

BASIC TEXTILE OPERATION

NTQF Level -I

Learning Guide -14

Unit of Competence: Work in the Textile Industry

Module Title: Working in the Textile Industry

LG Code: IND BTO1 M03 LO5-LG-14

TTLM Code: IND BTO1 TTLM 0919v1

LO 5: Learn Skills for Productive Work



Instruction Sheet	Learning Guide # 14
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Identifying current work role skills
- Identifying skill limitations
- Identifying further skill development opportunities
- Developing learning skills plan
- Participating learning and development activities

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

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

- Identify required skills for current work
- Identify skill limitations
- Identify further opportunities for further skill development
- Develop plan for learning required skills
- Participate in learning and development activities



Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” in each information sheets.
5. Ask from your teacher the key answers or you can request your teacher to correct your work after you finished answering self-checks.
6. If you earned a satisfactory evaluation proceed to “Operation sheets and LAP Tests if any”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity.
7. After you accomplish Operation sheets and LAP Tests, ensure you have a formative assessment and get a satisfactory result;
8. Then proceed to the next information sheet



Information Sheet-1

Identifying Current Work Role Skills

1.1. Commercial awareness (or business acumen)

This is about knowing how a business or industry works and what makes a company tick. Showing that you have an understanding of what the organization wants to achieve through its products and services, and how it competes in its marketplace.

1.2. Communication

This covers verbal and written communication, and listening. It's about being clear, concise and focused; being able to tailor your message for the audience and listening to the views of others.

1.3. Teamwork

You'll need to prove that you're a team player but also have the ability to manage and delegate to others and take on responsibility. It's about building positive working relationships that help everyone to achieve goals and business objectives.

1.4. Negotiation and persuasion

This is about being able to set out what you want to achieve and how, but also being able to understand where the other person is coming from so that you can both get what you want or need and feel positive about it.

1.5. Problem solving

You need to display an ability to take a logical and analytical approach to solving problems and resolving issues. It's also good to show that you can approach problems from different angles.

1.6. Leadership

You may not be a manager straight away, but graduates need to show potential to motivate teams and other colleagues that may work for them. It's about assigning and delegating tasks well, setting deadlines and leading by good example.

1.7. Organization

This is about showing that you can prioritize, work efficiently and productively, and manage your time well. It's also good to be able to show employers how you decide what is important to focus on and get done, and how you go about meeting deadlines.



1.8. Perseverance and motivation

Employers want people to have a bit of get-up-and-go. Working life presents many challenges and you need to show employers that you're the kind of person who will find a way through, even when the going gets tough... and stay cheerful-ish.

1.9. Ability to work under pressure

This is about keeping calm in a crisis and not becoming too overwhelmed or stressed.

1.10. Confidence

In the workplace you need to strike the balance of being confident in yourself but not arrogant, but also have confidence in your colleagues and the company you work for.



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

1. _____ is about being clear, concise and focused; being able to tailor your message for the audience and listening to the views of others.
2. _____ is about showing that you can prioritize, work efficiently and productively, and manage your time well.
3. _____ is about assigning and delegating tasks well, setting deadlines and leading by good example.



Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____



Information Sheet-2

Identifying Skill Limitations

There is actually no set skills gap definition, but the general consensus is that these are deficiencies in performance caused by lack of skills for the workplace

The first step is to take a closer look at the performance of employees in order to identify skill gaps. This involves gathering data in order to determine competency gaps and find root causes that need addressing. As a side note, this process is also critical in the identification of training needs of employees.

Looking at the wrong data or administering the wrong approach can have severe consequences when it comes to your company's training, development, and even operational processes and interventions. And for that reason, we'd like to focus on data gathering methodologies when it comes to identifying gaps for essential skills for the workplace. There are numerous methodologies that you can employ in data-gathering. The best approach, however, is to utilize at least three. Not only will it give you different perspectives on the issue, but will also provide you more insight on what the real issues and root causes are. More importantly, multiple data sources can be used to cross-validate data, confirm analysis results, and ultimately, properly ratify and identify skill gaps.

For training professionals, determining competency gaps is one of the most effective methods of determining training needs. Not only that, it doesn't only determine what skills need to be trained or developed in the short-term, but it also affects T & D strategy in the long run. Here are five approaches that you can use to gather data and assess your employees:

2.1. Key Performance Indicators

In any business, key performance indicators (KPIs) determine how a person contributes to the business as an employee. Not only that, it also determines career progression, compensation, rewards, benefits, and even retention. KPIs are also very accurate indicators of competency gaps in the workplace. KPIs are the best sources to use in order to identify skill gaps. Individual employees may have some issues with their KPIs and performance.

These isolated instances can be immediately remediated with appropriate interventions. The most important indicators to watch out for though are overall performance trends. Trends are usually signs that there is something wrong with a process and would require more work as compared to one-off interventions.

2.2. Employee Assessments



Assessments are excellent ways to identify skill gaps. And how can you assess your employees? That's easy: tests and quizzes are one thing but other methods also include practical assessments or roleplay.

2.3. 360-Degree Reviews

Another good approach to identify skill gaps is through feedback. There is an appraisal method called the 360-Degree Review. Feedback on an employee's performance is solicited from peers, managers, and direct reports of an employee. Sometimes it also includes customers, clients, and vendors as well. This appraisal approach can be adapted as a data gathering method too. Instead of getting feedback on a particular employee, you can get responses regarding certain performance issues of employees as a whole. And don't forget to get feedback from the employees themselves too. They would be the best persons to ask about what skills they think they need more work on. You can employ different activities to do this. The most efficient one is through the use of employee surveys because these are easy to create and quick to deploy. Surveys can be quite limiting though.

Other approaches include focus-group discussions and interviews. While these may take up more time, the face-to-face interaction allows the interviewer to ask follow-up questions or have the respondents expound on their feedback. More importantly, the 360-Degree Review approach is also a good way of getting qualitative data. We all know that numbers do not tell the entire story. One of the best ways of finding out what's really happening is directly asking those who are involved with business operations.

2.4. Observations

There is a management concept that posits that in order to understand the most common issues in the workplace, you would need to spend time on the front lines. This practice is definitely quite useful because it gives someone – the data gatherer, for example – a firsthand experience of what's going in an employee's work environment. Observing employees at work is the perfect opportunity to find out how different factors come into play when there are apparent skill gaps. It was mentioned that numbers don't really tell the story in all its entirety. First-hand observation helps you find the 'missing pieces' – information not usually found in KPIs and employee feedback – to help you piece the skill-gap puzzle together. Observations also give you (or the management) more insight on the real situation. There are even some instances where you might even discover some information or root causes that aren't easily visible to the staff.



2.5. Benchmarking Performance

Another approach to identify skill gaps in the workplace is by bench-marking the performance of the organization's top performers. This sets a point of reference on what the needed skills for success in the workplace are.

Observation is usually the main activity used when benchmarking top performers. This process draws out the best practices from your 'A-employees.' To add, it also gives a demonstration of the ideal competencies at work. These, in turn, can be used as skill templates – an employee profile for soft skills for the workplace – for example.

As part of a short-term strategy, you can compare the skills of employees identified as having skill gaps with that of the template. You can then base the appropriate interventions from there. As part of a long-term strategy, you can base the entire employee cycle on that proven template. You can focus hiring based on that benchmarked profile. You can also train and develop the skills as dictated by the rubric. Then you may assess performance using the template and reward employees that exemplify the benchmarked skills.



Self-Check -2	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What are the approaches of gathering data to assess the skill of the employee?
(5marks)



Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____



Information Sheet-3

Identifying Further Skill Development Opportunities

The best ways to do this is to continually feed your career with skills and knowledge that show you are worth the raise and promotion. And here's the hack... you can do these things while you're at work. Here's how:

3.1. Get a mentor & be a mentor.

Having a mentor at work is crucial to attaining new skills and knowledge. A good mentor will help you solve some of the challenges and roadblocks you face. The best mentors will help you figure out next steps that work for you and help guide you over hurdles that sit squarely in your blind spot. Amazing mentors will be the people who tell you what you need to hear and not what you want to hear. They will give you the real feedback you need to fill in your blind spots that put you in a position to advance. Mentors are important to advancing your career. They can expose you to new experiences and points of view. In addition to finding a good mentor, consider finding a good protégé as well. In many cases, taking that next step in your career means you may have to manage people. The best way to practice is to become a mentor to someone else. You pay your learnings forward to others to help them advance as well. You learn a lot about motivating people and teaching them new skills when you can also act as a mentor.

3.2. Raise your hand for new challenges.

When you see new opportunities to learn new skills, go for it. If there is something in the company you want to learn to do and you see an opportunity to learn those skills in a special project or a new assignment, make the grab. Do a little extra when it's required to learn those new skills that you need to advance. Remember, it's not aggressive to reach for a new opportunity. It is helpful, useful, and valuable. People who progress in their careers find ways to elegantly make grabs for new opportunity and learning. When a new project comes up and it aligns with the skills you're looking to obtain, raise that hand. Let your manager or HR team know that you want to learn some new skills or gain new, more advanced experience. Be clear on what you can offer to the project and get involved.

3.3. Read, read, read and look for problems to solve.

Sometimes, there are not a lot of grabs to make. I understand that. In that case, I recommend that you start reading everything you can about your industry and your field. Study everything there is to know about your company and their competitors. Know the company goals and unique selling points of your company like the back of your hand. Become an expert in these things and be able to talk about it. Think about some solutions to the company's chief challenges. Honestly, when someone on my team comes to me with a



solution, they stand out. When there are not many special projects to make a grab for, you can develop and pitch your own special project by knowing what challenges you can solve for the company. This way, you learn new skills and stand out because you've taken the time to solve a company problem.

3.4. Make friends in other departments

Many times new skills are outside your department or area of influence and responsibility. To overcome this, think about networking internally. Get to know people in other divisions, other offices, and on other teams. Be curious about their department. Learn everything you can about their job and their skills. Find out how they got those skills and see how you might be able to chip in over there in your spare time to get those skills you want to use to advance.

3.5. Find the learning opportunities internally

The last one is one I always forget about. Many companies have some sort of internal learning system. Go talk to your benefits team. Find out about training opportunities available to you. Learn about any tuition re-imbursement benefits you may have. Talk with your HR team about what you want to learn and how it can help the company. Getting new skills doesn't have to mean going back to school in the evenings. Sometimes, the skills you're looking for are right in front of you. It's a matter of knowing what you want to learn and finding ways to get those skills while you are actually at work already.



Self-Check –3

Written Test

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

1. What opportunities are needed for developing skills?(**5marks**)



Note: Satisfactory rating - 4points

Unsatisfactory - below 4 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Information Sheet-4

Developing Learning Skills Plan

Let's walk through some practical steps that you can take to manage your own professional development.

4.1. Apply a "Growth" Mindset

In her 2007 book, *Mindset: Changing the Way You Think to Fulfil Your Potential*, psychologist Dr Carol Dweck argues that it's not just our innate abilities that bring us success it's whether we approach work with a "fixed" or "growth" mindset . People with a fixed mindset tend to assume that they're born with a particular set of skills that they can't change. However, people with a growth mindset believe that intelligence and talent are just the starting point, and that success comes through attitude, effort and learning. With a growth mindset, you'll respond to setbacks or challenges with hope and confidence. And you can prepare yourself by working to understand your development needs. This involves a process of self-reflection and self-auditing, a willingness to be open and curious about your strengths and weaknesses, and a commitment to improving your personal situation and working life. Cultivating a growth mindset is also about recognizing that you need to take ownership of your own career progression, whether or not your organization supports a learning culture.

4.2. Design a Personal Learning Plan

Once you've carried out a thorough self-audit, and identified your goals for growth, it's time to work out how to reach them. This is where a personal learning plan (PLP) can really help. A PLP is a tool commonly used in schools and colleges to help students to focus their learning, achieve targets (such as exam revision), and consider their wider learning objectives. But it can also be very effective in the workplace.

4.3. Making Connections

Be proactive about taking up any relevant continuing professional development (CPD) opportunities. This could be online, modular training, evening classes, or even occasional weekend study, whether through your employer or via membership of a relevant professional body. Stay hungry for knowledge – subscribe to relevant publications or web resources, join forums or networks, and get involved in an employee resource group, if your organization supports them. This will help you to gain new perspectives, and to interact with people outside of your immediate circle of contacts. Remember that networking is a two-way process: what you have to offer is just as important as what you want from other people.



4.4. Overcoming Barriers

Developing new skills and knowledge can be an exciting and satisfying process. But, finding the time to make change a reality can be hard. So, you'll need to work with your manager to help you to prepare for any on-the-job or formal training. You'll also need to ensure that you meet your day-to-day responsibilities, and that you're not leaving it to co-workers to cover your work. You might find self-reflection a challenge in itself. Be aware, for example, of the Dunning-Kruger Effect, which may lead you to think that you're more competent than you actually are; and of Imposter Syndrome, which can leave you feeling like a fraud who doesn't deserve success. Look out for what's been called "miracle planning" in terms of what you can realistically achieve. And give yourself a better chance of sustaining change and growth by ensuring that your PLP is well paced, and that you nurture your resilience.

Key Points

Effective personal development is about being proactive and engaged. So, take advantage of the learning culture that your organization offers – or, if there is none, create your own opportunities. A SMART Personal Learning Plan (PLP), making full use of mentoring and networking opportunities, will help you to achieve your work-based goals.



Self-Check –4

Written Test

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

1. What are practical step of Skill developing plan?(**5 marks**)



Note: Satisfactory rating 4 points

Unsatisfactory - below 4 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____



Information Sheet-5

Participating Learning and Development Activities

Types of Developmental Activities

5.1. Cross Training.

Cross training is training someone in another activity that is related to his/her current work. This is a good way to learn new skills, combat boredom, and increase an individual's value and flexibility.

5.2. Formal Training.

Formal training is a classroom type of learning that can be done "in-house" or externally (training centers, colleges, private vendors, etc.)

5.3. Matrix Teams

This is the formation of work groups, cross functional teams, problem solving teams, task forces, committees, and special project groups. The goal is to share information, knowledge, collaboration, and expertise.

5.4. Mentoring.

Mentoring falls into two basic categories: formal and informal.

5.4.1. Formal mentoring

Formal mentoring is based on an explicit agreement with specific goals and a structured process to achieve those goals.

5.4.2. Informal mentoring

Informal mentoring has a looser structure where a more experience employee takes another "under his or her wing." The mentor provides the protégé with advice, insight, and support.

5.5. On-the-Job Training.

Here the employee is working as he/she learns a job. We only get about 25% of what we use in our jobs through formal learning. The other 75% of learning happens as we creatively adopt and adapt to ever changing circumstances. It happens when we ask a coworker a question and get an answer or when we collaborate with members of our team on a project.

5.6. Position Enhancement

This kind of learning involves modifying an employee's responsibilities to meet a personal development objective. Job responsibilities are stretched in some way. This can either be vertical or horizontal. Job Enlargement is the horizontal expansion of a job. It involves the addition of tasks at the same level of skill and responsibility. Job Enrichment is the addition to



a job of tasks that increase the amount of employee control or responsibility. It is a vertical expansion of the job.

5.7. Self-Directed Learning Projects

An employee is assigned or voluntarily undertakes a specific project that promotes the expansion of skills and knowledge through self-directed learning or research and produces a final product that contributes to organizational objectives.

5.8. Special Assignments

A Special Assignment is a learning strategy in which the employee performs temporary duties on a full or part-time basis. These duties may be performed within or outside the current organization.

5.9. Special Developmental Assignments

When working on a developmental assignment, employees are still assigned to their regular positions, but for a period of time they will work on a particular assignment often with a different team leader. During the assignment they will perform tasks assigned, based on the identified career goals and interests and/ or the position they are filling. It can be a great learning experience and can assist employees in their career goals and help them determine if a particular job would be right for them. It broadens their knowledge of other functions and departments and offers them different and challenging job experiences.

5.10. Self-Developmental Learning

Team members are directed self-learning materials that they can use on their own time to enhance their skills and knowledge. This may include books, DVDs, Internet courses, workbooks, etc.



Self-Check –5

Written Test

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

1. What are the types of developmental activities?(**3marks**)
2. Select five developmental activities and explain them?(**5marks**)



Note: Satisfactory rating - 5 points

Unsatisfactory - below 5 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____



List of Reference Materials

1- BOOKS

2- WEB ADDRESSES (PUTTING LINKS)