedures, your work will build up to create a 'bottleneck' or barrier, which will create problems such as those listed below, resulting in loss of customers, with a consequent drop in business and profits.



TABLE 1.2

STRESS, FRUSTRATION AND EXHAUSTION	BREAKDOWN OF MACHINERY	INABILITY TO MEET DEADLINES
Impatience with customers	Mistakes resulting from human error	Missed contracts
Low job satisfaction	OHS accidents	Late orders
Stress-related illness	Wasted time	Loss of continuing business Failure to keep track of debtors

Therefore, it is essential that your work station and your office have well-planned and organised procedures as listed below.

The advantages of well-planned and organised procedures are:

- simplicity of operation of tasks
- the use of minimum supervision
- utilisation of specialist staff and equipment
- avoidance of non-essential steps
- less duplication of work
- less need for checking work
- the allocation of work according to ability and essential experience
- the need for fewer rules
- reduction in paperwork
- better revision and updating
- improved quality and uniformity of work and documentation.

## OFFICE PROCEDURES MANUAL

A good office supervisor will ensure that these procedures are followed by all personnel by making sure that every person working in the office has access to an **office procedures manual**, which outlines clearly and simply:

- the organisation chart of the business and who is responsible for which department or area of specialisation
- who is responsible for which operation and how this should be carried out
- the format and layout to be used for all written documents
- the protocol to be used by everyone who answers the telephone
- steps to be taken in the case of accident or fire
- how the filing system operates
- rules for the use of office equipment
- any other relevant procedural information.

## SUMMARY

- An office performs three major roles—secondary, complementary and controlling—which support the aims and goals of the organisation.
- For you to work effectively, you need to know the levels of management and who is responsible for each department. The organisation chart includes the chain of command, lines of authority, lines of communication, and the title and positions of those responsible in all departments.
- The structure of an organisation is determined by the type of ownership and its size.
- **Goals and objectives** are essential for an organisation to operate effectively.
- There are two sectors of industry in Australia, the public and the private.
- Business is split over three main areas of production: primary industry—the extraction of raw materials; secondary industry—the manufacture of products from the raw materials extracted; and tertiary industry, which provides services to the public.
- **Business ownership** in the private sector is divided into five main categories: (1) sole proprietorship, which is owned by one person; (2) partnership, which is owned by 2–20 people; (3) private company (Pty Ltd), operated by a board of directors elected by shareholders within the company; (4) public company (Ltd), operated by a board of directors elected by shareholders, with shares being bought and sold on the stock exchange; and (5) non-profit organisations, such as credit unions, building societies, cooperatives and charity organisations.
- Public organisations in the public sector of industry consist of the three levels of the Australian public service: (1) the Commonwealth public service; (2) the state public service; and (3) local government.
- **Organisational policies** are decisions made by management on what policies need to be done, and **organisational procedures** the way these operations are performed by the people who have to do them.
- When you accept a position in an organisation, whether this is a signed or a verbal agreement, you have entered into a contract of employment. This sets out terms and conditions with which you have to comply.
- According to the standards set by the Federal Industrial Relations Commission, both employers and employees have **rights and responsibilities** within the contract of employment.
- The purpose of a statement of duties is to set out clearly the duties and responsibilities of a position. Performance feedback may involve a ‘staff performance review’ by you and your manager.

### DUTY OF CARE AND EMPLOYER RESPONSIBILITIES

- **The equal opportunity Acts** of the Commonwealth and the states make it unlawful to discriminate against a person because of race or ethnic origin; physical, intellectual or psychological impairment; sex; pregnancy; marital status; or religious belief.
- **Discrimination** is treating a person less favourably than someone else in the same or similar circumstances.
- It is also illegal to discriminate against people when advertising a job vacancy, and at work.
- **Indirect discrimination** is built into the system by, for example, the setting of a condition with which one group can comply more easily than another.

- **Sexual harassment** is behaviour of a sexual nature that is unwelcome, unsolicited and unreciprocated. It can be physical, verbal or written.
- **Affirmative action** is positive action to help remove the problems and barriers women face in employment.
- A **union** is an association of people in the same employment category.
- **Employer associations** in Australia are usually active political lobbyists making representations and submissions to government concerning industrial relations issues on behalf of employers.
- **The Federal Industrial Relations Commission** sets out the wages and conditions that employers are obliged by law to provide for their employees. This is set out in documents called awards.
- **Award restructuring** is when employers and unions agree to make changes to the industrial awards covering the way that work is organised, the range of duties employees carry out, and the training that is provided for them.

### WORK IN A TEAM

Working in a team involves: behaving in a courteous and helpful manner, cooperation mutual respect and reciprocal effort, and a non-discriminatory manner.

- Positive group synergy can get jobs done more quickly if there is inclusion, control, acceptance, effective leadership and group cohesiveness.
- Decisions in a team are made by authority, consensus, majority, or compromise.

### DEVELOP EFFECTIVE WORK HABITS

- To work effectively you should prioritise your work schedule, and use active and effective listening and questioning.
- To help you work more effectively you should know your job, make sure your aptitudes, abilities and skills meet the requirements of the job, and that you have the correct values and attitudes.
- You should organise your workspace and improve your time management strategies.
- Office automation has changed both the way work is done and the way workers are viewed by management. A supervisor or manager should work to overcome resistance to change and encourage the adoption of new attitudes to change in the workplace.

## REVIEW QUESTIONS

### IDENTIFY ORGANISATIONAL REQUIREMENTS

1. Why are goals and objectives essential for an organisation to operate effectively?
2. Name the two sectors of industry in Australia.
3. List some of the structural differences between the public service and private enterprise.
4. Name the three main classifications of business and give a brief description of each.
5. There are six main categories of business ownership in Australia. Name these and indicate how many people own the business in each category.



6. Why are cooperation, mutual respect and reciprocal effort between people important in a work environment?
7. List your responsibilities as an employee.
8. List your rights as an employee.
9. What are some of the rights of an employer?
10. What can you do if you think you have been dismissed from your work unfairly?
11. Explain the purpose of a statement of duties (job description) and the ways this can be useful to you.
12. Explain the meaning of performance feedback.
13. In what ways is it unlawful to discriminate against a person?
14. What is discrimination?
15. Describe some of the ways in which you can discriminate against people in staff recruitment.
16. How can you discriminate indirectly?
17. What is sexual harassment?
18. Explain briefly the reasons why affirmative action was introduced in the workplace.
19. Write a paragraph on the nature, role and function of unions.
20. What are employer associations?
21. What are the provisions that make up an award?
22. Name the parties involved in the industrial relations system.
23. List the steps involved in the process of resolving disputes.
24. What is award restructuring?
25. List some advantages and disadvantages of technological change.

#### WORK IN A TEAM

26. Describe an effective work group/team.
27. List the unwritten rules and standards in a group that are 'norms'.
28. Describe the types of work groups.
29. Describe synergy and group behaviour.
30. Explain groupthink and team climate.
31. List team building techniques and team decision-making.

#### DEVELOP EFFECTIVE WORK HABITS

32. Explain active and effective listening and questioning and outline why this is important.
33. Describe the difference between efficiency and effectiveness.
34. List the personal factors you could use to help you work more effectively
35. How would you monitor your own performance and improve your work routine?



# 1. PRACTICAL WORK TASKS AND **EMPLOYABILITY SKILLS**

## WORK WITHIN ORGANISATIONAL REQUIREMENTS

### PRACTICAL WORK TASK 1.1

Interview a relative or friend who works in an office (or the office you work in) and discuss his/her position and duties in the organisation. Then complete the following information:

1. The type of business ownership (sole proprietor, partnership etc.):

.....

2. The primary concern of the business:

.....

3. The role the office performs:

.....

4. The number of people who work in the office:

.....

5. The role and the position of each person:

.....

6. The duties of each person:

.....

.....

.....

7. The items of equipment used by each person to complete his/her tasks:

.....

.....

.....

8. Is communication effective between workers and management?

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9. Is the condition of the work environment poor or good?

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Bring this information to a group discussion in Practical Work Task 1.1.

### GROUP DISCUSSION 1.1

In Practical Work Task 1.1, you interviewed a relative, or friend, who works in an office, and asked them a number of questions: You were asked to bring your questions and answers to a group discussion.

Discuss among the members of your small group the work environment that exists in the above companies. If communication is effective between workers in one company, make a note of why it is effective. If the work environment is poor in other companies, make a note of why it is poor.

Each student should make notes of the results of the discussion under the headings on the following worksheet.

When completed, place notes and completed worksheet in your folder for assessment by your trainer.



# CHAPTER 1. WORKSHEET

STUDENT NAME: \_\_\_\_\_

GROUP NUMBER: \_\_\_\_\_

**Company name**

**Condition of work environment:  
(poor/good)**

**Reasons for conditions**

**Changes to be made: (if required)**

\_\_\_\_\_

1.

\_\_\_\_\_

\_\_\_\_\_

2.

\_\_\_\_\_

\_\_\_\_\_

3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.

\_\_\_\_\_

\_\_\_\_\_

Sample pages



## PRACTICAL WORK TASK 1.2

With the other members of your group visit an office in your college, or at work, or any office.

Take notes on the role each person holds in the office, the work they perform and the equipment they use.

Arrange a brief interview with each person (if possible; if they cannot spare the time to talk to you, they may allow you just to observe how they work together).

(After your visit, place your completed notes in your portfolio of evidence.)

### GROUP DISCUSSION 1.2

In Case Study 1.5 you selected six office positions from the organisation chart in Figure 1.3.

Bring a list of these office positions to a group discussion. Discuss with the other members of your group whether you agree with the roles and responsibilities required for each position, the qualifications and experience required, and the duties, skills and business equipment used in each position. If you do not agree, state the reasons why.

Choose one position that is similar to one you would like to apply for in the future. Discuss with the other members of your group whether they think you would be suitable to apply for this position. If they do not think so, they should give you constructive feedback on the reasons why they do not agree.

This could give you useful information about the work areas in which you need to improve your skills.

### GROUP DISCUSSION 1.3

There is an example of a job advertisement on page 30 in the text.

Discuss with the other members of your group your impressions and opinions about this advertisement.

After discussion, write down your own opinions.

## PRACTICAL WORK TASK 1.3

Using the examples given in Table 1.2 in the text, select from the telephone *Yellow Pages* one business, or organisation, which you think represents each type of business ownership (six businesses in all). State against each type of business the following:

- business title
- number of owners
- capital invested and who receives the profits
- type of regulating documentation
- whether in the public or private sector of business.

## PRACTICAL WORK TASK 1.4

Refer to your college procedures manual, or your office procedures manual (or a manual provided for you by your trainer). Write down the procedures you would follow for the following situations:

1. You have started a new job today and are not sure of the names of the managers, and staff in other departments. Where would you look for these?

.....

.....



2. You are also not sure what layout you should use for letters. Find out the correct layout from the relevant section in your procedures manual:

.....

.....

.....

3. Find out from the procedures manual what you should do if there is a fire in your building. Write down the instructions from the manual:

.....

.....

.....

4. You have a problem at work and don't know who to consult. Find the relevant section in the procedures manual and the name and position of the person you should refer to:

.....

.....

5. You have been shown the filing system, but you are still not sure exactly how to use it. Refer to the relevant section in the procedures manual to review the filing system that is outlined for your business:

.....

.....

.....

.....

.....

6. A colleague has tripped over the edge of the carpet and damaged her ankle. You are not sure whether it is only bruised or is a much more serious injury. What should you do?

.....

.....

.....

.....

9. Search on the Internet for sources of information and assistance for dealing with these types of discrimination;

.....

.....

.....

## 2. WORK IN A TEAM

### GROUP DISCUSSION 1.5

Discuss with the other members of your group the following:

- Do members behave in a courteous and helpful manner?
- Do members use active and effective listening and questioning?
- Do members seek assistance when difficulties arise?
- Does your group complete allocated tasks as and when required by your trainer?

The feedback from this discussion could be very valuable to you and your trainer. Each person's perceptions and viewpoints are different and all these varying perceptions and ideas can produce a more successful outcome for the goals of the group or team.

In your discussion you should cover the following aspects of group behaviour:

- group size
- group norms
- group behaviour
- group dynamics
- the advantages and disadvantages of groups or teams
- team environment
- team decision-making.

## 3. DEVELOP EFFECTIVE WORK HABITS

### GROUP DISCUSSION 1.6

It is important to use active and effective listening, and active and effective questioning in a work situation.

Discuss with the other members of your group situations where a person has not listened effectively or clarified misunderstandings. What were the results of these situations and what should have been done to prevent these misunderstandings?

Each student should write down an example of his/her own experience.

## PRACTICAL WORK TASK 1.7

In Case Study 1.7 you referred to the job advertisement in Figure 1.7 and listed your aptitudes and abilities required in order to apply for this position.

Now complete the personal analysis on Worksheet 1(i) on page 83



# CHAPTER 1. WORKSHEET 1(1)

STUDENT NAME:

.....

GROUP NUMBER:

.....

## PERSONAL ANALYSIS

Job title:

.....

Job description:

.....

Are you interested in this position?

.....

What type of personality do you think is required for this position? Do you have this type of personality?

.....

.....

List the office equipment that would be required in this position. Can you operate this equipment or do you need training?

.....

.....

.....

.....

.....

.....

List the computer software that would be required in this position. Can you use this software or would you need training?

.....

.....

Sample pages

.....  
.....

Are there any cultural, religious or personal reasons why you cannot accept this position?

.....  
.....

List your values and attitudes to your work:

.....  
.....  
.....

**COMMENTS:**

Do you think you are suitable to fill this position? If you are not suitable, but are still interested in this position, what would you need to do?

.....  
.....  
.....  
.....

If you have decided you are not interested in this position, state below the kind of position you would like to apply for:

Public/private sector of industry, type of business, large or small organisation, position:

.....  
.....  
.....

List your satisfaction and dissatisfaction factors:

.....  
.....  
.....  
.....

Date:

Trainer signature:





## PRACTICAL WORK TASK 1.8

With the other members of your class group, or your work group, or your family group, refer to the list of 'time-wasters' in Table 1.6 in the text.

List ways in which you think you waste time (either as a student or at work):

Discuss with the other members of your group ways in which you could change these work habits, and list these solutions against your person time-wasters:

There are some solutions listed in the table, but as a group you might be able to suggest more.

### GROUP DISCUSSION 1.7

#### **How should staff in an office dress and behave?**

With the other members of your group, discuss how you think people who work in offices should dress and behave.

1. Do you think there are offices where casual dress could be worn?  
If so list these and explain why dress could be casual.
2. Do you think there are offices where employees should wear a uniform? Describe them and state why you think they should.
2. How do you think people who work in an office should behave, and why should they behave in a certain way?
3. Do you think women should be allowed to wear any kind of jewellery and make-up? Give your reasons.
4. Do you think men should wear the same kind of clothes in an office environment? Should they be allowed to wear their hair long, or in a ponytail?

After discussion write down your own opinions based on your discussions with other people.





# EMPLOYABILITY SKILLS

## SELF-ASSESSMENT AND TRAINER ASSESSMENT

When you have completed the knowledge questions in the text, and the practical work tasks and case studies at the end of the chapter, tick the self-assessment column below. Then hand to your trainer to complete for official assessment.

STUDENT'S NAME: \_\_\_\_\_

GROUP NO: \_\_\_\_\_

The following elements of performance criteria have been completed:

CERTIFICATE 1 CHAPTER 1

	SELF-ASSESSMENT PLEASE TICK	TRAINER ASSESSMENT PLEASE TICK
<b>BSBIND201A WORK EFFECTIVELY IN A BUSINESS ENVIRONMENT</b>		
<b>1. WORK WITHIN ORGANISATIONAL REQUIREMENTS</b>		
1.1 Identify organisational/work requirements	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
1.2 Use knowledge of employee/employer rights and responsibilities	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
1.3 Duty of care, legal responsibilities/goals and objectives	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
1.4 Identify roles and responsibilities of colleagues and supervisors	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
1.5 Identify standards and values of organisation	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
1.6 Recognise safe behaviour in a work environment	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>2. WORK IN A TEAM</b>		
2.1 Display courteous and helpful manners at all times	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.2 Complete allocated tasks as required	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.3 Seek assistance when difficulties arise	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.4 Use questioning to clarify instructions/responsibilities	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.5 Identify/display non-discriminatory attitude	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>3. DEVELOP EFFECTIVE WORK HABITS</b>		
3.1 Identify work and personal priorities	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.2 Apply time management strategies to duties	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.3 Observe appropriate dress and behaviour	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

DATE: \_\_\_\_\_

TRAINER SIGNATURE: \_\_\_\_\_

Sample pages