

# UNIT 40: BUSINESS WORK EXPEREINCE

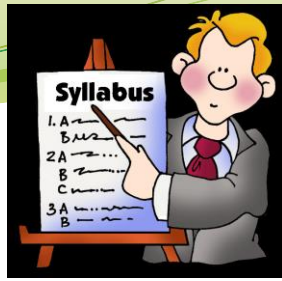


LECTURER: JUDITH ROBB-WALTERS

# UNIT 40: BUSINESS WORK EXPERIENCE

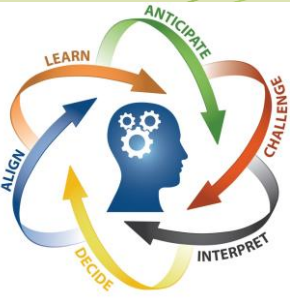


- LEARNING OUTCOME 3: BE ABLE TO MONITOR AND EVALUATE PROGRESS OF WORK-BASED PROJECT



# 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 3.3: Assess how the development of skills and behaviours improved own knowledge of working practices, making recommendations for improvement.



# OVERVIEW

- Skill Development means developing yourself and your skill sets to add value for the organization and for your own career development. Fostering an attitude of appreciation for lifelong learning is the key to workplace success. Work practice helps reinforce and check on theoretical knowledge. It also promotes the mastery of progressive technological processes, as well as adaptation to actual production conditions.



# PERSONAL EVALUATION

- A personal evaluation is often used by companies and businesses to evaluate and critique employees and the quality of work that they do. Such personal evaluations are typically taken into account when an employee is being considered for both positive and negative career changes (e.g. a salary raise or a layoff). It is important to ensure accuracy when writing a personal evaluation. Learn how to write a personal evaluation to fairly highlight important aspects of an employee's work, as well as protect your business from accusations of improper evaluations.



# PROFESSIONAL EVALUATION

- The evaluation of the professional activities of all employees is essential to the maintenance of standards of excellence. The purpose of professional evaluations shall be to encourage the improvement of individual professional performance and to provide a basis for decisions on reappointment, tenure and promotions. An evaluation of professional activities shall be based on total professional performance. Written evaluation shall be on file for all employees.

# AIMS

- Aim is a broad term used to describe a future expectation in its most vague form. An aim usually includes the words, learn, know, understand or appreciate. It is not measurable in a direct sense, but is meant to outline and organize your intentions. An aim may include the outcome for an entire subject or program and at times incorporates philosophical elements.





# OBJECTIVES

- Once an organization has developed its mission statement, its next step is to develop the specific objectives that are focused on achieving that mission. Objectives are the specific measurable results of the initiative. An organization's objectives offer specifics of how much of what will be accomplished by when. For example, one of several objectives for a community initiative to promote care and caring for older adults might be: "By 2020 (by when), to increase by 20% (how much) those elders reporting that they are in daily contact with someone who cares about them (of what)."



# OBJECTIVES

- The best objectives have several characteristics in common. They are all **S.M.A.R.T. +C.:**
- They are *specific*. That is, they tell *how much* (e.g., 40%) of *what* is to be achieved (e.g., what behavior of whom or what outcome) *by when* (e.g., by 2020)?
- They are *measurable*. Information concerning the objective can be collected, detected, or obtained from records (at least potentially).
- They are *achievable*. Not only are the objectives themselves possible, it is likely that your organization will be able to pull them off.



# OBJECTIVES

- They are *relevant* to the mission. Your organization has a clear understanding of how these objectives fit in with the overall vision and mission of the group.
- They are *timed*. Your organization has developed a timeline (a portion of which is made clear in the objectives) by which they will be achieved.
- They are *challenging*. They stretch the group to set its aims on significant improvements that are important to members of the community.



# TARGETS

- The word targets refer to aims in general, and it has the figurative meaning of distance or mark. While a goal remains as an individual's ultimate achievement, targets are what drive the individual towards his goal. For example, an individual can have targets for each year. Let us take the example of a student whose goal is to be a professor. Within his university years, his target would be performing well in his academics. Next his target would be to get involved in research agendas. Likewise, targets assist the student to slowly make his way towards his goal.



# TEAMWORK

- Teamwork is defined as "those behaviours that facilitate effective team member interaction," with "team" defined as "a group of two or more individuals who perform some work related task, interact with one another dynamically, have a shared past, have a foreseeable shared future, and share a common fate."



# TEAMWORK

- Groups go through a period of transition before real work can be accomplished. In Business Communication, author Mary Guffey notes these stages as "forming, storming, norming and performing." The forming stage involves introductions and the setting of procedures and perimeters for the group.



# TEAMWORK

- The storming stage has the greatest potential for conflict, as this is when members work out their roles, the rules and the goals they will meet. During the norming stage, members share information and work to maintain a spirit of solidarity. The final stage, performing, occurs when the team hits their stride, meaning that they are successfully able to handle personality issues and decision making; they enjoy the free flow of ideas, produce more and successfully meet deadlines.



# DECISION MAKING

- Every decision is made within a decision environment, which is defined as the collection of information, alternatives, values, and preferences available at the time of the decision. An ideal decision environment would include all possible information, all of it accurate, and every possible alternative. However, both information and alternatives are constrained because the time and effort to gain information or identify alternatives are limited. The time constraint simply means that a decision must be made by a certain time.





# DECISION MAKING

- The effort constraint reflects the limits of manpower, money, and priorities. (You wouldn't want to spend three hours and half a tank of gas trying to find the very best parking place at the mall.) Since decisions must be made within this constrained environment, we can say that the major challenge of decision making is uncertainty, and a major goal of decision analysis is to reduce uncertainty. We can almost never have all information needed to make a decision with certainty, so most decisions involve an undeniable amount of risk.



# LEARNING

- The formal definition of learning describes the process as "a relatively
- permanent change in behavior based on an individual's interactional experience with its environment." As such, learning is an important form of personal adaptation. Let's consider each critical element in this definition. Behavioral change occurs in all animals, both human and non-human, and is a process of personal, or ontogenic, adaptation that occurs within the lifespan of each individual to make one's survival more likely. To say that learning is relatively permanent is to emphasize that behavior is flexible and not genetically pre-programmed in form or function. Learned behaviors may exist for a lifetime, but they may also not appear throughout an individual's life.

# SELF -DEVELOPMENT

- Self-Development is a responsibility with commitment. It is a responsibility that one takes for oneself and it is the greatest responsibilities of all.
- It is a tool that one can use for constant betterment in every sphere of life. It can be applied by a school student in improving her mathematics or by a football player in managing the ball in field. It is important to utilize self development appropriately in order to polish your skills according to the target you wish to achieve. Your priority should be not to excel in any skill but in the skill that will lead you to your goal. To have a sound self development plan, it is important to have a sound strategy that works for you. The most important of all these is to ascertain the goals that this strategy is going to lead you to.



# ASSERTIVENESS

- Assertiveness is the ability to express one's feelings and assert one's rights while respecting the feelings and rights of others. Assertive communication is appropriately direct, open and honest, and clarifies one's needs to the other person. Assertiveness comes naturally to some, but is a skill that can be learned. People who have mastered the skill of assertiveness are able to greatly reduce the level of interpersonal conflict in their lives, thereby reducing a major source of stress.



# MEETING NEEDS AND REQUIREMENTS OF THE JOB ROLE

- Performing at a satisfactory level or above is one way to ensure job security, which is particularly important during times of high unemployment rates. Understanding the function of your position, the goals of the company and how your duties are to be fulfilled helps you focus on meeting and exceeding the main requirements for your job. If you're unsure about the tasks of your position, ask your supervisor. Don't wait until your productivity is notably low and your job is in jeopardy.



# BENEFITS

- Benefit is the desired result of a project that was created to meet a particular operational need. For example, a project designed to reduce the time it takes to process an order has benefits such as improved customer service, increased sales, and reduced frustration for sales staff who have to deal with customer complaints.
- The whole point of benefits management is to make sure that your project provides clear benefits – as opposed to simply making sure the project is completed within specific time and resource limitations. So, while the success of project management is to deliver on time and on budget, the success of benefits management takes it one step further – to ensure that the initiative delivers the expected results.



# DIFFICULTIES

- A difficulty is anything that causes problems. Forgetting an answer during a test could be a difficulty. Difficulties are generally serious or hard to overcome. If you're having difficulty, you're having troubles.





# EFFECTIVENESS

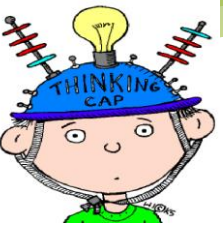
- Effectiveness must come first in all of your considerations about productivity. Effectiveness is doing the right things. You must make sure that all your objectives serve your goals, which in turn serve your purpose. Objectives are short-term achievements, goals are long-term achievements, and your purpose is serving customers in ways that satisfy their needs and desires. Start by looking at whether you are doing the right things, and whether you are asking employees to do the right things. For example, if you are a manufacturer, ask yourself whether all employee tasks contribute to manufacturing, or whether some tasks, such as washing company vehicles or ordering lunch for staff, are irrelevant. Make sure your employees engage in activities that are effective in moving you toward your goals.





# TIMESCALE

- The span of time within which certain events occur or are scheduled to occur considered in relation to any broader period of time. These can be expressed in the form of a Gantt Chart and the usage views, have a timescale that appears above the chart or time phased portion of the view. For example, you can display 5-day weeks or 7-day weeks, small representations of next and previous months, or days of the week spelled. This is very helpful to monitor the project to ensure the target or deadline set is achieved.



# REACH AND JUSTIFY CONCLUSIONS

- An analysis and conclusions should be justified before they are used to change or redirect program activities.
- Five bases of evidence are commonly used to justify conclusions.
- **Standards.** Standards reflect the values held by experts and stakeholders concerning program performance. You can document your conclusions by comparing your program monitoring, feedback and other indicators of progress against known standards.



# REACH AND JUSTIFY CONCLUSIONS

- **Analysis and synthesis.** Deciphering facts from a body of evidence involves deciding how to organize, classify, interrelate, compare and display information. These decisions are guided by the questions being asked, the types of data available and by input from stakeholders and other users of the data. Analysis and synthesis of findings might detect patterns, either by isolating important findings (analysis) or by combining sources of information to reach a larger understanding (synthesis).



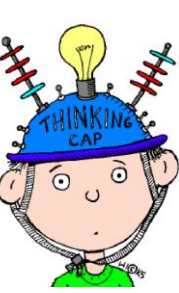
# REACH AND JUSTIFY CONCLUSIONS

- **Interpretation.** Interpretation is the effort of figuring out what the findings mean and is part of the overall effort to understand the data gathered in context. Evaluation evidence must be interpreted to determine the practical significance of what has been learned. Interpretations may also draw on information and perspectives that partners and stakeholders bring to the inquiry and can be strengthened through their active participation or interaction.



# REACH AND JUSTIFY CONCLUSIONS

- **Judgments.** Judgments are statements concerning the merit, worth or significance of the program. They are formed by comparing the findings and interpretations regarding the program against one or more selected standards. Conflicting claims regarding a program's quality, value or importance often indicate that stakeholders are using different standards for judgment.



# REACH AND JUSTIFY CONCLUSIONS

- **Recommendations.** Recommendations are actions for consideration resulting from the findings. Forming recommendations from the program evaluation requires information beyond what is necessary to form judgments regarding program performance. Knowing that a program is able to reduce the risk of disease doesn't necessarily translate into a recommendation to continue the effort, particularly when competing priorities or other effective alternatives exist. Thus, recommendations for continuing, expanding, redesigning or terminating a program are separate from judgments regarding a program's effectiveness.



# REACH AND JUSTIFY CONCLUSIONS

- Making recommendations requires information concerning the context, particularly the organizational context, in which programmatic decisions will be made. Recommendations that lack sufficient evidence or those that aren't aligned with stakeholders' values can undermine an evaluation's credibility. By contrast, an evaluation can be strengthened by recommendations that anticipate the political sensitivities of intended users and highlight areas that users can control or influence. Sharing draft recommendations, soliciting reactions from multiple stakeholders, and presenting options instead of directive advice increase the likelihood that recommendations will be relevant and well received.



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