

# **Human Resource Management**

## **Level-II**

**Based on March 2022, Curriculum Version 1**



**Module Title: - Human Resource activities**

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## Acknowledgment

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## Acronym

## Introduction to the Module

Human resource is the most important all of the resource organization use to produce goods and service then delivering to customers and making profit. There are many activities that performed by employees in daily work activities. These activities are Organizing and schedule work activities, completed work activities in accordance of workplace requirements and reviewing work performance through feedback and making adjustment.

This module is designed to equipped trainees with relevant knowledge, skill and attitude under human resource management occupational standard especially in the unit of competency: **Perform human Resource activities.**

**This module covers the units:**

- Work schedule
- Work tasks
- Work performance review

**Learning Objective of the Module**

- Prepare work schedule
- Perform work tasks
- Review work performance

**Module Instruction**

For effective use this modules trainees are expected to follow the following module instruction:

1. Read the information written in each unit
2. Accomplish the Self-checks at the end of each unit
3. Perform Operation Sheets which were provided at the end of units
4. Read the identified reference book for Examples and exercise

## **Unit one: Work schedule**

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

- Work goals and plans
- Individual and organizational work goals and plans
- planning and prioritizing workload

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

- Identify work goals and plans
- Understand Individual and organizational work goals and plans
- Plan and prioritize workload

## 1.1 Work goals and plans

### 1.1.1 Concept of work goals and plans

There are a number of goals and plans you need to know about. For example, if you work as a receptionist the main goal of the role is to answer incoming phone calls and transfer to the appropriate person.

A goal is an idea of a desirable or future result that people envision, plan, and commit to achieving at a future date.

Work goals are targets that individuals set for their work. These are typically set on an annual basis as part of performance management.

Work goals are usually designed to align to those of your managers; team and organization.

### Work plan

It's an organizational tool that outlines the steps necessary for a project and designates realistic goals for completion. The purpose is to create a visual reference for goals, objectives, tasks and team members who are responsible for each task or step in the project. The plan includes active engagement and open communication from everyone associated with the project.

### Difference between goals and plans

**Goal:** the object of a person's ambition or effort; an aim or desired result. Synonyms: aim, objective, object, end, target.

**Plan:** a detailed proposal for doing or achieving something.

A plan is a detailed proposal for achieving the object of your ambition or effort; an aim or desired result.

From this we can understand that work goal is the end result while work plan is means of doing or achieving the end result i.e. goal

### 1.1.2 Goals and objectives

**Goals** are broad statements of desired accomplishments. Goals are usually accompanied by detailed and specific objectives.

Objectives can be defined as specific, measurable accomplishments to be achieved within a given time period. Developing clear objectives provides the guidelines for measuring progress and achievements.

Examples of goals and objectives:

- Goal — Improve the quality of housing in the Addis Ababa City
- Objective — Build homes for 30 citizens in the Addis Ababa City by January, 2020

### **1.1.3 Identifying your tasks**

When you start a new job, your tasks are usually the first thing discussed. They should be listed in your position description. Everybody has tasks to complete at work. The range of tasks you have depends on your position. It also depends on the type of Organization you work for. For example, some basic office tasks include:

- Filing
- Answering the telephone
- Taking messages
- Attending to visitors
- Processing mail
- Photocopying.
- Preparing simple documents; for example, letters, memos, minutes

If you are not sure about your tasks and responsibilities, look at your position description or ask your supervisor to write them down. Most organizations have a formal position description attached to each job. It usually lists:

- The tasks and responsibilities of the job
- The skills you are expected to have in order to complete the tasks.

A position description or "PD" is a statement of the major duties, responsibilities, and supervisory relationships of a position. In its simplest form, a PD indicates the work to be performed by the position. The purpose of a PD is to document the major duties and responsibilities of a position, not to spell out in detail every possible activity during the work day. In addition to this ask appropriate peoples to clarify your major duties and responsibilities.

#### **Appropriate peoples for clarify your major duties and responsibilities.**

- Colleagues
- Other staff members
- Supervisors, mentors or trainers
- Those who have authority to adjust plan

#### **What you need to know about where you work**

In additions to identifying your tasks and duties, you have to understand the following:

- Employer expectations
- The structure and goals of the organization
- Organizational policies and procedures
- Legal requirements (health and safety & industrial relations)



## **Strategies for obtaining, understanding and clarifying work goals and plans**

- **Correct sourcing and selection of information** - to ensure all employees have the same recent and up-to-date information
- **Consult appropriate personnel** - active listening - asking questions to fully understand what is required, taking into account non-verbal communication (like body language) and acknowledging what is said by rephrasing or summarizing
- **Open and closed questions** - open questions encourage the sharing of information and usually require longer answers; whereas closed questions require yes/no answer

## **Skills required to Obtain, understanding and clarifying work goals and plans**

- **Consultation** - asking other people's opinions
- **Negotiation** - working out the best course of action to achieve a goal
- **Communication** - conveying information to appropriate people
- **Prioritization** - arranging in order of importance.

## **1.2 Individual and organizational work goals and plans**

### **1.2.1 Individual Work Goals**

Each employee will be charged with three to five individual goals. Unlike the institutional goals, individual goals are NOT intended to cover all aspects of an employee's work product. Instead, these goals will focus on factors such as key results, outcomes, and/or deliverables. There is not one specific way to write individual goals. Instead, the development of individual goals is a flexible process that allows the goals to be tailored to each employee and his or her role. As a supervisor, you are encouraged to work with your employee to discuss and determine his or her individual goals for the upcoming cycle. Making the goal development process a collaborative one will give your employee the chance to be fully invested in his or her role. The more invested an employee is in achieving a goal, the more likely the goal will be accomplished and completed well.

### **1.2.2 Organizational goals plans**

An organizational plan is basically a "to do" list for an organization. It lists out the plan of work, programs, and organizational growth over a period of time - six months, a year, five years. They can be pretty simple to create and use.

Organizational work goals and plans look at the long term vision for the business; how they want to achieve these goals and the timeframe in which to achieve them.

## **The three types of Organizational Work goals**

- Corporate goals - These are strategic in nature and focused on the long term. They are created by the top management
- Tactical goals - These are set by the middle management and intend to help attain the corporate goals in one to two years
- Operational goals - These are tactical goals and are short term in nature. They can be set by the middle or lower management levels.

### **1.2.3 Difference between individual and organization goals and plans**

Organizational work goals & plans look at long term vision for the business; how they want to achieve these goals & timeframe in which to achieve them. These goals are broken down for each department & each department gives individual specific tasks so the goals can be achieved.

### **1.2.4 Aligning individual goals to organizational goals**

Each of us becomes a part of an organization that we believe will support us in our personal growth. The work that we take up must prepare us to meet our individual goals, by enhancing knowledge or building skills. Everyone works to meet the organizational-level goals. The managers and leaders drive performance of employees so that they can achieve the larger goals set at the organizational or business level. However, if these larger goals are not aligned to individual goals, employee motivation will deteriorate after some time.

#### **Reasons why aligning individual goals to organizational goals**

- It helps to sustain employee motivation by helping employees measure the impact of their actions. When personal goals are aligned, an individual takes accountability of the tasks in hand. They relate with the contributions they make and measure the success and way forward.
- Aligning goals also help in prioritization of tasks and responsibilities.
- When individuals understand how their personal goals relate to one another and to the larger goals of the organization, collaboration and team cohesiveness increases.

### **1.1.5 Setting your goals**

Goal setting helps employees to put tasks and projects into viewpoint

A good way to organize your tasks and get things done is to set goals.

It is one of the keys to developing good organizational skills

Work goals provide:

- A purpose for the work

- Valuable feedback on your progress
- Further incentive to achieve – it feels great to reach a goal.

Some goals are short-term goals, such as preparing a letter for a client. Others are long-term, such as improving the team's filing procedures. You should try to distinguish between your short-term goals, your day-to-day goals and the long-term goals set by your supervisor and team.

Your goals are the things you want to accomplish. They must be realistic. If you want your plan to work, you need to take each goal and evaluate it. To be effective, goals need to be SMARTER

### **The SMARTER goal-setting formula**

**Specific** – What needs to be accomplished? What are the outcomes? Be specific. Say exactly what you want to happen.

Although specific tasks can be included in the description, the emphasis should be on the overall deliverable or end-product of the action. The specific details may come from your answers to the other SMARTER categories.

**S=Measureable** – What data can be used to define success? If you can't measure it, you can't do it.

- ✓ How will you know that this has been accomplished? How can it be measured? You may be able to use quantitative metrics, such as customer satisfaction ratings or fund-raising target amounts, but there can also be qualitative outcomes, such as compliance requirements like established report formats or design specifications.
- ✓ Decide what evidence you will provide to prove you are making progress towards your goal.

**A=Achievable** – A goal needs to be a challenge, but still be within reach

- ✓ If a goal is too easy to achieve, then it may not be an effective goal. At the same time, the outcome should not be too difficult to achieve. It may help to think about what level of outcome would not be value-added (too small a stretch for the employee) and what would be unattainable (too big a stretch for the employee).
- ✓ Having an achievable goal can both inspire and increase the likelihood of you setting another SMART goal in the future. Also, having a goal that you're capable of accomplishing within a certain timeframe can keep you motivated and focused

**R=Relevant** – *Does this align with broader goals and/or needs? A goal must be do-able. Be realistic about what you can achieve.*

A goal should be relevant to an employee and the university. Does the goal advance the vision and mission of the organization and does it help the organization maintain its standing on the campus and in the community? Relevant goals help employees keep focused on what's important.

**T=Time-Bound** – *What are the deadlines/milestones? A goal should have a time frame.*

- ✓ This gives you a clear target to aim for Similar to the achievable aspect, is it reasonable that this goal be completed in this performance cycle? If so, what are the deadlines? What key milestones can be defined to measure progress along the way?
- ✓ Having an end date can both provide motivation and help you understand certain aspects of a goal that you may not have previously considered. If you haven't completed your goal within the timeframe, it may be time to re-evaluate how realistic it is.

**E= Expectations** – Is it ethical, exciting, and enjoyable?

- ✓ This is sometimes called the E3 factor. Is the goal ethical? Does the goal generate some excitement in the employee or work unit (which is an indicator that it may be a worthwhile goal or fulfilling to complete)? Is it enjoyable for the person(s) who has to accomplish it? Of course, developing all “fun” goals is not always possible. However, it can give the supervisor some awareness of how much additional support and encouragement might be needed to help the employee succeed.

**R= Resources** – What will be provided to assist this endeavor?

- ✓ There are many great goals out there, but if employees don't have the resources they need to accomplish them, then they won't get very far. The outcomes of the goal need to be consistent with the resources available, and the employee may need guidance to know what tools and resources are available to them

### **The template of format to set individual**

The following temple is provided for you with smart goal set as example.

Action(noun):- The activities or tasks you will perform(what?)

By:- the date i.e. duration of time (when?)

In order to :- The end or purpose of your action(Why?)

I will study hard by next January in order to score B this Course

## Wording to Get You Started – Individual Goals

(ACTION) (NOUN) by (DATE)

In order to (OUTPUT)

For example: • Attend \_\_\_\_\_ by \_\_\_\_\_ and apply \_\_\_\_\_ in order to \_\_\_\_\_. •

Execute \_\_\_\_\_ by \_\_\_\_\_ in order to \_\_\_\_\_.

Participate in \_\_\_\_#\_\_\_\_ talent conversations by \_\_\_\_\_ in order to \_\_\_\_\_.

### Activity

Using format and example provided above set smart two smart individual goals

1. \_\_\_\_\_
2. \_\_\_\_\_

Here are three examples that show how the elements of SMART goals work in everyday situations:

#### Example 1

I will obtain an entry-level civil service job related to environment and sustainability, preferably in the Consumer Council for Water organization, within six months.

**Specific:** The goal is well-defined, down to the preferred organization. It also leaves room for course correction and re-evaluation if the goal setter receives a civil service job within a similar organization.

**Measurable:** Success can be measured by the number of applications, interviews and job offers. If one of the initial interviews does not result in a job immediately, the goal setter can still celebrate the win of completing an interview and consider it a learning experience.

**Achievable:** The position is entry-level. If the goal setter has the educational requirements for this specific department and passes the civil service exam, this goal is appropriate.

**Relevant:** The goal planner wants to have a career in government. Obtaining an entry-level job in this organization will lead to more positions within the government.

**Time-based:** The goal setter has set a deadline to achieve this objective within six months.

#### Example 2

I will earn a promotion to health service manager within my hospital by completing the necessary training requirements and applying for the role at the end of the quarter.

**Specific:** The goal setter has a clear objective to be promoted to health service manager within their own hospital.

**Measurable:** Success can be measured by completing the necessary training requirements. Every completion of a training requirement can be counted as a small success.

**Achievable:** The goal setter is aware of the skills they will need to possess to apply to this position.

**Relevant:** The goal setter is planning to apply to the position within the same field. This will then lead to a higher position within their present organization, making this goal relevant.

**Time-based:** The goal setter has set a deadline to achieve their objective by the end of the quarter.

#### Example 3

I want to have a healthier work-life balance while still maintaining my role as a restaurant manager. I will do this by slowly decreasing the number of overtime hours I work. I want to have a reduction of 10 overtime hours by the start of my next holiday.

**Specific:** The goal setter is clear that they do not want any changes to their career but feel that a reduction in overtime will benefit their personal life.

**Measurable:** Success can be measured by the slow decrease in overtime hours, week by week, until the goal setter's holiday.

**Achievable:** The goal setter is making small, incremental changes in the number of hours they work until they reach the desired number.

**Relevant:** This will not change the goal setter's role within the organization but will positively affect their work-life balance.

**Time-based:** The goal setter has set a deadline to achieve this goal by the start of their holiday.

### Benefits of Setting & Achieving SMART Goals

#### 1. Smart goals help to keep you motivated.

The waiting period for any project or goal is the hardest. However, SMART goals help you focus on the timing of your goal in the correct perspective.

For example, you may have a goal of losing 50 pounds in 6 months. So, if you have lost 25 pounds in the first 2 months, but lose none in the 3rd month, you can remain motivated and encouraged.

#### 2. They help you to achieve your goals on time.

Knowing how much time you have to accomplish a goal makes you more likely to do what you need to do to get it done on time.

#### 3. Helps you stay focused on the end results.

Focusing on the results you want to see at the end of a project is one of the most powerful benefits of SMART goals.

#### 4. Smart goals provide direction.

Focusing on specific goals helps to keep us on track. Having direction really helps us keep our priorities in order and tackle the most important goals first.

5. Identify areas that need to be improved.

When our goals are SMART, they are measurable. Meaning we can look at what we have accomplished at any given time to see if we are really making progress toward achieving it or not.

6. Forces you out of your comfort zone.

When we set SMART goals, we give ourselves specific goals, so we aren't all over the place. These goals are measurable to keep track of our progress and stay accountable.

7. Helps you to live with fewer regrets.

## **1.3 Planning and Prioritizing Workload**

### **1.3.1 Planning Load**

Planning is the current act of creating a schedule for completing tasks. Planning is closely linked with time management, which allows you to better prepare events, your own schedule or setting schedules for your family. It helps to save time and complete everything in a more structured, simple way.

Planning and organizing skills help you manage time, tools and resources to reach a goal. They help you work out what you need to do to achieve your aims. Planning is vital at all levels in the workplace.

#### **The content of the plan**

The content of the plan depends on the situation, but usually answers questions such as:

- What are our goals?
- What do we want to achieve? (Why)
- What do we need to do?
- When?
- Why?
- Which
- Who

Planning your work involves:

- Identifying deadlines and time frames
- Reviewing your current workload
- Determining required resources (resources may include equipment, stationery, software and other materials depending on the task you are performing)
- Assessing availability of resources
- Prioritizing your tasks.

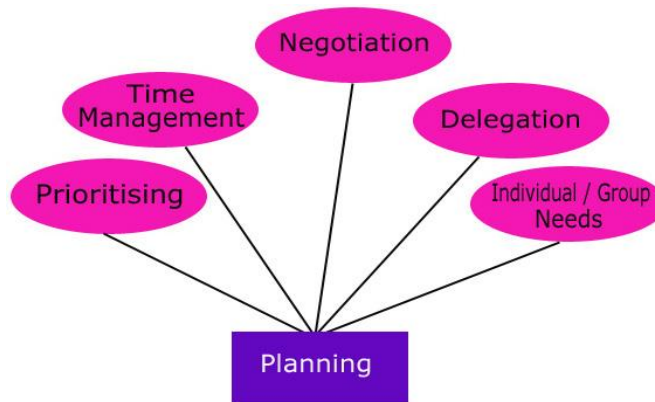


Figure 1. Elements of planning

### Successful planning dependent on

- **Organizing tasks:-**prioritizing tasks in order of importance to ensure the most important tasks are completed first; timeframes are adhered to so each task is completed within appropriate times so other people's work is not held up; tasks are negotiated so the best person is allocated to each task to speed up completion times; everybody supports each other so all work is completed on time.
- **Clarifying personal responsibilities** to enable each person to be fully aware of what they are required to do so tasks are not replicated, therefore saving time and resources.
- **Work ethics:-**values based on hard work and diligence with each employee being accountable and responsible for the work they complete.
- **Seeking assistance** where necessary from supervisors or colleagues to ensure work is completed on time.
- **Acknowledging if tasks are beyond current capacity** - this enables work to be handed over to someone with greater expertise.

### Advantages of work planning

- Attention on goal/objectives
- Better utilization of Resource
- Minimize Uncertainties
- Economy of Operation



- Encourage Innovation
- Better Coordination
- Facilitate Control
- Facilitate delegation

Once you have a list of goals, your next step is to work out how to accomplish them. You need to prepare a schedule (plan) in which you list each task you must complete to achieve each goal.

Work plans can be brief and simple or much more formal. They can cover short or long periods of time.

### **3Schedule**

**schedule** or a **timetable**, as a basic time-management tool, consists of a list of times at which possible tasks, events, or actions are intended to take place, or of a sequence of events in the chronological order in which such things are intended to take place. The process of creating a schedule — deciding how to order these tasks and how to commit resources between the varieties of possible tasks — is called **scheduling**, and a person responsible for making a particular schedule may be called a **scheduler**

Once you have a list of goals, your next step is to work out how to accomplish them. You need to prepare a schedule (plan) in which you list each task you must complete to achieve each goal.

Work plans can be brief and simple or much more formal.

#### **1.3.2 Prioritizing**

Once you have identified your work goals and worked out the tasks you must complete to achieve them, you need to determine and prioritize your work.

In order to do this you need to:

- Break up the tasks
- Think about what you need to complete the tasks
- Find out what your priorities are
- Prepare a work plan
- Use 'to do' lists
- Use planning tools
- Use time-saving resources.

## The ABC Method of Prioritizing

To assist with task prioritization, you may wish to use the ABC method:

Step 1: Categorize the tasks on your list as follows:

- A Must be done today
- B Should be done today
- C Preferable if could be done today

Step 2: Within each category, allocate a priority number to each task as follows:

- 1: Do this task before other tasks in this category
- 2: Do this task after the most important tasks in this category have been completed
- 3: Do this task last in this category of tasks.

Example of to do list that categorized according to their urgency or in order of their importance

### Things to do today

B2 Phone Elizabeth

C1 Place stationery order

A3 Type up meeting minutes for Ahmed

C2 Get keys cut for Susan

A2 Send out conference invitations

A1 Organize meeting of all team members for tomorrow morning

B1 Balance petty cash

C3 Get some more stamp

## Sample of Daily work schedule

The following is the sample of schedule after we categorize tasks

Monday			
Morning	Time	After noon	Time
Organizing meeting from all team member for tomorrow morning	2:00-4:30	Phone Elizabeth	<b>7:30-7:35</b>
Send out conference invitation	4:30-5:00	Place stationery order	7:35-8:00
Type up meeting minutes for Ahmed	5:00-5:20	Arrange meeting room	8:00-9:30
<b>Balance petty cash</b>	5:20-6:00	Get some more stamp	9:30-11:00

## Strategies to Assess and Manage Workloads

- **Time management** - for both individuals and teams/departments
- **Seeking help/assistance** when needed so work flow is not interrupted
- **Contingency planning** - putting plans in place in case something goes wrong
- **Effective use of technology** - saving time, money and resources

## Features Of Time Management Include:

- **Consultation with others** - good communication will ensure everyone fully understands what is expected of them and gives employees the opportunity to ask questions for clarification of tasks.
- **Prioritizing** - ordering of tasks from most important/urgent to least important/urgent.
- **Delegation**:- allocating tasks according to people's skill levels.
- **Problem-solving** - many problems are resolved by brainstorming ideas, since the most popular ideas/decisions will reduce conflict and time wastage, therefore saving resources.
- **Decision-making** - everyone in a team needs to be involved in making decisions as this helps them to understand the goals of the group and to plan new directions.
- **Use of diaries** - writing a systematic list of tasks which needs to be completed and adding time lines for tasks to be completed ensures none are forgotten.
- **Negotiating** - mutual discussion involving the completion of tasks, including who should be responsible for what task and how the task should be completed.
- **Accommodating changes to routine** - if a more urgent task becomes apparent or emergency crops up, a team approach will ensure that tasks are completed on time as employees should back each other up and help out when required.
- **Minimizing time-wasters** - some time-wasters are beyond control (for example, equipment failure) while others can be controlled (for example, employees taking too long for lunch).

Poor time management can result in tasks not being completed on time. Sometimes the output of one person is the input for another. If the first person is delayed in completing their work, the second person cannot start their work. This can result in the client not receiving their order(s) on time which reflects badly on the reputation of the business.

## Self-check-1

Choose the best from the provided Options

1 \_\_\_\_\_ is a statement of the major duties, responsibilities, and supervisory relationships of a position.

- A. Job Description
- B. Job Specification
- C. Position description
- D. A and C

2. The followings are appropriate person to obtain information about work goal and plan except one

- A. Colleagues
- B. Customer
- C. Other staff members
- D. Supervisors, mentors or trainers

3. \_\_\_\_\_ is a detailed proposal for doing or achieving something.

- A. Goal
- B. Consultation
- C. Objective
- D. Goal

4. Work goal provide

- A. a purpose for the work
- B. valuable feedback on your progress
- C. Further incentive to achieve
- D. Details how to do work
- E. All Except D

5. What data can be used to define success refers to

- A. Specific
- B. Achievable
- C. Measurable
- D. Time frame

## Part II Matching

A

- \_\_\_\_\_1 Advantages of planning
- \_\_\_\_\_2. 3 E Factors
- \_\_\_\_\_3. Plan
- \_\_\_\_\_4. Daily work, tasks
- \_\_\_\_\_5. What are the deadlines?

B

- A. Answering the telephone
- B. Open and closed questions
- C. Is it ethical, exciting, and enjoyable?
- D. Time frame.
- E. Minimize Uncertainties

### **Part III**

1. What are strategies to manage workloads?
2. What is successful planning dependent on
3. What are the features time management



## **Unit Two: Work Task**

This unit to provide you the necessary information regarding the following content coverage and topics:

- Completing tasks using Technology
- factors affecting work requirements
- Action to overcome work requirements
- Communicating progress of task

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

Specifically, upon completion of this learning guide, you will be able to:

- Use technology and complete task with designated time
- Identify factors affecting work requirements
- Take action to overcome work requirements
- Communicate progress of task to supervisors

## **2.1. Completing tasks using Technology**

Being an effective worker involves having a clear understanding of what your organization expects of you. How do they expect you to behave? What standards of service should you provide to customers and other stakeholders in the organization? What support do you need to provide to your work colleagues?

A business is able to save time and money due to advances in technology, particularly communication technology. New technology has enabled communication across the globe without leaving the office, including the sending and downloading of information instantaneously. All office environments use a variety of technology to carry out their work. Business technology includes any hardware or software used to complete workplace tasks. For example, the technology you use might include a computer and monitor, software, a scanner, a photocopier, a printer, a fax machine and a shredder.

To select appropriate technology and software for your tasks, you need to understand the functions of the technology available to you since technology leads you to efficient and effectiveness

**Efficient** - working in a well-organized or competent manner to achieve maximum output with minimum effort and/or expense

**Effective** - adequate in accomplishing a purpose or producing the intended or expected result

### **The effects of emerging technology on current work practices/ productivity**

New technology usually increases productivity but staff must first be trained in its effective use. New policies and/or procedures may need to be implemented after any ecological, economic, social, ethical and legal implications are identified.

### **The effects of emerging technology on employment**

New technology may result in less staff being employed or employing new staff with more appropriate skills. Staff may need retraining in the use of the new technology.

### **The effects of emerging technology on work methods/ techniques**

The workspace may need to be reorganized to accommodate the new technology and environmental factors may need to be reassessed.

### **The effects of emerging technology on marketing conditions and new markets**

A business must keep up-to-date with technology in order to be competitive in the market. Advances in communication have changed the way business is conducted and opened up new markets.

### **The effects of emerging technology on cost effectiveness**

A business is able to save time and money due to advances in technology, particularly communication technology. New technology has enabled communication across the globe without leaving the office, including the sending and downloading of information instantaneously.



## **2.1.1 Common Technology used in the Workplace**

### **Personal computers**

A computer is an electronic device for storing and processing information. A personal computer has a separate hard drive and monitor that are attached to other equipment such as a keyboard and mouse. Personal computers are used in all organizations to carry out many different tasks. Organizational data is usually processed using a computer and different software applications.

### **Laptops**

A laptop is a small, portable computer that has its hard drive, screen and keyboard within the same piece of equipment. Laptops are popular as they are portable, lightweight and don't solely rely on a plug-in power supply (they have rechargeable batteries). However, laptops have disadvantages. Their small size makes them easy to steal, and they are not adjustable and, therefore, not as comfortable to use unless a separate laptop stand is available

### **Photocopiers**

These are machines which will copy documents, maps, drawings or plans onto paper.

Photocopiers are used to make copies of:

- Documents that may need to be read by more than one person
- Pages from books or journals
- Articles from newspapers
- Fax messages received on thermal paper.

Photocopiers can be basic – providing an option to produce a copy of the document in its original form.

Photocopiers can also offer a range of other options. You can use a photocopier to:

- Enlarge an image
- Reduce an image
- Sort a document of many pages into sets or separate duplicates of each page
- Staple documents
- Produce a document printed on both sides of the page
- Produce a document in colour.

### **Fax machine**

The facsimile machine (commonly referred to as a 'fax' machine) is used to transmit a copy of a document to someone located in another location, which also has a fax machine. The message is transmitted via a telephone line. Most organisations have a dedicated fax line so as to not hold up their incoming or outgoing telephone calls. However, you can have one phone line that is used for both the fax and the telephone.

A fax machine can transmit:

- Photographs, drawings and other illustrations
- Typed documents
- Handwritten messages

A fax machine can also be used as a photocopier by placing the document in the machine and pressing 'Start' or 'Copy'. A copy of the document is made without transmitting it to another location.

### Using a Fax Machine

1. The sender feeds the original document into the fax machine at their end.
2. The sender keys in the fax number for the receiver (this may be the same as the receiver's telephone number; however, you need to check with the receiver).
3. The sender presses 'Start' on the fax machine and the paper is automatically fed through the fax machine as its image is scanned.
4. The original page remains at the sender's end
5. The receiver's fax machine starts to print an exact image of the original document.
6. A report can be printed by the sender to confirm the document has been received by the receiver and the receiver can print a report to confirm the message.



## Printers

There are various types of printer available on the market. Their main purpose is to produce hard copies (that is copies on paper) of information stored in a computer. This may include words or pictures.



Printers are used to reproduce documents created, retrieved or received via a computer. A printer can be used to print a word-processed document, a worksheet in a spread sheet program, database report, presentation slide, email, or information from the Internet. Where a computer has facsimile software

installed, the computer can be used as a fax machine and the printer can print a copy of all fax messages sent and received.

## Telephones

This type of business equipment is used for internal, external or international voice communication. Mobile telephones are increasingly common within organizations. They may or may not be connected to exchange systems which essentially link all the telephones in an organization together.

### Telephone System



The telephone system will vary from organisation to organisation. Small businesses may have one incoming telephone line and one handset through to several incoming lines and several handsets. Large organisations may have an electronic switchboard or software program that enables all telephone calls to be managed via a computer.

To operate any telephone system effectively in the workplace, you should learn how to:

- Answer the telephone
- Put incoming calls on hold
- Recall incoming calls from the hold position to retrieve the caller or transfer the call
- Transfer calls to another phone extension
- Pick up calls in a group from any extension
- Make outgoing calls

Some telephone systems enable you to use a loud speaker or headset and microphone so you can make calls without the need to hold the handset. This is extremely useful for operators that need to use their hands to enter data into the computer whilst they are on the telephone.

## Answering machines

This equipment is designed to answer the telephones when the subscriber is unavailable. The caller generally will hear a recorded message requesting that a message be left. Most machines are able to be accessed from a remote telephone in order to receive the message.

The answering machine is used for two main reasons:

- To advise *callers* that the telephone is unattended and to leave a message
- To enable *callers* to leave a message when the telephone is unattended.

The owner of the answering machine can record an outgoing message that advises callers that the phone is currently unattended. This practice is used today by many businesses and homes. Callers to unattended telephones have accepted the practice of listening to a recorded message and then leaving a message for the receiver to return their call.



## **Binding equipment**

These types of machines are used to produce bound volumes of documents.

There are lots of different ways you can join paper to make a book. A quick and easy method is to use staples, paper clips or fold-away clips.



However, you may be asked to present the material in a file or put covers on it to make it more secure and give the document a more professional look. When material is bound, it becomes stronger, which is important if a lot of people are handling the material. You can bind pages with special binding machines.

Organizations will have a range of binding equipment depending on the number of documents that need to be presented in this way.

## **Digital cameras**

A digital camera takes photographs using an electronic imaging sensor, rather than film. Digital photos can be downloaded directly to a computer and the image can be altered or enhanced before being used. Organizations frequently use digital cameras to quickly record images and insert them into documents such as newsletters and reports. Most mobile phones also have digital camera capabilities



## Scanners

Scanners convert hard copy (paper) information into digital (electronic) information, which you can send electronically via email

An image of handwriting, or map on paper, converted into an electronic image, can be inserted into the document you are working on. It can also be resized or cropped if you only want a part of the image. This can also be done using a digital photo instead of a scanned image. In most offices, scanners are incorporated into a photocopier.



## Shredders

Paper shredders are very useful in the workplace to destroy sensitive or confidential workplace information. Paper shredders slice documents into long thin vertical strips and render them unreadable. The Privacy Act 1988 (Cth) places particular restrictions on the sharing and use of information in the workplace.



## **Modem**

The word 'modem' stands for modulator/demodulator. A modem converts digital signals from a computer into analogue sound signals that can be sent over a telephone line. It is a device that lets a computer talk to another computer over a telephone line; that is, it connects you to the internet. In the workplace, a modem is connected to a server and personal computers are connected to the server with a network cable.

## **Wireless router**

The internet connection of an organization's computers is likely to be made through a wireless ADSL router. Incoming and outgoing data will be sent wirelessly to and from the organization's wireless router, which connects by cable to the interne



▪  
Electronics diaries

## **Types of software**

You need to choose appropriate technology for each workplace task. Consider the outcome and what it is you want to produce. The type of technology you use depends on the type of documents you need. For instance, use Microsoft PowerPoint to develop a slide show presentation, rather than Microsoft Word.

Here are examples of commonly used types of software.

## **Word processing software**

Word processing software allows the user to create, store and print written documents. You can type, edit and insert graphics to create documents that you can easily print and save. The most commonly used word processing software is Microsoft Word.

### **Spreadsheets and accounting software**

In accounting, a spreadsheet is a large sheet of paper that displays the financial transactions of a company. Spreadsheet software records and processes accounting transactions within areas such as accounts payable, accounts receivable and payroll. It spreads, or shows, all the information, such as costs, income, taxes, on a single sheet and organizes information into columns and rows. The data can then be manipulated by a formula to give a total or sum.

A spreadsheet presents a lot of information in an easy-to-read format. It helps the decision makers see the financial ‘big picture’ of an organization. The most commonly used spreadsheet software is Microsoft Excel. Alternatively, you may need to use designated accounting software such as Attaché. Attaché includes features that manage a business’s accounts payable, accounts receivable, payroll, stock, customer orders, etc.

### **Database software**

A database organizes information a way that allows you to quickly find a desired piece of data or information. Data is organized by fields, records and tables.

A field is a single piece of information; for example, a client’s surname. A record is one complete set of fields; for example, a client’s complete name and address. A table is a collection of records; for example, every client’s name and address.

A database allows an organization to store, modify, and extract information about customers and products; for example, a database full of client details can be used to extract information about all clients who live in a certain area. Common database software includes Microsoft Access and MySQL.

**Payroll:** With computer systems, specialized software and scheduled payroll programs, a business uses technology to transfer payment to employees and contractors during each pay period. Some of these processes are entirely automatic.

**Hiring:** With the internet, businesses can access job forums to gain talent from around the world. Networking and computer systems give managers access to software that creates flyers, job descriptions and scheduling tools for finding talent.

**Inventory management:** Data storage systems allow businesses to create elaborate spreadsheets to record and locate inventory. These software programs may have an active classification system that informs employees if certain inventory is present in a warehouse or on transit.

**Task allocation:** Both offline and online software systems can help managers allocate work to employees. They can assign tasks virtually through custom websites and use internet chat rooms to discuss objectives.

**Communication:** Communication software allows businesses to discuss projects and plans with employees, even remotely. Some systems even have optimization options for businesses that have exclusively remote staff.

**Data storage:** Data storage systems allow companies to file records, financial statements and company data all in a secure database that employees can access from almost anywhere.

**Security:** Security software helps keep electronic content safe, preventing unauthorized users and inputs. It can also help employees remain compliant with safety standards in the company.

- word processing
- Microsoft Outlook
- Windows operating systems
- office suites such as Works, Lotus SmartSuite and Corel
- anti-virus software

### **Points to consider when completing work tasks**

- Adherence to WHS policies, procedures, programs
- Following directions from supervisor
- Maintaining ethical and quality standards
- Workplace goals, objectives, systems & processes
- Adherence to workplace policies
- Maintaining personal work space
- Contributing to a productive work environment
- Checking required equipment is available
- Seeking advice & obtaining information as required

## **2.2 Factors affecting work requirements**

Works may be completed as intended and due to many an expected situations. The followings are the most common factors that affect work completion.

- **Changes to/new workplace/organizational procedures:** - this will lead to changes in the way tasks are completed, necessitating some work which may have to be redone which can affect deadlines and budgets.



- Unforeseen incidents could include anything from fire drills to unplanned phone calls.
- **Competing work demands:** - when more than one job needs to be completed at the same time which could lead to substandard work or not meeting timeframes.
- **Environmental factors:** - circumstances or influences which affect the operation of an organization and would impact on the amount of time needed to complete tasks or how the workspace is used.
- **Resource constraints:** - these include finances (having enough money to complete the task satisfactorily), personnel (employees), expertise (employee skills) and technology (computers and machinery).
- **Technology/equipment failure/faults:-**
- Organization's lack of support, such as:
  - Inadequate tools and equipment
  - Unclear instructions
  - Unfair levels of expected performance
  - Lack of leadership and poor work methods and procedures
  - Change in procedures

## 2.3. Overcome Factors affecting work requirements

Actions which may be taken to overcome factors affecting work requirements include:

- **Re-Prioritizing:** - looking at the order in which tasks are completed
- **Re-Negotiating:** - changing who does what task to better match skills to tasks, to save time and resources
- **Accessing additional resources:** -enabling tasks to be completed on time and within budget
- **Contingency planning:-** putting plans in place in case something goes wrong. Identifying what can go wrong in a situation and being prepared with plans, strategies and approaches for avoiding or overcoming possible problems
- **Troubleshooting:** - problem-solving to repair failed processes. It first requires identification of a problem and its possible causes, before a solution can be worked out to remedy the causes and return the process to a working condition again.

## 2.4. Communicating progress of task

Delays should be communicated to a supervisor for help and for reprioritisation

Be clear on your work duties – position description should tell you what your responsibilities are, clarify with supervisor

You do not complete tasks in an organization in isolation. The role that you perform will affect colleagues in your work group and people in other departments or sections of the organization. It is important that you develop the knowledge and skills required to inform relevant personnel of your progress in completing your tasks. Your work colleagues will use this information to assess any change they may need to make to their own tasks based on this information.

### **Track your progress**

You have already discovered that you can use a variety of tools to plan your daily work routine. These include diaries (printed and electronic), 'to do' lists, electronic organizers or wall planners. It is important that you use these tools to plan your tasks and monitor your progress.

Your schedule for completing tasks should display the order in which tasks are to be completed and specific goals or milestones that you need to reach along the way. If you do not achieve these milestones, you will need to take action to either adjust your plan or obtain additional resources.

### **Example: track daily work progress**

Sifen has been asked by her manager Ato Daniel at the museum to word process an invitation that is to be sent to the Friends of the Museum. The invitation is for the opening night of the by Twilight Exhibition. The invitation must be word processed and then checked for accuracy and presentation by her supervisor. Sifen will need to use mail merge (a feature of the word processing software) to create an invitation for each of the 120 Friends of the Museum. The completed invitations will need to be inserted in envelopes, postage attached and then delivered to the post office by 11.00 am tomorrow. Sifen's manager has asked her to keep him informed of her progress. Sifen decides to contact her manager when the printing of the invitations is completed and again when she has the letters ready for delivery to the post office. Should she encounter any problems that will affect her reaching her deadline? She will let her manager know immediately

## Self-check-1

### Part I

Choose the best answers

1. \_\_\_\_\_ is working in a well-organized or competent manner to achieve maximum output with minimum effort and/or expense

- A. Organizing
- B. Planning
- C. Efficient
- D. All

2. Which one the following is not factors affecting work Requirements?

- A. The organization's lack of support, such as:
- B. Inadequate tools and equipment
- C. Unclear instructions
- D. Unfair levels of expected performance

3. Which one the followings are actions to overcome factors affecting work requirements

- A. The organization's lack of support, such as:
- B. Inadequate tools and equipment
- C. Unclear instructions
- D. Unfair levels of expected performance
- E. All

4. \_\_\_\_\_ is adequate in accomplishing a purpose or producing the intended or expected result

- A. Organizing
- B. Planning
- C. Efficient
- D. Effective

5. The followings are the effects of emerging technology on employment except one

- A. Result in more staff being employed
- B. Result in less staff being employed

- C. Employing new staff with more appropriate skills.
- D. Staff may need retraining in the use of the new technology

## Part II

Say true or false

- 1. Delays should be communicated to a supervisor for help and for reprioritisation
- 2. Efficient and effective are synonyms
- 3. A business is unable to save time and money due to advances in technology

## Part III

1. List at least five technologies that may you use in business setting

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

2. List five points to consider when completing work tasks

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

### **Unit Three: - Review work Performance**

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

- Feedback on work performance
- Monitoring and adjusting work
- Opportunities for improvement

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

Specifically, upon completion of this learning guide, you will be able to:

- Identify Feedback on work performance
- Monitor and adjust work
- Identify and plan opportunities for improvement

### **3.1. Feedback on work performance**

Feedback is the process of evaluating, discussing and organizing an employee's performance. It is an action used to offer constructive information to a team member.

Feedback is the amount of information employees receive about how well or how poorly they have performed

Constructive feedback is very valuable. It can make you feel good about the work you are doing. It lets you know whether you are on the right track and how you might improve.

**The followings are Some feedback in which work performance is revised**

#### **Supervisor feedback**

Feedback from your supervisor is also valuable. They may have a private discussion with you for things that only concern you. At other times they will give you feedback in a team meeting, particularly if what they have to say concerns the rest of the work group.

As well as informal discussion and advice, you may have a more formal review. This may be called a 'performance appraisal' and can happen every six months or once a year. It is an opportunity for you and your supervisor to sit down and discuss all aspects of your work. Write notes about points that you can raise in discussion with your supervisor and review your work plan for the last six months or year in preparation for your performance appraisal.

#### **Formal performance appraisals**

These generally occur on a regular basis. The first appraisal usually takes place three months after an employee starts a job and then every six or twelve months thereafter. These appraisals allow for a formal method of feedback which can lead to modification of work performance, further training and re-evaluation of performance.

The purpose of the performance appraisal is to be clear about your job requirements and the necessary standards of work performance and behavior. Your manager should give you constructive feedback on your progress in relation to your work plan for the last six months or year. An appraisal is also an opportunity to identify training and development needs related to your position and the business needs of the organization.

#### **Informal performance appraisals**

Informal performance appraisals can occur whenever the supervisor feels communication is needed.

For example: If the employee has been consistently meeting or exceeding standards. An informal performance appraisal may be in order simply to recognize this fact

Discussions can take place in a variety of places in the organization ranging from the manner's office to the cafeteria. Of course, it is always wise to discuss employee performance in private:

Many organizations encourage a combination of both formal and informal; appraisals. The formal appraisal is most often used as the primary evaluation.

However, the informal appraisal is very helpful for more frequent performance feedback.

Informal appraisals should not take the place of formal performance evaluations.

### **Feedback from clients**

Obtaining feedback from clients is preferably positive praise rather than negative points. The more information you get from the customers, the better you can perform. When you have more accurate information from the customers it will put you ahead of all the competition in the market.

### **Obtaining feedback from s colleagues**

Obtaining feedback from colleagues mainly in the form of informal comments on a job well done or suggestions of how to complete a task. The simple act of asking for feedback from coworkers helps to build closer working relationships. Most of your coworkers will appreciate being asked for feedback, they'll feel positive about the experience of giving you feedback.

### **Personal, reflective behavior strategies**

Thinking about what has been done and how it can be improved for next time.

### **Routine organizational methods for monitoring service delivery**

These include customer complaint or satisfaction forms, and surveys that are completed at the end of a task.

### **Self-Feedback (Self-Appraisals)**

Some companies require employees to conduct a self-appraisal during their formal review process. Employees can learn a lot from self-appraisals, although their responses may vary widely: (Either by over- or under-estimating their achievements). It's important to review self-feedback and openly discuss its accuracy.

### **360-degree feedback**

**360-degree feedback allows all team members and leaders to be involved in the feedback process. This form of feedback is confidential and comes from the entire work team, not just management or team leaders. Feedback might include coworkers, direct reports and managers.**

## **The Key Types of Feedback**

### **Informal Feedback**

Informal feedback is unscheduled and often unexpected. There is no formal process or procedure to initiate or govern this feedback, it's not part of a regular cycle and, in some cases, it can be unwarranted or unwelcome.

Examples of informal feedback include: Approaching an employee out of the blue to tell them they've done a good job, providing suggestions for improvement, shouting at them, or berating them.

### **Formal Feedback**

Formal feedback is a key element of core HR processes. Formal feedback mechanisms can be part of a performance management cycle and can take the form of staff appraisals, or development reviews (PDRs).

The key here is the word 'formal': In this instance, feedback is structured, usually pre-planned, and may involve reviewing metrics. It usually requires pre-preparation and often includes both feedback and feed-forward (advice given, to help employees improve their future behavior).

### **Formative Feedback**

This type of feedback is given during a process. Rather than waiting until the end of a project, year or cycle. It is used as a helpful way to explain how things are going at the time.

### **Summative Feedback**

This type of feedback is given at the end of a process or cycle such as the financial year-end, the calendar year-end, the end of a project, or the end of someone's employment. It is the opposite of formative feedback.

### **Self-Feedback (Self-Appraisals)**

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Some companies require employees to conduct a self-appraisal during their formal review process. Employees can learn a lot from self-appraisals, although their responses may vary widely: (Either by over- or under-estimating their achievements). It's important to review self-feedback and openly discuss its accuracy.

### **Peer Feedback (360° Feedback)**

When colleagues (rather than managers) provide feedback this is referred to as peer feedback. It is often used as part of a 360-degree review.

### **Positive Feedback**

The type of feedback that we all like to hear the most is positive feedback. This means we're doing a good job and people are happy with our work.

### **Negative Feedback**

We're less likely to enjoy receiving negative feedback but, while feedback can be negative (for example, we might be told we're doing something wrong), it can also be constructive. Employees have to face criticism to get better at their jobs.

### **Constructive Feedback**

The goal of constructive feedback is to help employees develop their skills while creating a more empowered, positive workforce of people who enjoy doing their jobs.

### **Destructive Feedback**

The opposite of constructive feedback is destructive feedback. This is to be avoided at all costs. It demotivates employees, is likely to reduce employee retention, and increase staff turnover rates. Destructive feedback is often used by bullies, power-hungry managers, or those who dislike their employees. It is more common in toxic work environments.

### **Ensure Fair, Constructive Feedback**

## **3.2. Monitoring and adjusting work**

Monitoring is periodic tracking (for example, daily, weekly, monthly, quarterly and annually) of any activity's progress by systematically gathering and analyzing data and information. The target audience/beneficiaries must be defined along with what you are doing, and whether your activities are being implemented as planned or not.

Reviewing or monitoring the work performance of a team or oneself helps to ensure that plans are on track and goals will be achieved. Planning and monitoring are very closely linked to each other. If things are not going according to plan, take corrective action to improve the situation.

**Areas that are typically monitored include.**

- **Output** - is the quantity of output on target with the plan?
- **Quality** - is the output the desired quality?
- **Resources** - is the amount of resources being used consistent with the plan? Resources include raw materials, equipment, property, lighting and heating as well as human resources.
- **Procedures** - are the procedures the most efficient for the task?
- **Cost** - is the budget on target?
- **Time** - are you on schedule?

### **Advantages of Monitoring**

- Improves overall quality of output
- Prevents problems from occurring and re-occurring
- Prevents problems from becoming too large and overwhelming
- Minimizes the effects of problems once they have occurred
- Provides team members with guidance - they know they are "on the right track"
- Avoids "management by crisis" - mopping up problems only after they have occurred
- Detects and reduces errors
- Improves efficiency
- Provides the team with consistency

### **Steps in the Monitoring Process**

#### **1 .Establish a goal or a standard**

The first step involves the planning process and ideally should have already been completed before the commencement of a task. It involves setting your goals and determining what end result you want to achieve. It is best to use the established standards of your work group or organization and measure your performance against these.

#### **2. Compare what is being done with the planned result**

The next step in the monitoring process is to check and compare what is being done with the planned result.

**Methods of comparison include.**

- **Personal observation** - You can discover a lot by observing. Talk to people to find out how things are going. Are things going to plan? Do you feel pleased with the progress so far?

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- **Reporting** - Progress reports can be oral or written depending on the team. The report takes place at a predetermined time (eg weekly staff meetings) and provides you with feedback regarding the progress of a task.
- **Testing** - Testing may include random spot checks, inspections or taking samples.

### 3 .Implement corrective action, if necessary

If there is a deviation from what was planned and the actual outcome, thorough investigation may be necessary to determine the reasons for the deviation before any corrective action is contemplated. Sometimes, if the deviation is only minor, it may be more appropriate not to take any action at all.

### Established Standards use to Compare Performance

- **Ethiopian standards** - published documents setting out specifications and procedures designed to ensure products, services and systems are safe, reliable and consistently perform the way they were intended to. They establish a common language which defines quality and safety criteria.
- **Legal** and organization policies, guidelines and requirements - documents which define policies regarding, best practice, conflict resolution, rights and responsibilities, etc.
- **Legislation** - laws passed by both State and Federal Parliaments, for example WHS Act 2011
- **Organizational policies and procedures** - policies usually describe the rules which apply within the workplace, including what the rule is, when it applies and whom it covers. Procedures describe the critical steps which must be undertaken to comply with the policy.
- **Specified work standards** - written description of how a process should be carried out, setting out either minimum or best standards.
- **Standards set by work group** - specified work standards which have been agreed upon by a particular work group of employees.

### 3.3. Opportunities for improvement

You can find opportunities to improve yourself in any organization, big or small. Sometimes, you will be offered opportunities without asking. At other times, you will need to show initiative and identify opportunities for yourself.

Use these steps to help you actively seek self-improvement opportunities:

- **Identify what is available** :- Identify options of further skills and performance of improvement
- **Discuss the options**:- analyze which options of improvement opportunities are best for you

- **Make plan:-** Make plan where, when, what and how to achieve your goal

The following are opportunities for performance improvement beyond feedback:

1. **Coaching, mentoring and/or supervision** - this will help with identifying personal strengths and setting personal and team goals and timelines for work to be completed.
2. **Internal/external training provision** - on and off the job training, having the opportunity to attend seminars, workshops or courses to meet learning needs, being able to rotate jobs in a workplace to enable multi-skilling.
3. **Personal study** - completing study outside of work. You may also want to improve your knowledge and skills in a more formal way. There are many part-time courses available at TVET, university and other training organizations. If you have been working for some time, you may have already accumulated a lot of knowledge and skills outside the formal education and training system.
4. **Recognition of current competence (RCC)/ skills recognition/initial assessment** - recognizing the level of current knowledge and skills and identifying gaps which require further learning to enable workers to complete their job competently, and identifying learning opportunities to meet needs and fulfill career aspirations.
5. **Workplace skills assessment** - recognition of current competence and recognition of prior learning can lead to credit transfer in tertiary study which can reduce the length of time needed for completion of courses.

## Evidence of learning

After employees use opportunities for improvement and got knowledge, skill and experience that improve their work performance, they should have to prove that they learnt i.e. learning evidence

**Evidence-Of learning** “evidence that learning has occurred” – which assumes that learning can be measured. EOL describes a set of strategies and tools that are empirically proven to demonstrate learning outcomes. More literally, the term refers to a process that shows evidence of learning taking place. Evidence-based learning may involve setting goals that challenge students intellectually. From an instructional standpoint, evidence-based learning involves using the latest research and data to inform the structure of class activities and lectures.

### Where evidence of learning can be found:

Depending on what you are trying to prove, evidence can be found in a variety of places and ways.

### Evidence of learning can include:

- gaining of a qualification/ticket/license

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- completion of a work diary
- report/evaluation/appraisal completed by supervisor or team leader
- competency records
- Completion of a learning portfolio

## Self –Check

### Part I True False

1. The first formal appraisal usually takes place six months after an employee starts a job
2. The formal appraisal usually takes place two times per year.
3. Quality is the quantity of output on target with the plan
4. The first step to review work performance is obtaining feedback
5. Employees have to face criticism to get better at their jobs.

### Part II choice

1. The correct steps to help you actively seek self-improvement opportunities are
  - A. Identify what is available, Discuss your options and Make a plan
  - B. Discuss your options, Identify what is available, and Make a plan
  - C. Make a plan, Identify what is available, and Discuss your option
  - D. Identify what is available, Discuss your options and Make a plan
2. \_\_\_\_\_ is talk to people to find out how things are going.
  - A. Testing
  - B. Reporting
  - C. Personal observation
  - D. None
3. \_\_\_\_\_ is periodic tracking (for example, daily, weekly, and monthly, quarterly and annually) of any activity's progress by systematically gathering and analyzing data and information.
  - A. Personal observation
  - B. Feedback
  - C. Monitoring
  - D. Reflecting
4. Evidence of learning can include:
  - A. Competency records
  - B. Completion of a learning portfolio
  - C. Workplace skills assessment
  - D. Gaining of a qualification/ticket/
5. Areas that are typically monitored include
  - A. Resource
  - B. Cost

C. Procedure  
D. Time

E. All

<u>A</u>
----1. The type of feedback that we all like to hear the most.
-----2. is to help employees develop their skills
-----3. Summative feedback
-----4. Legislation -
-----5. Coaching, mentoring

<u>B</u>
A. Laws passed by both State and Federal Parliaments
B. Positive feedback
C. Improvement opportunity
D. Constructive Feedback
E. type of feedback is given at the end of a process or cycle

## Operation sheet 1 Planning and Prioritizing Work Schedule

- **Operation title:** Work Schedule
- **Purpose:** To prepare daily activities work schedule
- **Instruction:** Using the tools and steps given below and prepare work schedule for you daily work activities. You have given 30Minut for the task and you are expected to perform
- **Tools and requirement:**
  1. Paper,/note book/
  2. Ruler,
  3. Pencil.
  4. Electronic diary

### Steps in doing the task

1. List your daily work activities/ to list
  2. Set goal for each task
  3. Prioritize tasks in accordance of urgency and important
  4. Prepare time timetable and record activities in order of propriety
  5. Allocate time and deadline
  6. Allocate necessary resource
  7. List constrains/ Time waster and time saver
- **Quality Criteria:** the given project is evaluated in terms of , SMART, and
  - **Precautions:** Do not forget that attending training, attending cooperative training submitting an assignment, cleaning class are among your daily work activities



## Reference

<https://uk.indeed.com/career-advice/career-development/smart-goals>

[https://search.yahoo.com/search;\\_ylt=AwrNOSvEU4djhSIOVHBXNyoA;\\_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3JlbC1ib3Q-?p=the+ef](https://search.yahoo.com/search;_ylt=AwrNOSvEU4djhSIOVHBXNyoA;_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3JlbC1ib3Q-?p=the+ef)

[https://r.search.yahoo.com/\\_ylt=AwrFch0GVIdj29ENhgdXNyoA;\\_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1669842055/RO=10/RU=https%3a%2f%2fwww.indeed.com%2fcareer-advice%2fcareer-development%2ffeedback-improves-performance/RK=2/RS=rAqW08fRk.QiDhW2wyvMFNbt1VY-](https://r.search.yahoo.com/_ylt=AwrFch0GVIdj29ENhgdXNyoA;_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1669842055/RO=10/RU=https%3a%2f%2fwww.indeed.com%2fcareer-advice%2fcareer-development%2ffeedback-improves-performance/RK=2/RS=rAqW08fRk.QiDhW2wyvMFNbt1VY-)

<https://www.developgoodhabits.com/benefits-smart-goals/>

Reinforced the importance of individual work (Maslow, Herzberg, McClelland).



### The trainers who developed TTLM

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