

UNIT 40: BUSINESS WORK EXPEREINCE

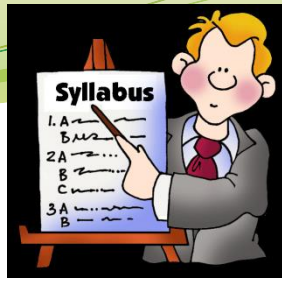


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UNIT 40: BUSINESS WORK EXPERIENCE



- LEARNING OUTCOME 2: BE ABLE TO AGREE AIMS AND OBJECTIVES OF WORK-BASED PROJECT WITH OTHERS



THE BASIC SYLLABUS

- 1. Understand ways to arrange appropriate industry experience.
- 2. Be able to agree aims and objectives of work-based project with others.
- 3. Be able to monitor and evaluate progress of work-based project.
- 4. Be able to present report on work-based project.



LEARNING OUTCOMES

- Be able to agree aims and objectives of work based project with others



- At the end of the class the students should be able to:
- AC 2.2 Evaluate how the aims, objectives and targets will benefit both the organization and self.



OVERVIEW

- Evaluating and reviewing an assignment is very crucial for assessing the performance of the assignment against pre-determined criteria and several KPIs (key performance indicators). It also aims at identifying the changes, if any, that need to be made in the process and procedure of project planning and implementation. It also helps to ascertain what procedures had a positive impact so that they could be fed back into the process for improving the overall performance of the organization.



PERSONAL DEVELOPMENT

- Maslow (1970) suggests that all individuals have an in-built need for personal development which occurs through the process called self-actualisation.
- The extent to which people are able to develop depends on certain needs being met and these needs form a hierarchy. Only when one level of need is satisfied can a higher one be developed. As change occurs throughout life, however, the level of need motivating someone's behaviour at any one time will also change.



PROFESSIONAL DEVELOPMENT

- Professional development is the skills and knowledge an employee gains to optimize her personal development and job growth. It includes learning opportunities, such as college degrees and coursework, or attending conferences or training sessions. This development is an extensive and collaborative process; upon completion, an evaluation of progress is usually performed. Many different professionals engage in such learning opportunities, including teachers, lawyers, healthcare professionals, and engineers. These individuals often have a desire for career longevity and personal growth, and they are, therefore, willing to undergo the necessary training to obtain these goals.



NEGOTIATION

- Effective negotiation helps you to resolve situations where what you want conflicts with what someone else wants. The aim of win-win negotiation is to find a solution that is acceptable to both parties, and leaves both parties feeling that they've won, in some way, after the event.
- There are different styles of negotiation, depending on circumstances. For resolving disputes with people with whom you have an ongoing relationship: If one person plays hardball, then this disadvantages the other person – this may, quite fairly, lead to reprisal later. Similarly, using tricks and Manipulation during a negotiation can undermine trust and damage teamwork. While a manipulative person may not get caught out if negotiation is infrequent, this is not the case when people work together routinely. Here, honesty and openness are almost always the best policies.



ACTION PLANNING

- Action Plans are simple lists of all of the tasks that you need to finish to meet an objective. They differ from To-Do Lists Add to My Personal Learning Plan in that they focus on the achievement of a single goal.
- Action Plans are useful, because they give you a framework for thinking about how you'll complete a project efficiently. They help you finish activities in a sensible order, and they help you ensure that you don't miss any key steps. Also, because you can see each task laid out, you can quickly decide which tasks you'll delegate or outsource, and which tasks you may be able to ignore.



STRATEGY DEVELOPEMENT

- Strategy development, also known as strategic planning, is fundamental to creating and running a business. Simply put, it's a game plan that sets specific goals and objectives but like a game plan, it is capable of being changed in response to shifting market dynamics.



OBJECTIVE SETTING

- An objective is a specific step, a milestone, which enables you to accomplish a goal. Setting objectives involves a continuous process of research and decision-making. Knowledge of yourself and your unit is a vital starting point in setting objectives.



OBJECTIVE SETTING

The Starting Point in Setting Objectives

Assess Yourself

1. Who am I?
2. What are my strengths?
3. How do I work?
4. Where do I belong?
5. What is my contribution?

Assess Your Unit

1. What is its role?
2. What are its resources?
3. How does it function?
4. What is my function within it?
5. What are the functions of others?



CREATIVE

- Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing. If you have ideas, but don't act on them, you are imaginative but not creative.



INNOVATIVE

- The word “innovation” is quickly skyrocketing in the business world; it’s everywhere. According to businessweek.com, it “has become the rallying cry of every product manager, the pursuit of every design consultant, the autocomplete of every press release writer.” But what does it really mean? Innovation technically means to introduce a new idea, or to take an existing idea and make it work better. In the business world, the term tends to refer to the process of introducing something new. This process starts from the origination of an idea and goes on to the transformation and implementation of that idea, taking into account the system on which the process unfolds.



PROBLEM SOLVING

- Problem-solving is a tool, a skill, and a process. As a tool it helps you solve a problem or achieve a goal. As a skill you can use it repeatedly throughout your life. And, as a process it involves a number of steps.
- It is not unusual for problems to arise when you are working towards a goal and encounter obstacles along the way. Students usually have many and varied goals, both related to school and to other areas of their lives, and it is likely that you will encounter barriers to your success at times. As these barriers are encountered, problem-solving strategies can be utilized to help you overcome the obstacle and achieve your goal. With each use of problem-solving strategies, these skills become more refined and integrated so that eventually their use becomes second nature.



METHODS OF ACHIEVING AIMS

- Aims:
- Are broad statements of desired outcomes, or the general intentions of the research, which 'paint a picture' of your research project
- Emphasize what is to be accomplished (not how it is to be accomplished)
- Address the long-term project outcomes, i.e. they should reflect the aspirations and expectations of the research topic.
- Once aims have been established, the next task is to formulate the objectives. Generally, a project should have no more than two or three aims statements, while it may include a number of objectives consistent with them.



OBJECTIVES AND TARGETS

- An objective is a statement of specific outcomes that a business wants to achieve. Businesses commonly use the acronym S.M.A.R.T. to identify an objective. This acronym stands for specific, measurable, achievable, relevant and timely. In other words, the objective should state what the organization wants to achieve, gauge what has previously been achieved, remain objective regarding resources and have a realistic time frame.



OBJECTIVES AND TARGETS

- A targeting strategy should take advantage of potential sales profits through a marketing campaign geared to a specific group. The success of a targeting strategy depends on how successfully the business identifies the target market. By targeting segments of the population and finding out what they need, the business can supply the consumer with the product demanded by the population segment. A primary problem with targeted strategies, however, is that the customer base is not large and product saturation can occur if the customer base does not grow.



TIME SCALE

- This is an arrangement of events used as a measure of the relative or absolute duration or time taken to complete a task or assignment e.g What is the timescale for completion of the work?



RESOURCES

- There are many resources within your business that are needed for your preparedness program. These internal resources include staff for emergency response, business continuity and crisis communications teams. Other resources include facilities, systems, equipment, materials and supplies to support response, continuity and recovery operations. Identify needed resources and determine what resources are available internally. Resources that are not available must be obtained from external resources.



RESOURCES

- Preparing for an emergency, responding to an emergency, executing business recovery strategies and other activities require resources that come from outside the business. If there were a fire in the building, you would call the fire department. Contractors and vendors may be needed to prepare a facility for a forecast storm or to help repair and restore a building, systems or equipment following an incident.



RESOURCES

- An understanding of the availability and capabilities of external resources is needed to make decisions about the preparedness program. How long would it take the fire department to arrive? How do you reach a contractor late at night and how long will it take them to arrive? Determination of the response time and capabilities of external resources will help you identify gaps between what you need and what is available. Strategies should be developed to fill these gaps.



INTENDED OUTCOMES

- The assessment process begins with having a clear and shared idea of what it is we are trying to measure. In many instances, this is the most difficult but most important step in the process. Defining intended outcomes are required whether you are assessing a program, a discipline, or even a department. The appropriate assessment measures become apparent after the intended outcomes are clearly described. Some have said that well written outcomes are the engine that drives the assessment process. Keep in mind that there are many important outcomes that are difficult to describe, let alone measure. An important outcome should not be abandoned simply because we cannot think of an easy way to measure it.



INTENDED OUTCOMES

- Outcomes focus on results and are not simply “administrative activities.” Effective outcomes focus on the impact that our activities, goals and decisions will have on the employee and/or the support for this learning process. They are concise and clearly worded. Outcomes are limited in scope and do not “bundle” several outcomes together. They should focus on core functions or key responsibilities within the department.



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