

CHAPTER 6: EMPLOYABILITY SKILLS/ DEMONSTRATE EMPLOYABILITY SKILLS

6.1 Introduction

Employability skills unit is among the seven basic competencies units offered in all the TVET Level 6 qualification. The unit covers the knowledge, skills, and behaviour required to demonstrate effective employability skills at place of work. It entails conducting self-management, demonstrating interpersonal communication, practicing safe work habits and leading a workplace team. It also involve planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance. This unit is critical for trainees to develop skills for efficiency and productivity at workplace. It is also significant in enhancing effective communication at a workplace and reduction of conflict.

The unit will cover the following critical aspects; conduct self-management, demonstrate interpersonal communication, demonstrate critical safe work habits, demonstrated the ability to lead a workplace team, plan and organize work, maintain professional growth and development, demonstrate workplace learning, demonstrate problem solving skills, and demonstrated the ability to manage ethical performance. The basic resources required include check list, research tools and machines. The unit of competency cover nine learning outcomes. Each of the learning outcome presents; learning activities that covers performance criteria statements, thus creating an opportunity for trainees to demonstrate knowledge and skills in the occupational standards and content in curriculum. Information sheet provides; defition of key terms, content and illustration to guide in training. The competency may be assessed through written test, demonstration, practical assignment, interview/oral questioning and case study. Self-assessment is provided at the end of each learning outcome. Holistic assessment with other units relevant to the industry sector workplace and job role is recommended.

6.2 Performance Standard

Demonstrate employability skills by conducting self-management, demonstrating interpersonal communication and critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, solving problems and managing workplace ethics as per workplace requirements, organizational and communicational policy, personal objectives, organization strategic plan and SOPs.

6.3 Learning Outcomes


6.3.1 List of learning outcomes

- a) Conduct self-management
- b) Demonstrate interpersonal communication
- c) Demonstrate critical safe work habits
- d) Lead a workplace team
- e) Plan and organize work
- f) Maintain professional growth and development
- g) Demonstrate workplace learning
- h) Demonstrate problem solving skills
- i) Manage ethical performance

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6.3.2 Learning Outcome No 1: Conduct Self-Management

6.3.2.1 Learning Activities

Learning Outcome No 1: Conduct Self-Management	
 Learning Activities	Special Instructions
1.1. Formulate personal vision, mission and goals based on potential and in relation to organization objectives. 1.2. Manage emotions as per workplace requirements. 1.3. Evaluate and monitor individual performance according to the agreed targets. 1.4. Develop and maintain assertiveness based on the requirements of the job. 1.5. Demonstrate accountability and responsibility for own actions. 1.6. Develop and maintain self-esteem and a positive self-image. 1.7. Observe time management, attendance and punctuality as per the organization policy. 1.8. Manage goals as per the organization's objective. 1.9. Identify self-strengths and weaknesses as per personal objectives. 1.10. Manage critics as per personal objectives	Individual presentations Role play on conducting self at place of work

6.3.2.2 Information Sheet No 6 /LO 1 Conduct Self-Management



Introduction

In this unit trainees will train on how to formulate personal vision, mission and goals, manage emotions, evaluate and monitor individual performance, develop assertiveness and be accountable and responsible for their own actions. In addition, trainees will train on time and goals management and identification of their strength and weakness at place of employment.

Definition of key terms

Personal Objectives: This refers to job specific goals of each individual employee when completed at the individual level. Managers may add more objectives specifically designed to maximize their efforts. This goal is to achieve quantity and quality of efforts between individual and the team.

Self-esteem: This is an individual subjective evaluation of their own worth encompassing beliefs about one self as well as emotional state such as triumph, despair, pride and shame.

Self-image: The idea one has of one's abilities, appearance and personality.

Assertiveness: This is a skill that allows someone show confidence about what they believe at place of work.

Self-management: Involves understanding yourself, understanding your interests and abilities, having a positive attitude and grooming yourself in order to develop self-confidence.

Content/procedures/methods/illustrations

1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives

Personal vision is a picture of what and where you want to be in life. Developing of personal vision is a vital step for identifying development needs and taking action to address them to achieve career goals. Personal mission is the statement that helps one to further define their purpose and what they seek to achieve. It is a tool for making difficult decisions and a framework of how you want your life to be. It is used in expressing a person's life purpose, motivation, values and inspiration. This statement is important in helping one identify reasons for one's choices and behavior at place of work or in life generally.

Steps in formulating personal mission statement

Mission statements may vary depending on individual, area of specialization and desired organization. One could use the following steps to formulate a simple mission statement.

- i. Determine one's ideal self
- ii. Examine the lives of others who are your role models or you admire
- iii. Consider your legacy
- iv. Determine your life purpose
- v. Clarify your skills, talents and abilities
- vi. Define specific personal goals
- vii. Craft your mission statement

Example of a mission statement

To find happiness, fulfillment and value in living. I will seek out and experience a; the pleasures and joys that life offers. My core values are not limitation but exploring all possibilities that ensures life success. I derive my greatest joy from being respected and admired by friend's family and fellow workmates.

Figure 25. Example of a mission statement

Personal Goals

Personal goals provide a long-term direction and short-term motivation for individuals in what they want to achieve. These are very specific statements of what an individual wants to achieve in career, academics, life or spiritually. Personal goals are formulated from an individual knowledge, available resources and skills. They are time bound such that one

can set specified time of achieving the goals. Setting in personal goals is key in helping one keep sight of their progress in life and at workplace. One can formulate different goals to achieve various purpose in life. Such areas that one can formulate personal goals for are;

- Academic
- Spiritual
- Career
- Ethical
- Physical
- Academic personal

Example of a personal goal is

“I want to become a nationally recognized sportsperson”

1.2 Emotions are managed as per workplace requirements

Emotional management at place of work is important. This goes a long way in one being able to understand their emotions, control reactions and recognize the effect of their emotions and action on others. People experience various emotions at place of work. These keep changing based on the situation. Five common emotions people handle at work include; frustration, dislike, anger, feeling low, and insecurity.

Management of Anger at place of work

Anger takes many forms such as slamming doors and yelling etc. It is important to note that anger is not physical. Anger can be caused by feeling of being undervalued at place of work, differences in opinion and tensions when one cannot express themselves. The following are common forms of anger at place of work:

- Being excessively critical of others
- Berating or bullying others
- Being abrupt and dismissive
- Being cynical and sarcastic
- “Sabotaging” other people’s work indirectly; for example, by being consistently late to meetings, responding late to messages or not sharing information.

Anger sometimes is a symptom of fear, insecurity, depression or even substance abuse. Unless anger is managed it can be misdirected to our work or close family members without realizing it. Many of us, after a bad day at work, have gone home angry and then erupted in an angry outburst at a partner or a family member. Management of anger at workplace is vital in enhancing relationships and avoiding conflict.

Methods of managing anger

When anger is expressed in an unhealthy way it ends up destructing everyone else at place of work. The following are ways one can use to ensure they control anger:

- Observe professionalism at place of work: These will include engaging rational problem solving and maintaining a positive attitude to work and interaction with people at the place of work. Be careful to separate personal matters from official one to avoid overindulgence in unprofessional behaviors such as gossip.
- Avoid getting personal.
- Take in a deep breath.
- Take a healthy break if under pressure.
- Listen to your favorite music.

Effects of unmanaged anger

- Affects team productivity.
- Relationships, and physical and emotional well-being.
- Demoralization of team.

Insecurity

Change and the feeling of loss of control often trigger or make one feel nervous or insecure at work. Insecurity at work affects self-confidence. There are various things that can make one feel insecure at place of work e.g.

- Hearing a new downsizing rumor.
- Finding out a new manager is going to lead the team.
- Being assigned to a new project or area of responsibility.
- Learning the company may merge with another company.

With so much change in our everyday work world, it's no wonder that many of us feel more worried and insecure than ever before.

Managing insecurity at place of work

- One can ensure that they are constantly developing their skills to lessen instances where one feels insecure.
- Maintain professionalism to avoid collecting rumors.
- Being positive and ready to changes within the organization such as new management and uncertainty.
- Ensuring that you are constantly networking to scout for new opportunities.
- Having clear personal goals in career development.
- Ensuring the terms of employment are clear.

Dislike

In normal circumstance the places of work will have many people with different personalities, beliefs and values. Sometimes one might find themselves working with or reporting to people whom they dislike for one reason or another. At place of work it is important to know how to work effectively and productively with people we dislike. One should be able to remain calm and avoid confrontation with the people they dislike. Avoid being personal.

Feeling Down

Everyone feels "low" or has a bad day now and then. When we feel down, we may:

- Have low energy to work.

- Worry more than usual.
- Feel distracted or guilty about time away from family and friends.
- Feel disappointed or unhappy.
- Just not feel “up” to doing a full load of activities.

Feeling down affects work productivity and can land someone into big problem. There are various reasons for feeling low for example;

- A prolonged feeling of despair, worthlessness and personal feeling down can be a response to a setback such as not being recognized for an achievement at work or being overloaded.
- Some people feel down after they’ve finished an important or especially exciting project and return to more ordinary tasks.
- Others feel low because of circumstances in their personal lives. Most people bounce back from these occasional “blues.” But left unchecked, feeling down can interfere with productivity and with relationships with co-workers.

It’s important to keep in mind that a prolonged period of feeling low, or feelings of worthlessness and despair, can be a sign of depression, which should be treated with professional help. To manage such emotions, one should;

- Go for leave if they have one and engage in exciting supports or activities they like.
- Play a favorite music.
- Avoid people who discourage you.

Importance of emotions management

- Enabling employees handle changes and challenges at all jobs.
- Emotions control enables employees to adjust to changes like new boss or coworker.
- Enhances working in a team
- Improves handling conflict with customers and coworkers.

Ways to manage emotions

To manage emotions effectively one needs to be aware and recognize their emotions and feelings. It is also important for one to be knowledgeable on what triggers their emotions. Emotions often have a positive impact at work. Learning to manage our most challenging emotions takes effort, but the payoff is big. The following are ways used in managing emotions at place of work.

a) Learn to express your emotions in appropriate ways

Allow yourself to deal with difficult feelings in the appropriate ways for the work place. If you feel angry, take the time to consider what may have triggered the feeling and consider actions you could take to diffuse such a situation in the future. You don’t need to pretend you’re not feeling the way you are, but you do need to deal with the emotions so that they do not affect your interactions with others.

b) Recognize your emotions

Recognize your emotions in their early stages, before they feel out of control. By reviewing your day’s activities and the feelings that were triggered by them, there’s a good chance

you will discover the source of whatever difficult feelings you may have experienced. If writing things down helps you clarify your thoughts, you might try doing this as you're reviewing your emotions and the work circumstances when they occurred.

c) Give appropriate feedback to clear the air

For example, if a co-worker has said something in a meeting that offended you and this is bothering you; talk with the person about it, preferably soon after the event but in private. Be matter-of-fact and focus on what was said or done and how it made you feel, without attacking the person individually. Remember, even though expressing your emotions can be useful, it's never appropriate to do so at work by yelling at or demeaning others.

d) Remember how you managed a problem in the past

If an event at work: like a conflict with a co-worker or an unusually stressful workload is triggering an emotional challenge, consider how you overcame a similar problem in the past. What worked? What didn't?

e) Problem-solved by writing it down

This can be especially helpful if a problem is keeping you awake at night. If you are having an ongoing conflict with a coworker, you might write: "Every time we talk, even about unimportant things, we end up arguing. Maybe I did something to offend him once but don't know it. Maybe ask him out for lunch and find out." This can help you come up with strategies, and can keep the problem from distracting you.

f) Seek support from your company's employee assistance program (EAP) or the program that provided this publication

Talking to a professional can help you gain perspective on problems and come up with solutions as well as specific techniques that will help you manage your emotions more effectively.

g) Build up your emotional resilience

Pay attention to your overall physical and psychological health by eating well, get enough sleep, and exercise regularly. If you're well-rested, well-nourished, and physically strong, you'll have more energy to meet emotional challenges. This will help keep you "emotionally resilient" and help you feel more in control of your emotions and your life.

h) Maintain support systems outside of work

Talking honestly about your concerns with close friends or your partner can help reduce your anxiety and keep problems in perspective. Choose someone you trust who knows you well enough to give you honest feedback when you need it.

i) Cultivate interests outside of work

These include activities with good friends. Remember, not all satisfaction comes from work accomplishments.

1.3 Individual performance is evaluated and monitored according to the agreed targets.

To manage individual performance at place of work one needs to have clear goals and expectations. Record what you are expecting from your work and what the organization expects from you. Maintain a personal work achievement diary where you could be checking on achieved goals. It is important to review your expectation periodically to ensure that you are performing well. Steps of managing individual performance are:

- i. Start your development plan early.
- ii. Communicate your plans to your manager or supervisor/ mentor or any relevant stakeholder in the area of your profession.
- iii. Get to know the advancement opportunities that are available and adhere and strive to achieve them.
- iv. Seek feedback or a pulse check on the performance of your current position.

1.3.1 Assertiveness is developed and maintained based on the requirements of the job.

Assertiveness is a very important communication skill, used in ensuring one voice is heard and the way they feel about something is understood. This is not about having your own way but being clearly understood in your goals and objectives towards achieving organization goals.

Assertiveness includes and it is not limited to;

- Taking responsibility for yourself.
- Being unafraid to ask for help and support when you need it.
- Being able to say what you think/feel without losing your temper.
- Standing up to difficult people.
- Being able to give and receive feedback.
- Knowing its okay to say 'no'.

How to be assertive

Principles to help you be more assertive;

- Always ask questions about anything you don't understand.
- Think first, react second – it's hard to do both simultaneously.
- Don't say 'yes' just to please someone, when you really mean 'no'.
- Maintain eye contact during conversations.
- Be clear and specific about what you want to say – stick to the point and don't make it personal.
- Be polite, but firm.
- Give praise where it is due.
- Explain the advantages or benefits of what you are talking about.

1.4 Accountability and responsibility for own actions are demonstrated.

Accountability is about being reliable, prepared, and setting clear goals and standards of how and what you seek to achieve at place of work. It is important in ensuring one does not lie. Taking responsibility is ensuring you are able to deliver what is expected of you at place of work.

1.5 Self-esteem and a positive self-image are developed and maintained.

Self-esteem is the extent to which a person believes that he /she is a worthwhile and deserving individual. Self-esteem is crucial in developing one's emotional stability. Developing a positive and strong self-esteem is affects behavior in organizations and social settings. A person with high self-esteem is likely to take risks in job selection, seek out high

status occupation than those with low self-esteem. Employees with low self-esteem are easily swayed by the opinions of other workers than are employees with high self-esteem. They also set lower goals for themselves than do employees with high self-esteem. High self-esteem is positively related to achievement and a willingness to expend efforts to accomplish tasks.

Strategies for developing and maintaining self-esteem at work

- Select work/jobs that are in your passion
- Keep a record of your achievement
- Avoid negative thinking

1.5.1 Time management, attendance and punctuality are observed as per the organization policy.

Being habitually late or failing to report to work is not a personal and a private thing at place of work. It affects workplace in achieving its objectives. It is important for one to know the official reporting and leaving time so that they are able to attend to work punctually. In case one has an emergency or cannot be reporting to work on particular day's one need to formally place a requisition for permission to be absent according to organization policy. This should be signed by the supervisor at the place of work. Avoid faking illness so that you miss work it is unethical.

1.6 Self-strengths and weaknesses are identified as per personal objectives

Identification of one's weakness and strength is done when one is able to know about what they can do well and what they cannot do well. This is important in enhancing peoples work performance. To be able to understand one's weakness and strength is called self-awareness. Self-awareness allows one to know their inner strength and weakness, hidden talents, skills and even weakness. Self-strength and weakness enable one to understand what they can do better and what they need to improve on. This skill is required at workplace for good performance and development of training needs to enhance the weak areas.

Identifying strengths

- Take time off to think about what you do well.
- Think of anything that you are always good at.
- Think about what others appreciate about you.

Identifying weaknesses

- Point out the areas where you struggle and what you find difficult to do.
- Look at the feedback you receive from others.
- Be open to feedback and accept your weaknesses without feeling small about it. Look at it as an area of improvement.

Table 9. Questions that will help in answering individual strength and weakness

Questions on what are my strength	Questions on what are my weakness
How am I different from others? What do I do better than others? What do other people admire in me? What makes me stand out?	Where do I worry and struggle? Where, how and why do others perform better than me? What advice for improvement do I often receive from others?

Conclusion

At the end of the training learners should be able to demonstrate skills and knowledge in conducting oneself appropriately at place of work. The trainees are equipped with knowledge and skills to manage emotions, maintain attendance, punctuality and accountability at place of work. The trainees should be in a position to identify their strength and weakness.

Further Reading



1. <https://www.forbes.com> ways of managing anger at place of work
2. Kerry Patterson's (2011) Crucial Conversations and Crucial Confrontations.

6.3.2.3 Self-Assessment



Written Assessment

1. Which of the following is not a self-management skill?
 - a) Problem solving
 - b) Bargaining
 - c) Understanding self
 - d) Confidence building
2. Grooming is a term associated with?
 - a) Time management
 - b) Problem solving
 - c) Neat and clean appearance
 - d) Self-management
3. Work reporting and leaving time is a private and personal matter that should not be discussed by anyone at place of work?
 - a. True
 - b. False
4. Write a short note on the factors influencing self-management?

5. Describe the importance of self-management.
6. Outline the various self-management skills.

Oral Assessment

1. Identify ways in which you can develop a positive attitude.
2. What are some of the ways one can be assertive at place of work?

Practical Assessment

1. “John a recruited to a company after college. He was so able to cope with the employees, company dress code and was always late to office. What self-management quality do you think are missing in John?
2. Prepare a checklist on your strength, weakness and action plan on how to overcome your weakness.
3. Describe the steps you should take if there is a true emergency or you are very sick and can't go to work.

6.3.2.4 Tools, Equipment, Supplies and Materials

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- LCD projectors

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6.3.2.5 References




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Slocum W John (2009). *Principles of organizational behavior* 12th ed. Nelson Education Ltd. Canada.

Stephens P.R and Langton N. (2009) *Organizational behavior*. Prentice Hall, Inc. New Jersey.

6.3.3 Learning Outcome No 2: Demonstrate Interpersonal Communication

6.3.3.1 Learning Activities

1. Learning Outcome No 2: Demonstrate Interpersonal Communication	
 Learning Activities	Special Instructions
2.1. Demonstrate listening and understanding as per communication policy 2.2. Demonstrate writing to the needs of the audience as per communication policy 2.3. Demonstrate speaking, reading and writing as per communication policy 2.4. Demonstrate negotiation skills as per communication policy 2.5. Demonstrate empathizing as per the communication policy 2.6. Apply numeracy as per the communication policy 2.7. Identify and interpret internal and external customers' needs as per the communication policy 2.8. Demonstrate persuasion as per the communication policy 2.9. Establish communication in networks as per the SOPs 2.10. Share information as per communication structure	Simulation on negation and listening skills

6.3.3.2 Information Sheet No. 6 /LO 2: Demonstrate Interpersonal Communication



Introduction

This learning outcome will be train on knowledge and skills for interpersonal communication such as listening and understanding, writing of audience needs, negations, identification of internal and external customer needs and application of persuasion at workplace. Training of interpersonal communication is important in enhancing effective communication and a requirement for place of work. In any workplace, interpersonal communication is necessary and key to develop and foster working relationships and contributes generally to increasing organizational productivity and enhancing teamwork.

Definition of key terms

Audience needs: This refers to as the needs, want, conditions or gaps in knowledge and skills the audience have and those that may require.

Communication network: These are three channels or patterns in an organization through which communication flows and they can be informal or formal.

Communication structure: Refers to the pattern in an organization through which interactions exist. In organizations, communication structure is important in management functions.

Internal customers: A customer directly connected to an organization and involves stakeholders, employees and even shareholders. They may also include creditors and external regulators.

External customers: They are those customers that see an organization or company as providers of products and services that they need. They are customers that the organization designs product for.

Content/procedures/methods/illustrations

2.1 Listening and understanding is demonstrated as per communication policy

Interpersonal communication is the process by which people share, exchange and receive information, feelings and meaning either verbally or non-verbally. Interpersonal communication involves face to face.

Listening: Refers to the process of receiving aural stimuli (Devito, 2012). Listening is an active process of receiving and interpreting open message by a purposeful listener.

Listening skills: Involves ability to actively understand and act upon a message. It also entails giving feedback, asking questions and purposefully exchange information.

Levels of listening:

- **Reception:** This is hearing without attending to the surrounding sounds or noises. This happens when the speaker is taking his/her turn and listener listening.
- **Attention:** Listening without effort to relate or understand what is said for example listening to a song without even understanding the message.
- **Focusing:** This is the lowest level of active listening whereby isolated fact and details are attended to without any organizational plan.
- **Integration:** Relating new information to old learning such as learning new methods to solve problem or find new solution.
- **Interpretation:** Bringing together and attaching new meaning to the information.
- **Implication:** Applying information to personal experience and using it to perform a task or respond to a given situation.
- **Evaluation:** Evaluation involves judging the accurate and relevance of the information to the situation.

Listening skills are important in the workplace. Poor listening occurs daily and can result to loss of profit, job, relationship or even life (Friedrich, D'itair & Sharer, 2009). Skills in listening and understanding can lead to improved personal and professional success.

2.2 Writing to the needs of the audience is demonstrated as per communication policy

Audience refers to one or more persons who come purposefully to listen to the speaker. They may listen, respond or ask questions. It is important to know and understand the audience who help to determine your strategy as a speaker.

Types of audience

- a) **Friendly audience:** The purpose of writing or communicating to them is to reinforce their beliefs and practices.
- b) **Apathies:** This type of audience needs to be convinced of that which matters for them first.
- c) **Uninformed:** The requirement for this type of audience is educating them first before proceeding to the course of action.
- d) **Hostile:** This type needs to be respected and their viewpoints considered thereafter which you may listen to them. For instance, a speaker or the message can be framed as, “based on this information, I implore you to change”. Before seeking for change, their views must be understood.

Audience needs

This refers to a need, wants, condition, or gaps in knowledge and skills the audience has or may require. Effective communication begins with audience determination and their needs. This is important in developing the message in the ways they are likely to listen, engage and act in response. The audience needs to be informed through proper conveyance of the message, to be captured which will capture their attention and interest and to be inspired. This will fulfill their expectations and impact them.

2.3 Speaking, reading and writing is demonstrated as per communication policy

Speaking

This is to develop a language through the mouth. This creates sounds through which information can be conveyed. Speaking outlines, the ability to inform and persuade others.

Public speaking

Public speaking entails speaking to a larger audience. It involves a single speaker and a group of listeners. Public speaking is an important skill and yet dreaded by many people. It can have an impact on the speaker who has acquired the public speaking skills. The aim is to win over the crowd, motivate people and inform them.

Public speaking is important in leading things such as career, development, business growth and relationships with other people. Public speaking increase self-confidence makes one confident around others, effective communication, and professional growth.

Reading

According to Smith (2004), reading is an interaction between the reader and the author. Readers read to get information and thus should be able to understand the printed or written words, signs and letter then attach meaning to them. The purpose of reading is;

- Pleasure or entertainment.
- Acquiring general information.

- Get directions and instructions.
- Academic purposes.

Reading effectively entails strategies that will save time, acquire and retain more information. Such includes preview text to get an overview. This is about getting an idea of what the text is all about without actually reading the main text body. Previewing is done by reading;

- Title and author details.
- Abstract.
- Main heading and subheading.
- Illustrations, graphs, tables.
- First sentence of each paragraph.

Skimming

Involves running your eye quickly over text to pick the main ideas and without paying attention to details. Skimming is done through;

- Noting any bold print.
- Reading quickly over text.
- Reading just few words.
- Familiarizing with reading material.

Scanning

This is sweeping eye over text to find specific information. Aim is to quickly locate specific information. Scanning is done through identifying text that need to be read, moving quickly over to a page, and then slaving to read relevant information.

Intensive reading

This is the detailed and found study of the important chapter. Done through;

- Staring at the beginning.
- Highlighting and making brief point.
- Maintaining main ideas.
- Noting bibliographic information.

Writing skills

Writing involves language, symbols and graphics to represent information. The thoughts, ideas and information to be related are put into a readable form. Writing skills involve the ability to convert through ideas and information into a readable form. Writing skills form an important part of communication and enable one to reach a large audience than in a one to one communication; the better the writing skills the better the impression in the message. When in the part of listener, writing will enable you remember the important points. Writing can involve taking notes or preparing a speech to deliver. In attaining writing skill, one is able to explain ideas for others and present them.

2.4 Negotiation skills are demonstrated as per communication policy

The ability to influence and persuade others is the core of successful business. This depends on the ability to communicate effectively and build relationship for business growth and organization improvement. Negotiation skills are useful in satisfying interest and getting

what is needed. They form persuasive communication and help in getting others to what we want them to do. They also offer an opportunity to solve problems or collaborate with portion. A good negotiation can leave both parties fulfilled.

Stages in negotiation:

- i. Preparation:** Entails knowing what you want, why you want it, resources at hand, strategies to empty, knowing the other party, formulate option and knowing the environment.
- ii. Bargaining:** This may involve face to face conversations, phone calls, and letters among others. At this stage, there are offers to make, clarifying, understanding and hopefully arriving at a conclusive agreement.
- iii. Timing issue:** Time should be considered for effective negotiation. Deadline should be set and agreed upon.
- iv. Venue and setting:** A good venue should be set for the bargaining phase. Appropriate place should be identified to avoid distractions and ensure success.
- v. Seating:** The seating arrangement communicates a message and opens room for more frank discussion and bargaining.
- vi. Setting an agenda:** This should be set before engaging to other party. This create control over the situation.

Effective negotiation skills entail;

- Asking question.
- Listening actively.
- Emphasizing.
- Considering and explaining.
- Creative thinking.

Negotiation skills are important and create success in business. Differences will always exist; thus strong negotiations and negotiation skills are required in a workplace (Goldwch, 2011).

2.5 Empathizing is demonstrated as per the communication policy

According to Keen (2007), empathy means recognizing other persons' feelings, their cause, and effects in their emotional experience without becoming part of it. It is simple to put oneself into another's shoe. When you have empathy, you can understand the feelings of other people. Empathy enables us to communicate ideas in such a way that they can make sense to other. It will also enable one understand others when communicating.

2.6 Numeracy is applied as per the communication policy

Numeracy is required in carrying out roles effectively. This involves ability to use numbers and solving problems in real life. Numeracy skills entail expressing ideas and solving problems numerically. They are key in development of logical thinking and reasoning in

day to day activities. An example of numeracy is balance checking customer or client money.

2.7 Internal and external customers' needs are identified and interpreted as per the communication policy

Understanding customer needs: The organization should identify and take care of customer needs. This is crucial for company growth and organization since it enables the company to focus on customer satisfactions which are important to the business. Additionally, customer satisfaction and loyalty are enhanced by the company (Gronroos, 1995). Some of the ways of identifying customer needs;

- Analyzing organization competitor through SWOT rule. Identify competitor strength, weakness, opportunity and threats.
- Conducting voice of customer surveys about their activities and expectations of existing customer both internal and external.
- Interviewing customer to ask problems they face and what they need which can result to successful innovation.
- Daily studies to record experiences, frustrations, positive experience and thought.
- Paying attention to new customer of the expectation.
- Attain future customer needs through updating content to avoid losing customers to your competitors.

2.8 Persuasion is demonstrated as per the communication policy

Persuasion has a sole purpose of getting the listeners to transform their ideas and belief in favor of the perspective of the communicator. The intent of persuasion is influencing the audience and make them support and idea or perform a certain task. Persuasion skills are vital as they will motivate even the customer to support or join the organization. This will win client and establish their loyalty at the heart of the organization. Effective persuasion should equally address customer queries.

2.9 Communication networks are established as per the SOPs

A communication network is a pattern through which information flows in an organization. It can also imply the methods used to pass information. In organizations, communication network includes;

Chain information: Information travels up in a hierarchical manner. Communication occurs only with the next higher hierarchy and follows a chain of command.

Network: Information is transmitted up and down through hierarchy. This resemble an upside Y here the number of individuals reaching to a supervisor wider.

Wheel network: In this network, information flows to and from a single person and the network relied on the leader in communication.

Circle network: Employees only communicate with adjoining organization members such that communication is with immediate neighbor no other. The network should be established as per the standard operating procedure.

Assertiveness

This is a core communication skill which can define and standing up for your views, through and belief while also respecting right and beliefs of others. This can enable one boast his or her self-esteem and earn respect. In Communication, being assertive will enable an individual to pass information easily without upsetting others or being upset. Assertiveness enables individuals to thrive in the workplace.

2.10 Information is shared as per communication structure demonstrate writing to the needs of the audience

Sharing information

Information in an organization should be shared among different structural levels. This increases efficiency of communication. The ability to share information also impact organizational productivity. When this is the case, instructions and clarifications are well received; thus, all members are aware of the expectations. The result will be stronger relationship, sharing of ideas and knowledge to improve performance. Sharing information will equally make work environment comfortable.

Conclusion

In conclusion, the trainee is equipped with knowledge and skills that demonstrate their listening and understanding, writing needs of the audience, speak and read effectively, demonstrate empathy, and apply numeracy. The trainee is able to identify external and internal customers, establish communication networks and share information as guided by the communication policy and structure.

Further Reading



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6.3.3.3 Self-Assessment



Written Assessment

1. Which among the following is not a language skill?
 - a) Listening
 - b) Negotiation
 - c) Speaking
 - d) Writing
2. The best way to negotiate a good outcome is to
 - a) Play hardball.
 - b) Master tactics.
 - c) Prepare thoroughly.
 - d) Help your counterpart get what s/he wants.
3. Which of the following is the best definition of empathy?
 - a) Feeling what someone else is feeling.
 - b) Feeling sorry for another.
 - c) Feeling sympathy for another.
 - d) Feeling that you want to help another.
4. In comparison to small group communication, in an organization communication;
 - a) Feedback is easier and more immediate
 - b) Communication roles are more formal
 - c) Messages can be better adapted to the specific needs of the receiver.
 - d) People are closer to one another in space.
5. Skimming is done through the following except?
 - a) Noting bold prints.
 - b) Reading just few words.
 - c) Reading to find specific information.
 - d) Familiarizing with reading materials.
6. What is the meaning of public speaking?
7. Why should you be assertive in the workplace?
8. What is an audience need?

Oral Assessment

1. State three significance of listening skills.
2. State one difference between skimming and scanning.

Practical Assessment

In groups of threes, discuss how you can prepare a speech for public speaking and the importance of preparing for public speaking.

6.3.3.4 Tools, Equipment, Supplies and Materials

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

6.3.3.5 References



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6.3.4 Learning Outcome No 3: Demonstrate critical safe work habits

6.3.4.1 Learning Activities

Learning Outcome No 3: Demonstrate critical safe work habits		
 Learning Activities	Special Instructions	
3.1. Manage stress in accordance with workplace procedures. 3.2. Demonstrate punctuality and time consciousness in line with workplace policy. 3.3. Integrate personal objectives with organization goals based on organization's strategic plan. 3.4. Utilize resources in accordance with workplace policy. 3.5. Set work priorities in accordance to workplace procedures. 3.6. Recognize leisure time in line with organization policy. 3.7. Observe abstinence from drug and substance abuse as per workplace policy. 3.8. Demonstrate awareness of HIV and AIDS in line with workplace requirements. 3.9. Demonstrate safety consciousness in the workplace based on organization safety policy. 3.10. Deal with emerging issues with in accordance with organization policy.	Stimulation of stress management skills and personal objectives.	

6.3.4.2 Information Sheet No 6/ LO 3: Demonstrate critical safe work habits



Introduction

In this unit the trainee will learn how to demonstrate critical safe work habits. This will involve training in skills, knowledge and behaviors to; manage stress, maintain punctuality, integration of personal objectives to organization goals, setting work priorities, abstinence from drug abuse and awareness of HIV and Aids. Trainees will also be trained on safety consciousness and handling emerging issues at place of work.

Definition of key terms

Work priorities: This refers to what that is more important and that need attention thus dealt with first before others.

Safety: This involves all measures and practices taken to prevent potential harm or injury.

Safety consciousness: This is being aware or alert of the hazards. It is a potent factor in preventing accidents. Safety conscious enable all organizational members to undertake operations in a way that the risk of accidents is reduced.

Content/procedures/methods/illustrations

3.1 Stress is managed in accordance with workplace procedures.

The international labor organization (ILO) defines stress as “the harmful physical and emotional imbalance between the perceived demands and resources and abolition of individuals to cope with the demands. Stress is caused when demand of the job does not match with or exceed abilities, need and resources available. (Beehr, 2004).

Stress management.

This includes all the strategies and process which can be employed to eliminate or adapt to the stress which will restore normal functioning in everyday activities. Some of the ways of stress management include:

- Setting priorities: Using time management which will ensure one deals with immediate priorities thus eliminating stress.
- Examining expectations: Setting realistic goals that are achievable will enable people understand that making mistakes offers an opportunity and presents time to learn?
- Hearing to manage change: Change is part of life and thus adaptability is key. Support networks of friends and relatives need to be developed.
- Hiring a healthy lifestyle: This involves eating a balanced meal, relaxing, prayer, yoga, exercise and mediation.
- Creating support programs: In the workplace to help employers deal with work related stress.

3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.

Punctuality is the quality associated with being on time. It is a sign of professionalism in the workplace. For example, not completing tasks on time can lead to delayed goal achievement and being late for meetings can also waste others peoples time.

Time consciousness

This implies using the available time wisely since time wasted is never recovered. It entails being aware of the importance of time and what to do with the time. To manage time wisely, one needs awareness of the time wasters. The person should identify duties that need to be done and take others to ensure that the tasks are completed on time. Effective time usage and punctuality will enable one to make key decisions in time, complete tasks, reduce anxiety and stress, improved job performance and develop better interpersonal relations.

Leisure

Leisure is the time when are is free or not occupied with tasks that demand time and performance. Leisure time is important in a number of ways:

- Reduces stress and depression by providing time and chance to balance work and life.
- Improves the quality of life such as when taking part in recreation time.

- Relieves boredom by engaging in other activities.
- Enhances communication and self-esteem of individuals who engage in leisure activities.

Leisure time should be managed wisely through engaging in meaningful activities which will lead to realization of the benefits listed above. It is thus important to “take care” of our free time.

3.3 Personal objectives are integrated with organization goals based on organization’s strategic plan.

Integrating personal objectives into organizational objective.

Each individual has got a purpose and a reason for existence and so do organization. Objectives act as a driving force in an organization. They set the direction of the organization and act as a motivating force. In an organization, every individual should work to achieve the objectives of the organization. Alignment of individuals to organizational goals direct efforts towards their realization. In the organization, strategic plan, objectives show the intended direction of where the organization wants to follow. Personal objectives are framed for individuals at all levels of the organization and should be consistent with organization goals.

Often, personal objectives satisfy individual goals such as completing tasks leading to payment. This can lead to conflict with organization goals. For these reasons, the individual goals should be in harmony and not conflicting or supersede organization goals. Some of the ways of integrating personal goals with those of the organization include:

- Setting over company goals as reflecting in the strategies – plan for all to strive to achieve in their daily roles and tasks.
- Relentlessly communicating organization objectives and vision and this should be done often and clearly.
- Employees to set their goals within the organization framework.
- Hiring employees who fit the organization culture such that they will strive to achieve their objective and at the same time attaining or enabling the organization to attain its goals and strategy.

3.4 Resources are utilized in accordance with workplace policy.

Resources are tangible and intangible assets used by an organization to attain or implement its strategies. They include all assets, organization attributes, information and knowledge controlled by the organization to implement strategies and form resulting into efficiency and effectiveness.

Resource mobilization

This refers to the process of acquiring additional resources to achieve organizational goals. It entails having the right type of resources at the right time and cost and ensuring proper utilization of the same (Desha, 2012)

Resource utilization

This refers to making use of the resources in the best way possible to achieve organizational goals and objectives. Resources can be costly and thus should be carefully handled and utilized for the benefit of the organization at large.

Resource utilization measures how effective the available resources are used. Resources should be well utilized as per wastage can hamper performance. Even human resources should be utilized well to ensure sustained productivity. Utilization of resources should be evaluated and tracked since they greatly impact the organization.

Resource allocation

In an organization, resource allocation is the assignment of the available resources assigned to various uses to attain goals of the organization. Resource allocation should be prioritized according to the priority structure. This also ensures that all areas and sectors within the organization have resources to run the operations.

In the case of a large organization, effective resource allocation can take care of all projects to boost production.

3.5 Work priorities are set in accordance to workplace procedures.

Work prioritization is the activity of arranging tasks in order of their urgency and importance relative to the others. Urgent ones are established and completed first.

Setting work priorities.

All tasks that need to be done need prioritization. All tasks cannot be completed at the same time. Some things need to be done first before others. The steps to prioritize work include:

- Collecting a list of all the tasks: In the work place, all activities that need to be done should be listed which will then make it possible to accomplish them in order.
- Identifying urgent vs. important tasks: The tasks are weighed in terms of urgency. There are those that cannot be postponed due to the consequences or urgencies. This narrows them to the most urgent and important tasks e.g. sending office mails cannot be postponed.
- Assessment of the value: Tasks or work priority can be set depending on the value to the organization. Things to consider may include: Assessing impact of task to the clients or people involved.
- Allow for flexibility and adaptability: Priorities are not to cast on stone and can change even when least expected. But still, focus on the tasks at hand that should be involved to complete them.
- Knowing when to cut: Not everything can be done in the list and after prioritization, the remaining tasks should be cut from the list and focus be redirected to those tasks that can be completed for the day.

3.6 Leisure time is recognized in line with organization policy.

Rojek (2000), human culture did not begin with the need to work but with language, dancing, laughing and playing in a functionalism place, work was a solution to the “leisure problem”

Work is seen as a means of human progress but still, leisure is important.

Organizations should recognize leisure time. Failure to recognize the leisure time makes employees feel weary, absent and unproductive. Leisure is important to employees and they should be given leisure time to refresh and rejuvenate.

3.7 Abstinence from drug and substance abuse is observed as per workplace policy.

Drug and substance abuse.

A drug is a substance that when absorbed in to body and affects the psychological functions. Drug and substance abuse affect all people at all levels. Drug and substance abuse in the workplace can adversely affect the organization. When employees are under the influence of drugs, they will become less productive and organization goals may never be realized. (Denenberg and Denenberg, 2011). According to the national realization for alcohol and drug information (NCADI), companies in the United States lose 100 billion due to alcohol and drug abuse by employees. The employees also cause problems in the workplace such as tiredness, poor decision making, and low morale among them. The issue of drug and substance abuse in the work place should be addressed and abstinence observed. The employees and the workplace should be free from drugs and substance abuse (Cohem, 2008).

3.8 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.

HIV/AIDS

The endemic continues to claim may live since the first case was designed in Kenya more than two decades ago. The pandemic is a global crisis hindering development and social progress.

In Kenya, the ministry of state for public service put in place in a national public sector workplace policy on HIV/AIDS where every public organization is to develop their own policies. The aim is providing guidance to management of employees infected and affected by HIV/AIDS. It also advocates for awareness and prevention of further infection. It outlines employees' rights, responsibilities and expected workplace behavior. HIV/AIDS is a great challenge in the work place and thus awareness should be created in accordance with the workplace policy on HIV/AIDS. Such awareness will promote good health through the policies and initiatives.

Developing healthy relationships

Healthy relationships are built and understanding each other's expectations and needs. There is need for open communication and mutually trust in the organization. Creating boundaries also enhance healthy relationships.it is an expression of what makes others comfortable or uncomfortable. Healthy relationships are important and also human vital to both emotional and mental wellbeing and survival.

3.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.

Organizations should show their commitment in provision of a healthy and safe working environment which is integrated in to the daily working routines. Employees should also be aware of their responsibility in precautions to prevent illness and injury. Safety consciousness is the awareness of dangers and hazards. Employees need regular reminder on safety to prevent accidents. This enables them to take action and responsibility towards workplace. Many at times, injuries occur due to lack of safety consciousness and therefore, safety consciousness should be comprehensive in all meetings, strategic positions and performing work in such a way that safety is assured and chances of accidents are minimized.

3.10 Emerging issues are dealt with in accordance with organization policy.

Emerging issues involve but not limited to terrorism, social media, national cohesion and open offices. Such issues need to deal with in Accordance with organization policy.

Open offices

This is an open plan work environment where employees work better together often in the same room and besides each lther.in this plan, the work environment becomes noisy and security is reduced and privacy is limited. Open offices have increased in number due to desire to increase interactions and collaboration among workers. Therefore, this issue should be addressed.

Conclusion

At the end of the unit the trainee should be able to manage stress, observe punctuality, integrate personal objectives into organizational goals and utilize resources effectively. One will also be expected to be able to set work place priority, recognize leisure, abstain from drugs and substance abuse, be aware of HIV and AIDs and be conscious of safety. This will be important in maintaining safety habits at workplace.

Further Reading



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6.3.4.3 Self-Assessment



Written Assessment

1. The following are reasons for conducting awareness on HIV/AIDS except one.
 - a) Promote good health.
 - b) Prevent further infection.
 - c) Stigmatization reduction.
 - d) None of the above.
2. Which one of the following is not a strategy of effective time management?
 - a) Focusing on the task at hand.
 - b) Prioritizing which tasks are more important.
 - c) Texting with your friends.
 - d) None of the above.
3. Which one is a method for managing distractions?
 - a) Using headphones.
 - b) Studying in an office.
 - c) Studying in a crowded place.
 - d) All of the above.
4. Which of the following is not a common time management problem area?
 - a) Insensitivity to the needs of others.
 - b) Procrastination.
 - c) Over planning.
 - d) Too many meetings.
5. Examples of social stresses are?
 - a) Financial problem
 - b) Divorce
 - c) Loss of loved ones
 - d) All of the above
6. What thoughts come to the mind when under negative stress?
 - a) You think that you can cope with the situation.
 - b) You think that you cannot cope with the situation.
 - c) You think that everything will be fine eventually.
 - d) You think that you need help immediately.
7. Is a form of human activity carried out for intrinsic rather extrinsic purpose?
 - a) Play
 - b) Leisure
 - c) Recreation
 - d) Tourism
8. State the difference between stress and stressors
9. Define the term drug
10. State the importance of punctuality
11. Distinguish between resource mobilization and resource utilization.

Oral Assessment

1. Discuss the importance of leisure time
2. Explain how work procedures can be set.

Practical Assessment

In groups of five, conduct awareness on HIV/AIDS within your environment.

6.3.4.4 Tools, Equipment, Supplies and Materials

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors


6.3.4.5 References



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6.3.5 Learning Outcome No 4: Lead a workplace team

6.3.5.1 Learning Activities

Learning Outcome No 4: Lead a workplace team	
 Learning Activities	Special Instructions
4.1. Set performance expectations for the team. 4.2. Assign duties and responsibilities in accordance with the organization policy. 4.3. Identify team parameters and relationships according to set rules and regulations. 4.4. Establish forms of communication in a team according to office policy. 4.5. Carry out communication as per workplace place policy and requirements of the job. 4.6. Supervise team performance. 4.7. Collect and analyze feedback on performance based on established team learning process. 4.8. Resolve conflicts between team members in line with organization rules and regulations. 4.9. Undertake gender mainstreaming in accordance with set regulations. 4.10. Adhere to human rights in accordance with existing protocol. 4.11. Develop and maintain healthy relationships for harmonious co-existence in line with workplace.	Develop a team and allocate duties to every member. Present communication model in the team.

6.3.5.2 Information Sheet No. 6 /LO 4: Lead a workplace team



Introduction

In this learning outcome trainees will train on setting performance expectation for teams, assigning duties and responsibilities and identification of team parameters and relationships. Trainees will also be given skills and knowledge of establishing forms of communication, carrying out communication at workplace, supervision and providing feedback for team performance. Other skills, knowledge and behaviours from this unit will be; collection and analysis of feedback, conflict resolution adhering to gender mainstreaming and human rights as well as creating healthy relationships.

Definition of key terms

Performance expectation: They are the requirements of an employee including actions, behavior and expected results.

Forms of communication: Various ways of exchanging information, ideas, thought, feelings and emotions.

Conflict: It is a disagreement among groups or individuals characterized by antagonism and hostility.

Gender Mainstreaming: A strategy of realizing gender equality.

Healthy relationships: It is having good interactions with fellow employees and working in harmony to achieve the set goals.

Content/Procedures/Methods/Illustrations

4.1 Performance expectations for the team.

Setting performance expectations is to move towards a specific goal and creating workplace accountability from one employee to another. It is applied to assess the progression and position expectations as performed by individual employees. To communicate and manage expectations effectively is important to know what is expected from the employees and teams and set realistic reasonable tasks.

Team performance expectations

Team expectations are similar to individual expectations except that team expectations are something every member of the team should be accountable for while also holding others accountable. They are shared expectations. They are behaviors that occur while the team accomplishes said tasks. They are for the team to be productive and work cohesively. Each member of the team should be accountable for the following:

- Respect each other and be courteous.
- Be flexible about job and tasks assignments.
- Ask for help when needed.
- Work safely together.
- Be motivated and reliable.
- Shared ideas for improvement.

How team performance expectations are set.

Setting expectations for a team for excellent performance communicating clearly about the specific tasks being assigned, results that should be accomplished, the degree of accomplishment, the expectation of each step and how it will be monitored. By knowing the specific requirements of each task, the expectation at each step in the process the employee will have no doubt about what the task that is about. Expectations are set in the following steps:

- **Having standards:** Standards are levels or degree to which all are expected to strive. This is mostly referred to as a norm. It is for the good of the company and all the team members must work towards it.
- **Set goals:** The goals are set with a direction, connection to the company standards. The goals may be challenging but realistic and set up to reach levels that are a progression upwards.
- **Objectives are set:** These are steps on a timeline that keep the workers towards moving the goal in a specific and measurable way.

Requirements of performance expectation

- A requirement to conform to the core values of an organization.
- Compliance to laws, regulations, standards and policies is a requirement.
- Adhere to the norms of professionalism in the areas of specialization.
- Be adoptable which the ability to embrace change and learn.
- Compliance with applicable standards external or internal.
- High standards of work produced by the team.

4.2 Assigning duties and responsibilities.

This means putting a person in charge of tasks. When team leaders assess the scope and feasibility of the work assigned to the team. The primary consideration is the strength of each team member. From the strengths, leaders assign roles and responsibilities. Assigning roles and responsibilities improve the work of the team in the following ways:

- **Productivity:** Productivity is enhanced when the responsibility assigned closely align with team members' strength.
- **Morale:** Issuing of duties and responsibility to team members gives each person a sense of ownership. They become invested in projects outcome hence increasing their effort to create quality product. Without assigning roles to members, they may grow disinterested and detached.
- **Efficiency:** Assigning responsibilities boosts efficiency having a clear understanding of the work roles allows leaders to develop timelines. This lists who is in charge of which task and when the specific portion of the work is expected to reach completion.

Guidelines for delegating tasks to team members/assigning duties

- i. Identify key opportunities for delegation: Not all can be delegated. A leader has to determine which duties and responsibilities can be assigned or delegated.
- ii. Establish a clear set of objectives for each task- no matter the task being delegated; make sure all the objectives are clarified so as the task can be accomplished.
- iii. Construct timelines: Timelines keep people focused and hold all members of the group accountable to meeting goals on time.
- iv. Establish authority and respect: When assigning duties, it is important to set the tone for your position in the relationship. This sets a tone of respect o they understand they are being relied upon and appreciated.

4.3 Identifying Team parameters and relationships.

Team parameters and relationships is how the team members engage with each other. This will highly be influenced by how the leaders engage with the time. Team parameters and relationships involves finding a balance point. In order to achieve this, a team leader shouldn't lead a team too highly or too loosely.

Ways of finding a balance point in the team.

- Encourage discussion but not too much of it- discussion and the exchange of ideas allow for greater creativity and innovation. Through dialogue a team expands its problem-solving capability.
- Celebrate the collective and recognize the individual- team leaders have to maintain a sense of who contributes what to the team. Team can be celebrated for completing major tasks but the team members who accomplished and made significant contributions should be celebrated.
- Give autonomy but define parameters- the team should know the general direction, where it is heading and trusts everyone enough to carry on. If the work is going too far off the rails, the leader has to step in and keep everyone on track and moving forward.
- Encourage opposing views but beware of obstructions – opposing views are important to energizing teams and stimulating creativity. However, there is a thin line between well-meaning critics and obstructionist rhetoric.

By keeping the above ways in mind, a leader can hit the balance point between loose and tight leadership. If the balance is achieved, the parameter and the relationship of the team is identified.

4.4 Forms of communication establishing

These are the various ways of establishing and exchanging of information, ideas, thoughts and feelings. Communication is categorized into two:

Informal communication: This is any communication that takes place without following the formal channels of communication. It is often referred to as grapevine as it spreads without the organization and in all directions without any regard to the levels of authority.

Formal communication: This is the type of communication that flows through official channels designed in the organization chart. It may take place between a superior and a subordinate, a subordinate and a superior or among the same cadre of employees or managers.

Formal communication can be classified into:

- Vertical communication: As the name suggests, information flows vertically upwards or downwards through formal channels. Downward communication flow is communication from superior to subordinate while upward communication flows from the subordinate to a superior.

- Horizontal communication - this occurs between members of equal rank or positions like between heads of departments or units. It helps to maximize achievements of the set goals.

4.5 Carrying out Communication

There are three basic methods of communication:

- **Written communication:** this is one of the most important and frequently used mode of communication in organizations. Written communications includes: letters, electronic mail, fax transmissions or other device that is transmitted via written words or symbols.
- **Oral communication:** this type of communication is through word of mouth. This can be in meetings, or in any other event.
- **Nonverbal communication /silent communication:** This is the non-word human response and the perceived characteristics of the environment through which the human and non-verbal messages are transmitted. There are two forms of non-verbal communication i.e. physical/symbolic language and body language.

4.6 Team performance is supervised

Supervision is an act or instance of directing, managing or oversight. Supervision is focused on directing people to get work done where team leadership is focused on developing an environment where people are motivated to do their work. There are two capabilities required in team supervision:

Leading people capabilities: This includes giving feedback, coaching others, performance management, managing reward and recognition and setting measurable objectives, and

Managing work capabilities: This includes: Planning work, monitoring progress, setting measurable goals and facilitating meetings.

Team performance supervisors may play different roles which include:

Advocate: Responsible in representing the employee's requests to management and representing the employees' case for deserving a reward.

Boss: The supervisor is deemed to be the boss when people in the department are ultimately looking for direction and guidance in their job.

Coach: supervisors might guide their employees to increase performance and satisfaction in various ways such as advising them.

Facilitator: The work of a supervisor is to support a group hence making the supervisor a facilitator.

Trainer: The supervisor is often the first person who is considered when a new employee needs to learn the job. The supervisor is responsible to ensure that training occurs.

There are core competency skills that are suggested in supervision. These skills include: communication, decision making, delegating, meeting management, problem solving and planning skills. The supervision skills are improved over time.

4.7 Collecting and analyzing feedbacks on performance.

Feedback is the sharing of perspectives on work experiences in the organization by employees.

Importance of collecting feedback

This is to ensure that employees are engaged and satisfied. These leads to:

- More production.
- Improve customer experience
- Employees become advocates for the company.

Ways of collecting and analyzing feedback.

- Anonymous surveys- it can be in house or via survey form solutions which can be distributed.
- Non anonymous surveys- it creates an open culture based on open honest and respectful feedback to replace fear in the workplace.
- Pulse surveys. - They are shorter surveys distributed more frequently.
- Suggestion boxes- employees who are hesitant to express unpopular ideas may want to leave feedback in an anonymous way, but feel like surveys haven't been a good idea to express them.
- Feedback meeting – they are a great way to connect staff and managers in more effective ways.

Collecting and analyzing feedbacks are the initial steps to increasing employee satisfaction. But they are not enough. the information you learn from surveys must channeled into action.

4.8 Conflict resolution between team members

This is the process by which two or more parties engaged in disagreements, dispute or debate to reach an agreement resolving it.

Conflict resolution process

- Recognition by the parties involved that a problem exists.
- Mutual agreement to address the issue and find some resolution.
- An effort to understand the perspective and concerns of the opposing individual or group.
- Identifying changes in attitude, behavior and approaches to work by both sides that will lessen negative feelings.
- Recognizing triggers of episodes of conflicts.
- Interventions of third parties such as human resources representatives or higher level managers to mediate.
- A willingness by one or both parties to compromise.
- Agreement on a plan to address differences.
- Monitoring the impact of any agreement for change.
- Disciplining or terminating employees who resist diffusing conflicts.

Some conflicts are essentially arbitrary which means it doesn't matter who wins only that the problem is relived to everyone who can get back to work. Conflict is normal occurrence in a workplace hence the need to resolve them.

4.9 Undertaking Gender mainstreaming.

It is a strategy towards realizing gender equality. Gender mainstreaming requires both integrating a gender perspective to the content of the different policies and addressing the issue of representation of women and men in the given policy area. An effective implementation of gender mainstreaming requires preparation and organization. People in decision making positions can make a particular difference as they have more power to introduce changes. The changes introduced they should at all-time distribute them across both genders in a balanced way.

4.10 Adhering to Human rights.

Human rights are basic right of each human being of independent of race, sex, political affiliation, religion, social status or any other character. Human rights provide a universal benchmark for minimum standards of behaviour. Many national laws and regulations have evolved as a result of a state's obligation to implement human rights standards. Businesses must also observe such laws in all countries and jurisdictions in which they operate. If the human rights are not adhered to, it is against the law and action should be taken against those not adhering to them.

4.11 Developing and maintaining healthy relationships.

It is having a good interaction with fellow employees and working in harmony to achieve the set goals. Developing a work relationship involves the actions that create a positive empowering motivational work environment for people. It also entails helping other employees to achieve this greatness.

Conclusion

At the end of the unit the trainee is equipped with knowledge and skills that enable then to set and assign duties and responsibility to teams, establish forms of communication collect and analyze feedback and carry out workplace communication. The trainee also acquired skills ability and knowledge in conflict resolution, gender mainstreaming, adherence to human right and establishing healthy relationships.

Further Reading



The Universal Declaration of Human Rights 2015 United Nations

6.3.5.3 Self-Assessment



Written Assessment

1. Which of these should not be avoided for effective communication?
 - a) Noise
 - b) Planning
 - c) Wrong assumptions
 - d) Semantic problems.
2. Both encoding and decoding of messages are influenced by emotions.
 - a) True
 - b) False.
3. Which is the first enemy of communication
 - a) Noise
 - b) Clarity
 - c) Politeness
 - d) Completeness
4. Which one of the following is not a characteristic of a team?
 - a) Minimal and formal knowledge sharing
 - b) Collective output
 - c) Individual and collective responsibility
 - d) Fluid dimension to roles and tasks.
5. The process which begins when one party perceives that others have frustrated or is about to frustrate, some concern of this is known as?
 - a) Conflict
 - b) Risk
 - c) Uncertainty
 - d) Poor management

6. Most conflicts have roots in uncertainty and negotiation is a way of managing the
 - a) Resultant risk
 - b) Failure
 - c) Uncertainty
 - d) Inputs
7. When employee's high expectations confront reality of a boring job.it is called?
 - a) Promotions
 - b) Transfers
 - c) Reality shock
 - d) Formal training.
8. What is gender?
9. How many forms of communication do we have?
10. What is conflict resolution?
11. Which are the leadership qualities you know?

Practical Assessment

Assuming you are a group leader and there is conflict between the group members. How will you solve the conflict?

6.3.5.4 Tools, Equipment, Supplies and Materials

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors


6.3.5.5 References



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6.3.6 Learning Outcome No 5: Plan and organize work

6.3.6.1 Learning Activities

Learning Outcome No 5: Plan and organize work		
 Learning Activities	Special Instructions	
5.1. Identify task requirements as per the workplace objectives. 5.2. Interpret task is in accordance with safety (OHS), environmental requirements and quality requirements. 5.3. Organize work activity with other involved personnel as per the SOPs. 5.4. Mobilize, allocate and utilize resources to meet project goals and deliverables. 5.5. Monitor and evaluate work activities are in line with organization procedures. 5.6. Document job planning in accordance with workplace requirements. 5.7. Review planning and organizing of work activities as per the workplace requirements. 5.8. Manage time to achieve workplace set goals and objectives	Stimulate task in accordance to OHS Stimulate job planning, organizing and evaluation.	

6.3.6.2 Information Sheet No. 6/LO 5: Plan and organize work



Introduction

Trainees will be acquired skills knowledge and the right behaviour for planning and organizing work. Specifically, the trainee will be trained on identification and interpretation of task requirements, organization for work with other personnel involved and mobilization and allocation of resources to meet project goals. The trainees will also acquire skills in monitoring and evaluation of work activities, documenting work plan, review of work and time management at work place.

Definition of key terms

Tasks – The smallest identifiable essential piece of a job that serves as a unit of work and as a means of differentiating between various components of a project.

Work Activities – It is a systematic purposefully cooperate human action where several actors work in an organized manner upon a shred object of work to transform it to intended outcome.

Work Plan – It is a road map detailing the work that is to be done from the beginning to the end.

Content/procedures/methods/illustrations

5.1 Identify Task requirements

These are the collection of physical, functional, mental and administrative needs that should be covered by the assigned resources. The requirements can be derived after the tasks analyses is completed.

What should be considered in identifying task requirements?

- The type of tasks required.
- The instruction words in the task.
- The components of the task
- The scope of the task.

This will enable you come up with the needed requirements for the completion of the tasks by the work place objectives.

Task is interpretation safety

These are the details on how a task is going to be accomplished. Task means specific work assignment. Task interpretation safety is an integration which helps give the accepted safety and health principles and practices into a particular task of operation.

Steps of task interpretation

- i. Selecting the task to be interpreted.
- ii. Breaking the task down into sequence of steps.
- iii. Identifying potential hazards.
- iv. Determining preventive measurements to overcome these hazards.

Organizing Work activity

Planning and organizing makes use of time at the office more effective. Organizing work activities and projects ensures you tackle all necessary steps to success. The following steps help to organize work activities:

- i. Identify the scope and goals of the planning process related to each of work activity.
- ii. Break down the major tasks for the activity into smaller steps that are needed to be taken for completion.
- iii. Establish the timeline for completing the work activity.
- iv. Write each due date for the assigned work on the calendar or set up reminders that pop up when the deadline approaches.
- v. Identify potential problems or barriers that may surface for the work activities.
- vi. Schedule planning meetings when active participation and feedback is needed.
- vii. Send out regular updates and communication to all other employees who are working.
- viii. By following these steps, the work activities will be organized and the work will flow as expected without any delay.

Utilizing, allocating and mobilizing resources.

Resource allocation is setting aside the resources that are needed for the completion of a task. Resource utilization on the other hand is the process of strategically measuring how effective resources are. Resource mobilization is all the activities that are involved in securing new and additional resources for the organization.

Importance of resource mobilization

- Ensures the continuation of organizations service.
- Supports organization sustainability.
- Allows for improvement and scale up of products and services.
- It's a way of greeting new business to stay in business.

Benefits of resource planning

- It maintains productivity.
- Work is managed with proper visibility reducing risk oversights.
- Using resources to maximize the potential.
- Ensures specific resources are not being over or underutilized.

Resource utilization, allocation and mobilization serve the purpose of managing the resources that may be available for use to gain maximum while reducing wastage.

5.5 Monitoring and evaluating work activities

Monitoring is the routine collection and analysis of information to track progress against set plans and check compliance to established standards.

An evaluation is an assessment of an ongoing or completed project of work.

The aim is to determine the effectiveness of the strategy used. It involves identifying and reflecting upon the effects of what has been done and judging their work.

Monitoring is a routine part of the employee and employer relationship/Most employees make some checks on the quantity and quality of work produced by either staff.

Ways of monitoring at work

- Create a written explanation of the work policies.
- Make sure employees are aware of the policies.
- Follow disciplinary guidelines exactly.
- Keep policies within reason.
- It provides the only consolidated source of information showcasing projects.
- It contributes to transparency and accountability.
- It reveals mistakes and offers paths for learning and improvements.
- It provides basis for questioning and testing assumptions.
- It provides away to assess the crucial link between implementers and beneficiaries on the ground and decision makers.

5.6 Documenting Job planning

It is documenting the expectations of employee and employer into working schedule. It ensures that the post delivers .it aims and requirements of the contract of employment.

Principles of a good job plan

- It should be developed collaboratively between the employer and the employee.
- It should include all the duties.
- Workload should be broadly defined.

Importance of work plan

- A work plan is practical it gives the direction of the work to be done.
- It is useful throughout the period it covers providing milestones to assess progress.
- A relevant and well researched work plan performs the important task of highlighting potential difficulties and proactively offering solutions.
- It clarifies the specific tasks and outcomes that each team member achieves, paving the way for accountability and successful collaboration.

5.7 Planning and organizing of work activities.

Planning and organizing makes efficient use of time by keeping employees focused from beginning to completion of a project. A comprehensive plan for work activities and projects ensures you tackle necessary steps for success.

Steps of planning and organizing work activities.

- i. Identify the scope and goals of planning process related to each work activity.
- ii. Break down the major tasks for the activity into smaller steps that you need to take for completion.
- iii. Establish the timeline for completing the work activities.
- iv. Write each due date for the task.
- v. Identify potential problem or barriers you may face in the work activities.
- vi. Send regular updates and communication to all other employees who are working on the project.

Planning and organizing work activities reduces time wastage. Ensures materials are used in the right way for maximum benefit of the organization.

5.8. Time is management

Time management is the process of planning and exercising conscious control of the time spent on specific activities to work smarter than harder. Improving time management at work enables one to enhance performance.

Benefits of time management

- Delivery of work on time.
- Provide better quality work.
- More productivity and efficiency.
- Much less procrastination i.e. I will do it later.
- More opportunities and career growth.

Steps for better time management

- Plan what you are to do.
- Prioritize on what to do.
- Minimize multitasking.

- Cut off distractions at work.
- Schedule your break time.

Effective time management skills can have a positive impact on your works. When time control is practiced the ability of things done is improved, makes better decisions and most importantly is the gaining of the key priorities.

Conclusion

This learning outcome provided knowledge that the trainee should be able to plan and organize work as per workplace objectives, SOPs, and set objectives and goals for the organization.

Further Reading



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6.3.6.3 Self-Assessment



Written Assessment

1. To what time frame do strategic plans relate?
 - a) Long term
 - b) Medium term
 - c) Short term
 - d) Unspecified term
2. Which one of the following is not a key management skill in planning?
 - a) Conceptual skills
 - b) Analytical skills
 - c) IT and computing skills
 - d) Communication skills.
3. Studying the future, arranging the means for dealing with it is part of the process of?
 - a) Organizing
 - b) Commanding
 - c) Controlling
 - d) Planning
4. Evaluation measures?
 - a) The timeliness of program activities
 - b) The outcome and impact of a program activities
 - c) How closely a program is kept to its budget
 - d) How the program was implemented

5. At what stage of a program should monitoring take place?
 - a) At the beginning of a program
 - b) At the midpoint of the program
 - c) At the end of the program
 - d) Throughout the life of the program
6. An unsafe state is of course a state that is not?
 - a) Require
 - b) Safe
 - c) Run
 - d) Control
7. Which of the following would not normally be considered as part of a person's work habits?
 - a) Commuting
 - b) Promoting setting
 - c) Sending and receiving mail
 - d) Organizing
8. What is time management technique?
9. What is decision making?
10. What is planning?
11. How is monitoring done?
12. Why is evaluation done?

Oral Assessment

1. What are the qualities of a good time manager?
2. What is organizing resources?

Practical Assessment

Ask the trainees to plan on the task they will be doing the following week.

6.3.6.4 Tools, Equipment, Supplies and Materials

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

6.3.6.5 References




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6.3.7 Learning Outcome No 6: Maintain professional growth and development.

6.3.7.1 Learning Activities

Learning Outcome No 6: maintain professional growth and development	
 Learning Activities	Special Instructions
6.1. Identify and assess personal training needs are in line with the requirements of the job. 6.2. Identify and avail training and career opportunities based on job requirements. 6.3. Mobilize and allocate resources for training-based organizations skills needs. 6.4. Obtain and renew licenses and certifications relevant to job and career 6.5. Pursue personal growth towards improving the qualifications set for the profession. 6.6. Manage work priorities and commitments based on requirement of the job and workplace policy. 6.7. Seek recognitions as proof of career advancement in line with professional requirements.	Stimulate personal training needs

6.3.7.2 Information Sheet No. 6 /LO 6: Conduct Self-Management



Introduction

Trainee will acquire skills, knowledge and behavior in maintaining professional growth and development. Specifically, the trainee will be impacted with skills to identify and assess personal training needs and career opportunities, mobilize and allocate training resources and obtain relevant licenses and certification for particular jobs and allocation of training resources, professional growth and development. The trainees will be trained on pursuing personal growth, managing work priorities and commitments and seeking recognition for proof of career advancement.

Definition of key terms

Training needs: This refers to the gaps in the knowledge, skills and competencies that employees have and those that they require to efficiently accomplish tasks.

Career opportunities: These are considerations to take when enrolling for a course or training.

Career advancement: Refers to the upward progression in an individual career. An individual can move up into managerial position in a given job or from one occupation to another.

Content/Procedures/Methods/Illustrations

6.1 Personal training needs are identified and assessed in line with the requirements of the job

Staff training and development is a vital element in an organization. Training and development leads to improved performance, employee satisfaction and morale, increased competency and reduced employee turnover. Personal training needs are identified through training needs analysis. (TNA). Training needs arise when there is need to do things differently. Analysis of needs at personal level has two prerequisites:

- a) The parameter of job performance has been defined- there may be individual performance measures defined at managerial levels. Failure to meet personal objectives, you do not indicate a training need.
- b) The prerequisite of review against performance parameter. Other techniques include self-assessment, 360 degrees feedback.

In examining training needs each of employees, performance appraisal systems, gather information? Other ways include: surveys, questionnaires, focus groups and intervention (Boydeal, 1971)

Avenues for professional growth

This entails ways of approaching a problem or progressing towards a goal. In this accreditation is professional development and growth. Avenue for professional growth can include professional development course, additional college course for further training, reading websites and professional journals, benchmarking, joining professional organizations among others.

Training and career opportunities are identified and availed based on job requirements.

In the workplace, training and development should be a continuous and ongoing process. Even the skilled employees need training programs. Employees should offer training and cover opportunities to the employees throughout their career. They should be committed to develop their employee potentials. Organizational objectives may also offer a training opportunity or contain implications. New production, processes, methods, technology, legislation, customer or market can lead to organizations considerations for training (Wilson, 2005).

Assessing training

Training needs assessment which serves as a tool for determine the training needs to take place.

Data is collected which is used to determine development needs that will enable the organization attain its objectives. After identifying training needs, objectives are determined which will measure success. Assessing training needs reduces gaps between the skills of the employees and those required by the job. Assessing training needs also determines effectiveness of the training and development program.

6.3 Resources for training are mobilized and allocated based organizations skills needs

- **Mobilizing training resources**

When employees are trained, they are better and develop professionally. The training program requires resources human, physical and financial to be carried out successfully. There is a positive correlation between organization revenue and employee training (Snell and Bohlander, 2012.) Training has become part and parcel of organization which offers several advantages to the organization. Training is expensive and resources to support it should be well mobilized and this decision should be based on the employees' ability to learn and the likelihood that they will be impacted by the training and development program. The resources mobilized should be well utilized and the consideration is to get employees take advantage of the program.

6.4 Licensees and certifications relevant to job and career are obtained and renewed Licenses and certificates for professional growth and development

Licenses are granted to individuals after some form of examination or proof of education through the licenses program whereby authority is granted to the individual or organization to operate or engage in a profession or occupation. The license regulation ensures that the organization or individual meets minimum standards stipulated by the law in the profession. Certification is a process by which an authorized body evaluates and recognizes an individual or organization as meeting some predetermines criteria.

When an individual is certified, it means that he or she has received additional education and training and demonstrated professional standards and competences beyond the minimum license requirements. The purpose of the license and certification is to improve quality, maintain quality, ensure public safety, validate specifications, outline capabilities of an individual or organization, monitoring purpose and risk management among others. Organizations should ensure that they are licensed and certified by relevant authorized bodies. Incenses are valid for some time after which they expire. This calls or renewal of licenses and certification. Failure to renew or obtain such documents can lead to crackdown in the business. As a professional standard, license and certifications should be obtained and renewed.

6.5 Personal growth is pursued towards improving the qualifications set for the profession

Personal growth includes job growth, career mobility, networking, job gains among others. Intellectual growth starts from birth and ceases only at death. In many cases, some people underestimate this assumption and think that they have reached the pinnacle in life if they acquire decent paying job. Personal growth should be pursued by the individual and the best way to grow is to meet new people, explore new ideas and challenges and participate in other activities. The more the growth, the more skills you acquire and then improving qualifications set for profession.

Pursuing personal and organization goals

Goal setting should be a priority. Research has shown that many people do not know what they want in life and if they do, they have no plan in getting it. Those who achieve their personal goals are those who note them and develop plans for achieving them. Effective goal keeping is one of the keys to success. Individuals should pursue both personal and organizational goals. However personal growth should not conflict organization goals. Employees joining organizations have personal goals they seek to achieve through their membership in the organization. The personal goals and organization goals should be congruent. Individuals need to work towards realization of organization goals. (Buller Schuller, 2000).

6.6 Work priorities and commitments are managed based on requirement of the job and workplace policy

Managing work priorities and commitments

In the workplace, completing tasks to the best of ability is enhanced through having work practices; prioritization ensures that what is important is done first before others which equally limit time wastage. Work practices and commitments need to be organized and managed then focus applied in completion of meaningful tasks. These are sets to guide task completion. Prioritizing competing demands involve development of strategies by managers to effectively prioritize work and maintain a good work line balance.

For instance, using the urgent important matrix is one strategy to manage work priorities and having sound control. Managers should use the latest technologies, embrace and adopt to change. The ability to control work, related stress lies in effective work prioritization. This enables one to be calm and to have increased productivity. Elements to manage work prioritization and commitments include:

- i. Establishing personal goals- serving a positive role model through personal work planning. Reflecting organization plan in personal goal, measuring and maintaining personal performance in varying work conditions.
- ii. Set and meet work practices- take initiative to prioritize and facilitate competing demands to personal, tea, and organizational goals. Using technology to manage work priority and commitment. Maintain appropriate work life balance and manage stress.
- iii. Develop and maintain professional competences- this is through assessment of personal knowledge and skills against competency standards to determine needs

and priorities. Seeking feedback and using it to improve competency. Identify, evaluate and select develop opportunities for company. Develop new skills. Participate in networks to enhance personal knowledge and relationships.

6.7 Recognitions are sought as proof of career advancement in line with professional requirements.

Employee recognition is acknowledgement of an individual or team for effort and accomplishment. This creates friendly atmosphere and enhances the sense of belongingness in the workplace. Motivation is also induced through recognition.

Recognizing career advancement

Career advancement refers to individual's upward progression in his or her career. Appreciation and recognition is essential in the workplace. People need to be appreciated and their achievements recognized. This sense of achievement makes one seek recognition for their contribution to the organization. Recognition should be given to those who deserve it.

Ways of seeking recognition.

- **Application for awards:** Organizations honor and recognize good performance and thus the employees should seek out how to qualify and awards for such qualifications and achievements.
- **Public speaking:** This is one of the dread arts but speaking in an articulate manner and minus fear will make employees or one to be recognized.
- **Information sharing:** You should be contributing ideas that you relate one helpful and give complement when it is due.
- **Sharing achievements with the employer:** This involves using the appropriate method of communication to give timely updates to the employees on achievements both for individual and the organization.
- **Volunteering for activities:** Getting involved in voluntary activities help the employee connected to the market place. it does not necessarily mean that when there is a task, then it is valuable to one. Employees can even seek for tasks from the employer.

Conclusion

This learning outcome offered skills of maintaining professional growth and development by effectively identifying personal training needs, career opportunities, obtain relevant licenses and certifications manage workplace priorities and be able to seek recognition for proof of career advancement.

Further Reading



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6.3.7.3 Self-Assessment



Written assessment

1. Refers to the learning opportunities designed to help employees grow.
 - a) Training
 - b) Development
 - c) Education
 - d) All of the above.
2. How does training and development offer competitive advantage to an organization.
 - a) Removing performance decision
 - b) Deficiency is caused by lack of ability
 - c) Individual have the aptitude and motivation to learn
 - d) None of the above.
3. Which of these is a benefit of news assessment?
 - a) Assessment makes training department more accountable.
 - b) Higher training cost
 - c) Loss of business
 - d) Increased overtime wastage
4. Which of the following is not one of the job-related experiences for successful job performance?
 - a) Innovation
 - b) Knowledge
 - c) Skills
 - d) Behavior
5. Is the identification of tasks to complete and the order I which they will be completed?
 - a) Planning
 - b) Procrastination
 - c) Prioritization
 - d) Program
6. Distinguish between license and certification.
7. What is the importance of assessing training needs?

8. Differentiate between personal and organizational goal.

Oral Assessment

1. Explain the significance of training and development.
2. Discuss reasons why employees seek recognition.

Practical Assessment

Develop a simple training program to enable employees utilize ICT successfully in the workplace.

6.3.7.4 Tools, Equipment, Supplies and Materials

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors


6.3.7.5 References



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6.3.8 Learning Outcome No 7: Demonstrate workplace learning

6.3.8.1 Learning Activities

Learning Outcome No 7: Demonstrate workplace learning	
 Learning Activities	Special Instructions
<p>7.1. Own learning is managed as per workplace policy.</p> <p>7.2. Learning opportunities are sought and allocated based on job requirement and in line with organization policy.</p> <p>7.3. Contribution to the learning community at the workplace is carried out.</p> <p>7.4. Range of media for learning are established as per the training need.</p> <p>7.5. Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job.</p> <p>7.6. Enthusiasm for ongoing learning is demonstrated.</p> <p>7.7. Time and effort is invested in learning new skills-based job requirements.</p> <p>7.8. Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.</p> <p>7.9. Awareness of Occupational Health and Safety procedures are demonstrated in use of technology in the workplace.</p> <p>7.10. Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.</p> <p>7.11. New systems are developed and maintained in accordance with the requirements of the job.</p> <p>7.12. Opportunities that are not obvious are identified and exploited in line with organization objectives.</p> <p>7.13. Opportunities for performance improvement are identified proactively in area of work.</p> <p>7.14. Awareness of personal role in workplace innovation is demonstrated.</p>	<p>Group discussion and identify learning opportunities in various work place.</p>

6.3.8.2 Information Sheet No. 6/LO 7: Demonstrate workplace learning



Introduction

In this learning outcome trainees will be trained on how to demonstrate learning at workplace. Trainees will get skills and knowledge in managing and seeking learning opportunities, contributing to the learning community, awareness of health and safety procedures and developing new systems for exploring learning opportunities at workplace.

Definition of key terms

Own learning: This is a personal initiative to acquire skills and knowledge.

Mentoring: Is a system of semi-structured guidance whereby one shares their knowledge, skills and experience to assist others to progress in their own lives and careers.

Coaching: This is a professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations helping them to bridge the gap between where they are now and where they want to be.

Content/Procedures/Methods/Illustrations

7.1 Own learning is managed as per workplace policy.

When taking ownership of your learning, you have to ensure that the time invested in learning a new skill was the right decision, and you find application for it in real life. When you are an independent learner, you have to trust yourself. You are the only person to decide what and why you will learn. By taking ownership of your learning, you have to be open for feedback and constantly seek an environment that stimulates your personal growth. Every single learning process consists of two parts:

- Independent hard work to master new skills.
- Feedback from experts who already mastered the skills.

Taking ownership of your learning implies have intrinsic motivation for growth. The learning process is faster and way more efficient when your motivation comes from the desire to master the new skill to become a better version of yourself. There is no doubt that grades, money and promotion contribute to motivation, but it is why component of learning that has to become a driving force. Taking ownership of your learning is hard, but it is also extremely rewarding as you gain independence and understanding of what you are capable of.

7.2 Learning opportunities are sought and allocated based on job requirement and in line with organization policy.

Employees are constantly being assessed on their knowledge and skills. Whether we like it or not, employees are constantly being judged on their capabilities and benchmarked against their peers. And, unlike studying for a qualification, the goal post in the workplace keeps moving. This might be because of new technology, customers' demands, legislation

or simply because there is a new chief executive with a different vision. All these changes inevitably have implications on the staff.

Some organizations are good at providing learning opportunities when they can see a direct benefit to the organization. What is offered however may not always be in line with what you really want or need for your career. So, if you want to protect your employability, you need to take charge of your personal development. According to learning survey by Niace (2012), the adult learning organizations, there is a strong correlation between learning and sustained employment. Staffs who undertake learning activities are more able to adapt to the changing requirements of an organization and gain a competitive edge in the job market.

7.3 Contribution to the learning community at the workplace is carried out

Even when individuals participate in learning to develop their own skills and knowledge, (human capital) social impact on both individuals and their communities has an opportunity to grow. Catering confidence study (2004) set out to capture changes in confidence during a learning experience. It identified how individuals reported increases in well-being and community involvement. They felt that raised confidence, through new skills and knowledge, helped them to deal with challenges in work and in life, generally. Also, learning helps to build social capital and enables social networks to develop a curriculum framework. The citizens' curriculum embraces human, social and identifies capital and co-creates learning relevant to participants' everyday lives. It starts from an understanding that participants have capita to invest in and add to the process and its outcomes.

7.4 Range of media for learning are established as per the training need

As a result of rapid changes in technology, much is discussed about the use of social media. Organization should look closely at the potential for using social media. Using social media in the workplace is becoming very common. Social media plays a fundamental role in our day-to-day lives and there is no exception to that in the workplace. An article publishes by the Pew Research Center states that "34% of people use social media while at work to take a mental break from their job, 27% of people use it to connect with friends and family while at work, 24% use it to make or support professional connections, 17% use it to build or strengthen personal relationships with coworkers, 17% of people use it to learn about someone they work with, 12% of people use it to ask work-related questions to people outside of their organization, and 12% of people use it to as such questions of people inside their organization."

7.5 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job

Technical does mean something which needs techniques to be implemented in the process. Non-technical does deal with things, does not actually take concepts or technics, something like physical work. Technical means you do something with different execution way if you can pass it to others. There is always a hope of improvement and it's scale-able. Valued employees do not just do the right job-they treat supervisors, subordinates and peers right too. Applying equal values to the two people's cores namely: technical and non-technical. Training develops competence and capability in the following areas:

- Technical: plant operations, new hire fundamentals.
- Non-technical: personal, interpersonal skills, leadership and team building.

Factors affecting the application of learning

a) Workplace culture is vital

A workplace culture, supporting continuous learning that is integrated into the workflow is more likely to report improved results such as increased learner engagement and increase responsiveness to business change and increased responsiveness to business change. Culture is the character and personality of your organization. It's what make your business unique and is the sum of its values, traditions, beliefs, interactions, behaviors, and attitudes. Positive culture attracts, drives engagement, impacts happiness and satisfaction and affects performance.

b) Work environment

Work environment includes the objects, artifacts and other physical signs in your workplace. These include what people place on their desks, what the organization hangs on its walls, how it allocates space and offices, what those offices look like (color, furniture, etc.), and how common areas are used.

c) Workplace support

Workplace support affects motivation to transfer too. This concerns your efforts throughout the organization that signal to employees how much learning is important.

- Ensure Senior Managers provide resources and endorse training activities.
- Ask managers to communicate their expectations for employees to put their learning into practice.
- Build a culture of psychological safety in teams, so that people feel they can take risks, try new behaviors and propose new ideas.

7.6 Enthusiasm for ongoing learning is demonstrated

Continuous learning is a response to the modern workplace: things change constantly, including in technology, staff, and company direction. The modern workforce is curious: they grew up with a world of information on their fingertips. They love being able to pursue their curiosity and find learning things stimulating. Continuous learning can help companies foster the lifelong learning instinct in their workers. The most beneficial result of creating a culture of continuous learning is an educated enthusiastic employee workforce trained and ready to "step up" in succession planning and expansion needs for the company. Hence create a workplace that is responsive to an ever-changing world. Keep employees up to date by assigning continuous learning on new technology relevant to their field. Understanding the latest technologies in the industry is important to keeping your company futures proof.

7.7 Time and effort is invested in learning new skills-based job requirements

The following scenarios demand that you train your employees:

- The introduction of new technology, tools, or equipment: You may have to train both the internal users (your employees) and external users (vendors, third-party service providers)
- The introduction of new procedures or modification of the current ones
- The induction of new employees: New employees have to be trained in the specific concepts, policies, procedures, technologies, and know-how of a company to help perform their duties efficiently.

Ways to motivate employees and promote learning in the workplace

i. Align Interests

Try to find skill training that is valuable to both the business and the employee as an individual. The training should teach them skills that will benefit them just as much in the long-term as it does in their current role - and this benefit should be emphasized.

ii. Model Behavior

Show initiative and take an interest in your own learning and continuing education. Seeing you take a proactive role in your skill development will make others far more likely to do the same. If you would like to have attentive and engaged employees who enthusiastically devote time and energy to ongoing training, then you should lead by example.

iii. Coaching and Mentoring

It is important that employees feel they have support, and that they have somebody they can turn to if they have questions or concerns about their learning. One way to be an effective coach is to provide candid feedback and debriefing.

iv. Recognize Success

Track the learning of employees, and make sure to recognize and reward success in some way so that they know you appreciate their effort. Acknowledge the meeting of targets and achievement of goals, and let particularly hard-working employees know that you see and are impressed by their progress.

7.8 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace

You may have hard-fought education and training in one area of work, but if you are not communicating a strong sense of willingness to learn new skills, you may be overlooking opportunities and a critical way to engage with your employer in the modern era. Willingness and desire to learn demonstrates your motivation for personal improvement and achievement. Your willingness and desire to learn a soft skill employer's value says a lot about you.

Employers look for potential, capability, and the ability to withstand change. Desire for a new challenge communicates it all. Your life will happen one way or another so it is a good idea to take charge of its direction and a life span is the way to do it- no matter your age, the purpose of a life span is to capitalize on opportunities and avoid regrets. Learning always takes place in a particular context and the issues involved in the analysis of social practices oriented towards learning within different settings includes:

- Opportunities for learning
- Spaces for learning
- Expectations for learning
- Creating supportive learning contexts
- Pressure of work
- Expectations, rewards and punishment
- Challenge and value of work

Contexts for learning at work include meeting context; 'on the job' context; 'working alongside' context and 'work encounter' context. Richard Edwards (2005) acknowledges that all social practices are contextualized and involve learning, but argues how those practices are conceptualized is more contentious, and that learning contexts can be used in various ways

7.9 Awareness of Occupational Health and Safety procedures are demonstrated in use of technology in the workplace

The health workplace concept provides a valuable tool for developing or reinforcing occupational health and safety standards so that conditions continuously improve for the working population. However, a healthy workplace is not only free of hazards but also provides an environment that is stimulating and satisfying for those who work there. The healthy organization acknowledges all of these elements in the development of policies and programs for the well-being of its workers (WHO, 1999), Abraham Maslow in the hierarchy of needs theory on human motivation used the terms of physiological safety, belongingness and love, self-esteem, self-actualization and self-transcendent needs, to describe the patterns that human motivations generally move through safety at work rank as an important factor on job satisfaction.

The occupational safety and Health Act 2007 aim at securing the safety, health and welfare of workers and the protection of persons other than the workers against the risk to safety and health arising out of or in connection with the activities of person at work. The act sets objectives to promote and improve occupational safety and health standards. Technology is improving the safety and health of employees. Technology in the workplace is not just for improving workers' productivity or acquiring more accurate data. Workplace technology is also about improving employee health. Employee safety monitoring training, reporting and worker compensation are just a few ways technology is improving workplace safety for employees. There have been many positive effects of technology in the workplace when it comes to workplace safety. Business is combining technology and safety with 3D visualization technology. Thus, software technology is allowing employees to

become better aware of their workplace surroundings and the danger they may encounter and so on.

7.10 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.

Initiative and creativity move the world. They foster the realization of innovative ideas in various industries and contribute to constant development. Sometimes work is pieced together out of necessity, and nobody really gives it any strategic thought or considers how it will affect the big picture. Six lean principles that can make you more efficient:

- **Focus on your customer**

Ultimately, what all customers want is value, value creation occurs when the quality of services received is perceived as high compared to their cost.

- **Figure out how the work gets done.**

We have lots of assumptions about how work gets done that don't mirror exactly what happens. After all, during the day-to-day grind, we don't think about how we do the work, we often just do it.

- **Remove inefficiencies and waste.**

Once you know what the workflow of your process looks like, take a second look at any step in the process that doesn't directly create value for the customer. Manage, improve, and smooth your process flow to eliminate non-valued-added activity, for example, wasted movement, wasted time, unnecessary steps, customer delays, waiting for approvals and duplication of effort.

- **Track numbers and manage by evidence.**

Sometimes what should work well does not. Test out your process, collect data on how well it is working, highlight and eliminate errors, and seek continuous improvements in value.

- **Empower the people operating the process**

The best person to improve a process is the person who carries out the process. Utilize the employees' full skill sets.

- **Go about all this in a systematic way**

Your process is not perfect and by some miracles it is, it won't stay that way for long. Changes will occur that demand changes in the process. Being able to replicate the steps of process improvements is the key to delivering long-term, sustained value

7.11 New systems are developed and maintained in accordance with the requirements of the job

The purpose of organizational policies, procedures and systems are to establish the practices and standards that a company will follow about compliance with work health and safety act guidelines. Introducing technology change into an organization presents a different set of challenges management then does the work of a competent project administration. However, the managers are responsible for shepherding technical innovations, development than to manage its implementation. Each day, whether your organization runs programs, provide services or pursues advocacy, you should make sure that the right people are in the right times to do the work of the organizations. In addition,

someone has to check out the everyday procedures (record-keeping, attention to how well particular techniques are working, etc.) that make evaluation possible. Someone has to keep track of finances and make sure that the books are kept properly; this has to be deployed by developing new systems and monitoring.

7.12 Opportunities that are not obvious are identified and exploited in line with organization objectives.

Opportunity and identification and exploitation have gained increased attention especially in entrepreneurship. Based on Hayek (1945), they argue that information and knowledge are not evenly dispersed among people. No two individuals share identical information and knowledge about the economy, and these differences are suggested to highly influence who identifies and exploits entrepreneurial opportunities.

How to find and exploit a gap in the market.

Once you have an idea, challenge it and break it down. A gap in the market idea and have one or more of the three attributes, namely:

- It is something new and original.
- It improves on something that already exists.
- It takes something that exists and finds it a new market.

7.13 Opportunities for performance improvement are identified proactively in area of work.

Proactive behavior is applicable to either one own role or to 'extra-role' responsibilities. Within one's own role, for example, a person may find a more efficient way to complete one or more of their responsibilities. Proactivity requires that you be organized. This can be done by improving the execution of strategy across business functions, for example, enhancing strategic communication. Investing in process tools and training to achieve greater productivity. The sectors vary in the degree to which cost optimization or staff developments are emphasized in seeking productivity. Investing in IT is also typically either the top or second high priority for executives. This can only be hindered by lack of focus or investment, excessive conservatism, lack of sufficient expertise and inflexibility. Innovation in management principles and the process can create long-lasting advantage and produce dramatic shifts in the competitive position.

7.14 Awareness of personal role in workplace innovation is demonstrated.

New technologies change the way we live, consume and meet people. The digital revolution is happening that is why the European commission launched the European Workplace Innovation Network (EUWN) in 2013. The organization of workplace plays a vital role in a company to compete and innovate. Workplace innovation can be described as those workplace practices and cultures which enables employees at all levels to use their knowledge, competencies and creativities to the full. It builds organizations in which people to work to do two things: To undertake their functions in the most effective way possible and to improve the business. Such workplaces are likely to include empowering

job designs, self-organized team working, open and fluid organizational structures, delegated decision making and simplified administrative procedures, a coaching style of line management, regular opportunities for learning and improvements, high involving innovation practices, the encouragement behaviors and employee presentation in strategic decision making. Evidence shows that workplace innovation leads to significant and sustainable improvements both in organizational performance and in employee engagement and well-being.

Conclusion

This learning outcome has demonstrated that the trainee should be able to demonstrate workplace learning in accordance with workplace policy, training needs and job requirements.

Further Reading



Marsick, V. J & Watkins, K (2015). *Informal and Incidental Learning in the workplace* (Routledge revival). Routledge

6.3.8.3 Self-Assessment



Written Assessment

1. Which of the following are the benefits of mentoring programs?
 - a) Personal fulfillment
 - b) Development of managers
 - c) Career advancement
 - d) All of these
2. Why is coaching and mentoring important for an organization?
 - a) It increases employee morale
 - b) All of these
 - c) It helps in the employee growth and development
 - d) Help an employee to adjust to company culture
3. The basic functions of the management process include all the following except
 - a) Planning
 - b) Outsourcing
 - c) Organizing
 - d) Leading
4. Studying the future and arranging the means for dealing with it is part of the process of?
 - a) Organizing
 - b) Cementing
 - c) Controlling

d) Planning

5. How do you identify opportunities in the workplace?
6. What are the cultural aspects of work?
7. What is coaching?

Oral Assessment

1. Define the term mentoring based on the workplace?
2. What is managing own learning?
3. What is the contribution of learning to the community?

Practical Assessment

Examine the application of learning in both technical and non-technical aspects in the workplace?

6.3.8.4 Tools, Equipment, Supplies and Materials

- Computers


6.3.8.5 References



- Arors, R. & Rengnekar S. 2014. *Workplace mentoring and career resilience: An empirical test*. The psychologist manager journal 17(3), 205
- Bakers D. & Hodges A. (2017). *Corporate social opportunity. Seven steps to make corporate social responsibility work for your business*. Routledge
- Connor M. & Pokoraj (2012) *Coaching and mentoring at work: Developing effective practices*: Mc Grill Hill Education (UK)

6.3.9 Learning Outcome No 8: Demonstrate problem-solving skills

6.3.9.1 Learning Activities

Learning Outcome No 8: Demonstrate problem solving skills		
 Learning Activities	Special Instructions	
<p>8.1. Creative, innovative and practical solutions are developed based on the problem.</p> <p>8.2. Independence and initiative in identifying and solving problems is demonstrated.</p> <p>8.3. Team problems are solved as per the workplace guidelines.</p> <p>8.4. Problem solving strategies are applied as per the workplace guidelines.</p> <p>8.5. Problems are analyzed and assumptions tested as per the context of data and circumstances.</p>	<p>Brainstorm ideas in class that are creative, innovative and practical solutions to problems.</p>	

6.3.9.2 Information Sheet No. 6 /LO 8: Demonstrate problem-solving skills



Introduction

Trainees will acquire skills, knowledge and behavior in developing creative, innovative and practical solutions, demonstrate independence and initiative in identifying and solving problems solving team problems, applying problem solving strategies and analyzing in testing assumptions.

Definition of key terms

Team Problems: These are the challenges that teams experience while carrying out their assigned activities.

Problem-solving strategies: These are strategies of working through details of a problem to reach a solution that may be favorable to the situation at hand.

Problem assumptions: These are something or problems that are assumed to be the case even without proof.

Content/procedures/methods/illustrations

8.1 Creative, innovative and practical solutions are developed based on the problem

In today's evolving world solutions for the emerging issues must be creative, innovative and practical for them to effectively get a perfect solution to the problem at hand. In order to come up with this kind of solution, the following criteria should be considered:

a) **Figure out the problem to be solved**

This being the first step it is crucial a crucial one. At this stage, we should make sure the right problem is being solved and be given a priority. The problem has to be clearly identified so as the direction of solving it can be defined.

b) **Analyzing the problem**

At this stage, the problem is scrutinized and all the variables and values that are the cause of the problem. The focus should be on how often the problem occurs, how intense is it, the perceived causes and if any special circumstances impact on it. All the primary causes should be on the time frame of the problem. The duration it has been occurring if not are there factors that could make it recur. In the future, critical thinking is involved which is the ability to analyze information objectively? Good critical thinking leads to reasonable conclusion and solutions

c) **Classify the decision criteria.**

In this stage, all factors leading into the decision-making process are identified. Decisions making is the process of making choices by identifying decision gathering information and assessing alternative resolutions. Solutions decisions should be based on solely existing standards.

d) **Coming up with more than one solution.**

At this stage, you come up with a variety of solutions. Evaluate all the solutions and scenarios as objectively as possible. Assess the pros and cons of each solution to ensure that the pursued solution is the most competitive.

e) **Picking the best solution.**

After evaluating all the options and values from steps one through four, the best scientific solution to move forward with is picked and this is the one that is to be implemented.

The above stages give the best criteria of coming to a solution that can be implemented practically and effectively in any development.

8.2 Independence and initiative in identifying and solving problems is demonstrated.

Independence and initiative are important skills that everyone should have. It works effectively in a team. Teams are made up of people that work together to arrive at a common goal. Each individual in the team needs to take the initiative to fulfill their responsibilities. They need to be able to plan how you are going to fulfill responsibilities that we assigned to the individual as part of the team. This means close communication with other team members. But the individual has to determine:

- What needs to be done?
- How it is going to be done?
- When each task is going to be completed?

- What the potential roadblocks are?

The above give details about the independent skill that an individual should show in order to be able to solve problems. In order for this skill to be portrayed in an individual, they need to be able to follow through the task individual have without being monitored. This means that the individual has to:

- Complete the task on time.
- Pay attention to details and produce high-quality work in an ethical manner.
- Use problem-solving skills take the initiative to help.

Independence and initiative skills are individualized skills that are necessary in any problem-solving scenarios in the workplace context.

8.3 Team problems are solved as per the workplace guidelines

Solving team problems is an act of defining a problem, determining its cause, prioritizing, identifying and selecting alternatives for the solution and finally implementing a solution.

There are 4 steps of problem-solving in teams:

- Define the problem
- Generate an alternative
- Evaluate and select an alternative
- Implement and follow up of the solution

i. Define the problem

The situation within the team is diagnosed fully. Flowcharts to identify the expected steps of a process and cause an effect diagrams are used to define analyze the causes in the team.

ii. Generate an alternative

Several problem-solving alternatives are proposed. The selection of the solution should not be implemented until an alternative is found. The consideration of the alternatives can enhance the value of the solution. Once a decision on what should be model has been achieved. The target standards become the basis for developing a plan for investigating alternatives. Any alternative solutions to the problem are generated before the final evaluation. If someone focuses on trying to get the results the team wants the potential of learning something new will be lost.

iii. Evaluate and select an alternative

A series of considerations are considered when selecting and evaluating a solution. The considerations are:

- The alternative should solve the problem without causing another. Some problem-solving technique should not lead to causing a different problem of a different nature that may lead another round of problem-solving and yet it could have been avoided.
- The alternative should be generally accepted by all teams involved. The alternative taken will be taken as the accepted solution to the problem. The solution will be implemented hence it should be generally accepted by the majority of the team members hence it can be implemented.
- Implementation of alternative if possible. The alternative selected should be implementable within the team. There are three basic stages involved in implementing an alternative to a solution.
- Planning and preparing to implement the solution. Planning of action describes. The more important or complex the problem is the more thorough the planning and preparation of the alternatives to solve it will be. The solution that may be chosen should not be difficult to plan and prepare to implement.
- Implementing and monitoring: the alternative solution should be implemented in the easiest way possible. The monitoring of the solution should be possible to easily monitored using different monitoring techniques such as observation.
- Reviewing: reviewing involves how the alternative will solve the problem. Will it solve the alternative effectively or not? If it won't, come up with a different alternative.

iv. Implement and follow up of the solution

The solution selected should be the one that can implement and can be followed up. There are solutions that are difficult to implement or impossible in a particular area.

The above steps enable effective problems solving skills process within a team.

8.4 Problem solving strategies are applied as per the workplace guidelines

Problem-solving is the process of working through details of a problem to arrive at a solution. Strategies are things that could guarantee the solving of the problem at hand. The following are known strategies for solving a problem:

i. Identify the issue

The issue needs to be clearly known. Different people might have different views of what the issues of the problem maybe. The first strategy is to identify this problem clearly. Separate the listing of issues from the identification of interests. Identifying the issue is the key to solving it.

ii. Understand everyone's interest

Interests are the needs that are supposed to be satisfied by a given solution. The best solution is that satisfies everyone's interest. This is done through active thinking and listening. The issues that are to be solved have to be solved entirely.

iii. List the possible solutions

This involves doing brainstorming. Creativity is encouraged so as to give a different perspective of the possible solutions. Brainstorming is the process of generating creative ideas and solutions through intensive and free willing group discussions. All the participants are encouraged to think and suggest as many ideas as possible. Analysis, discussion or criticism of the aired ideas is allowed only when the brainstorming is over. There should be a separation of listing of options from the evaluation of the options.

iv. Evaluate the options

The given solutions to the problem need to go through an evaluation test. This test is meant to come up with the most suitable option that can effectively be the best solution to the problem at hand.

v. Select an option or options

From the many options available the best option possible that effectively handles the problem should be considered. It should be the best option that is likely to give the intended results of the problem.

vi. Document the agreements

It is good for the agreement to be given a proper agreement document. Writing it down will help you think through the details and implications. As opposite to memory which may not be reliable in the future because of distortion. The document should be agreed upon by those that are solving the problem.

vii. Agree on contingencies, monitoring and evaluation

In problem-solving there should be a contingency agreement about foreseeable future circumstance. There should be creation of opportunities to evaluate the agreements and their implementation.

The above strategies can be used in a large group, between two people or by an individual who is faced with a difficult decision. The more the difficult and important the problem is the more necessary and helpful it is to use the above strategy.

8.5 Problems are analyzed and assumptions tested as per the context of data and circumstances

Problem analyzing involves identifying a problem and establishing the causes and effects related to a problem. The key element to problem analyzing is ensuring that the root cause is identified. There are techniques that are used in problem analyzing.

Techniques of problem analyzing

a) Identifying priorities

Many problems are complex, involving a whole range of causes. The priorities will give you ways of handling the problem that is at hand, identifying the priorities will also enable you to know the need for the problem solving and how it is going to influence the result of the problem.

b) Analyzing to find root causes

This is the heart of the problem. Before taking action the causes of the problem must be distinguished. Many problems may be described and various solutions suggested as the way to remedy the problem. It could not be wise to ignore anything said. We should listen carefully and analyze any situation for ourselves before agreeing to a solution. Any solution suggested should be a solution that is going to work and the most appropriate one after analysis.

c) Developing alternatives

Various approaches exist for developing alternatives. There are various approaches for developing an alternative. This includes brainstorming and critical thinking. This also involves the creativity of individuals to develop alternative, there is always another way of the problem if we can find it.

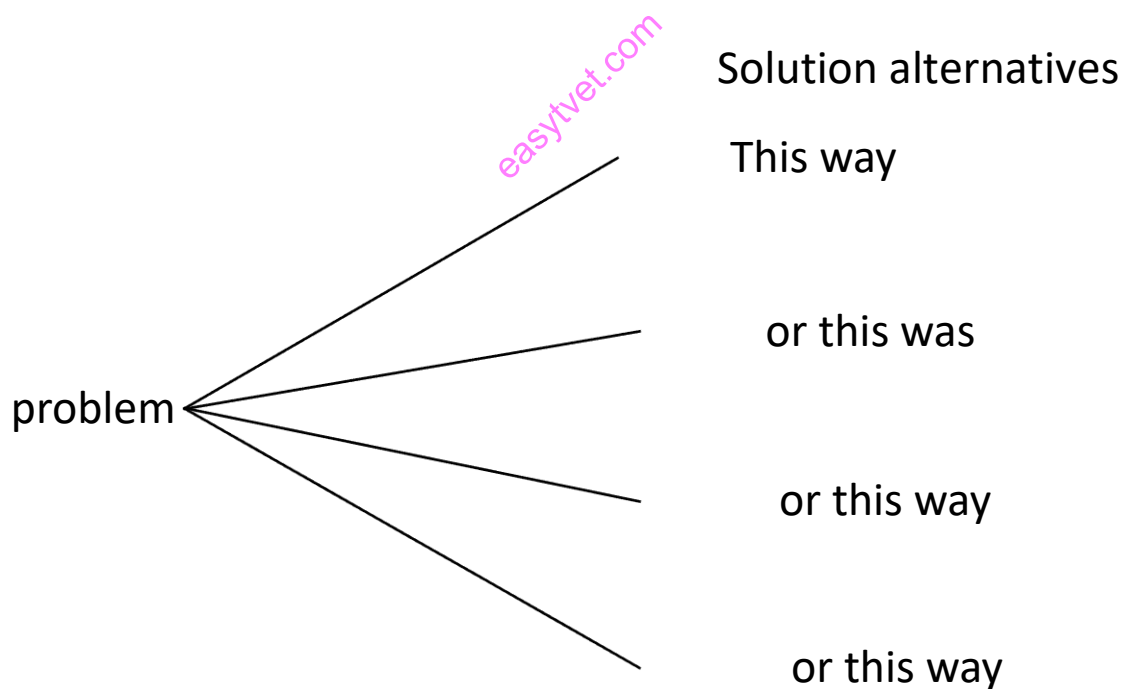


Figure 26: Solution alternatives

d) Decision making

Choosing between an alternative can involve technical actors, human factors and risks. It involves setting out the facts in a logical way so that the overall decision is made as a result of many minor ones. The decision is made based on the various alternatives that are at hand.

e) Follow up

Having tackled the problem, there must be something learned from it. What new procedures will help prevent similar problems in the future? Where decisions are made can we monitor their effectiveness? The effectiveness of a solution should be monitored so as to see if the goal has been achieved.

Assumption testing

An assumption is something taken to be true or the case even without proof. The data provided can be used to make an assumption. The assumption made is testing so that it can be justified as a problem to the solution of the problem. Assumption testing has three phases:

a) List assumptions

Start by listing the assumptions that are made in the problem.

b) Assess the assumed

Once there is a list of the assumptions, start to assess them. How much would you assume that your assumptions are right? Assess the risk of what happens if the strategy is wrong.

c) Test your assumptions

Before spending time on assumptions tests you would like to do, sort the list of assumptions by the confidence and risk score from the worst to the best. The one with the best score can be taken as the one with enough proof to be implemented and the one with the worst score can be rejected.

Conclusion

At the end of the training, trainees should have skills, knowledge and attitude in developing independent and innovative strategies solving problems at workplace.

Further Reading



Nevel, A & Simon, H. A (1972). *Human problem solving* (vol. 104, no 9). Englewood Cliffs, N J: Prentice-Hall

6.3.9.3 Self-Assessment



Written assessment

1. How many steps are there in problem-solving and decision-making process
 - a) Seven
 - b) Eight
 - c) Five
 - d) Nine
2. What is intuitive decision based on?
 - a) Guesswork
 - b) Gambling
 - c) Instinct
 - d) Rationality
3. A hostile situation resulting from opposing views
 - a) Brainstorming
 - b) Compromise
 - c) Conflict
 - d) Consensus
4. A group technique used to develop many ideas in a relatively short time
 - a) Brainstorming
 - b) Compromise
 - c) Conflict
 - d) Consensus
5. A problem-solving method in which each side gives up something of value to help solve a problem
 - a) Compromise
 - b) Consensus
 - c) Constraint
 - d) Problem-solving
6. The last step in the process of problem-solving is?
 - a) Design a solution
 - b) Define a problem
 - c) Practicing the solution
 - d) Organizing the data
7. Thing to keep in mind while solving a problem is?
 - a) Input data
 - b) Output data
 - c) Stored data
 - d) All the above
8. What are the steps of problem-Solving?
9. What are team problems?
10. What is decision making?

11. How is testing assumptions done?

Oral Assessment

1. What is a team?
2. What is a problem?

Practical Assessment

In a team of ten given a problem to solve using the problem-solving process techniques

6.3.9.4 Tools, Equipment, Supplies and Materials

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

6.3.9.5 References




Mayer, R. E. (1992). *Thinking, problem-solving cognition*. W H Freeman, Times Book, Henry Holt & co

Rickard T (1974). *Problem-solving through creative analysis*. Epping, England. Gower Press.

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6.3.10 Learning Outcome No 9: Manage workplace ethics

6.3.10.1 Learning Activities

Learning Outcome No 9: Manage workplace ethics	
 Learning Activities	Special Instructions
<p>9.1. Observe policies and guidelines as per the workplace requirements.</p> <p>9.2. Exercise self-worth and profession in line with personal goals and organizational policies.</p> <p>9.3. Observe code of conduct as per the workplace requirements</p> <p>9.4. Demonstrate personal and professional integrity as per the personal goals.</p> <p>9.5. Demonstrate commitment to jurisdictional laws as per the workplace requirements .</p>	<p>Provide policies and guideline per the workplace policy.</p>

6.3.10.2 Information Sheet No. 6/ LO 9: Manage workplace ethics



Introduction

Trainees will be trained on skills, knowledge and behavior in managing work ethics. Specifically, trainees will train on observing policies and guidelines, exercising self-worth and profession, observe code of conduct and demonstrate personal and professional integrity and commitment to commitment to jurisdictional laws.

Definition of key terms

Self-worth: This refers to having a high estimate of self and implies a strong belief in oneself and feeling worthy of things that are good.

Jurisdictional law: These are laws that applies jurisdiction to courts in a country to determine any dispute in employment within employee locality.

Code of conduct: This refers to the guide or set of rules that outline expected roles and responsibilities, expected behaviors and sanctions for violation of the policies and laws.

Work place policies and guidelines: A set of rules and procedures that inform the managers and employees of how to behave or act in the work place. They help determine actions and decisions.

9.1 Policies and guidelines are observed as per the workplace requirements

Policies are actions containing goals and the means of attaining them. Policy guide action (Dye, 1972). Guidelines: this refers to rules, principals or advice which streamlines particular process or actions. Policies or guidelines should be observed in the workplace because they are essential in the organization. Policies can be used in resource mobilization and utilization. Solution to problems in the workplace such as tardiness in the organization by employees. Accountability purpose a policy establishes accountability mechanism in the work place. Establishing work standard, policies and guidelines in the work place should be communicated well to all members and made accessible.

9.2 Self-worth and profession is exercised in line with personal goals and organizational policies

The only person to find self-worthiness is the employee himself or herself. He or she cannot control others to depict self-worthiness. Employees should have a high estimate of themselves of how they feel and think of themselves. Individuals with self-worthiness feels that they are good and that they deserve the best and to be treated with respect. Employees should demonstrate the elements of self-worthiness in line with their personal goals and the organization goals. Such include:

- Ability
- Effect
- Performance
- Self-worth

Employees use their performance and abilities to determine their self-worth.

9.3 Code of conduct is observed as per the workplace requirements.

The code of conduct defines employee behavior and is unique to the organization represented.

Ethical behavior is essential in the organization and should be taken seriously. Each and every individual needs to be held accountable for their work and behavior. Observing the code of conduct is mandatory and thus the employees must be familiar with the code of conduct and adhere to it (Bloch and Cuddy, 1996). In most cases, failure to comply with the code of conduct leads to dismissal, disciplinary action or even prosecution. Employees must observe the code of conduct at all times and have a responsibility of reporting any violation of the code. In observing the code of conduct, behavior that is likely to interfere with the ability of the employee in performing their duties thus creating safe and positive work environment.

9.4 Personal and professional integrity is demonstrated as per the personal goals

Integrity is the quality of having strong morals and being honest. Personal integrity entails being honest and sharing consistency in adherence to ethical values and principles. An integral person follows moral conviction in all circumstances. In ethics integrity is honesty and accuracy of an individual action

Meaning of ethics

Ethics refers to the moral principles that guide a person's behavior. They stipulate what is right and wrong. Ethics defines human beings morally by defining wrong and right good and evil.

Ethical perspectives

Ethics use different ethical perspectives to defend their position and such include;

- i. Moral Rules:** Actions are judged as right if they ascribe to moral rules. The action and not the result of the caution is considered. Rules not only means to the end but should be used to treat all equally.
- ii. Virtues:** Actions are judged as right if they conform to defined attributes in a community. Character should be considered as acceptable and desirable. Virtues include honesty, courage, forgiveness, etc.
- iii. Principles:** Actions are judged as right if they follow principles such as respect of individual, beneficiaries, minimizing harm and justice where others are equally treated and benefits fairly distributed and shared.
- iv. Outcomes:** Actions are right if in the outcome, good consequences outdo bad ones. This perspective looks at results of actions to judge whether they are good or acceptable.
- v. Care:** Actions are right if it acknowledges value of interpersonal relationships. For example, which solutions are fair to the involved parties.

Principles of ethics

- i. Truthfulness:** This principle is about testing the truth to individuals who require knowing the truth in a situation, the one urged not to conceal facts or lie.
- ii. Confidentiality:** Entails keeping secrets and concealing information that one has a right to. Confidentiality means that information is not shared to other people unless permission is granted.
- iii. Autonomy:** Refers to an individual right of self-determination that ought to be respected.
- iv. Beneficiaries:** As an ethic principle, one should do well for the client. All actions should promote good to the client.
- v. Justice:** Entails being fair to all clients and individuals while delivering services.
- vi.** In other words, the service provider should be impartial in dealing with others.

Ethical standards

Ethical standards are a set in the organizational and can bring organizational benefits and enhance productivity. Adhering to ethical standards can even attract employee, reduces turnover and enhance sustainability. Ethical standards are derived as:

a) Legal Ethical Standards

There are a company policies and guidelines based on laws and regulations from authority.

b) Morally based ethical standards

They have got foundations in legal standards. This involves doing the right thing and the organization maintain n and a high level of ethics practices to attract customer and efficiently deliver services. Ethical standards are principles that the organization founders use to communicate moral values and use them as recent positions in making decisions. Ethical standards dictate the behavior of the organizational members and act as a moral compass (De Geiorge, 1993).

Organizational code of ethics

The code of ethics in the organization describes the code of conduct expected based on laws and regulations to enable the organization to conduct its business effectively. The code of ethics offers guidance and sets standards that each and very organizational member adheres to consistently.it also governs actions and relationships from success of organization.

It requires compliance and adherence of all people.

Common Ethical Dilemmas

Ethical dilemmas refer to a situation in which a decision intended to be made between two options and neither resolves the problem ethically. Common ethical dilemmas include:

- Taking credit for others work
- Selling poor quality production for benefit
- Conducting personal business on organization time
- Inappropriate behavior
- Stealing in the job

Organizational culture

This refers to the e collective belief values and behaviors in an organization. This means within the organization regulate employee performance, service to clients and vision execution (Broiwn, Melian, Sol). Organization culture is unique to every organization. Culture is significant in a number of ways i.e.

- Forms organizational identity
- Outlines organizational norms
- Improves organizational effectiveness
- Unites members of the organization
- Draws commitment of organization members towards goal achievement

Corruption, bribery and conflict of interest

Responsibilities and ethical behavior are significant in an organization. However, the above factors are obstacles in responsible behavior.

Corruption

According to Him (2013), corruption is the abuse of office for private gain and that one is hiding under the cloaks of above of power with violation of the code of ethics stipulated. Corruption is wrong and leads to erosion of culture, wastage of resources, mistrust and poor service delivery. Corruption can be caused by;

- Organizational factors: Such as lack of accountability system, weak management, negative culture etc.
- Individual factors: Include greed, disregard for values, opportunity to squander resources
- Societal factors: Weak laws in society, bad governance, poor role modelling etc.

Bribery

This is the act of giving or receiving something in exchange of something or with the intention of influencing the outcome of a situation .it is unlawful to bribe or to be bribed and to gain illegal advantage.

Conflict of interest

Involves a conflict between personal interests and duties as an employee. The result is that private interests improperly influence public activities and decisions. Individuals in positions have conflict of interest when they have competing professional and personal interest. This leads to advantage to oneself. All individuals in public office positions should be alert to any form of conflict of interests, act to avoid such conflicts and directions. The interests when aware of them, then finally turn away from the advantages causing the conflict of interest.

Privacy and adapt protection

Privacy is an individual's right to their personal information. Data and information resources need to be carefully managed and safeguarded. Data is critical in informing decisions and thus presents a vital concern. All acts the workplace should ensure data management is committed to protect individual's privacy. This is key in maintaining trust and also in development. Privacy is a human right and then privacy and data protection is a pillar of human dignity. Data should protect against misuse and all possible channels of intrusion to data privacy eliminated.

Diversity, harassment and mutual respect

Diversity

Workplace diversity is important in building reputation of the organization by increasing globalization, interaction with people of diverse backgrounds and maintains diversity for competence advantage.

Harassment

This refers to the threatening behavior directed to an individual or group of employees. This is a form of employment which violates the employment act. Harassment is unwelcome as it results in fear, low productivity and turnover of employees. Workplace harassment is common and employees should be sensitized and measures taken to prevent any form of workplace harassment.

Mutual respect

Mutual respect enables the individuals to feel that their ideas and presence is valued. The manager should not allow disrespectful behavior in the workplace which can lead to toxic culture and cause employee turnover. Instead, mutual respect should be cultivated to reduce workplace stress, increase productivity and performance. In demonstrating mutual respect, employees should manage anger, communicate politely and encourage one another (Baron Baron 2003).

Financial accountability /responsibilities

Financial responsibility is the process of managing financial resources in productive ways and in the best interest of the individual and organization. Financial accountability refers to holding an individual accountable for financial activities and transactions. Financial accountability and responsibility establish effective financials processes. Financial resources should be effectively utilized in pursuit of organizational goals.

Etiquette

In the workplace etiquette is important because understanding the expected behavior in work situations impacts have people coercive work. Etiquette which is a behavioral code outlive exceptional in terms of behavior in the workplace should be integrated in all tasks. Visitors should be welcomed and attended properly, care taken handling hard customers and employees to know how to conduct themselves in and around the workplace.

Commitment to jurisdictional laws is demonstrated as per the workplace requirements

An employment commitment to jurisdiction contract states the country laws that all applies and purports to offer jurisdiction in courts in the same country in determining a dispute. Different nations got different employment laws and policies (Kidner, 2009). Employers resolve jurisdiction issues by outlining in the employment contracts that dispute will be considered within employee locally. The employees need an understanding of eth jurisdiction laws when they negotiate employment contracts and to know the courts that are likely to have jurisdiction in the event a dispute case.

Emerging issues in ethics

Ethics and ethical issues in the workplace continue to receive attention in organization. This presents challenges, opportunities and improvements.

Accountability: Individuals are held responsible for their actions, ethics and accountability are important elements to modern organizations. The individual should provide information and justify their actions.

Corruption: This is an issue that is greatly undermining ethics. This is demonstrated and evident in governance structures by individuals who gain unlawful or illegal benefits either through bribery or even misusing resources.

Conclusion

Trainees will be trained on skills, knowledge and behavior in managing work ethics. Specifically, trainees will train on observing policies and guidelines, exercising self-worth and profession, observe code of conduct and demonstrate personal and professional integrity and commitment to commitment to jurisdictional laws.

Further Reading

Solomon, R, (1992) *Ethics and excellence*. Cooperation and integrity in business

6.3.10.3 Self-Assessment



Written Assessment

1. A written statement of policies and principles that guides employee behavior is called
 - a) Code of ethics
 - b) Word of ethics
 - c) Ethical dilemma
 - d) No of the above
2. Which of the following is not an objective if a code of ethics?
 - a) To create an ethical workplace
 - b) To evaluate ethical components of the proposed employee actions
 - c) To improve the public image of the company
 - d) To enhance the profits of the business continuously.
3. Which of the following shape ethical behavior in organization?
 - a) Supervisor behavior
 - b) Organizational culture
 - c) Code of ethics
 - d) All of the above
4. Which statement best describes workplace diversity?
 - a) A physical difference among employees
 - b) Social differences among employees
 - c) Historical differences among employees
 - d) Managerial differences among employees
5. The mainstream approach to diversity supports
 - a) Business case

- b) Affirmation case
 - c) Radical approach to equal opportunities
 - d) Social justice
6. The purpose of employee relations is to
 - a) Adhere to laws pertaining to worker rights
 - b) Maintain a harmonious working environment
 - c) Undertake conflict resolutions
 - d) All of the above
 7. What is the meaning of ethics?
 8. What is jurisdiction law?
 9. What is organizational culture?
 10. What is workplace integrity?

Oral Assessment

1. State four ethical perspectives.
2. Discuss the importance of the code of ethics.

Practical Assessment

Demonstrate how you would enhance workplace diversity in the capacity of an employer in a work environment.

6.3.10.4 Tools, Equipment, Supplies and Materials

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

6.3.10.5 References

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