



Basic APPAREL Production Level I

Learning Guide 07

Unit of Competence: Demonstrate Work Values

Module Title: Demonstrating Work Values

MO Code: IND BAP 1 M02 09 19

TTLM Code: IND BAP1 LG 07 09 19 v1

LO2: Apply work values/ethics



Instruction Sheet 07

Learning Guide 07

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Company ethical standards, policies and guidelines.
- Classifying and reaffirming work values/ethics/concepts
- Undertaking Work practices
- Conducting personal behavior and relationships with co- worker/clients
- Using Company resources

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

Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines.

Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines

Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines.

Company resources are used in accordance with transparent company ethical standard, policies and guidelines.

Learning instruction:-

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheets 1”.
 - . Accomplish the “Self-check 1” in page 9 . Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
4. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #2.
5. Read the information written in the “Information Sheet 2”.



6. Accomplish the “Self-check 2” in page 17. Again you can request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
7. If your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity # 5.
8. Read the information written in the “Information Sheet 3”.
9. Accomplish the “Self-check 3” in page 28. Again you can request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
10. If your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity # 8.
11. Read the information written in the “Information Sheet 4”.
12. Accomplish the “Self-check 4” in page 38. Again you can request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
13. If your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity # 11.



Information Sheet-1

Concepts and classification of work values/ethics

Introduction

2.1 Definition of Ethics/Work Ethics

Ethics is a system or code of moral standards of a particular person, group or profession. The operative word is 'system'. A 'system' can be a set of facts, principles or rules arranged in an orderly form.

When we make a decision we balance competing priorities, values and perceived obligations in order to make something better than it was. We can make things better by improving something good, making something less bad or reducing uncertainty.

A good decision may not be seen by all as being good. However, we can at least be seen to be providing ethical leadership if we are able to:

- Take into account the multiple perspectives held about a decision
- Be fully transparent about the perspectives, the decision and the outcome
- Make the decision against a set of principles or values we aspire to meet.

Work ethics is a set of values based on hard work and diligence. It is also a belief in the moral benefit of work and its ability to enhance character. A work ethic may include being reliable, having initiative, or pursuing new skills.

Workers exhibiting a good work ethic in theory should be selected for better positions, more responsibility and ultimately promotion. Workers who fail to exhibit a good work ethic may be regarded as failing to provide fair value for the wage the employer is paying them and should not be promoted or placed in positions of greater responsibility.

“**The work ethic**” is a phrase that describes actions and beliefs of certain people. If a person works very hard and exhibits a great deal of pride in that work, that person is said to have a good “work ethic.” These people tend to be loyal, dependable, self-motivated, and satisfied workers. They believe that they have an obligation to work hard



in order to provide for their families, contribute to the economic health of their community, and achieve a level of success for their own self-esteem.

As you may see, some aspects of this “work ethic” concept remain in our society today.

The moral obligation that many people feel to engage in productive, demanding, and appropriate work comes from these religious roots. In fact, our society sees this desire as a very good one. Employers are pleased when their employees exhibit qualities of this “work ethic.” The more of these qualities the worker exhibits, the better worker he or she is considered to be.

So the “work ethic” could be defined as the belief that one should work diligently, beyond minimum expectations, striving for excellence in every aspect of the labor. This belief, along with resulting similar actions by a worker, makes for an employee that any supervisor would be pleased to have.

2.1.1 Definition of Value and Work Value?

Values can be defined as those things that are important to or valued by someone that can be an individual or, collectively, an organization. One place where values are important is in relation to vision. One of the imperatives for organizational vision is that it must be based on and consistent with the organization's core values. A vision statement, the organization's core values - in this case, integrity, professionalism, caring, teamwork, and stewardship- were deemed important enough to be included with the statement of the organization's vision. When work values are shared by all members of an organization, they are extraordinarily important tools for making judgments, assessing probable outcomes of contemplated actions, and choosing among alternatives. Perhaps more important, they put all members "on the same sheet of music" with regard to what all members as a body consider important.

Values are what we, as a profession, judge to be right. They are more than words-they are the moral, ethical, and professional attributes of character. These are not the only values that should determine our character, but they are ones that are central to our profession and should guide our lives as we serve our Society.



2.1.2 What Are Work Values

Throughout your life you acquired a set of values — beliefs and ideas that are important to you. For example you may believe that one should always be honest or that one must always be a loyal friend. You live your life according to this set of values. In order to have a happy, successful and fulfilling life, you must act upon your values, both in your personal life and at work. Taking your values into account when you choose a career could be the most important factor that determines whether you will or won't be satisfied with that aspect of your life.

Clarifying your work values, that subset of values that relate to your career, is essential. Your work values are both **intrinsic**, relating to the actual tasks involved in practicing a particular occupation, and **extrinsic**, relating to the by-products of an occupation. An intrinsic value might be helping others, while an example of an extrinsic value is earning a lot of money.

Examples and Definitions of Work Values

Here are examples of items that could appear on a work values, along with a definition of each one. When reading this list, think about how important each value is to you.

- **Autonomy:** receiving no or little supervision
- **Helping Others:** providing assistance to individuals or groups
- **Prestige:** having high standing
- **Job Security:** a high probability that one will remain employed
- **Collaboration:** working with others
- **Helping Society:** contributing to the betterment of the world
- **Recognition:** receiving attention for your work
- **Compensation:** receiving adequate pay
- **Achievement:** doing work that yields results
- **Utilizing Your Skills and Background:** using your education and work experience to do your job
- **Leadership:** supervising/managing others
- **Creativity:** using your own ideas
- **Variety:** doing different activities



- **Challenge:** performing tasks that are difficult

- **Leisure:** having adequate time away from work
- **Recognition:** receiving credit for achievements
- **Artistic Expression:** expressing one's artistic talents
- **Influence:** having the ability to affect people's opinions and ideas



Self-Check 1	Written Test
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Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

Instructions: Write all your answers in the provided answer sheet on page 10.

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Part I:

True or false question (2 points each)

1. Value is a system or code of moral standards of a particular person, group or profession.
2. Ethics are set of beliefs and ideas that are important to someone that can be an individual or, collectively, an organization.
3. Autonomy is an example of work value which describes receiving no or little supervision.
4. Recognition is an example of work value which describes having the ability to affect people's opinions and ideas.

Part II:

Choose the best answer (2 points each)

1. work values that are related to the actual tasks involved in practicing a particular occupation is
 - A. Extrinsic
 - B. Extrinsic and Intrinsic both
 - C. Intrinsic
 - D. None of the above
2. Which of the following is/are not examples of work value



- A. Job security
 - B. Recognition
 - C. Autonomy
 - D. None of the above
3. _____ Work values state “*less probability to be fired from the job.*”
- A. Prestige
 - B. Job security
 - C. Collaboration
 - D. All

Part III:

Answer the following questions (2 points)

1. List and define at least four examples of work values.



Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Part I:

True or false question

1. _____
2. _____
3. _____
4. _____

Part II:

Multiple choices

1. _____
2. _____
3. _____

Part III:

Short answer

1.

Note: Satisfactory rating = 10 points and above

Unsatisfactory rating = below



10 points



Information Sheet-2	Organizational work ethics and values
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2.2 Organizational work values

Organizational Work Values are the embodiment of what an organization stands for, and should be the basis for the behavior of its members. However, what if members of the organization do not share and have not internalized the organization's values? Obviously, a disconnect between individual and organizational values will be dysfunctional. Additionally, an organization may publish one set of values, perhaps in an effort to push forward a positive image, while the values that really guide organizational behavior are very different. When there is a disconnect between stated and operating values, it may be difficult to determine what is "acceptable."

Group members quickly learn the operating values, or they don't survive for long. To the extent they differ from stated values, the organization will not only suffer from doing things less effectively, but also from the distrust of its members, who have yet another reason for mistrusting the leadership, or doubting its wisdom.

So, there are some disconnects, and these disconnects create problems. However, the central purpose of values remains. They state either an actual or an idealized set of criteria for evaluating options and deciding what is appropriate, based on long experience.

Values provide the basis for judgments about what is important for the organization to succeed in its core business.

2.2.1 Organizational work ethics

To behave ethically is to behave in a manner that is consistent with what is generally considered to be right or moral. Ethical behavior is the bedrock of mutual trust.

So how do values relate to ethics, and what do we mean by ethics? One of the keys is in the phrase "Values are what we, as a profession, judge to be right." Individually or organizationally, values determine what is right and what is wrong, and doing what is right or wrong is what we mean by ethics. To behave ethically is to behave in a manner consistent with what is right or moral. What does "generally considered to be right" mean? That is a critical question, and part of the difficulty in deciding whether or not



behavior is ethical is in determining what is right or wrong.

Perhaps the first place to look in determining what is right or wrong is society. Virtually every society makes some determination of morally correct behavior.

Life is about choices. We deal with choices in our personal lives every day. Most of us are guided by such questions as, “Is this correct thing to do? Is this the right decision to make?” We are guided by our own sense of morality, i.e. the difference between right and wrong.

Organizational business ethics work much the same way. Here, we are dealing with choices, also, about anything and everything related to organizational activities and business situations. We apply our own personal set of values, standards, rules, principles, strategies, and even knowledge of what is lawful to every decision, and these are the things that guide us. But that’s not to say we aren’t tempted. That’s not to say we don’t always go against our sense of morality (right vs wrong) at various times. That’s not to say we always make the right choices. Sometimes, we make the wrong one.

Organizational business ethics occupy a prominent role in the country business. Society’s greater consciousness of ethics gives rise to how it permeates and influences every aspect or organization activity.

For example, employees have a role in ethical behavior and their commitment to the organization. They share a role in shaping the ethical image and reputation of an organization just by their actions and the way they represent the organization. Leadership and management would prefer that the actions and activities of their employees be driven by loyalty to the organization. We can only hope that management behaves ethically, because oftentimes employee behavior reflects the behavior of the leadership in the organization.

How about investors? Organizational leaders hope that investors will see the company as an upstanding organization committed to responsible behavior so that they (the investors) will be more prone to invest in the company. If they invest in the organization, they are putting their trust in the organization and its leadership. In short, investors want to be confident that their financial commitment will be used responsibly and appropriately cared for.



Likewise, we as customers need to be having a degree of confidence in the organization, too. What does the company brand represent? Are we getting fair value for our money? Do we have an adequate level of trust in the company to stand behind its products and services? If our image, as customers, is not positive from an ethical perspective (nor any other perspective, for that matter), then we are not likely to patronize that company nor their products and services.

Where does a negative ethical image of a company come from? In reality, it could from any number of sources or occur for any number of reasons. It may come from some legal problem the company had. It may come from some bad publicity. It may simply come from one customer who has had a bad experience with the company. If someone tells you that a company gouges prices or does not stand behind their products, wouldn't you be prone to do business somewhere else?

All of this affects performance, productivity, efficiency, and profitability may all be tied to organizational ethics, as well as its reputation and image among customers, competitors, and even its standing in the industry. One of the organization's most prized assets is its reputation.

This brings us to what is known as the "ethical dilemma." The ethical dilemma is far-reaching. It may relate to the most simple of ethical issues. But it can involve some that are quite complex, as well. We can say that it involves every associate in an organization, and the choices they make, daily, as influenced and driven by their character, values, judgment, social influences, and, yes, the models of behavior they observe from leadership down throughout the organization. It can involve even the smallest of acts, such as the unauthorized removal of a pen or pad of paper. It may relate to a decision about some business practice in the competitive environment. It may involve the mishandling of a customer complaint or an inappropriate relationship with a client. It may even be associated with the way in which an individual interacts with peers and other associates in the organization.

Many organizations attempt to control or mandate ethical behavior through some sort of code of ethics or ethics training. There is nothing wrong with that, but such training



seldom covers every specific thing. In fact, it is impossible to cover every little act of unethical behavior by means of a code of conduct and/or ethics training. Moreover, even if management attempts to do that, oftentimes people come away with different interpretations of things. In our organizational work lives, ethical choices are made that are influenced by everything from a code of conduct to our character, personal values, and judgment. Thus, the “ethical dilemma” is not always obvious. Laws certainly don’t cover everything either. Sure, there are certain things that are unlawful in a business organization: such as polluting the environment; sexual harassment; unfair labor practices; inequality in hiring, firing, and promoting; misrepresentation of earnings to internal and external stakeholders, etc. And oftentimes, people are definitely influenced by the consequences of such acts. But there are many other things that are not so obvious. In fact, there are myriads of things that laws don’t cover, but they nevertheless are unfair, unjust, and improper.

Perhaps, now, you begin to get the idea of just how far reaching the ethical dilemma is. Ethics, ethical behavior, and the culture of ethics start with the leadership of an organization. Associates in an organization emulate the behavior of the leaders of the organization. So, if the leaders behave unethically, then, it stands to reason that subordinates will, also.

Let’s say for example that a manager or leader in an organization goes on a trip paid for by a supplier, or a contractor, or even a customer. Those that see that then begin to believe it’s acceptable behavior, and other associates down through the organization begin to accept gratuities from their clients and external associates, as well. Why wouldn’t they? They see this as acceptable behavior, because the leadership in the organization is doing it. Such gratuities may not always be big ticket items such as trips and large gifts, but it could be something as simple as tickets to a ballgame or dinners. What would be the impression of competing suppliers, contractors, or customers? They would naturally feel as though they are at a disadvantage, especially if they don’t possess the where with all in terms of resources to offer similar gifts, which we may, in



actuality refer to as “bribes.”

Misuse of power and authority can be classified under the heading of unethical behavior, also. Abusive treatment of employees and unfair, unequal hiring and promotion practices are unethical. We hear of and see this kind of thing, frequently. Yes, there are laws against it, but it can be so far reaching and subtle, that laws may not cover every form of abuse and discrimination. Moreover, many employees just live with it, even though they are negatively impacted by it, out of concern for their jobs and personal welfare. This kind of thing filters down throughout the organization, also, and it can easily become an accepted part of the cultural behavior. But that does not make it right.



Self-Check 2

Written Test

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

Instructions: Write all your answers in the provided answer sheet on pages 16.

Part I:

True or false question (2 points each)

1. Value is a system or code of moral standards of a particular person, group or profession.
2. Organizational Work Values are the embodiment of what an organization stands for, and the basis for the behavior of its members
3. When there is a disconnect between stated and operating values, it may be difficult to determine what is "acceptable."
4. Many organizations attempt to control or mandate ethical behavior through some sort of code of ethics or ethics training.

Part II:

Choose the best answer (2 points each)

1. _____ provide the basis for judgments about what is important for the organization to succeed in its core business.
 - A. Ethical dilemma
 - B. Value
 - C. Bribe
 - D. None of the above
2. Supervising/managing others comes under:
 - A. Leadership



- B. Creativity
- C. Variety
- D. Challenge

3. Using your own ideas comes under:
- A. Leadership
 - B. Creativity
 - C. Variety
 - D. Challenge
4. Doing different activity comes under:
- A. Leadership
 - B. Creativity
 - C. Variety
 - D. Challenge
5. Performing task that are difficult comes under:
- A. Leadership
 - B. Creativity
 - C. Variety
 - D. Challenge

Part III:

Answer the following questions (3 points each)

1. Define organizational work value.
2. Define organizational work ethics.



Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Part I:

True or false question

5. _____

6. _____

7. _____

8. _____

Part II:

Multiple choices

4. _____

5. _____

6. _____

Part III:

Short answer

1.

**Note: Satisfactory rating = 12 points and above
12 points**

Unsatisfactory rating = below



Information Sheet-3

Personal behavior

3.1 Introduction:

What is Behavior?

Behavior can be defined as the way in which an individual behaves or acts. It is the way an individual conducts herself/himself.

Behavior should be viewed in reference to a phenomenon, an object or person.

It can be seen in reference to society norms, or the way in which one treats others or handles objects.

Behavior, therefore, is the way an individual acts towards people, society or objects. It can be either bad or good. It can be normal or abnormal according to society norms.

Society will always try to correct bad behavior and try to bring abnormal behavior back to normal.

3.1.2 Behavior difference

The following are the root causes of behavior differences:

- I. Individual differences
- II. Differences in family patterns
- III. Impairment/disabilities
- IV. Environmental factors
- V. Psychological factors.

I. Individual Differences

Pupils change because of growth and development. This is likely to cause differences in them. Key aspects of these differences include:

- a) Sex differences
- b) Intellectual differences
- c) Physical differences
- d) Personal and emotional differences.

II. Differences in Family Patterns

Parents have traditionally been held responsible for their children's behavior or character, until they reach adolescence. When youngsters misbehave, the natural



tendency is to blame it on parental mismanagement or family disintegration. You should,

however, note that your pupils' behavior patterns can be influenced by family patterns and practices. These include:

- a. Maintenance of large families
- b. Socio-economic status of the family
- c. Structure of the family

III. Impairment/Disabilities

Certain of your pupils may have a disability of some kind. Some disabilities are pronounced, e.g., motor-impairment (physical disability) while others may be mild, e.g., a hearing impairment or poor vision (not seeing some things clearly). Some disabilities can be caused by biological factors. The nervous and endocrine systems together coordinate the behavior of human beings and animals. As stated earlier, biologists have long established that genetic factors are potentially responsible for variations in human behavior. Disordered behavior may, therefore, be a result of genetic accident, bacterial or viral disease, parasitic infection, brain injury, brain dysfunction or biochemical imbalance. The biological factors, however, cannot be considered in isolation because they interact with other social and environmental factors. These biologically-oriented problems can be medically cured and may not have direct implications for educators. Nevertheless there are some biological factors which contribute to some of the behavior problems summarized below:

- a. Genetic Accidents
- b. Brain Damage or Dysfunction
- c. Nutritional Errors
- d. Hyperactivity
- e. Physical Illness or Disability

IV. Environmental Factors

Environment has a significant influence on the development of the individual and on his/her subsequent behavior and attitudes. For normal development, there must be a good environment. A bad environment will adversely affect normal development and behavior. The following types of environment can be identified:

- a. Physical Environment
- b. Social Environment



V. Psychological Factors as Causal Explanations of Behavior

The most important factor is motivation. Motivation is channeling or directing behavior towards satisfying a need or needs. It is a drive or urge to do something. Every individual has motives, driving forces behind his or her actions, needs or intentions. The needs can take different forms. The satisfying of a need plays an important part in behavior. When the need is fulfilled the individual is satisfied, confident and happy. When the need is not satisfied, the result is frustration. These considerations determine the behavior patterns of an individual. The extent to which the individual is happy or frustrated will depend greatly on personality. This may include timidity, shyness, fear, failure in class, retardation, isolation, stature, speech handicaps, health hazards and physical handicaps, suffering, worry, poor memory, and poor self-image.

3.1.3. Behavior problems

Each society has accepted ways of life which are known as norms. The way one conforms to, or deviates from, these norms will form good or bad behavior. Greeting is one sign of good manners. Even a stranger must be greeted. Someone who passes another without a greeting has bad manners. Other things regarded as part of good behavior include: not talking while eating, respecting others, respecting property, taking responsibility for the old, etc.

In a school, there are rules which govern everyday operations, and all school members have to adhere to them. Any member who deviates from these rules has misbehaved, and is usually reprimanded or punished. Such a member also qualifies as having a behavior problem.

Much behavior may be considered normal, abnormal, or disordered. The difference between normal and disordered behavior is usually of degree rather than kind. No sharp line can be drawn between them.

A non-disturbed boy or girl does everything that a disturbed boy or girl does. The difference is that they do these things at different times and under different conditions, at different rates or in different degrees. For example, crying, fighting, screaming, urinating, shouting, are all behavior indulged in by non-disturbed boys and girls. These are also indulged in by disordered or disturbed boys and girls, but to different degrees.



The behavior of a non-disturbed boy or girl is usually regarded as reasonable and acceptable by the community. However, that of a disordered boy/girl goes beyond what is considered normal, and is regarded as abnormal and unacceptable.

Causes of Behavior Problems

There are three major causes of behavior problems:

- a. cultural factors
- b. school factors
- c. Religious factors

a) Cultural Factors as Causal Explanations of Behavior

Neither families nor schools provide all the social influences that determine how children behave. Children, families and teachers are part of a larger culture that molds behavior. Parents and teachers tend to hold values, and set behavioral standards and expectations, consistent with those of the cultures in which they live and work. Children's attitudes and behavior lean towards the cultural norms of their families, peers, and communities.

When a child's family or school values or expectations conflict with other cultural norms, behavioral development may be adversely affected. Different cultural forces pull the child's behavior in different directions, and create conflicting expectations and increase the probability that he/she will violate cultural norms and be labeled a deviant.

b) School As A Root Cause of Certain Behavior

Beside the family, the school has probably the most important socializing influence on children and young people. You need to examine carefully the role of the school in the development of behavior, because the school environment is where the teacher, educators and school administrators have direct control.

Conditions outside the school can influence student behavior in school. Some children do develop certain behavior before they begin school. But if a child already has a behavior problem, you should consider how the school might decrease or eliminate it. Many children, for example, do not show behavior disorders until they go to school. Again, you must consider the possibility that the school is the cause of this.



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Schools can contribute to disorders. Below average intelligence and inadequate academic achievement are characteristic of pupils with behavior disorders. Conduct disorder, low intelligence and achievement, provide gloomy elements for adulthood. Although school failure is not known to cause behavior disorders, it usually goes hand in hand with maladjusted behavior. On the other hand, it can be argued that unstable behavior makes academic success unlikely and contributes to school failure. Logically, it can be accepted that the school can contribute to both social difficulties and academic failure. There are six ways in which the school can contribute to the development of disordered behavior and academic failure:

- a. insensitivity to students' individuality;
- b. inappropriate student expectations;
- c. inconsistent management of behavior;
- d. instruction in non-functional and irrelevant skills;
- e. destructive contingencies of reinforcement;
- f. Undesirable models of school conduct.

You must be prepared to work with students who are intellectually and academically deficient, as well as deviant in their social behavior. As a preventive agent, your tasks are to foster success and lessen the student's anti-social conduct by making his life more meaningful. Academic failure and anti-social behavior presage limited future Opportunities and probably future maladjustment. The school environment is important not only for social development but is the factor over which educators have direct control.

c) Religious Factors

A number of new religions have been, and are being, introduced. Some are moderate but many are extremist in their teaching. Young boys and girls find some religions appealing. In most cases, however, they are misled by extreme religious groups that tend to undermine the spirit of hard work and self-realization.

Most religions tend to maintain a belief in the inferior status of women and this has implications for girls' self-confidence and striving for excellence on equal terms with boys. It affects their aspirations to enter careers where they have to compete with men.



The attitude of some religions on social and ethical issues tends to cause problems for the young, and especially girls, e.g., the attitude towards contraceptives and birth control. This creates confusion and anxiety in the young. If they have to continue their education, they have to protect themselves against the sex urge. Otherwise they stand the risk of pregnancy. Yet, some religions are against the use of condoms and other birth control measures.

3.1.4. Common Behavior Patterns Among Young Boys and Girls

Having defined behavior and discussed the causes of behavior, it is now fitting to examine the common patterns of behavior among young boys and girls and especially those in school. Most of this behavior ultimately hinders their education.

These are:

➤ Stealing

This is bad behavior. It includes stealing money and school property or stealing fellow students' belongings. In many schools, stealing is a punishable offence and can easily lead to dismissal.

A number of factors lead to stealing. They are:

- ✓ The child is not satisfied with what he has while at school.
- ✓ Some family members steal.
- ✓ His/her peers encourage it.
- ✓ He/she is not aware that stealing is bad.

➤ Truancy

This includes staying away from school for no justifiable reason and loitering or wandering. This leads to losing valuable study time and may ultimately lead to failure. Dissatisfaction with a school program. For example, can lead to this.

➤ Disobedience and Insubordination

This can be disobedience, rebelliousness, sarcasm, etc., to teachers and school authorities (very common in urban schools). It may also lead to dismissal from school. Rigid or poor relationships between teachers and pupils can cause disobedience.



➤ **Lying**

Lies are told to classroom teachers, head-teachers and prefects. Sometimes parents report cases of lying. A rude teacher who gives unfair punishment is likely to be lied to.

➤ **Fighting**

This may be common in your school. Fighting can be over food or over a boyfriend or girlfriend. Pupils, who have not been taught the value of respecting others, or living in harmony as a group, are likely to fight.

➤ **Cheating**

You may have found pupils cheating in your schools. Young people cheat at examinations, tests, and in many school activities.

➤ **Lateness**

Coming late is a failing you pay for. Pupils usually come late when schools start a new term, or go to class or to the dining hall, etc. Inability to value and observe programs results in pupils coming late.

➤ **Rudeness**

This includes rudeness to teachers, prefects, and servants in the dining-hall, watchmen, and others. Rudeness can be copied from people in the community. It is also traceable to hereditary factors though it can be controlled.

➤ **Destructiveness**

This includes malicious destruction of school property during strikes or unrest, or even on ordinary school days. Pupils' dissatisfaction with school rules, welfare, etc., usually causes strikes. Some pupils may also be rebellious by nature and motivate others to strike.

➤ **Sex offences/harassment**

This includes hitting girls, attempted rape (for boys), rape and sexual acts with teachers. This can lead to dismissal from school, sexually transmitted diseases and becoming pregnant. Pupils who have not had enough, or any, sex education are subject to this.



➤ **Smoking and drinking alcohol**

No child is born smoking cigarettes or opium, drinking alcohol and taking other drugs. Selling and buying drugs is something you may know about. Pupils who involve themselves in this 'business' end up as thieves, robbers, idlers, etc. Pupils who become involved are usually those who are dissatisfied with, or fail in, family relationships, and may have been encouraged by peers or adults who do such things.

There are many types of behavior problems. However, in your school young boys and girls may face, among others, the following:

- ✓ Inability to learn which cannot be explained by intellectual, sensory, or health factors. A girl or boy is known to have the capacity to learn and do well in class but does not live up to expectations.
- ✓ Inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- ✓ Inappropriate types of behavior or feelings under normal conditions, e.g., anxiety, rationalization and displacement.
- ✓ A general pervasive mood of unhappiness or depression.
- ✓ A tendency to develop physical symptoms, pains or fears associated with personal or school problems.

Other types of behavior problems common at this age may include:

- ✓ drug taking
- ✓ difficulty in adjusting to conflicting cultures
- ✓ inability in adjusting to stereotyped sex-oriented roles
- ✓ conflicting motives
- ✓ Difficulty in adjusting to the generation gap, etc.

**Self-Check 3****Written Test**

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

Instructions: Write all your answers in the provided answer sheet on pages 29.

Part I:**Fill in the blanks question (1 point each)**

1. ----- can be defined as the way in which an individual behaves or acts.
2. Behavior, therefore, is the way an individual acts towards people, society or -----
-----.
3. Each society has accepted ways of life which are known as -----.
4. Conditions outside the school can influence student ----- in school.
5. Behavior should be viewed in reference to a phenomenon, an object or -----.

True or false (1 point each)

1. Beside the family, the school has probably the most important socializing influence on children and young people.
2. There are six ways in which the school can contribute to the development of disordered behavior and academic failure.
3. There are three major causes of behavior problems.
4. Parents have traditionally been held responsible for their children's behavior or character, until they reach adolescence.
5. In many schools, stealing is a punishable offence and can easily lead to dismissal.

Short answer question:(2 points each)

1. What are the three major causes of behavior problems?
2. Write down the three ways in which the school can contribute to the development of disordered behavior and academic failure



Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Part I:

True or false question

1. _____

2. _____

3. _____

4. _____

Part II:

Fill in the blanks

1. _____

2. _____

3. _____

Part III:

Short answer

1.

**Note: Satisfactory rating = 10 points and above
10 points**

Unsatisfactory rating = below



Information Sheet-4

Resource utilization

4.1 Introduction

Resource utilization is the efficient allocation of the scarce means of production toward the satisfaction of human wants. You're probably thinking, what did he say? Let's break it down into two parts. The scarce means of production are our resources, which we use to produce all the goods and services we buy. And why do we buy these goods and services? Because they provide us with satisfaction.

The only problem is that we don't have enough resources to produce all the goods and services we desire. Our resources are limited while our wants are relatively unlimited. Keep in mind that we can't produce everything we'd like to purchase there's scarcity. This is where economics comes in. We're attempting to make the best of a less-than ideal situation. We're trying to use our resources so efficiently that we can maximize our satisfaction.

We need to use our resources as efficiently as possible. If we succeed, we are operating at full economic capacity. Usually there's some economic slack, but every so often we *do* manage to operate at peak efficiency. When this happens, we are on our production possibilities frontier (or production possibilities curve).

Often economics texts cast the production possibilities curve in terms of guns and butter. A country is confronted with two choices: It can produce only military goods or only civilian goods. The more guns it produces the less butter and, of course, vice versa.



If we were to use all our resources our land, labor, capital, and entrepreneurial Ability to make guns, we would obviously not be able to make butter at all. Similarly, if we made only butter, there would be no resources to make any guns. Virtually every country makes *some* guns and *some* butter. Japan makes relatively few military goods, while the United States devotes a much higher proportion of its resources to making guns.

We need four resources, often referred to as “the means of production,” to produce an output of goods and services. Every society, from a tiny island nation in the Pacific to the most complex industrial giant, needs these resources: *land, labor, capital, and intre-preneurial ability*. Let’s consider each in turn.



As a resource, land has a much broader meaning than our normal understanding of the word. It includes natural resources (such as timber, oil, coal, iron ore, soil, and water) as well as the ground in which these resources are found. Land is used not only for the extraction of minerals but for farming as well. And, of course, we build factories, office buildings, shopping centers, and homes on land. The basic payment made to the owners of land is rent.

Labor is the work and time for which employees are paid. The police officer, the computer programmer, the store manager, and the assembly-line worker all supply labor. About two-thirds of the total resource costs are paid to labor in the form of wages and salaries.

Capital is “man”-made goods used to produce other goods or services. It consists mainly of plant and equipment. The United States has more capital than any other country in the world. This capital consists of factories, office buildings, and stores.

4.1.1 RESOURCE UTILIZATION IN TERMS OF PRODUCTIVITY

In the simplest terms, productivity is the ratio between the quantity of goods and services produced and the quantity of resources used to produce them. Economists have come up with a number of intricate ways to measure productivity, but any business owner knows that if he or she is producing more of a product with the same number of resources, productivity has gone up. Of course, the opposite is true if fewer products are being produced. Worker productivity is one of the key issues for any business, but for small businesses with limited resources, getting the most out of the least is an essential element in establishing and maintaining competitiveness. Small businesses need to have tools in place to measure productivity and must combine increased productivity with a commitment to quality and efficiency. Innovative goal setting, planning, and organizing are essential to improving productivity. Some of the major threats to productivity, as cited in *Industrial Management*, include an ineffective use of technology and lack of worker training and support, in addition to "an aging workforce, a declining labor supply, a lack of qualified workers, and rising wage and benefit costs."



4.1.2 RESOURCE UTILIZATION STEPS FOR MEASURING AND INCREASING PRODUCTIVITY

The first step in improving productivity is putting meaningful methodologies of measurement in place to evaluate and monitor the performance of a business operation. To be meaningful, productivity measurements must show a linkage with profitability; after all, it is the bottom line that is the ultimate barometer of a company's success. Measurements should clearly demonstrate how efficiently (or inefficiently) a company is using its resources to produce quality goods and services.

In the past, productivity was a stand-alone issue—a company could either improve it, or it could not. For most small businesses, increasing productivity has meant one thing—improving the output rate. When this is the only goal, improving quality is seen as a very expensive proposition that does nothing to boost output. In other words, improved quality and increased output are seen as mutually exclusive ideas. This way of thinking is a mistake. In fact, small business owners need to realize that just the opposite is true. An increase in quality most often results in lower costs as rework is eliminated and unnecessary inspections are eliminated. Improved quality should be seen as a strategic tool that can increase efficiency by improving resource utilization and increasing customer satisfaction while lowering costs.

Another tool to increase productivity is to improve communications between workers and management. This may be easier in a small firm than a large one since the total number of employees is lower. Managers must sell employees on their obligation to make things work better at the company, both in the work environment and the work product. By gathering input from more and more workers, that job can be made easier.

A business owner or CEO can begin gathering input from workers by starting at the top and letting the process filter down. Off-site retreats with top managers to discuss the company's values and goals are a good place to start. From there, those values and goals can be communicated to the whole work force at the same time it is conveyed to them that their input matters and that direct communication is valued throughout the



organization. If something goes wrong, any employee should feel safe in stepping forward and identifying the problem without fear of reprisals. If one person has a conflict with another employee, they should be encouraged to go directly to that other person instead of ignoring the problem or complaining about it to people who cannot solve it. A high-level manager, or even the CEO or owner, can step in to solve disputes if there is still a conflict after communications have been initiated.

This improved and open communication eases tension in the workplace and fosters a cooperative, growth-oriented atmosphere. Employees feel that their problems will be listened to and that their suggestions will be taken seriously, which means they are more likely to work harder and to think creatively when initiating production improvements.

Improved communication can also lead to another step known to enhance productivity in small businesses—enabling the work force. Once communication channels are open, upper management may find that employees are as committed to improving the business as they are. They also realize that front-line employees are quite often the best source of ideas on how to improve productivity and the best source for implementing those ideas. In small businesses, employees are often forced to perform a greater variety of tasks than employees at large firms—it is up to small business owners to take advantage of that fact by empowering employees. As Jay Nathan observed in the *Review of Business*, "empowerment in the small business environment enables employees and management to learn and implement new ways of working, thus improving business operations for increased profits and productivity."

True empowerment also requires employers to provide their workers with the skills and knowledge to perform their jobs, as well as the unquestioned support of management. Upper management must provide ongoing training and skills development, while managers should act as coaches and leaders who make needed resources available. Finally, a mutual trust and caring must develop between associates and managers—such trust is essential if positive changes are to occur.



4.1.3 INCREASED PRODUCTIVITY THROUGH INCENTIVES

Another way to get employees to work harder and improve productivity is to let them share in any gains that result from the productivity improvements. Pay-for-performance bonus systems, or gain sharing, became a popular incentive in the 1990s with both large and small businesses. For example, one restaurant in Ohio offered to pay cash incentives to all employees if food costs dropped below 35 percent of total sales. The very first month, employees offered up several money-saving suggestions that resulted in a 1.7 percent drop in food costs and a \$40 payout to everyone on staff. Payouts since then have gone as high as \$95; in the two months where results did not meet the 35 percent goal, no payouts were made.

Gain sharing, and programs like it, has become successful because they increase employee awareness of the company's bottom line and their ability to have an impact on the firm's financial fortunes. From the employer's standpoint, gain sharing is a "win-win" proposition since employees work harder, feel more committed to the business, and profits (or some other measurable goal) improve.

How does a small business institute a gain-sharing program? First, keep things simple. Pick no more than five key business indicators that are important to the business's success. For example, a sales staff might focus on account growth, market penetration, and customer retention. Selecting more than five objectives complicates the issue and makes it harder for employees to understand. Likewise, it is important to select objectives that the employees have direct control over. Meeting goals that require actions outside their sphere of influence demoralizes employees and makes it far less likely that any improvements will be seen. The plan should be written in language that is easy to understand, with the bottom line goal clearly stated.

Once goals are determined, they have to be measured. Choose a realistic means of measuring progress, and, more importantly, choose realistic goals and performance targets that can be reached through productivity improvements. Employees have no problem spotting and ignoring unrealistic goals that they know they have no hopes of attaining. Goals should be both short-term (monthly) and long-range (annual). Also, it is important to note that goals will almost certainly change over time as employees become more efficient and meet the original goals.



Communication is an important part of the gain sharing process. Once management starts measuring productivity, it needs to share the data it gathers with employees so they can see the progress (or lack thereof) being made. This step—sharing financial or production data that was once considered confidential—might be new for many companies, but it must occur so that employees can make good decisions and sharpen their problem-solving skills. Communication should continue throughout the life of the program; business consultants counsel clients to use tools such as newsletters or memos to tell employees about success stories throughout the company. This lets employees know that their actions matter and provides other employees with examples of how to make improvements. Very visible means of communication such as large charts tracking progress against the goal are also very effective.

In addition to sharing information, management must enable employees to make decisions and act on them without too many layers of approval. Employees are the best source of ideas for improving productivity, and making them feel that they are in control of the program is a key part of making it work. Employees are sure to rebel against any program that they feel is being forced on them by upper management or by an outside consulting firm. One of the best ways to ensure employee buy-in is to form a cross-functional group made up of employees from throughout the company to help design and administer the plan.

Eventually, each department should come up with its own set of goals, but the initial plan must be a company-wide one with a big picture goal. Once that goal is stated, each department can look at its own operations and come up with a set of smaller goals that are all designed to help meet the larger goal. Departments should not set their smaller goals in a vacuum—quite often, the performance of one department is directly dependent on the performance of another department, so it is important that those two departments work together in establishing goals. Once all the goals are set, the reward needs to be determined.



The biggest caution that

experts offer is to make sure the reward is worth the employee's efforts. If the incentive is too small, the plan might fail because employees simply do not care if they make the improvements needed to get what they view as inconsequential rewards. Experts recommend that employees be able to earn between four and eight percent of their annual salary as a reward for meeting gain sharing goals. Rewards can be paid as an increase in annual salary, or as a one-time bonus.

It should be noted that gain sharing can be an especially successful tool for a small business that is about to grow beyond the owner-several employee stage. When the company consists of the owner and just a few employees, the owner can control all operations and can reward employees as he or she sees fit. As the company grows and is split into departments with managers who report to the owner, control is decentralized. The owner may step away from the day-to-day managerial responsibilities and therefore lose touch with the workflow. It is at that point that gain sharing can be an important tool to pull employees together and keep them working towards a common goal.

Finally, one note of caution about gain sharing or incentive based pay. Managers must make sure that employees do not become so focused on the targets needed to achieve gain sharing that they neglect other parts of their work or let quality slip. This is the most common criticism of gain sharing, and it is one of the most important reasons that short-term goals must be combined with long-range goals if the plan is to work. That way, workers will be able to see that if they commit too much effort to the short-term goal, the long-term goal may be lost.



Self-Check 4	Written Test
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Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

Instructions: Write all your answers in the provided answer sheet on pages 36.

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Part I:

True or false question: (1 point each)

1. Resource utilization is the efficient allocation of the scarce means of production toward the satisfaction of human wants.
2. In the simplest terms, productivity is the ratio between the quantity of goods and services produced and the quantity of resources used to produce them.
3. Keep in mind that we can produce everything we'd like to purchase—there's scarcity.
4. Employees are not the best source of ideas for improving productivity, and making them feel that they are in control of the program is a key part of making it work.
5. We need to use our resources as efficiently as possible.

Part II:

Fill in the blanks: (1 point each)

1. Another tool to increase productivity is to improve communications between workers and _____.
2. Land includes _____(such as timber, oil, coal, iron ore, soil, and water) as well as the ground in which these resources are found.
3. Labor is the _____ for which employees are paid.
4. Capital is “man”-made goods used to produce other _____.
5. Once goals are determined, they have to be _____.



Part III:

Answer the following questions (2 points each)

1. Write down the name of the four resources, often referred to as “the means of production,” to produce an output of goods and services.
2. Define the Land.
3. Define the Labor.
4. Define the Capital.



Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Part I:

True or false question

1. _____

2. _____

3. _____

Part II:

Fill in the blanks

1. _____

2. _____

3. _____

4. _____

Part III:

Short answer

1.

Note: Satisfactory rating - 12 points and above Unsatisfactory - below 12 points
You can ask your teacher for the copy of the correct answers.