East African Community (EAC)

Federation of East African Freight Forwarders Associations (FEAFFA)

THE EAST AFRICA CUSTOMS AND FREIGHT FORWARDING PRACTICING CERTIFICATE

EMPLOYABILITY SKILLS

KENYA REVENUE AUTHORITY

RRA Rwanda Revenue Authority

TANZANIA REVENUE AUTHORITY

URA Uganda Revenue Authority
DEVELOPING UGANDA TOGETHER

East African Community (EAC)

The East African Community (EAC) is a regional intergovernmental organization of six (6) Partner States, comprising Burundi, Kenya, Rwanda, South Sudan, Tanzania and Uganda, with its headquarters in Arusha, Tanzania.

Federation of East African Freight Forwarders Associations (FEAFFA)

The Federation of East African Freight Forwarders Associations (FEAFFA) is a regional private sector apex body of the Customs Clearing and Freight Forwarding (CFA) industry in East Africa. It aims at promoting a professional freight logistics industry for trade facilitation and regional economic growth. FEAFFA strives to address the challenges experienced by its members through training, provision of information, and other aspects of capacity building. It advocates for the full implementation of the East African Community (EAC) Customs Union. The East Africa Customs and Freight Forwarding Practicing Certificate (EACFFPC) is the Federation's and the industry's premier training program in East Africa since 2007.

East African Community (EAC)

Federation of East African Freight Forwarders Associations (FEAFFA)

THE EAST AFRICA CUSTOMS AND FREIGHT FORWARDING PRACTICING CERTIFICATE

EMPLOYABILITY SKILLS

FEAFFA in collaboration with East Africa Revenue Authorities

Table of contents

FOREWORD

Customs Clearing Agents, Freight forwarders, and Warehouse Operators in the East African Community (EAC) region continue to play a vital role in the facilitation of trade particularly with regards to the assessment tax, storage of goods, transportation, and last-mile delivery to clients. This, in turn, facilitates cargo movement and clearance from all ports.

The agents handle goods worth millions of dollars on behalf of the shippers. Besides, they originate documents that facilitate movement and clearance of cargo culminating in errors that slow down the flow of business. The movement of cargo depends on how fast and correctly documentation is done for verification by the respective Customs Authorities. A delay in customs clearance increases the cost of doing business.

This pointed to the need for these agents to be equipped with the requisite knowledge, skills, and attitudes to carry out their work efficiently, just as their counterparts from customs.

The EAC region, with support from TradeMark East Africa (TMEA), has made significant steps towards bridging the knowledge and skills gap in the customs clearing and freight forwarding industry. The introduction of the East Africa Customs and Freight Forwarding Practicing Certificate (EACFFPC) in 2006, a regional training programme jointly implemented by the EAC directorate of customs, the East African Revenue Authorities (EARAs), the National Association of the Freight Forwarding Industry, and FEAFFA was a big step. Since its inception, over 7000 agents have graduated from this training.

A review of the programme in 2015 and a market survey conducted in 2020 supported by TradeMark East Africa (TMEA) highlighted key areas of improvement for the EACFFPC programme to achieve the aim of producing competent customs agents, freight forwarders, and warehouse keepers. The revised curriculum has therefore been designed to address these challenges and shortcomings. The revamped EACPPFC programme is designed to enhance the ability of freight forwarders to provide competitive and high-quality end-to-end services thereby reducing inventory costs and increasing safety levels in warehousing operations in the East African region.

With the revised EACFFPC curriculum, the dream of attaining a professional and compliant freight logistics industry in the East African region has been strongly boasted.

ACKNOWLEDGMENT

The Curriculum Implementation Committee (CIC) is grateful to the EAC sectoral council on Trade Industry Finance and Investment for adopting the EACFFPC as an EAC training programme for clearing and forwarding agents in the region. This is a testimony to the effect the programmeme has had on the clearing and forwarding industry in the EAC region.

The CIC is also grateful to the EAC Directorate of Customs, the Commissioners of Customs of the East Africa Revenue Authorities, the Chairpersons of National Associations of clearing and forwarding agents, and the President of FEAFFA for their dedication and support to the EACFFPC programmeme.

Special appreciation for the National Curriculum Implementation Committees for providing their trainers to participate in the development and validation of the curriculum and training materials. CIC also acknowledges the FEAFFA secretariat for excellently coordinating the curriculum and training materials development and validation process.

The CIC in a very special way recognizes TradeMark East Africa (TMEA) who provided the financial support to update the curriculum, develop and publish the 2021 edition of the EACFFPC training materials. We remain indebted to you forever.

We also appreciate all EACFFPC trainers, students, and stakeholders for the constant feedback that has been incorporated in this edition of the training materials.

EMPLOYABILITY SKILLS

1.0 UNIT OVERVIEW

1.1 Unit Description

This unit covers competencies required to demonstrate self-management skills. It involves conducting self-management, managing emotions, achieving work-life balance, critical safe work habits, managing personal finances, performing at work, planning and organizing self to work and managing office records.

1.2 Summary of General Learning Outcomes

At the end of the unit, the trainee should be able to:
1. Conduct self-management
2. Manage Various Emotional States
3. Achieve Work Life Balance
4. Perform at Work
5. Manage professional growth and development
6. Instil leadership and teamwork in self and the team
7. Manage Personal Finance
8. Demonstrate critical safe work habits
9. Plan and organize work
10. Manage Office Records

2.0 SELF MANAGEMENT

2.1 Specific Learning Outcomes
   i. Explain the meaning of self-management
   ii. Formulate personal vision, mission and goals
   iii. Make strategies for overcoming life challenges
   iv. Demonstrate Self-awareness
   v. Express personal thoughts, feelings and beliefs
   vi. Develop and maintain high self-esteem
   vii. Develop and maintain positive self-image
   viii. Practice Healthy lifestyles

2.2 Meaning of Self-Management

Self-management is the process to design your identity and encourage yourself and others to accomplish the predetermined goal on time. Self-

Management is the responsibility that one takes of their behavior and own wellbeing. Self-management is also referred to as "self-control" or "self-regulation," is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals.

Self-management requires a person to know oneself. There are various ways of describing oneself. This involves knowing and understanding oneself in terms of abilities, feelings, emotions, habits or tendencies, positions in life and society, strengths, and weaknesses. Some of the questions are helpful in understanding oneself:
- Who am I?
- How do I relate with myself?
- Where am I coming from in terms of family, social cultural and economic background?
- Where am I now?
- Where am I going?
- How can I get there?

These questions help people to evaluate themselves in terms of:
- Physical attributes
- Intellect
- Strengths and weaknesses
- Personal values, beliefs, goals and ambitions

Self-awareness is having knowledge of oneself in terms of one's social background, strengths, weaknesses, potential, position in society, likes and dislikes. Knowing oneself promotes self-acceptance and the need to take personal responsibility in decision making and for his/her actions. This skill enables individuals to respond appropriately to various situations such as avoiding drug and substance abuse. Self-awareness is the basis of all life skills as the acquisition and development of other skills depends on how well an individual knows himself or herself. One should honestly evaluate oneself against a given situation in order to enhance self-awareness.

Self-awareness is important in that it enhances interpersonal relationships; promotes self-acceptance and care; enhances achievement of personal goals and promotes high self-esteem.

One should assess self by evaluating oneself in terms of strengths and weaknesses. It is important

for each person to be aware of his or her strengths and weaknesses. People should work towards capitalizing on their strengths and overcoming their weaknesses. However, where the weakness is the result of an attribute that one cannot change then acceptance is very important. For example, if one is physically handicapped, he or she has to accept their attribute.

Self-management has several dimensions as described in the figure below:

2.3 Formulating Personal Vision, Mission and Goals

2.3.1 Goal Setting

This is the ability to determine what you want to achieve in a clear and well-defined manner. Goal setting is a process for thinking about your ideal future and for motivating yourself to turn this vision of the future into reality. It is the process of goal setting that will help you where you want to go in life. Goal-setting is a process by which we identify our goals. It is concentrating on how goals indicate and give direction to an individual about what needs to be done and how much effort is required to be put in to achieve a given task or goal.

Properly set goals can be motivating and as one gets into the habit of setting and achieving goals,

you will find your self-confidence builds fast. Goal setting in the workplace helps you to decide what's important and to create an action plan that will help you achieve goals that align with those values. This skill is necessary to maintain productivity in the workplace because it enables you to manage your time and actions.

2.3.2 Setting Personal Goals

Goals and Goal-Setting means that when we know our goals, we know what direction to take in order to fulfil them. The first step in setting personal goals is to consider what you want to achieve in your lifetime (or by a time at least, say, 10 years in the future).

Personal goal is both short term and long term. Set your goals on at least three (3) levels:

- Create a "big picture" of what you want to do with your life.
- Break them into smaller or short-term targets that correspond to steps you must accomplish to hit your goal.
- Start working to achieve them.

One convenient way of creating your list of goals is to fill in the blanks under the following categories.

- What you want to BE.
- What you want to DO.
- What you want to HAVE.
- What you want to GIVE
- What you Don't want to BE, DO, HAVE, and GIVE

To give a broad coverage of all important areas in your life, try to set goals in all of the following categories: attitude, career education, family, financial, physical, pleasure, public service.

Steps of Setting Goals
- Step 1: Setting Lifetime Goals
  - Career
  - Financial
  - Education
  - Family
  - Artistic
  - Attitude
  - Physical
  - Pleasure
  - Public Service
- Step 2: Setting Smaller Goals. Smaller goals might be to:
  - Read books
  - Gather information about your higher goals, etc.

The goals you set must fulfil the SMART Goal Principle:

- S – Specific (Significant)
- M – Measurable (Meaningful)
- A – Attainable (Action-Oriented)
- R – Relevant (Rewarding)
- T – Time-bound (Trackable)

2.3.3 Challenges That Hinder One from Attainment of Personal Goals

There are many challenges that hinder the attainment of one's goals in life. However, the following are the most common:

- Lack of skill: Some goals like those which are career or business oriented require specific skills. Lack of such skills may hinder attainment.
- Limiting beliefs: Individuals with self-limiting believes such as; "I can't make it, people like me never make it" lack the required drive to achieve goals.
- Wellbeing: Individuals with physical and emotional problems may not be in a position to achieve their personal goals.
- Other people: People interacting with an individual like peers, friends, relatives who do not support his/her goals may discourage him/her from working towards achieving them.
- Own motivation: Lack of personal drive to achieve a certain goal may lead to failure
- Time: Lack of sufficient time to work on one's goal may lead to failure.
- Money: Attainment of some goals requires financial facilitation. An example is academic development. Lack of money can hinder attainment of such a goal.
- Fear: Fear of people, failure or venturing into the unknown, makes some individuals unable to attempt to work on achieving some personal goals.

2.3.4 Personal Vision Statement

It is a brief description of who you are; a guiding light; a way to focus your energy, actions and behaviours towards what is most important to you.

A personal vision statement is a brief summary of your ultimate career goal and key attributes. You may also see such statements referred to as "career mission statements" or "career vision statements."

Vision Statement is a vision statement is a bit more emotional because it defines our core values and how we apply these values to our mission. It also tends to provide the general directions that guide the course of our lives, even the choices we would have to make about our future careers.

2.3.5 Personal Mission Statement

A mission statement defines our purpose. It's what we ultimately want to achieve in our lives or careers, and expressed in a very specific, measurable way. It helps us identify our core values.

A personal mission statement defines who you are as a person (or as a team member where you work) and identifies your purpose, whether that's in the office or simply in life. It explains how you aim to pursue that purpose, and why it matters so much to you.

2.3.6   Personal Values

Personal Values are broad desirable goals that motivate people's actions and serve as guiding principles in their lives. Everyone has values, but each person has a different value set. These differences are affected by an individual's culture, personal upbringing, life experiences, and a range of other influences.

Personal Values helps answer questions:
- What do I want from my life?
- What are my talents?
- At the end of my life, what do I want to have accomplished?

2.4   Self-Management Skills

Self-management skills are the abilities that allow people to control their thoughts, feelings and actions. Self-management skills allow you to maximize your productivity, improve your workplace performance and efficiently achieve professional goals. Improving your self-management skills can help you increase your employability and better manage your career path. If you have strong self-management skills, you're able to set goals independently and take the initiative to achieve them. Purposeful self-management can help you direct the trajectory of your career and ensure you seek opportunities that get you closer to your goals.

2.4.1   Types of Self-Management Skills

Self-management skills focus on personal responsibility in the following areas as illustrated below:

1. **Time management:** Strong time management skills allow you to prioritize tasks, avoid distractions and maintain focus. Effective time management in the workplace helps with setting and meeting deadlines, working on one thing at a time and delegating responsibilities appropriately. Managing your time is an essential part of managing yourself.

2. **Stress management**: Stress management can take many forms, from maintaining a healthy diet and exercise regimen to proactively engaging in activities like meditation or journaling about your experiences. Proactively managing workplace stressors can help you remain calm on the job. Handling stress before it becomes an issue allows you to focus on your goals and make steady progress forward. Managing stress helps you self-manage your emotions and maintain a professional demeanour in the workplace.

3. **Problem Solving:** A systematic approach to defining the problem (question or situation that presents uncertainty, perplexity, or difficulty) and creating a vast number of possible solutions without judging these solutions. It is the ability to accurately identify challenges and risky situations and come up with workable solutions. It involves analysing the causes of the problem and looking for possible options. This enables one to take the best alternative in whatever situation he or she is confronted with. Problem solving is a cognitive processing directed at achieving a goal where no solution method is obvious to the problem solver. Critical thinking is defined as purposeful mental activity that helps formulate or solve problems, make decisions, or fulfil a desire to understand.

4.   Confidence

Confidence is a state of being clear-headed either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective.

Self-confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life.

Types of Self Confidence
- **Low Self Confidence:** Low Self Confidence Governing your behaviour based on what other people think. Staying in our comfort zone, fearing failure and to avoid taking risks. Some Points are, "I can't find happiness." This is the paradox that confuses even the smartest people. You need to learn how to set yourself up so that success and happiness find you. "Life has nothing more to offer me." This statement is another mistake that people make. It is a mistake because the statement is inside-out,

in reverse. Instead, it should read: "What do I have to offer life?"

- **Optimal Self Confidence:** Doing what you believe to be right, even if others mock or criticize you for it. Make Decisions with Absolute Confidence. At Optimal Self-Trust you'll learn how to: Release self-doubt and replace it with self-confidence. Make crisis-time decisions with swift and total clarity. Stop beating yourself up about past choices. Listen to what you want instead of needing others' approval.
- **Over Confidence:** Over Confidence is often we come across people who are self-confident i.e. egotistic and stubborn. Generally, these people have the so called 'Superiority Complex'. A condition of over-approximating one's capacity to perform or under-approximating the capacity of an opponent to perform. An unsupported belief or unrealistically good presumption that a favoured result will arise. Overconfidence is generally not an attractive trait in anyone.

How to Develop Self Confidence?
- Identify your negative thoughts.
- Turn your negative thoughts to positive thoughts.
- Refuse to allow negative thoughts to occur more often than positive thoughts.
- Maintain a positive support network.
- Eliminate reminders of your negativity.
- Identify your talents.
- Take pride in yourself.
- Accept compliments gracefully.
- Look in the mirror and smile.

Advantages of a Strength Self Confidence
- Greater self-worth.
- More happiness and enjoyment.
- Freedom from self-doubt.
- Greater strength and capabilities.
- Freedom from fear and anxiety.
- Freedom from social anxiety.
- More peace of mind and less stress.
- More energy and motivation to act.
- Greater success
- More beneficial and enjoyable interactions with others.

2.4.2 Improving Self-Management Skills

Enhance your self-management skills by actively focusing on ways you can direct, evaluate and improve upon your daily tasks. Here are a few ways you can improve your self-management skills:

- **Assess your strengths.** Determine what professional tasks you're best at and focus on ways to maximize your abilities in these areas. Understanding your strengths helps you manage your career path in a way that makes the most of skills like coding, technical writing, graphic design, or customer service.
- **Prioritize your responsibilities.** Clearly define which responsibilities are most important, and focus your attention on the most critical jobs, avoiding distractions that draw you away from what matters.
- **Develop organizational systems.** Find effective methods that help you manage your time, streamline your daily activities, and keep important items in easy-to-find places. This step might include using an agenda book, setting up a time-management app on your phone or creating a filing system at your desk.
- **Create strict deadlines.** Assign deadlines to each stage of a project and maintain your schedule. Hold yourself accountable for getting tasks done on or ahead of schedule by committing to put in more hours when needed to reach your self-designated checkpoints.
- **Perform one task at a time.** Focus your time, energy, and abilities on a single task at any given moment. Complete each task fully before moving on to another so that you're managing your time and effort efficiently.
- **Practice patience.** Maintain a sense of calm so you can think clearly and objectively. Be considerate of others and try to empathize with their needs and experiences to help them more effectively.
- **Take care of your health and wellness.** Maintain a proper diet, exercise regularly, care for your personal hygiene and actively focus on lowering

your stress levels. Take breaks to stretch and clear your mind, keep healthy snacks at work and look for opportunities for physical activities, such as a brisk walk on your lunch hour.

- **Evaluate your progress.** Objectively assess the progress you've made toward your goals by setting checkpoints along the way and tracking your accomplishments to see if you've met them. Ask a mentor for assistance to get a well-rounded appraisal. Use this feedback to improve your self-management going forward.

2.4.3 Self-Management Skills in the Workplace

Carefully managing your activities in the workplace can help you achieve and exceed your professional goals. Use the following tips to practice self-management in the workplace and maintain a productive and efficient schedule:

- Arrive at meetings on time and fully prepared: If you know a meeting is coming up, collect all the information you may need and prepare the questions you may want to ask ahead of the meeting. You can also review your questions and notes in the hour before the meeting to ensure you are focused on the meeting's goals and can be a collaborative contributor.
- Plan for the next day before leaving work: Set time aside at the end of each workday to organize your calendar, write a to-do list or organize your planner with the tasks you are to complete the next day. You can also use this time to review your accomplishments and how successful you were in reaching your daily goals.

2.5 Strategies for Overcoming Life Challenges

There are various strategies that can be used in overcoming challenges in life. These include:

1. Use positive self-talk.
   - When you face a challenge, do you find yourself saying, "I can't do this?" If that is the case, your self-talk is sabotaging your success. Instead, tell yourself you can and will succeed.

2. Give yourself permission to make mistakes and learn from them.
   - Resolve today that you refuse to give up until you reach the goal you have set.
   - By simply changing what you say in certain situations, you can alter the way your mind thinks about difficult circumstances.

3. Replace negative thinking with productive thinking.
   - Think about the road before you in a way that spurs you on toward success.
   - Replace thoughts of "I can't" or "I'll never make it" with productive thinking. Tell yourself, "I'll figure out a solution."

4. Focus on a solution, instead of the challenge.
   - When something is frustrating you, put your mind to work in a productive manner.
   - Think about what is great about the situation you are in. How can you make it the way you want it? This kind of thinking can only lead to success.

5. Face it head on.
   - Don't beat around the bush. If you are having an issue, do something about it. Burying it does nothing but eat away at you. Seek counselling if need be.

6. Focus on what you can do and what you have, not what you can't do and don't have.
   - Live within your means is a suitable statement for many situations, not just financial.

2.6 Self-Awareness

Self-awareness is knowing one's own. It is the ability to tune in to one's feelings, thoughts, and actions. Being self-aware also means being able to recognize how other people see you. People who are self-aware recognize their strengths and their challenges. This looks at attitudes, opinion, feelings, emotion, motives, purpose, desires, needs, strengths and weaknesses, among others.

To be self-aware, you must be able to:

1. **Identify your emotions.** You need to be able to identify their feelings. Learning the difference between frustration and anger will help you navigate your emotions.

By recognizing the link between feelings, thoughts, and actions, you can then address these feelings and react to them appropriately.

2. **See yourself honestly.** Looking at yourself honestly can help you respond to compliments, feedback, and criticism openly and earnestly. This sense of self allows one to see and acknowledge both the positive and negative things in their nature.

3. **Recognize your strengths and weaknesses.** Your ability to see yourself, acknowledge your shortcomings, and embrace your strengths is a great confidence booster. Knowing that it's okay to admit you are wrong or don't understand something sets you up for growth. Acknowledging aptitude also builds confidence.

4. **Work toward growth.** All of these skills lead to self-efficacy. Self-work and growth are positive activities that result in healthy, happy people with a drive to achieve.

2.6.1   Types of Self-Awareness

Generally, there are two types of self-awareness:

1. **Internal self-awareness –** This represents how clearly we see our own values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviours, strengths, and weaknesses), and impact on others. Internal self-awareness is associated with higher job and relationship satisfaction, personal and social control, and happiness; it is negatively related to anxiety, stress, and depression.

2. **External self-awareness** – This means understanding how other people view us, in terms of those our strengths, weaknesses, values, aspirations, etc. People who know how others see them are more skilled at showing empathy and taking others' perspectives. In the workplace, leaders who see themselves as their employees do, their employees tend to have a better relationship with them, feel more satisfied with them, and see them as more effective in general.

Based on the two types discussed above, one can fall under any of the below categories:

- Introspectors
- Seekers
- Aware
- Pleasers

	Low external self-awareness	High external self-awareness
High internal self-awareness	**INTROSPECTORS** They're clear on who they are but don't challenge their own views or search for blind spots by getting feedback from others. This can harm their relationships and limit their success.	**AWARE** They know who they are, what they want to accomplish, and seek out and value others' opinions. This is where leaders begin to fully realize the true benefits of self-awareness.
Low internal self-awareness	**SEEKERS** They don't yet know who they are, what they stand for, or how their teams see them. As a result, they might feel stuck or frustrated with their performance and relationships.	**PLEASERS** They can be so focused on appearing a certain way to others that they could be overlooking what matters to them. Over time, they tend to make choices that aren't in service of their own success and fulfillment.

2.6.2 Understanding Self using the Johari Window Model

The Johari window is a technique that helps people better understand their relationship with themselves and others. It was created by psychologists Joseph Luft (1916–2014) and Harrington Ingham (1916–1995) in 1955 and is used primarily in self-help groups and corporate settings as a heuristic exercise. The Johari Window is widely used model for understanding and Training Self-Awareness, personal development, improving communications, interpersonal relationships, group dynamics, team development and intergroup relationships.

The Johari Window model is also referred to as a 'disclosure/feedback model of self-awareness', and by some people an information processing tool. The Johari Window represents information such as feelings, experience, views, attitudes, skills, intentions, motivation among others within or about a person in relation to their group, from four perspectives.

The Johari Window Model

https://www.facebook.com/ialwaysthink
prettythings
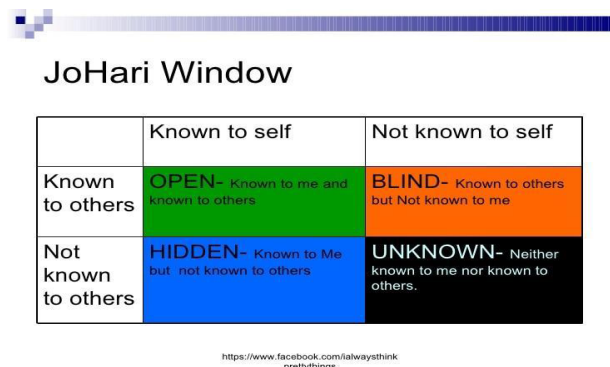
The four Johari Window perspectives are called 'regions' or 'areas' or 'quadrants'. Each of these regions contains and represents the information - feelings, motivation among others known about the person, in terms of whether the information is known or unknown by the person, and whether the information is known or unknown by others in the group.

Johari quadrant 1 (Open /Free Area):

Johari region 1 is also known as the 'area of free activity'. This is the information about the person behaviour, attitude, feelings, emotion, knowledge, experience, skills, views, among others known by the person ('the self') and known by the group ('others').

Johari Quadrant 2 (Blind Spot):

Johari region 2 is what is known which is about a person by others in the group but is unknown by the person him/herself.

Johari Quadrant 3 (Hidden Area):

This is what is known to ourselves but kept hidden from, and therefore unknown to others.

Johari Quadrant 4 (Unknown Area):

It contains information, feelings, talent abilities, aptitudes, experiences among others, that are unknown to the person him/herself and unknown to others in the group.

2.6.3 Increasing Your Self-Awareness

1. Internal self-awareness
   - Tell the true story about yourself – shaping who you really are allows you to understand your current motives and the goals you set for your future.
   - Write a journal – a long-recognised technique for framing your experience and finding connections.
   - Establish inner dialogue with yourself – think regularly about how you feel. Are you happy? Are you under stress?
   - Try meditation – focusing on the current moment and making your mind clear – ask yourself what you want to achieve, what obstacles are in your way and how you will overcome them.
   - Create a list of your life priorities – and then keep track of progress.

2. External self-awareness
   - Talk to a friend you can trust – this can help you to see things you've never noticed in yourself.
   - Get feedback from the people around you – ask them to tell you what you're good at and what you're bad at and think about what you hear.
   - Give a video interview – invite a friend to film you and ask you questions. Take some time to watch it back and analyse what you see. Is there anything you want to change about how you come across?

When collecting feedback from the people around you, don't ask everyone you know or work with all at once, as that amount of feedback could easily overwhelm you. For example, start by choosing one or two trusted colleagues and ask them for some constructive feedback on a particular aspect of your approach.

2.7 Expressing Personal Thoughts, Feelings and Beliefs

Self-Expression is your ability to understand and articulate the *What, Why* and the *How* of your emotions in a constructive manner.

- *What*: what is the Emotion you're undergoing?
- *Why*: Why are you undergoing the Emotion?
- *How:* How is it impacting you – physically and mentally?

Self-Expression has 3 sub-components:

- **Emotional Expression:** Emotional Expression is one's ability to openly express their emotions. The form of expression can be both verbal and non-verbal. There's a widespread misconception that emotionally intelligent people do not express their emotions and are excellent at concealing emotions linked to displeasure and sadness. On the contrary, emotionally intelligent people are good at articulating their emotions, their underlying causes, and their potential impact. As a result, people view them as transparent individuals. This trait helps them gain trust.

- **Assertiveness:** Assertiveness is the ability to communicate thoughts feelings and beliefs openly, in a socially acceptable and constructive manner. While Assertive and Aggressive behaviors are used interchangeably by some, they're different in nature. In simple terms, an Aggressive individual is always focused on self while an Assertive individual focusses on a "win-win" for all those involved. Being Assertive helps an individual by ensuring that there are no hard-feelings left after a conversation and at the same time ensures that there is clarity all around

- **Independence:** Independence is about being self-directed. It's the ability to free oneself from emotional dependency on others. It can be gauged by assessing how autonomous one is in taking decisions and executing daily tasks. Depending on someone often causes a lot of stress. Independent people are self-confident, calm and composed.

2.8 Development and Maintaining High Self-Esteem

2.8.1 Meaning of Self Esteem

Self-esteem is the awareness of good in self. It is also defined as self-worth or the value you attach to yourself. It involves what the individual feels about his or her personal attributes (physical, social, and psychological). Socializing agents such as family members, teachers, peers, and culture may determine the level of an individual's self-esteem. Life experiences such as loss and grief, illnesses, transition and change of social environment can affect self-esteem. A high self-esteem enhances self confidence that enables a person to interact, participate and relate positively with others. A low self-esteem may undermine the growth and development of a person. Every one of us is always confronted with situations that challenge our self-esteem. We should be aware of the factors that may lower our self-esteem and that of others. Our perception of ourselves has a profound effect on how we live our lives.

2.8.2 Signs of high self-esteem in an individual

The signs of high self-esteem in an individual include:

- Self-confidence
- Self-discipline
- Relating well with others
- Self-care
- Self-trust
- Positive self-image
- Outgoing and assertive
- Good performance of tasks
- Cheerfulness

2.8.3 Signs of low self-esteem in an individual

The signs of low self-esteem in an individual include:
- Isolation and withdrawal
- Self-doubt
- Self-neglect
- Vulnerability to peer pressure
- Aggressiveness
- Low performance of tasks
- Lack of assertiveness
- Lack of self-confidence
- Negative self-image
- Defensive behaviour
- Dependency
- Passiveness
- Violent behaviour
- Work holism

2.8.4 Factors that enhance high and low self-esteem

High self-esteem enhances self-confidence that enables a person to interact, participate and relate positively with others. Low self-esteem may lead to poor self-image and inability to relate well with oneself and with others as well. There are several factors that influence self-esteem. These include the following:

- **Age:** Self-esteem tends to grow steadily until middle school when the transition of moving from the familiar environment of elementary school to a new setting confronts children with new demands. Self-esteem either continues to grow after this period or begins to decrease.
- **Gender:** Girls tend to be more susceptible to having low self-esteem than boys, perhaps because of increased social pressure that emphasizes appearance more than intelligence or athletic ability.
- **Socio-economic Status:** Children from higher income families usually have a better sense of self-esteem in the mid - to late-adolescence years.
- **Body image:** Especially true for teens but also important for younger children, body image is evaluated within the context of media images from television, movies, and advertising that often portray girls as thin, beautiful, and with perfect complexion. Boys are portrayed as muscular, very good looking, and tall. Girls who are overweight

and boys who are thin or short often have low self-esteem because they compare themselves against these cultural and narrow standards.

Other factors that enhance high and low self-esteem include:

- **Social factors**: Family, school and peers influence an individual's self-esteem.
- **Mental factors:** Mental abilities and gifting will affect an individual's self-esteem.
- **Physical factors:** Good heath enhances high self-esteem while ill health enhances negative self-esteem.
- **Good health habits:** Good health habits like physical exercises and eating healthy enhances high self-esteem while bad health habits enhance low self-esteem.
- **Goal setting**: Goal setting enhances high self-esteem. On the other hand, lack of goals leads to disorganization and confusion which lead to low self-esteem.
- **Good grooming:** Good grooming shows self-care and self-respect. It enhances high self-esteem. On the other hand, self-neglect enhances low self-esteem.

2.8.5 Ways of Boosting Self-Esteem

Ways of boosting self-esteem include the following, among others:
- Focusing on strengths and weaknesses and building on what you do well.
- Wise choice of friends: Surround yourself with positive friends, that is, friends who love you as you are and who are supportive.
- Good health practices: Healthy habits such as eating healthy, doing physical exercises, medical check-ups make a person to feel better about themselves.
- Set goals for yourself: Setting goals causes people to feel more focused and in control of their lives. This makes them feel better.
- Positive thoughts: We should train ourselves to focus on thoughts that will move us forward in the right direction.
- Having sense of humour: Ability to laugh and make others laugh makes people feel better about themselves.
- Rewarding yourself: Rewarding oneself motivates one to work hard and achieve more. This boosts people's self-esteem.
- Self-respect: Self-respect emanates from

self-love. Individuals who love themselves treat themselves with care and dignity and this increases self-esteem.

2.9 Developing and Maintaining Positive Self-Image

Self-image is the personal view, or mental picture, that we have of ourselves. It is how you view yourself, your characteristics, and abilities. Self-image is an "internal dictionary" that describes the characteristics of the self, including such things as intelligent, beautiful, ugly, talented, selfish, and kind. These characteristics form a collective representation of our assets (strengths) and liabilities (weaknesses) as we see them. It is the value you place on yourself and how worthy you feel. Self-image is influenced by your self-esteem and your body image.

Self-image is affected by:
- What you think you look like
- How you see your personality
- What kind of person you think you are?
- What you believe others think of you
- How much you like yourself of think others like you
- The status you feel you have

Poor or low self-image can be caused by
- Negative environment
- Unfair or unnecessary comparison
- Lack of self-awareness
- Negative self-talk
- Unrealistic expectations

Self-image is influenced by ones thinking. Positive thinking affects one's self-image. Positive thinking is a mental attitude that admits into the mind thoughts, words and images that are conducive to growth, expansion, and success. It is a mental attitude that expects good and favourable results. A positive mind anticipates happiness, joy, health and a successful outcome of every situation and action. Positive thinking helps with stress management and can even improve one's health.

Steps to Build a Positive Self-Image
Negative self-image can affect virtually every facet of your life, including your relationships, your job and your health. Several strategies can be used to ensure a high self-image:
- Take a self-image inventory.

- Make a list of your positive qualities.
- Ask significant others to describe your positive qualities.
- Define personal goals and objectives that are reasonable and measurable.
- Confront thinking distortions.
- Identify and explore the impact of childhood labels.
- Refrain from comparing yourself to others.
- Develop your strengths.
- Learn to love yourself.
- Give positive affirmations.
- Remember that you are unique.

2.10 Self-Development

Self-Development is a process of consciously improving yourself in various aspects of your life. It is the conscious pursuit of personal growth by improving personal skills, competencies, talents, and knowledge to seek self-fulfilment and proactively reach one's fullest potential. Self-development is taking steps to better oneself, such as by learning new skills or overcoming bad habits. This is the process by which a person's character or abilities are gradually developed.

Self-development consists of activities that develop a person's capabilities and potential, build human capital, facilitate employability, and enhance quality of life and the realization of dreams and aspirations. Self-development may take place over the course of an individual's entire lifespan and is not limited to one stage of a person's life. It can include official and informal actions for developing others in roles such as teacher, guide, counsellor, manager, coach, or mentor, and it is not restricted to self-help. When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques, and assessment systems offered to support positive adult development at the individual level in organization.

The key component of self-development is the growth of one's personal self to seek self-fulfilment and proactively reach fullest potential. This starts with self-discovery, self-development, self-mastery and finally self-actualization.

Process of self-development
Self-discovery: The self-development starts with the self-discovery or self-awareness. It is finding out where one is in order to move on from there.

Self-discovery gives one insightful understanding of personality, values, tendencies, and beliefs. It provides insights of what to do or to become. This is helping a person to have self-improvement process by assessing the current skills, talents, and components. Self-assessment is the process of gathering information about one's own aptitude, skills, competencies, and talents and critically reviewing the quality of one's performance and abilities.

Self-assessment is different from self-awareness and self-discovery in that awareness and discovery is simply a recognition of something or knowing something exists. Self-assessment provides basis for setting out and reaching personal goals. It provides information needed to create an effective development plan which involves making goals or benchmarks that help define the path that you intend to follow. By knowing what specific skills, you need to develop or work on, you are able to focus your attention on those skills and making yourself more proficient at them. You force yourself to focus on the acquisition of knowledge and organize resources thus allowing one to become more organized and effective. As one becomes more effective, he/she can improve both abilities and ultimately performance. The increase on performance helps one to achieve more which increases self-confidence. Increase in self-confidence leads to being happier and feeling more fulfilled in life hence reaching self-actualization and realization of one's full potential.

Self-improvement and self-development

Self-improvement refers to something one can do to improve an aspect of life in which one is struggling. This includes building self-esteem and getting organized. These are worthy improvements to one's self, but the focus is on a person's weakness not on a strength or good quality.

Self-development focusses on personal growth in all aspects of one's life. It targets areas of both strength and weakness. It addresses areas of weaknesses to make them less challenging. it focuses on building one's talents and in areas that interest a person so that one reaches fullest potential and feel self-fulfilled.

Methods of Self-development

The Methods of Self-development includes
- **Coaching:** Coaching is a person-to-person technique designed to develop individual skills, knowledge, and attitudes. In Coaching, coaches concentrate on helping people to develop more productive ways of behaving and to change dysfunctional management styles.
- **Mentoring:** Mentoring is the process of using specially selected and trained individuals to provide guidance and advice that will help to develop the careers of the people allocated to them. The following are the benefits of Mentoring:
  o Guidance on how to acquire the necessary knowledge and skills to do a new job.
  o Advice on dealing with any administrative, technical or people problems individuals meet, especially in the early stages of their careers.
  o The Advice in drawing up self-development & learning programs.
  o A parental figure with whom the people they are dealing with can discuss their problems and concerns.
  o Help in tackling projects by pointing them in the right direction.
- **Action learning:** Action learning is a method of helping people to develop their skills by exposing them to real problems. In this method, People are required to analyse the problems, formulate recommendations, and then take action. It accords with the belief that People learn best by doing rather than being taught.

2.11 Healthy Lifestyles Practices at the Workplace

A healthy lifestyle is one which helps to keep and improve people's health and well-being. A healthy workplace is one where workers and managers collaborate to continually improve the health, safety and wellbeing of all workers and by doing this, sustain the productivity of the business (World Health Organisation, 2009).

1. Healthy eating

You should begin their day with a healthy breakfast and partake in a regular lunch to be more productive. An environment where there is availability of healthy food choices is key to promoting healthy diets that can become the norm in the workplace. Avoid foods made with refined

carbohydrates and high in fat, sugars or salt. You should:

- Select whole grains, brown rice over refined cereals
- Select healthy fats and proteins
- Choose poultry, fish, or lean meat
- Avoid processed, salted meats and fish
- Avoid adding excess salt or high salt flavour enhancers and always use iodized salt
- Select small portions if weight loss is the goal
- Eat adequate fruits and vegetables as part of your daily diet.

2. Engaging in physical activity

Numerous health benefits are associated with regular physical activity and exercise. Scientific literature shows that adults and older adults benefit the most from regular physical activity. Benefits include lowering their risk of early death, coronary heart disease, stroke, high blood pressure, adverse blood lipid profile, type 2 diabetes, metabolic syndrome, risk of colon and breast cancer, weight gain; improving cardiorespiratory and muscular fitness; preventing falls; reducing depression; having better cognitive function; as well as many benefits related to work performance of employees. WHO recommends that physical activity for health is the primary prevention of non-communicable diseases. For adults aged 18–64 years (working age group), physical activity includes leisure time activities; transportation activities (walking or cycling); occupational (work) household chores; and playing games, doing sports or planned exercise, in the context of daily, family and community activities.

WHO Global Recommendations

1. Adults aged 18–64 should do *at least 150 minutes* of moderate-intensive aerobic physical activity throughout the week or at least 75 minutes of vigorous-intensive aerobic physical activity throughout the week or an equivalent combination of moderate- and vigorous-intensive activity.
2. Aerobic activity should be performed in bouts of at least 10 minutes' duration.
3. For additional health benefits, adults should increase their moderate-intensive aerobic physical activity to 300 minutes (5 hours) per week or engage in 150 minutes of vigorous-intensive aerobic physical activity per week, or an equivalent combination of

moderate- and vigorous-intensive activity.
4. Muscle-strengthening activities should be done involving major muscle groups on 2 or more days a week.

3. Mental well-being and happiness at the workplace

Stress has multiple causes. It is not simply the result of a stressful event alone. What manifests as 'stress' is usually the end product of the interaction of several predisposing factors.

- People tend to carry stress along with them – both from work to home and home to work, thus stressful situations at home can contribute to stress at the workplace.
- Inadequate personal coping mechanisms and/or support structure at home make it difficult to cope and become a source of stress. For most of the employees, it is not lack of knowledge or skills that causes stress; rather, it is the pressure of meeting deadlines.
- Again, in many situations, it is not lack of time but improper management of time that makes it a challenge to meet deadlines.
- "Perceived" lack of support from supervisors also contributes to the experience of stress.
- Lack of communication or ineffective communication also leads to stress.
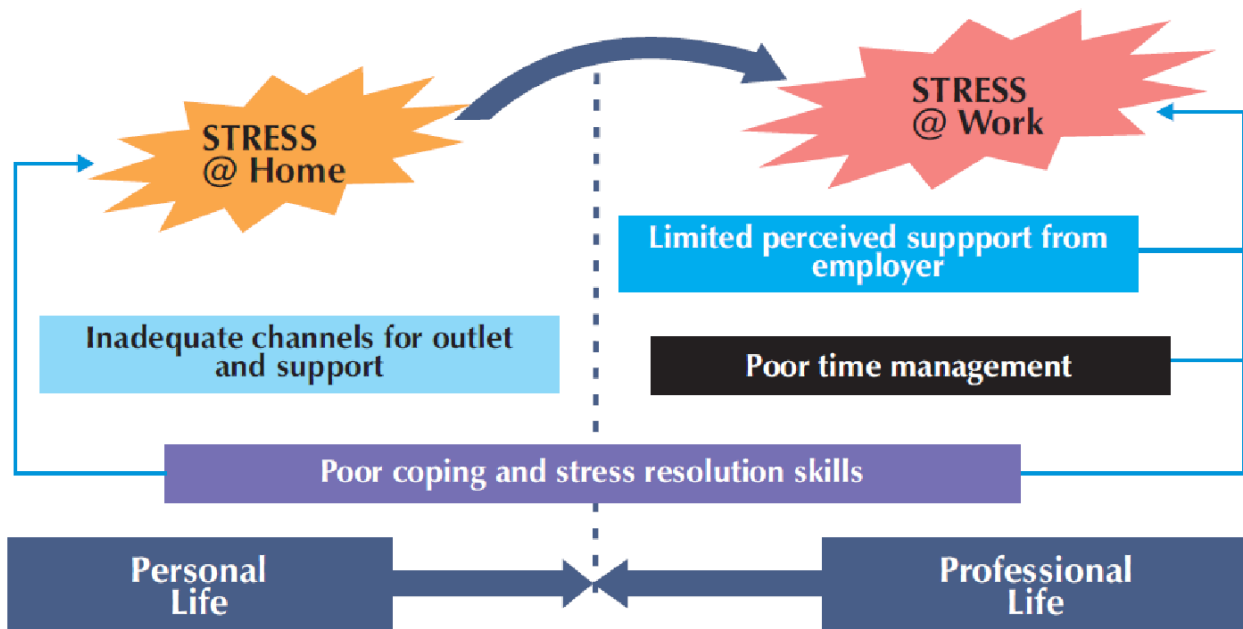
Stress in the long term leads to depression, anxiety, hypertension, diabetes, and many other health conditions. It is important to manage your stress.

Possible stress reduction solutions

At the level of the employee

- Learn time management skills
- Learn simple de-stressing (relaxation) exercises e.g. deep breathing
- Develop channels for venting emotions and sharing feelings at home/with friends.

4. Monitoring of personal and organizational changes

As individuals and organizations adopt and take actions for change, monitoring of changes is important as it provides/consolidate information showcasing progress. Individuals can learn from the result of their behavioural change and gain a sense of fulfillment adding to a sense of satisfaction at the workplace. Positive change is most likely to occur, as changes are happening side by side with organizational change to promote healthier lifestyles. Changes in an organization that are conducive to help people to adopt active and healthy lifestyles create a new norm and new culture for a healthier society. Knowing what is changing and how it is changing means, one must have tracking records or monitoring procedures to see the change.

Monitoring change is important for individuals and organizations to learn what works and to share those lessons with each other. They could be role models for others who want to replicate the same experience.

5. Watching tobacco and alcohol consumption

Tobacco and alcohol are main risk factors for all major lifestyle diseases. The use of tobacco and alcohol cause dependence/addiction, leading to health, economic and social consequences. This includes reduced attention, absenteeism at work, debt, increased risk of injuries while performing tasks, compromising resources to fulfil basic family needs, etc. The compromised performance and absenteeism of employees addicted to tobacco and alcohol lead to overall loss of productivity at the workplace. Making workplaces healthy, safe, completely tobacco, alcohol and drug-free leads to healthier employees and increased productivity. Workplaces can be made completely tobacco free. We recommended that the workplace issue a code of conduct for all staff NOT to consume alcohol during office hours, after hours, or during office functions (events), especially office parties. Information and education on the harmful use of alcohol will be helpful to curb risks that contribute to a number of health problems. Employees have to be assisted with tobacco cessation and alcohol de-addiction. The workplace policy is an important mechanism to control tobacco and alcohol users, benefiting nonuser employees and their families, while making the workplace productive and pleasant.

Benefits of reducing alcohol consumption at the workplace

Drinking alcohol seems to be understood as a personal or individual concern rather than a concern for employers and workplaces. Evidence shows that drinking too much or at the wrong time can be harmful especially when drinking while operating machinery, using electrical equipment, ladders, etc. Drinking alcohol before work or before coming on shift, or during lunch time can affect an employee's work performance. Alcohol consumption may result in reduced work performance, damaged customer relations and resentment for other staff who have an overload of work due to alcohol users. Drinking alcohol raises the drinker's blood pressure and increases the risk of coronary heart disease and stroke. Reducing alcohol consumption benefits the drinker directly and improves office interpersonal relations, thereby promoting a healthy and safe workplace.

Expected personal changes towards healthy lifestyles

- Becoming active
- Being aware/conscious of food consumption
- Being able to make the right choices to maintain good health
- Being able to have good mental and physical balance at the workplace
- Increasing capacity for time management and reducing risk behaviour
- Improving overall health outcomes and productivity at work
- Improving interpersonal skills and engagement in social network
- Improving workplace environment.

2.12   Learning Activities

Learning Activity 1: How do others see me? (this activity requires an element of self-reflection)

a) Choose a colleague or a friend and ask them for some feedback. Think carefully about what you want feedback on – is it something specific, such as how you interact with people in a certain situation, or do you want their perspective on your strengths and weaknesses?

   Required:
   Note what they say about you.

b) Now think about how you feel about that feedback. Did it surprise you? Did it make you feel defensive? What have you learned about yourself?

Required:
Note your responses about how you felt as a result of the feedback.

c) Finally, try to turn your learning into a positive action for change. For example, if they pointed out that you can be overly dominant in team meetings, not letting anyone else speak – perhaps, for the next meeting, you could resolve to really listen to what everyone says and invite others to contribute.

   Required:
   List your proposed actions for improvement / change based on the feedback given.

Learning Activity 2: Personal Self Esteem Evaluation
The following exercise allows you to evaluate your self-esteem using this scale:

- 5 = Always
- 4 = Most of the time
- 3 = Sometimes
- 2 = Rarely
- 1 = Never

Statement	Score
I feel successful in my present college/work activities.	
I feel satisfied with my present career path.	
I feel that furthering my education is the priority.	
I deliberately look for the good in others.	
I am able to achieve all my set goals.	
I am comfortable in new social situations.	
I accept compliments from others and reverberate them as well.	
I am comfortable speaking before others.	
I look for what positively stands out in others.	
I enjoy publicizing my success.	
I am an optimist. I am result oriented.	
I am comfortable with making decisions.	
I am physically able and healthy.	
I am respected by others for who I am.	
I project a positive self-image.	
I am an active listener.	
I like being responsible for projects.	
I enjoy controversial discussions.	
I find obstacles challenging.	
I am able to freely ask for help without feeling guilty.	
I can find humour in my own mistakes.	
I feel responsible for my thoughts and actions.	
I am direct when I voice my feelings.	
I am leading a balanced life.	
I am enthusiastic.	
I use eye contact when talking to others.	
I genuinely like myself for who I am.	
I take criticism well and learn from it.	
I exercise regularly and eat a balanced diet	
Total Score	

Add up your points and put the total here:
_____

Your score indicates:

> 120 – 150 = Very high self esteem
> 90 – 119 = moderately high self esteem
> 60 – 89 = Average self esteem
> 31 – 59 = moderately low self esteem
> 0 – 30 = Low self esteem

2.13 Self-Assessment Questions and Activities

1. Describe what you understand as self-management
2. Why is self-management important for a clearing and forwarding agent?
3. Discuss the components of self-management
4. Why is it important for anyone to maintain a positive healthy lifestyle?

2.14   References

- Thompson H. (2012). Educational Leadership: Personal Growth for Professional Development. SAGE Publications Ltd. DOI: http://dx.doi.org/10.4135/9781446247150
- Palmer, S. (1999). People and Self Management. Routledge.
- Nikitina, A. (2020). The Art of Problem Solving. BookBoon Learning.
- Iland, A. (2013). Self-Management: Time Management, Life Management and Personal Management. CreateSpace Independent Publishing Platform

3.0   EMOTIONAL INTELLIGENCE

3.1   Specific Learning outcomes

i. Explain the meaning of emotional intelligence
ii. Explain the importance of emotional intelligence
iii. Explain the domains of emotional intelligence
iv. Explain the effects of low emotional intelligence
v. Evaluate the techniques to manage emotions

3.2   Meaning of Emotional Intelligence (EI)

Meaning of emotion

Emotion is a strong feeling derived from one's circumstances, mood, or relationships with others. It includes an instinctive or intuitive feeling as distinguished from reasoning or knowledge. This is a subjective, impulsive response to a situation. It is devoid of logical reasoning and can be unpredictable. Emotions can be evoked in an individual by good or bad news; delightful or sorrowful situations. One's mental thought can also evoke emotions. Emotions are strong feelings in response to situations, issues and needs. These may cause mood swings in children and young people in their various developmental stages. Such emotions include love, fear, anger, shyness, self-doubt, hate, joy, frustration, sadness, guilt and jealousy.

Meaning of Emotional Intelligence

Emotional Intelligence (EI) is the ability to monitor one's own emotions and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour. Emotional intelligence is the capacity to understand and manage your emotions. The skills involved in emotional intelligence are self-awareness, self-regulation, motivation, empathy, and social skills.

3.3   Importance of Emotional Intelligence

- Strong propensity in EI increases one's ability to make sound decisions, build and sustain collaborative relationships, deal effectively with stress, and cope to a greater degree with constant change.
- EI enables an individual not only to perform well in the workplace, but also in accomplishing various other goals and objectives in his or her life.
- EI is essential in conflict management in the workplace, which involves having the ability to help others through tense situations, tactfully bringing disagreements into the open, and defining solutions that everyone can endorse. People who take time to understand different perspectives work toward establishing a middle ground in disagreements. By paying attention to how others respond to one another, you can try to help people feel heard, which in turn, will help them be more willing to compromise.
- EI involves recognizing various aspects of one's feelings and emotions and taking the time to work on the elements of self-awareness, self-regulation, motivation, empathy, and social skills.

3.4   Emotional Intelligence Domains

There are five Domains of Emotional Intelligence found in Daniel Goleman's book Emotional Intelligence.

1.   Knowledge of one's own emotions: Self-Awareness

The first, most important ability in EI is awareness of one's own emotions. One way to think about this is the concept of "meta-awareness", 'meta' meaning above. Imagine that there is a part of your mind that always pays attention to what you are feeling whether you are mad, sad, scared or happy. People have widely varying levels of emotional self-awareness. Those who are less aware of their emotions—perhaps figuring out they were angry an hour after raging—tend to feel more controlled by their emotions than vice versa. They can be afraid of the unpleasant emotions, thinking they are bad or evil. Those who are "in touch" with their emotions are more emotionally fluid.

There are three key elements of Self-Awareness. These include:

1. Emotional awareness: Recognizing one's emotions and their effects.
2. Accurate self-assessment: Knowing one's strengths and limits.
3. Self-confidence: Sureness about one's self-worth and capabilities.

2. Ability to manage one's own emotions: Self-Regulation

The ability to manage one's emotions is a natural result of becoming more emotionally aware. It is having the ability to choose what you do when you are feeling strong emotion. It is also the ability to choose what you will feel. It is taking care of your emotions—working with them as opposed to stuffing them—so that you have mastery over them instead of their having control over you.

There are five key elements of Self-Regulation. These include:

1. Self-control: Managing disruptive emotions and impulses.
2. Trustworthiness: Maintaining standards of honesty and integrity.
3. Conscientiousness: Taking responsibility for personal performance.
4. Adaptability: Flexibility in handling change.
5. Innovativeness: Being comfortable with and open to novel ideas and new information.

3. Ability to self-motivate: Self-Motivation

Goleman states: "Underlying both [optimism and hope] is an outlook psychologists call self-efficacy, the belief that one has mastery over the events of one's life and can meet challenges as they come up." There are two pieces to self-motivation.

- Keep yourself from doing what you want to do when you should be doing something else, in other words, delaying gratification. An example of this is not watching your favorite soap opera because you have a report that must be done.
- Doing what you should do when you don't want to or practicing self-discipline.

Both of these pieces are flip sides of the same coin - doing what will create the most pleasure in the long run, as opposed to finding immediately gratification.

There are four key elements of Self-Motivation. These include:

1. Achievement drive: Striving to improve or meet a standard of excellence.
2. Commitment: Aligning with the goals of the group or organization.
3. Initiative: Readiness to act on opportunities.
4. Optimism: Persistence in pursuing goals despite obstacles and setbacks.

4. Ability to recognize emotions in others/empathy: Social Awareness

Empathy is a combination of observation and intuition. It is the ability to identify what another person is feeling without having to be told - picking up on another's mood, etc.

There are five key elements of Social Awareness. These include:

1. Empathy: Sensing others' feelings and perspective and taking an active interest in their concerns.
2. Service orientation: Anticipating, recognizing, and meeting customers' needs.
3. Developing others: Sensing what others need in order to develop and bolstering their abilities.
4. Leveraging diversity: Cultivating opportunities through diverse people.
5. Political awareness: Reading a group's emotional currents and power relationships.

5. Ability to handle relationships/ respond emotions in others: Social Skills

Individuals who have skill in this area are considered popular and well-liked. They are able to get others to work with them, and create a desired outcome, often by affecting others' emotions. They are social 'stars'.

There are eight key elements of Social Awareness. These include:

1. Influence: Wielding effective tactics for persuasion.
2. Communication: Sending clear and convincing messages.
3. Leadership: Inspiring and guiding groups and people.
4. Change catalyst: Initiating or managing change.
5. Conflict management: Negotiating and resolving disagreements.
6. Building bonds: Nurturing instrumental relationships.
7. Collaboration and cooperation: Working with others toward shared goals.
8. Team capabilities: Creating group synergy in pursuing collective goals.

Emotional Intelligence Domains: Know Your Emotions, Manage Your Emotions, Recognize and Know Others Emotions, Manage the Emotions of Others, Motivate Yourself
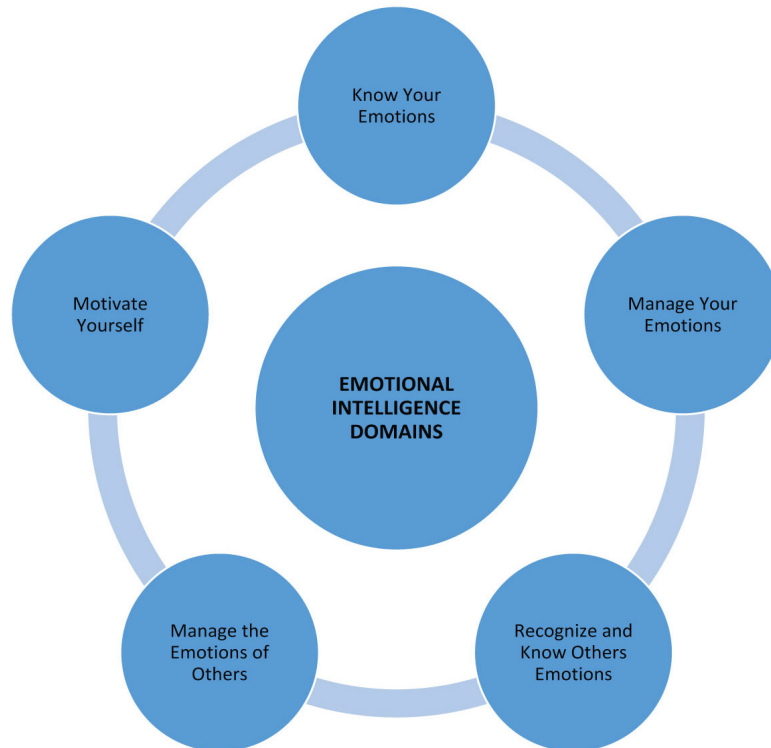
3.5   Effects of Low Emotional Intelligence

People with low emotional intelligence often find it tough to:
- Decipher and manage your own emotions
- Understand how other people feel

Low emotional intelligence can show up in various ways. Some of these manifestations affect the people around you, so you might notice some challenges with maintaining your relationships. The manifestations include:
- Trouble understanding what causes certain feelings
- Frequent emotional outbursts or mood changes
- Difficulty asserting opinions or taking charge in a situation
- Little interest in finding new ways of solving problems
- Trouble accepting criticism, constructive or otherwise
- Difficulty expressing ideas clearly or getting a point across
- A habit of saying the wrong thing at the wrong time
- A certain obliviousness to emotional cues from others
- A tendency to fixate on mistakes instead of learning from them and moving on

- Pessimism and loss of motivation after setbacks
- Stress and depression as a result of not accepting and manage certain negative situations they may find themselves in.

3.6   Techniques to Manage Emotions

1. **Understanding Your Emotions**
- **Acknowledge your feelings.** Dealing with emotions can be difficult, as they can change rapidly. But it›s important to allow yourself to experience your emotions, as repressing them can cause stress. When you experience an emotion, identify it and acknowledge it
- **Deal with sadness.** Sadness is a common emotion, and it is completely normal to feel that way occasionally. If your sadness only lasts a day or two, that is healthy. If you are experiencing prolonged bouts of sadness, it is a good idea to contact your doctor or a mental health specialist
- **Reflect.** Once you have identified your feelings, spend some time thinking about what is causing those emotions.
- **Practice self-care.** Self-care is the process of making sure that all of your needs are being met. It is extremely important for your emotional health. Practicing self-care can be as simple as making sure that you

allow yourself time to do things you enjoy, such as reading a chapter of a book each day.

- **Find a support system.** To fully be able to manage your emotions, you need to have a support system. A support system is essential for your emotional well-being. When you are dealing with stress or other intense emotions, make sure that you have a friend or family member to talk to

- **Consider counselling.** Talking to a mental health specialist is a great way to process emotions and learn to handle them. If your emotions are interfering with your day-to-day life, you should consider seeking help from a professional. For example, if your sadness is causing you to call in sick to work, or you can't seem to handle simple tasks, you may need help.

2. Find Coping Mechanisms

There are various things that a person can do to cope with emotions. Managing emotions are an important factor in organisations. There are many ways to do it such as meditation which can help to achieve both, self-control and mastery over the self. Sometimes dealing with your emotions can feel overwhelming. When life is hectic or stressful, it's all too easy to give in to feelings of anger or depression. However, you will be more productive and feel better if you can learn to manage your emotions. There are ways to change your attitude and your environment so that you can better cope with a wide range of feelings.

- Understand your emotional needs. To manage your emotions, you need to fully understand them. All of us have certain emotional needs that are just as important as our physical needs. Spend some time taking an inventory of the emotional needs that are most important to you Understand your emotional needs.

- Know your triggers. Throughout the course of a day, it is normal to go through a wide range of emotions. When things aren't going your way, it is very common to feel anger or irritation. The key is to be able to manage your emotions so that they do not negatively impact your daily life. Knowing the things that trigger negative emotions is an important part of remaining in control Know your triggers.

- Shift your focus. Once you know your triggers, you can use that to your advantage. When you know that something is triggering a negative emotion, try to shift your focus

away from that person or situation. Instead, refocus on something positive to help you regain your composure.

- Calm down. When you are experiencing very strong emotions, it can be difficult to think and act rationally. When you are angry or frightened, your body goes into a flight or fight mode, which can cause you to react emotionally instead of logically. This type of response is generally not helpful in professional or social settings, so it is important to learn to calm yourself down when you are experiencing negative emotions for example:

  - Take deep breaths. Focusing on your breathing will not only shift your focus, but it will help you calm down, physically and emotionally.

  - Breathe in slowly for five counts, then let your breath out slowly for two counts. Repeat this for a few minutes, or as long as needed.

  - Do something repetitive. Repetition can calm your nerves. Try walking, or even rhythmically tapping your feet.

- Take a time-out. Strong emotions can cause you to act impulsively. This is true for both positive and negative feelings, like extreme sadness or happiness. A good way to manage your emotions is to take a time-out before acting when you are feeling intense emotions.

3. Making Positive Changes

Choose a different response. You can make many changes to your life and your overall outlook. Take some time to think about what would help you better manage your emotions. It is likely that finding a different way to respond in tough situations will be high on your list of priorities.

- Once you have identified your triggers, you can work on finding more positive ways to respond to those triggers. For example, maybe you typically raise your voice when your child complains about eating broccoli for dinner. Next time this happens, actively choose to keep your tone neutral.

- Maybe you tend to burst into tears when you are criticized. When you feel the tears coming, choose to take deep breaths and voice your frustrations calmly instead.

4. Change your environment

Small changes can make a big impact on your emotional health. Try altering your living space to make it a more calming place. For example, try buying some fresh flowers to put in your living room. Look at them and think calming thoughts when you are feeling stressed.

- If your negative emotions stem from feeling out of control, try organizing your workspace. Getting rid of clutter can make you feel on top of things.
- Try adding more light. Natural and artificial light can help ease anxiety. So open your curtains and add some higher wattage bulbs to your lamps

5. Be healthy

Staying physically fit can have positive benefits for your emotional health. Exercise can boost your mood and decrease stress, which can help you retain control of your emotions. Aim for 30 minutes of physical activity most days of the week.

6. Keep a journal

There are multiple mental health benefits that come from writing in a journal. Writing down your experiences and your reactions can help you learn to identify your emotional triggers. It can also help you to see patterns in your reactions, which will allow you to think about how to modify those behaviours. Journaling can also reduce stress and anxiety

7. Talk about your feelings

Managing your emotions does not mean that you need to ignore or repress your feelings. It is normal and healthy to feel a wide array of emotions. Learn to express those feelings in healthy ways. Talking about your emotions is very productive

8. Cope with hormones

Hormones can cause significant mood swings, and are also related to many emotions, such as sadness, irritability, and even depression. Women typically deal with a lot of hormone-related emotions during pregnancy, menopause, and menstruation. Track your emotions to figure out if they are related to times when your hormones are in flux

9. Self-distraction

- Take a break/sleep/rest/walk: Self distraction through walking or resting gives one time to think and make a rational behaviour.
- Do exercises: Being involved in physical activity distracts the individual from

the negative emotion and cheers him/her up.

10. Avoid toxic people

- It has been said that we are the average of the five people we spend most of our time with. This is not a scientific fact, but it is a principle that holds true in general. If we are constantly hanging out with people who are angry, grumpy and discouraging, we will eventually become like them. It is difficult to be in control of our emotions when we spend a lot of time with people who push our buttons in the wrong way.

3.7 Learning Activities

Learning Activity 1: Knowing Your Emotional Intelligence

Instructions: Follow the steps below to take a 10-minute online EI assessment. When you have finished the online EI assessment, answer the questions which appear below.

Online EI Assessment

1. Enter the following address in your browser window: http://www.maetrix.com.au/meit/eitest.html
2. For each item, select the statement which describes you best.
   Note: Try not to over-analyse the questions or think of "exceptions to the rule." Be spontaneous and choose the statement which comes closest to the way you are.
3. Click Score test to view the results.
4. On the results page, a score appears which indicates your level of each of the EI skills measured by the test. The higher the number, the higher your skill level. Enter the number shown for each skill:
   ___ Self-awareness
   ___ Self-management
   ___ Social awareness
   ___ Social management
5. Beneath the table with your scores, click the here link on the website. The link will open a page giving information about interpreting your scores and a more detailed explanation of the results.
6. Once done with the analysis on the website, answer the questions below:

a) Were the results of the EI test or your responses to the checklist what you expected? Why or why not?
b) Did anything surprise you? If so, what?
c) Now that you know more about your EI, how do you think it affects your job performance?
d) Does the information provided give you any new ideas about the types of positions or work environments which you might prefer? If so, what are they?

Learning Activity 2: Managing Emotions

You work in a clearing and forwarding firm. One day a client walks in to inquire about some delayed cargo. The client states the costs to his businesses and inconveniences caused to his customers as a result of the delayed cargo. You explain to the client that the delay was due to Port congestion and a global logistic problem in the availability of shipping containers. This infuriates the client further as previously he had been promised by your supervisor that the cargo would have arrived a week ago. The client shouts at you and insults you, blaming you for all his predicament. He has promised to get you fired as a result or he moves his business elsewhere.

You feel disrespected, unfairly judged, and abused as a result. How would you handle the situation? Discuss based on the 5 domains of Emotional Intelligence below.

Self-Awareness

Are you aware of your emotional responses? What are you feeling in your body as a result? What emotions are connected to those physical sensations? What are you thinking about this situation?

Required:

1. Write down what you are feeling and thinking to get clear about what is a memory of a past similar situation (for you personally as well as any possible similar situation with an employee) causing your response to this situation and what is your personal emotional empathic response.
   - Describe the situations
   - Write about outcomes from those past situations.
   - Are you projecting into the future based on a past experience? or

- Are you responding in the here and now?

Self-Management:

Are your responses appropriate to the situation or disproportional or reactive? What tools can be used to manage your responses?

Self-Motivation:

What is your level of self-efficacy around this situation? How can you use it to build self-efficacy in the future?

Social Awareness

What state is the other person(s) in? Use your observation skills to be aware of the other – note their physiology, their words, etc. Remember that we often are incorrect in our projections of what another is thinking and feeling.

Social Skills

What do you need to say or do in this situation to guide it to the desired outcome? What does the other need to get there?

3.8 Self-Assessment Questions and Activities

1. Discuss the meaning and importance of emotional intelligence for a clearing and forwarding agent
2. Discuss the domains of emotional intelligence and how they relate to the successful engagement of a client in the logistics sector
3. Discuss the various techniques that you can recommend to anyone with low emotional intelligent as a way of managing their emotions.

3.9   References

- Goleman, D. (2006). Emotional Intelligence. New York: Bantam Books.
- Goleman, D. (1998). Working with Emotional Intelligence. NewYork: Bantam Books.
- Cherniss, C. & Goleman, D. (2001). The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations. Jossey-Bass. San Francisco: CA.
- Palmer, S. (1999). People and Self Management. Routledge.
- Iland, A. (2013). Self-Management: Time Management, Life Management and Personal Management. CreateSpace Independent Publishing Platform

Videos

- "Daniel Goleman Explains Emotional Intelligence" AllenGregg, 13-March 13-2012, http://www.youtube.com/watch?v=NeJ3FF1yFyc (26:37 minutes).
- "Daniel Goleman Introduces Emotional Intelligence," Big Think, 23-April- 2012, http://www.youtube.com/watch?v=Y7m9eNoB3NU (5:32 minutes).
- "Social Intelligence and Leadership," Harvard Business Review, 11-August11-2008, http://www.youtube.com/watch?v=7Qv0o1oh9f4 (10:16 minutes).

4.0   TOPIC 3: WORK LIFE BALANCE (WLB)

4.1   Specific Learning Outcomes

i. Describe the concept of WLB
ii. Explain the purpose and benefits of WLB to the employee and organization
iii. Identify causes of imbalances in WLB
iv. Describe the process of achieving WLB for both the employee and organization
v. Identify strategies of coping with competing demands

4.2   Concept of Work Life Balance (WLB)

Work life balance is a phrase used to refer to concept of balancing between an individual work responsibilities and personal responsibilities. Work–life balance is a concept including proper prioritizing between "work" (career and ambition) and "lifestyle"(Health, pleasure, leisure, family, and spiritual development/meditation). Every individual human being has various needs, roles, and responsibilities in life. Some individuals are parents while others are spouses, children, siblings, friends, and relatives to other people and are expected to fulfil some responsibilities towards these people. Sometimes individuals find themselves in positions where they have allocated more time to their work duties and have neglected their other personal responsibility. Absence of this balance between work and life responsibilities results in what is commonly referred to as work life conflict. Though many people associate the concept of work life conflict with individuals concentrating more on work and neglecting home duties, a reverse situation may also result in work/ life imbalance. The concept of work life balance has become a practicable and ethical issue in modern day societies for both employers and workers as well. This is because lack of this balance presents numerous consequences both to an organization and the individual involved.

4.3   Purpose of WLB

Work-life balance is an important aspect of a healthy work environment. Maintaining work-life balance helps reduce stress and helps prevent burnout in the workplace. Chronic stress is one of the most common health issues in the workplace. It can lead to physical consequences such as hypertension, digestive troubles, chronic aches and pains and heart problems. Chronic stress can also negatively impact mental health because it's linked to a higher risk of depression, anxiety, and insomnia.

Employee benefits from work-life balance:

- Easier ability to participate more fully in paid work as well as other activities that are important, e.g. spending time with family, leisure, personal development and community activities.
- Improved self-esteem, health, concentration, confidence, loyalty, and commitment.
- Not bringing problems at home to work and vice versa.
- Greater control of their working lives.
- Happier at home as well as:
  - Greater responsibility and a sense of ownership.
  - Better relations with management.
- Ability for women in paid work to take time off rather than resign from their jobs to stay at home, or to return to work too early after childbirth.

Work-life balance benefit to employers:

- Business will attract and retain the best people.
- Increased employee retention.
- Reduced absenteeism.
- Employer loyalty.
- Increased productivity and profit.
- Maximised available labour.
- Making employees feel valued.
- The reputation of being an employer of choice.

4.4   Causes of Work Life Imbalances

Lack of Self-Discipline
Balance equals discipline. Self-discipline is a vital trait for restoring and maintaining life balance. In essence, we must discipline ourselves to keep balance in our lives. How often do you find yourself allowing others to make their emergency your emergency such that it leads to extra work for you?

Poor Work-Life Time Management
Do your time management skills get you into trouble often? Procrastination can be our worst enemy, stealing time from other areas of lives because of the wrong decision to put off the work today and overload our tomorrows.

Putting The Needs of Others Ahead of Ourselves – Not being able to say "NO"

How many times a day do you put someone else's needs ahead of your own? We're all a little guilty of being too polite, struggling with saying 'no', and even falling victim to caring about what others will think of us if we dare to put ourselves ahead of someone else's goals. This decision to put the needs of others ahead of our own can tip the scales.

The Power of Consistency

Consistency is a close cousin of self-discipline and has a role in life balance. Once you find your balance, sustaining it requires that you stick to the plan. For example, going to the gym involves a significant amount of self-discipline and consistency if you are going to see any results.

Workplace Competition

Workplace competition can be a fantastic motivator, encouraging us to work a little harder and it can be extremely useful yielding great results for the business. There are some downsides to dabbling in too much workplace competition if we obsess over it.

Advanced communication technology

Due to advance communication people get work assignment at home so they spend the family time also on work so work-life imbalance occurs. Also due to advance communication people spend their free time on internet not their families.

4.5   Consequences Brought About by Lack of Work Life Balance

- **Poor Work-Life Balance Affect Relationships:**
  The imbalance of life creates a quandary for most of us. If your focus is on your career and nothing else your friendships, familiar and romantic relations will suffer because they require just as much attention as your career. We have to make the time to nurture and broaden our friendships and in effect, be there as a support system for our friends and also, lean on our friends during difficult times. Our bonds with other people are a necessary part of the balance equation. They keep us grounded. If we fail to make the time for these relationships, we risk losing them.
- **Generate Feelings of Stress:**
  A poor life balance can generate feelings of

stress. Although our family, financial woes, or an unexpected event such as a death or relocation can be a source of stress, work often tends to be a substantial driver of pressure in our lives. The need to succeed or to stand out from the rest can lead us to spend far too much time in this area of our lives, raising stress levels to an all-time high. This stress may interfere with the employee physical and psychological wellbeing as well as his relationship with fellow employees and the management. Stress caused by work/ life pressure may results in employee turning violent.

- **Health Problems of Poor Work Life Balance:**
  One side effect of a poor life balance are the health problems that may emerge as a result. This affects eating habits and sleeping practices go downhill. Overworked employees are also likely to get sick and therefore the organization will experience higher absentee rate. Work life Imbalance may result to great personal problems for an employee. Apart from stress, lack of work life balance may also cause a lot of damaging effects on person's health. Cardiovascular diseases, sexual health problems, weakened immunity, backaches, weight gain, forgetfulness and mental and physical fatigue are signs associated with unhealthy work life balance. Sometimes such physical health problems may deteriorate and become very serious or in extreme cases fatal.
- **Poor Work-Life Balance Leads to Poor Sleep:**
  Working long hours for too long can blur the lines between work and home life. The practice of not creating boundaries can leave us with feelings of mental and physical exhaustion.
- **Aches and Pain as Symptoms of Life Imbalance:**
  Another symptom that is associated with life imbalance is aches and pains. If stress levels remain high for an extended period, the muscles in your body your body may respond by tensing. People commonly report tightness, strains, pain, that neve resolves itself or discomfort that occurs in the form of inexplicable spasms.
- **Reduced performance:**
  Work related stress among employees not only affects the employees but also the organization itself as this stress may lead to

less productivity by the employee, poor health condition and in extreme cases lawsuits against the organization by the affected employee or family members

- **Destroys relationship:**
Lack of work life balance also ruins interpersonal relationships such as marriages, friendships, parents-child relationship among other types of relationships. This is because when no boundaries exist between work and home life an individual ends up missing important events that involve members of his families or close friends thereby ruining the relationships that existed between them.

- **Job dissatisfaction and employees turn over**:
Work/ life imbalance is also linked to high rate of job dissatisfaction and employees turn over. Employees working at organization where they feel that they are being deprived off time to perform their personal responsibilities are likely to consider moving to other jobs or organizations. This has cost and productivity implication for a given company. The company will end up spending more time and money recruiting and training new staff after the previously existing employees move on due to the work/ life conflict they were experiencing. During this period of sourcing and recruiting appropriate employees to replace the ones that have left, productivity of the company is definitely hampered. The low productivity situation is likely to prevail during the orientation and training of the newly acquired employees. If the factors that made the outgoing employees experience conflict between their work and lives will not be addressed, it is also likely that the newly acquired employees will not stay for long without considering moving. Employees working for such organizations are also likely to demand for high labour compensation than employees in organizations that have achieved a balance. This means more cost of labour and decreased profit margins.

4.6   Process of Achieving WLB

4.6.1   Personal Strategies for Ensuring WLB

The process of achieving WLB is explained below:
- **Step 1:** Set your priorities:
Figure out what you want your priorities to be, not what you think they should be. Ask yourself, "If I could only focus on one thing in my life, what would it be?" That answer is your top priority. What would you focus on second? Third? Fourth? Fifth? You've now identified your top five priorities.
- **Step 2:** Track your time:
For one week, track how you spend your time. How much time do you spend doing things that don't matter to you? Or that don't align with your priorities? Eliminate these things from your life or delegate them.
- **Step 3:** Concentrate on one thing at a time.
Forget multi-tasking. It's not possible to focus on two things at the same time. Instead, devote your full attention to the task at hand. When you are working, work. When you are spending time with your family, focus solely on them.
- **Step 4:** Schedule one thing you look forward to each day.
Book some time to play tennis with a friend, go to an art museum, or have a massage. The activity doesn't have to be time-consuming, complicated, or expensive. Put aside an hour on your schedule to read a book, take a walk, or just to be alone.
- **Step 5:** Respect your private time.
An emergency would most likely have to come up before you'd reschedule an important work meeting. Give your own time the same respect. Once you've put private time on your schedule, protect it, unless there's an emergency.
- **Step 6:** Take a look at your personal habits and general lifestyle.
Lack of sleep, poor nutrition, and bad exercise habits can cause you to feel a lack of balance in your life and can counteract any efforts you are making to achieve work-life balance.
- **Step 7**: Take a vacation.
At the very least, take two weeks off from work per year. You don't need to go far, and you don't need to spend lots of money, but you do need to recharge your batteries in order to be the most productive, creative, and happy person possible. Turn off your cell phone computer and enjoy.
- **Step 8:** Ask for support:
Tell your boss, family, friends, colleagues, and anyone else involved in your life that

you are seeking a better work-life balance. Tell them what your plan is and ask them to respect it.

- **Step 9**: Hire a personal coach:
  A personal coach can assess your current work-life balance and can tell you what you can do to achieve optimal balance.
- **Step 10**: Get plenty of exercise.
  It may feel counterintuitive to add another activity to your life, but exercise relieves stress, clears your mind, and ultimately makes you more productive. Don't skip it. You'll find that you greet work, family, and personal commitments with renewed vigor.
- **Step 11:** Set boundaries.
  Today's technology can make the line between your work life and personal life quite blurry. Turn off your cell phone and laptop when you're at your son's soccer game and ask friends and family not to interrupt your workday unless it's an emergency.
- **Step 12:** Find a mentor.
  Do you know someone who has it all — a successful career and a terrific personal life? Ask him or her to give you advice on career development, setting priorities, and time management.
- **Step 13**: Learn how to say "no".
  Don't acquiesce to every request that comes your way. If it doesn't fit into your schedule or align with your priorities, don't overwhelm yourself by taking on more.
- **Step 14:** Evaluate your work-life balance on a regular basis.
  Achieving work-life balance is a never-ending journey, and your needs will be different at different times in your life. Set aside some time once every other month or so to reflect on your current balance, what you would like it to be, and what the plan is for arriving there.

4.6.2 Organizational Strategies for Achieving Work Life Balance

- **Development of good work policies:** One way that may be effective in promoting work life balance is the development of good work policies. Good work policies are one that allocate reasonable amount of works and work hours to employees. Organizations should focus on providing optimum working hours

and encouraging employees to take their home responsibilities seriously.

- **Development of work plans**: Another possible solution would be for an organization to develop work plans that accommodate different cultures, values and working patterns. Organization that aims at achieving better work life balance should consider such unique cultural differences and offer working plans that accommodate them. It would be prudent to offer flexible working hours. Workers should be allowed to organize themselves into shifts so that no worker is disadvantaged by working in one shift throughout
- **Use of modern technologies:** Adopting modern technologies would help achieve work/ life balance in a number of ways. Better working technologies would ensure that the workers are able to complete the same amount of work within shorter periods of time leaving them with enough time to attend to their personal duties. An organization may also adopt technology to improve the employee movement between the employees' homes and the work premises. This are technologies may be such as provision of company vehicles to pick and drop off workers from their home to work. Technologies such as the internet, online lodgement of documents, video and teleconferencing may make it possible for employees to work from home which will ensure that this employee is in a position to easily attend to both home and work duties.
- **Better management of an organization human resource:** This is also another means of enhancing work life balance. Supervisors need to allocate duties, working hours in a way that it will not deprive the workers the opportunity to fulfil their personal responsibilities. Employees with a proper balance between work and life duties are happier, healthier, and likely to stay in the organization for long thereby increasing responsibilities.
- **Time management:** Many people are not able to meet their work or personal responsibility not because of too much work and limited time but because of their inability to manage the time available to them. If one can minimize wastage of time, for example by avoiding playing games or

visiting non-work-related sites during work hours and rather getting straight to having the day's job done, he would finish the job early and have ample time to attend to his home and other personal duties. It would also be prudent to keep a work schedule and plan your activities ahead. In this way one will be able to account for most of his or her time spent.

4.7 Strategies of Coping with Competing Demands

Managing WLB requires that one is able to manage and cope with many competing demands from many aspects of life including work, family and social. Managing time is critical to managing competing demands. The seven elements of managing time are discussed below.

Set Goals

Set goals that are achievable and measurable. Use the SMART method when setting goals. In essence, make sure the goals you set are **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely.

Prioritize wisely

Prioritize tasks based on importance and urgency. This can be achieved by use of the Prioritization Matrix which is a tool for rating your tasks based on urgency. It helps you know the critical activities and those tasks that you should bypass and can be useful in personal tasks. Also known as the Eisenhower matrix, this simple prioritization matrix template contains two axes and four quadrants, as illustrated below. The X-axis (horizontal axis) represents urgency, while the Y-axis (vertical axis) represents importance. The four quadrants represent:

1. Important and urgent: Do these tasks right away.
2. Important but not urgent: Decide when to do these tasks.

3. Urgent but not important: Delegate these tasks if possible.
4. Not urgent and not important: Set these aside to do later.

"What is important is seldom urgent
and what is urgent is seldom important."
- President Dwight D. Eisenhower

	Urgent	Not Urgent
Important	**DO** Do it now. Examples: - Write article for today - Answer certain emails - Meet with business mentor	**DECIDE** Schedule a time to do it. Examples: - Exercise - Research articles - Call Derek
Not Important	**DELEGATE** Who can do it for you? Examples: - Scheduling interviews - Book flights - Answer every email	**DELETE** Eliminate it. Examples: - Watching TV - Checking social media - Sorting through junk mail

Set a time limit to complete a task

Setting time constraints for completing tasks helps you be more focused and efficient. Making the small extra effort to decide on how much time you need to allot for each task can also help you recognize potential problems before they arise. That way you can make plans for dealing with them.

Take a break between tasks

When doing a lot of tasks without a break, it is harder to stay focused and motivated. Allow some downtime between tasks to clear your head and refresh yourself. Consider grabbing a brief nap, going for a short walk, or meditating.

Organize yourself

Utilize your calendar for more long-term time management. Write down the deadlines for assignments, or for tasks that are part of your job. Think about which days might be best to dedicate to specific tasks.

Remove non-essential tasks/activities

It is important to remove excess activities or tasks. Determine what is significant and what deserves your time. Removing non-essential tasks/activities frees up more of your time to be spent on genuinely important things.

Plan ahead

Make sure you start every day with a clear idea of what you need to do – what needs to get done THAT DAY. Consider making it a habit to, at the end of each workday, go ahead and write out your "to-do" list for the next workday. That way you can hit the ground running the next morning.

4.8   Learning Activities

Managing WLB
Instructions: As a player in the logistics and freight sector, you realize that there are so many competing demands that you have to undertake within the limited time you have. Yet you also have to ensure a work life balance.

Required
1. Make a list of tasks that are likely to come up as part of your job and at home
2. Prioritise these tasks based on the urgency and importance of each task.
3. Map the task in the Prioritization Matrix Quadrants indicating:
    a) Important and urgent tasks
    b) Important but not urgent tasks.
    c) Urgent but not important tasks
    d) Not urgent and not important tasks
4. What strategies as a result will you adopt to manage WLB?

4.9   Self-Assessment Questions and Activities

1. Explain the importance of WLB to the employee and organization in the logistics sector
2. What are the main causes of work life imbalances among employees in the logistics sector?
3. What strategies can you use to ensure a WLB for the employees in the logistics sector as identified in 2 above?

4.10   References

- Lingard, H. & Francis V. (2009). Managing Work-Life Balance in Construction, 1st Edition. Springler.
- Thompson H. (2012). Educational Leadership: Personal Growth for Professional Development. SAGE Publications Ltd. DOI: http://dx.doi.org/10.4135/9781446247150
- Palmer, S. (1999). People and Self Management. Routledge.
- Nikitina, A. (2020). The Art of Problem Solving. BookBoon Learning.
- Iland, A. (2013). Self-Management: Time Management, Life Management and Personal Management. CreateSpace Independent Publishing Platform

5.0   WORK PERFORMANCE

5.1   Specific Learning Outcome

 i. Explain the meaning of work performance
 ii. Discuss performance management and setting performance targets
 iii. Discuss the key elements of work plans
 iv. Explain how to set work priorities
 v. Discuss how to monitor and evaluate performance in a given case.

5.2   Meaning of Work Performance

Work performance is the process of setting expectations, aligning goals, assessing results, and focusing on staff development through ongoing conversations between managers and their direct report(s). Work performance is the overall expected value from employees' behaviours carried out over the course of a set period of time. Work performance is how well an individual performs a given job, task, responsibility. Performance is a property of behaviour, or, plainly stated, what people do at work.

Several key terms are used in work performance:

- **Setting Expectations** is the process of discussing what is expected from an employee in terms of job roles and responsibilities.
- **Goals and Objectives** is the desired results each employee aims to achieve, determined based on conversations between managers and employees.
- **Goal Alignment** is the process of ensuring individual goals support the achievement of department goals and department goals support the achievement of organizational goals.
- **Assessment** is the review of goals, objectives, and other factors, and the determination of the level of successful achievement.
- **Performance Calibration** is the process in which supervisors and managers at the same level in an organization discuss staff performance ratings and outcomes to ensure ratings and development messages are applied consistently across the organization.
- **Feedback and Development** is the focus of the conversations between managers and employees in determining strengths, opportunities for improvement, and how to grow and develop.
- Performance management is not just a once-a-year conversation.

Work performance is measured or evaluated against documented responsibilities, goal, objectives, outcomes, and reasonable expectations associated with a role or profession. It's a kind of evaluation report indicating how well an employee is executing the expected related work activities. It is an accomplishment of the assigned tasks for achieving organization's goal. It is an accomplishment of the assigned tasks for achieving organization's goal. It is an accomplishment of the assigned tasks for achieving organization's goal.

5.3   Performance Management Defined

Performance management can be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards, and competency requirements.

Processes exist for establishing shared understanding about what is to be achieved, and for managing and developing people in a way that increases the probability that it *will* be achieved in the short and longer term. It focuses people on doing the right things by clarifying their goals. It is owned and driven by line management.

Performance management can be defined as a set of strategies and actions designed to develop and utilize the skills and talents of individuals and groups for optimal organizational results. It is an ongoing process that facilitates the planning, coaching, and evaluating of employee performance.

The essence of performance management can be captured in the following set of six core strategies (6 Cs of Performance):

- **Clarify** job responsibilities and clearly state agreed upon goals/work priorities.
- **Communicate** regularly by giving and receiving feedback throughout the year on performance, goals, directions and changing expectations.
- **Coach** to improve performance problems

and/or develop employee performance.

- **Compare** performance to agree upon objectives on an annual basis and evaluate results.
- **Cultivate** continuous learning, employee growth and development.
- **Celebrate** exemplary performance.

Performance Management is therefore much more than merely telling a person what to do and "policing" them until it is done. Rather, it is an integral part of the manager and the employee's job – it is a **joint process**.

5.4 Benefits of Performance Management

1. **Improved performance.** When performance is managed, it tends to be better. Managed performance involves setting clear goals, giving ongoing feedback, and coaching employees to be successful. Employees get better results when they know management takes an interest in them and what they are doing. Using a systematic approach to performance also helps improve results. You can't manage performance by accident. You must have a plan and a process.

2. **Improved communication.** A proactive partnership requires communication. People have to interact. One of the most common employee complaints in most organizations usually has something to do with communication. Effective performance management results in more effective communication.

3. **Organization alignment.** When the entire organization focuses on performance management, there is alignment up and down the line. Everyone speaks the same language and goals are in alignment. People and/or departments aren't working at cross-purposes. Employees are more focused on the same major priorities, and all have a clear understanding of how they can contribute to the organization's overall success. Alignment helps the organization achieve more because employees are working together to help the organization succeed and vice versa.

4. **Organization capability.** More can be accomplished when everyone is working toward the same goals and objectives. Strong individual performance helps build organization capability. As employees develop their skills and abilities the whole organization is in a better position to achieve its mission and strategic objectives. As the organization's capability increases, it is also more likely to attract highly capable people to its workforce. The result is an upward spiral in performance and capability both at the individual and organization levels.

5. **Reduced management time**. Performance management really does take less time. One of the keys to performance management is up-front planning and communication that occurs between employees and managers. The initial time investment is more than made up with the time saved in the long run by having employees who are actively involved in managing their own performance.

6. **Increased employee self-management.** Performance management is a partnership. This is a critical difference between performance management and other systems that organizations sometimes embark on to improve organizational effectiveness. Many of those initiatives are directed *at employees*. Performance management, on the other hand, seeks to work **with employees** so they take on a significant amount of the responsibility for managing their own performance. It's no longer just the manager who is responsible for performance. Instead, managers shift the emphasis to the employees and provide them with the tools they need to manage their own performance.

7. **Increased employee satisfaction.** Effective performance management yields greater employee satisfaction. Employees like to have clear expectations and get feedback about how well they are performing. Also, the more involved employees are in planning and carrying out their goals, the more satisfaction they have in their jobs. Giving employees a significant voice in their day-to-day activities can be a big morale.

5.5 Aims of Performance Management

The following are the aims of performance management as expressed by a variety of organizations:

- Empowering, motivating and rewarding employees to do their best.
- Focusing employee's tasks on the right things and doing the right. Aligning everyone's individual goals to the goals of the organization.
- Proactively managing and resourcing performance against agreed accountabilities and objectives.
- The process and behaviours by which managers manage the performance of their people to deliver a high-achieving organization.
- Maximizing the potential of individuals and teams to benefit themselves and the organization, focusing on achievement of their objectives.

5.6 Performance Management Process

Performance management can be viewed as five interrelated steps:

1. Step 1: Planning Performance
2. Step 2: Monitoring Performance
3. Step 3: Analysing Performance
4. Step 4: Improving Performance
5. Step 5: Maintaining Performance

Step 1: Planning Performance
- Planning performance is about establishing expectations
- Planning answers "What is expected?"
- Clear expectations provide direction.
- Planning involves the employee and the manager linking the employee's job responsibilities the organization's goals, values, and initiatives.
- Planning performance helps derive a set of specific goals and objectives that describe what will be accomplished and by when.

Step 2: Monitoring Performance
- Monitoring performance is about ensuring expectations are being met.
- Need to reach agreement on how to monitor, measure performance and interpret results
- Monitoring performance involves gathering actual performance data

Step 3: Analysing Performance
- This is about determining the cause of poor performance. It is about identifying performance gaps
- The manager and the employee must look at the situation and find out what performance gaps exist.
- A performance gaps exists when there is a difference between desired and actual behaviour or results
- Once performance gaps are identified,
  o Determine their cause (s)
  o Figure out what can be done to improve performance
  o Determine what's the PIP (Potential for Improved Performance)

Step 4: Improving Performance
- Improving performance is about implementing strategies to reduce or eliminate performance gaps
- Manager and the employee must agree on what action to take to get performance back on track.
- Strategies for Improving Performance Gaps
  o Making organization and environment changes.
  o Providing training and development.
  o Coaching and mentoring.
  o Developing performance action plans.

Step 5: Maintaining Performance
- How do we keep performance on track?
- To maintain performance a number of strategies can be adopted
  o Develop feedback systems
  o Provide employees with either positive or corrective feedback as appropriate.
  o Conduct formal performance appraisals
  o Consider role of compensation in maintaining performance
  o Use of non-monetary rewards and incentives.

5.7   Setting Performance Targets

Performance Targets means the specific objective goal or goals (which may be cumulative and/or alternative) that are timely set-in writing by the management for each employee for the performance period.

The importance of target-setting

Performance target setting helps in identifying the vital indicators of your company's success that will help you establish accurate performance targets. For example, the number of customers you have may not be as important as the total revenue your sales generate. It helps in identifying areas of excelling and improvement. Measuring your company's success through achievable goals is an aid in analysing areas where your business excels and where it can be improved. If you rely only on figures that represent total sales, revenue, or profits, you may not know where you can do a better job and how you'll be able to grow your operation. Performance measurement and target-setting are important to the growth process.

In target setting you ask the following questions:
- What do you expect to achieve?
- What motivates improvement?
- What are you trying to accomplish?
- How do you meet/exceed expectations and standards?

Key performance indicators (KPIs)

Key performance indicators (KPIs) refer to a set of quantifiable measurements used to gauge a company's overall long-term performance. KPIs specifically help determine a company's strategic, financial, and operational achievements, especially compared to those of other businesses within the same sector.

KPIs are at the heart of any system of performance measurement and target-setting. When properly used, they are one of the most powerful management tools available to growing businesses/company. One of the key challenges with performance management is selecting what to measure. The priority here is to focus on quantifiable factors that are clearly linked to the drivers of success in your business and your sector.

In the freight logistics sector, examples of KPIs may include:

- Time taken to clear container
- Cost of clearing a container
- Turnaround time on customer queries
- Cost of transporting cargo to a client
- Time to deliver cargo in a container
- Warehousing efficiency

5.8   Developing Work Plans

In an effective organization, work is planned out in advance. Planning means setting performance expectations and goals for groups and individuals to channel their efforts toward achieving organizational objectives. Getting employees involved in the planning process will help them understand the goals of the organization, what needs to be done, why it needs to be done, and how well it should be done.

The requirements for planning employees' performance include establishing the elements and standards of their performance appraisal plans. Performance elements and standards should be measurable, understandable, verifiable, equitable, and achievable. Through critical elements, employees are held accountable as individuals for work assignments or responsibilities.

A Work Plan is a detailed accounting of how an individual or group proposes going about accomplishing a specific task, approaching a project, or pitching a new business concept. A work plan is an outline of a set of goals and processes by which a team and/or person can accomplish those goals and offering the reader a better understanding of the scope of the project. It is also known as a project plan or a feasibility or proposal report.

A work plan generally includes an introduction or overview of a project or job, a breakdown of how individual project-related tasks will be accomplished, a timeline for completion and in some cases cost projections for implementation. Work plans show all the tasks involved in a project, who is responsible for each task, and when the tasks will be completed. A work plan represents the formal road map for an assignment. It should clearly articulate the required steps to achieve a stated goal by setting demonstrable objectives and measurable deliverables that can be transformed into concrete actions.

Benefits of Using Work Plans
- Clearly identifies specific actions steps that will lead you to your desired outcomes

- Serve as a roadmap to keep you focused and on track with implementation of targeted activities
- Help you communicate what you are doing, and why it is important
- Clearly identifies the outcomes/deliverables of your work—can use as a justification of funding

Steps of developing a work plan

1. Identify the organizational goals/targets
2. Identify employee tasks or activities to achieve organizational goal
3. Identify key performance indicators
4. Identify targets
5. Determine responsibilities
6. Determine the timelines

The table below presents a format that can be adopted in developing a work plan.

Organizational Goal	Activities / actions	Key performance indicators	Target	Responsible	Timelines
Goal 1					
Goal 2					

5.9   Setting Work Priorities

During the workday, tasks are often prioritized (or not) according to the needs of others or the immediacy of deadlines. Prioritization involves creating an agenda, evaluating tasks, and allocating time and work to bring the most value in a short amount of time. Prioritization should be flexible, as you may need to interrupt low-priority tasks for urgent must-dos as follows:

- **Have a list that contains all tasks in one:**
  Effective prioritization comes from understanding the full scope of what you need to get done—even the most mundane tasks should be written down and considered. To give yourself a complete picture, it's a good idea to include both personal and workday tasks in a single task list. Everything from picking up your dry cleaning to scheduling a one-on-one meeting with your boss should be captured in

the same place. Once everything is written down, prioritization typically happens according to the importance, urgency, length, and reward of each task.

- **Identify what's important:**
  Understanding your true goals: While it might seem like an immediate time management strategy, prioritization is key in achieving long-term goals. Understanding what you're *really* working towards whether it is a promotion, a finished project, or a career change that helps you identify the tasks most pertinent to those future outcomes. It can be a good idea to break these larger goals into smaller, time-related goals. For example, a yearly goal can be deconstructed into monthly to-do lists, which then lead to weekly tasks, daily priorities, etc.

- **Highlight what's urgent:**
  Your to-do list should provide full visibility of deadlines, helping you to identify which tasks must be completed promptly and to plan according to future deadlines. Creating deadlines even when they're not formally required is also important; otherwise, you will continue pushing back important tasks simply because they aren't time-sensitive.

- **Prioritize based on importance and urgency**:
  The urgent and important are the tasks that should be done first. Block off time on your calendar to get the important and urgent done, without interruption. Those that are Urgent but unimportant can be delegated or delegate those tasks that are neither urgent or important and remove them from your to-do list.

- **Avoid competing priorities:** When the tasks you're working on aren't particularly difficult, it's relatively easy to manage them in tandem. A tactic for staying focused on one

important task at a time is identifying likely distractions for example concurrent tasks or ad-hoc requests and actively avoiding them throughout the day.

- **Consider effort:**

When staring at a long to-do list, it's easy to become overwhelmed by the work that needs to be done hence a feeling that reduces productivity and leads to procrastination. A strategy to overcome this involves evaluating tasks according to the effort required to complete them. If your to-do list is becoming too burdensome, prioritize those tasks that require minimal time and effort and move through them quickly. This clearing of tasks will give you some breathing space and generate a sense of accomplishment to propel you throughout the day.

5.10 Performance Monitoring and Evaluation

Performance Monitoring and Evaluation is a strategic approach to management, which equips leaders, managers, employees, and stakeholders at various levels with a set of tools and techniques to regularly plan, continuously monitor, periodically measure, and review performance of the organisation in terms of indicators and targets for set during the performance planning. In organizations, different terms are used including performance assessment and performance appraisal.

5.10.1 What is Performance Appraisal (PA)

Performance appraisal is a systematic, periodic, and so far, as humanly possible, an impartial rating of an employee's excellence in matters pertaining to his present job and to his potentialities for a better job. It is a systematic evaluation of performances of several employees so that they can understand all abilities of a person and their development and growth. Performance appraisal is also done in a very systematic manner which includes measuring the pay of employees and comparing it with all plans and targets.

Performance appraisal is a record of progress for apprentices and regular employees, as a guide in making promotions, transfer or demotions, as a guide in making lists for bonus distribution, for seniority consideration and for rates of pay, as an instrument for discovering hidden genius, and as a

source of information that makes conferences with employees helpful".

Appraisal should be in writing and carried at least once a year. The performance appraisal information should be shared with the employee. Employee should have the opportunity to respond in writing to the appraisal. Employees should have a mechanism to appeal the results of the performance appraisal. Manager should have adequate opportunity to observe the employees. Anecdotal notes on the employee's performance should be kept during the entire evaluation period.

Evaluator should be trained to carry out the performance appraisal process Performance appraisal should focus on employee behaviour and results rather than on personal traits or characteristics.

In summary:

- PA is the process by which a manager evaluates an employee's work performance by measurement and comparison with previously established standards
- The identification, measurement, and management of human performance in organizations.
- Performance Appraisal is the systematic, periodic, and impartial rating of an employee's excellence, in matters pertaining to his present job and his potential for a better job

5.10.2 Purposes of Conducting Performance Appraisals

Performance appraisal helps the management to take decision about the salary increase of an employee. The continuous evaluation of an employee helps in improving the quality of an employee in job performance. It minimizes the communication gap between the employer and employee. Promotion is given to an employee based on performance appraisal.

Other uses of performance appraisal include:

- Provide information about work performance that is used for administrative decision making e.g.
  - o Salary increase
  - o Bonuses
  - o Training
  - o Discipline promotions

- Provide employees with feedback about their work performance based on standards established in the job description and analysis
  - Examine employee performance toward goals
  - Improve employee performance
  - Identify current or potential problems
  - To set targets for future performance
  - To identify potential for promotion
  - To monitor the achievement of policies and objectives
  - To consider salary increase potential
  - Foster positive working relationship

5.10.3 Who should conduct Performance Appraisal

A. Who Should Do the Evaluating?
1. By tradition, a manager's authority typically has included appraising subordinates' performance.
2. Others may actually be able to do the job better.
3. Immediate Superior
   a) The employee's immediate boss conducts most of all performance evaluations at the lower and middle levels of the organization.
      (1) Many bosses feel unqualified to evaluate the unique contributions of each of their subordinates.
      (2) Others resent being asked to "play God" with their employees' careers.
      (3) Organizations using self-managed teams, telecommuting, and other organizing devices, distance bosses from their employees.
4. Peers
   a) Peer evaluations are one of the most reliable sources of appraisal data.
      (1) Peers are close to the action.
      (2) Using peers as raters results in several independent judgments, whereas a boss can offer only a single evaluation.
      (3) And the average of several ratings is often more reliable than a single evaluation.

   b) On the downside, peer evaluations can suffer from co-workers' unwillingness to evaluate one another and from biases of friendship or animosity.
5. Self-Evaluation
   a) An employee evaluating their own performance is consistent with values such as self-management and empowerment.
   b) Self-evaluations get high marks from employees themselves.
   c) They suffer from overinflated assessment and self-serving bias.
   d) Self-evaluations are often low in agreement with superiors' ratings.
6. Immediate Subordinates
   a) Immediate subordinates' evaluations can provide accurate and detailed information about a manager's behaviour because the evaluators typically have frequent contact with the manager.
   b) The problem—fear of reprisal from bosses given unfavorable evaluations. Respondent anonymity is crucial if these evaluations are to be accurate.
7. 360-Degree Evaluation
   a) The latest approach to performance evaluation.
   b) Performance feedback comes from the full circle of an employee's daily contacts.
   c) The number of appraisals can be as few as three or as many as twenty-five, with most organizations collecting five to ten per employee.
   d) Its appeal—it fits well with organizations using teams, employee involvement, and quality management programs.

5.10.4 How Often Should Performance Appraisals Be Given?

Performance evaluations should be an ongoing process and not relegated to a specific time and place. Basically, there are three types of performance reviews:

1. Feedback – formal (such as weekly tally sheets of sales) and informal (such as brief discussions between a manager and an employee) ways for a manager to stay in touch with staff members. This generally occurs as a manager sees and talks with individuals as they do their work or over coffee. Because of the informality of this type of evaluation, there is ample opportunity for information exchange between the employee and the supervisor. Effective feedback should be ongoing and not scheduled.

2. Coaching – a continual troubleshooting process in which the manager acts as a coach or facilitator, encouraging the practice of positive and productive activities. Coaching takes place between formal performance review interviews. While this can occur on an informal day- to-day basis, it also can be more formalized, occurring only when a performance problem surfaces. At this point, it is the responsibility of the manager to call a meeting with the employee to discuss the problem and to analyse solutions to it. A record of the coaching meeting can be submitted to the employee's personnel file for reference during the regular performance appraisal. In this way, it can be added to performance objectives to be met by the employee.

3. Performance interviews – formal evaluations of employees that are scheduled quarterly, at six-month intervals, or annually, depending on the nature of the organization. This is a formal activity designed to review the employee's progress toward the goals and objectives established in the previous performance appraisal.

5.10.5 The Performance Appraisal Process

I. Before The Appraisal
   A. *Step One: Define expectations for the job*.

      ○ Is there a job description?
      ○ Have expectations of good performance been communicated? How? When?
      ○ Are you confident that the employee knows what is expected?

B. *Step Two: Observe performance*. Have you conferred with other managers or operations personnel with whom this person is likely to work? Do you have specific behaviours to support the ratings and agree on the appraisal form?

C. *Step Three: Reviewed goals established from previous appraisals, if applicable*. Were the goals achieved? Were goals not achieved? Are there any developmental areas established in the last review? Remember that the performance appraisal process is ongoing; performance is reviewed daily, weekly, quarterly. There should be no surprises during the review. One should not save all the problems occurring in the previous 12 months and unload them during the appraisal. It is hoped that most problems are addressed when they occur.

D. *Step Four: Allow the employee to prepare a self-appraisal*. Meet with the employee one or two weeks prior to the appraisal.

II. Opening The Appraisal Meeting
   I. State the goal of the appraisal - The goal of the appraisal is to maintain a relaxed mood so that proper communication and trust will occur. This relaxed mood is related to how you present your communication in both the verbal and nonverbal sense.

The following *nonverbals* are important:

   a. *Eye Contact*. Look directly at the employee when speaking; nod your head; smile when appropriate; display interest.

   b. *Nearness*. Sit at a close, comfortable distance. Avoid sitting behind large desks.

   c. *Posture*. Sit straight; be attentive; maintain a symmetrical posture with employee.

The following verbals are important:

a. **Small Talk**. "Break the ice" initially; talk about family, a recent happening. Each employee is different; use whatever approach will build rapport and reduce nervousness. Some employees prefer a direct "strictly business approach."

b. **Prods**. Acknowledge listening. "Uh huh…I see…Hmmm…Go on…Tell me more about that." Use open-ended questions like why, how, when, where; get employee to talk.

c. **Speak Positively**. Compliment; show appreciation; acknowledge where appropriate.

III. The Appraisal Begins
A. Step Six: State purpose and objectives of the appraisal.

The primary purpose of an appraisal is three-fold:

- Provide feedback on performance
- Increase your job satisfaction
- Help strengthen the employee's skill areas

B. Step Seven: Techniques for presenting information

The following techniques may prove helpful in presenting information during the performance appraisal.

1. **The Tell-and-Sell Technique**. This is used to persuade an employee to improve. This may be used nicely in skill areas where both parties have agreement. The employee is aware of developmental areas and wishes to correct them. You provide evidence and counsel on how the employee can change behaviour for the better.

2. **The Tell-and Listen Technique**. The employee is defensive and may disagree with an aspect of the evaluation. Use listening rather than selling skills. People will change if defensive feelings are released. Make a statement to the employee about the behaviour; allow employee to comment; ask probing questions; summarize feelings. Once both parties

understand each other, and then agree on a way to correct.

3. **The Problem-Solving Technique**. A helper of sorts. The employee does not recognize a problem in behaviour or asks for your assistance in correcting. You will jointly analyse the problem together; probe for reasons; ask questions; make and ask for suggestions. Essentially, you jointly solve the problems together and develop an action plan to correct it.

Note: These techniques may work in tandem; that is, a tell-and-listen technique may work into problem solving. Or a tell-and-listen may work into a tell-and-sell if there is no agreement. It all depends.

C. Step Eight: Set goals and develop action plan

Once you have reviewed each skill area and reached some form of consensus, you are ready to establish developmental goals. Do not be disappointed if the employee does not agree with your recommendations despite all these wonderful strategies. You may have to change the focus and simply provide direction on what you expect. Try and turn things into a positive format by demonstrating your sincere willingness to help them strengthen any developmental areas.

- Allow the employee to discuss the goals they had set prior to the evaluation. Have the employee explain:
    - What is their goal (in specific terms)?
    - How can it be achieved?
    - When do they expect to achieve it?
    - Why it is important to their continued success?
- Once the employee identifies the goals (some may not), then proceed with an explanation of your goals. Avoid directive phrases such as "you will." Use phrases like "I would like," "How do you feel about?" "What is your best estimate, Mary, on when we can achieve this?" If they agree, terrific. If not, present your goals.

D. Step Nine: Set date for next review

It is important to close the interview on a positive note. Set the date for the next review and set up a monitoring system for goal achievement. Advise the employee that you will be transferring information to a new form, and they will be allowed to offer comments.

E. Step Ten: Deliver what you promise

Monitor performance regularly to ensure goals are achieved. Don't wait until next year. Performance is evaluated daily. It has been said that feedback is the breakfast of champions!

5.10.6   Performance Improvement Plan (PIP)

A performance improvement plan (PIP), also known as a performance action plan, is a tool to give an employee with performance deficiencies the opportunity to succeed. It may be used to address failures to meet specific job goals or to ameliorate behaviour-related concerns. Generally, even though a PIP is developed at the end of every performance period after an appraisal, it can also be developed midstream when an employee's performance is declining.

The PIP has several requirements including:

- Practicality - Every point articulated in the plan must be directly related to the employee's job performance in order for it to make sense and for it to be immediately usable.
- Timeliness - The plan is helpful only if it has immediate value and sets timelines for achieving specific goals.
- Specificity - The plan needs to be clearly articulated and understood by both parties outlining activities the employee will undertake and for what reason.
- Organizational support - the organization should back up an employee's efforts to grow and develop. E.g. offering time off for outside coursework, by in-house career counseling, by developing employee assistance programs etc.

Performance Gap	Intervention strategy	By who	By when	Resources required	Review date	Comments

Signed: **Employee:**_____

Supervisor:_____

HR Manager:_____

5.11 Learning Activities

You are an employee working the freight and logistics sector. As a clearing and forwarding agents you carry out customs clearance procedures and ensure that insurance, export/import licenses and other formalities are in order. Specifically, the tasks include:

- Carrying out Customs clearance procedures for exports and imports;
- Ensuring that insurance is in order;
- Ensuring that export/import licenses and other formalities are in order;
- Signing and issuing bills of lading
- Checking import export documentation to determine cargo contents;
- Classifying goods into different fee or tariff groups, using a tariff coding system.

Required

Using The table below, develop a work plan for a clearing and forwarding agent.

Organizational Goal	Activities / actions	Key performance indicators	Target	Responsible	Timelines
Goal 1					
Goal 2					

5.12 Self-Assessment Questions and Activities

1. What is the importance and benefits of performance management?
2. Why should we set performance targets in the freight and logistics sector?
3. Explain the key performance indicators for a clearing and forwarding agent
4. Discuss the strategies that can be used to improve employee performance in the clearing and forwarding sector

5.13 References

- Lingard, H. & Francis V. (2009). Managing Work-Life Balance in Construction, 1st Edition. Springler.
- Thompson H. (2012). Educational Leadership: Personal Growth for Professional Development. SAGE Publications Ltd. DOI: http://dx.doi.org/10.4135/9781446247150
  - Palmer, S. (1999). People and Self Management. Routledge.
  - Nikitina, A. (2020). The Art of Problem Solving. BookBoon Learning.
  - Iland, A. (2013). Self-Management: Time Management, Life Management and Personal Management. CreateSpace Independent Publishing Platform

6.0 PROFESSIONAL GROWTH AND DEVELOPMENT

6.1 Specific Learning Outcome

  i. Explain the meaning and importance of professional growth and development
  ii. Identify approaches for professional growth and development
  iii. Discuss sector continuous professional development programme
  iv. Develop an individual professional development plan

6.2 Overview of Professional Growth and Development

6.2.1 Meaning Professional Growth and Development

Professional growth refers to gaining new skills and work experience that can help you reach a goal in your career. And since we're going through an ever-changing job market, keeping yourself up-to-date with trends will give you a better chance to distinguish yourself among others for years to come.

Professional Development (PD) is quite simply a means of supporting people in the workplace to understand more about the environment in which they work, the job they do and how to do it better. It is an ongoing process throughout our working lives. PD opportunities provide a means whereby we can keep in sync the changes, broaden our skills and be more effective in our work.

PD can be part of an individual's personal ambition to be a better practitioner, enhance his/her career prospects or to simply feel more confident about their work and make it more personally fulfilling. It can be a step on the ladder to higher qualifications or enhanced job prospects or be required by professional bodies to maintain professional status. It can be part of meeting targets set by workforce performance management schemes or an opportunity for individuals to change their career paths.

6.2.2 Purpose of Professional Development

The purpose of professional development is to give professionals the opportunity to learn and apply new knowledge and skills that can help them in their job and further their career. Professional development is all about building your skill set and knowledge base

for your field. Professional development is helpful for self and employer. By having opportunities to learn, increase your skill sets, and stay up-to-date on industry trends, professionals like yourself increase your own worthwhile also adding to your company's overall value.

6.2.3 Importance and Benefits of Professional Growth and Development

Benefits of professional development and growth include:

1. **Professional development expands your knowledge base.** Professional development and continuing education opportunities can expose both young and experienced professionals to new ideas, solidify their knowledge, and increase their expertise in their field.

2. **Professional development boosts confidence and credibility.** By increasing professionals' expertise through professional development, their confidence in their work will increase as well. No one likes to think they're missing important skills in their industry. Professional development courses, continuing education, and training opportunities allow professionals to build confidence and credibility as they acquire new skill sets and professional designations.

3. **Professional development increases earning potential and hireability.** Professional development and continuing education offers both young and experienced professionals with opportunities to boost their earning potential and future hireability by increasing their knowledge and updating their skill sets. Professional credentials, certifications, and designations also provide easy ways to increase a professional's value. Professionals with the right skill sets who seek out and take advantage of upskilling opportunities are certainly more bankable than those who don't.

4. **Professional development can provide networking opportunities.** Many professional development opportunities such as workshops, conferences, and other

networking events allow professionals to branch out and meet other people within their industry who may be able to help them with career opportunities in the future. When you decide you want a change or are ready to move up in your career, your professional network, and the professional relationships you forged will come in handy.

5. **Professional development keeps professionals current on industry trends.** Professional development and continuing education and learning opportunities are great ways to stay up-to-date on industry knowledge and trends. Every professional industry is constantly evolving, so employees should use professional development and training opportunities to expand their knowledge base, learn new practices and techniques, and embrace new technology.

6. **Professional development can open the door to future career changes.** For professionals who are looking to make a complete career change or to pivot within their industry, new skills acquired through professional development training could be critical to opening new doors within their field or to transition to a new industry.

6.2.4 Approaches to professional development:

- **Skill Based Training:** Effective skill-based training allows participants to learn conceptual information or necessary behaviours, practice learning the new information or behaviours, and receive feedback on their performance. Making the most of a training program: Have a discussion with supervisor regarding reasons for attending, what you hope to get out of it; post-conference debriefs the experience. Discuss what you have learned at the training session and how you might immediately apply it to your work. Practice skills that you learned.

- **Job Assignments:** Learning by doing – by working on real problems and dilemmas. May be an entirely new job, a responsibility added to an existing job such as a short-term project. The key element in a developmental assignment is challenge, something that stretches people, pushes them out of their comfort zones, and requires them to think and act differently

- **Developmental Relationships:** Learning through interaction with others. Three major roles that a person can play include: (1) assessment (feedback provider, sounding board, point of comparison, feedback interpreter), (2) challenge (dialogue partner, assignment broker, role model), (3) support (counselor, cheerleader, reinforcer, cohort).

6.3 Avenues for Professional Growth and Development

- **Continuing Education:** Enrolment in formal degree programs, courses, or workshops, pursuing certificates, accreditations or other credentials through educational programs.

- **Attend a professional conference.** Conferences are great opportunities to learn from experts in your field, network with like-minded professionals, and have a good time.

- **Participate in workshops.** The purpose of workshops is to bring together professionals with specific expertise to discuss problems and offer solutions. Unlike most conferences, workshops require active participation from those attending. This hands-on experience can be especially useful in learning new skills.

- **Complete your CPD.** Continuing education is required to maintain most professional licenses and designations. Some people view continuing education as a chore they have to get out of the way every year, but proactive professionals take advantage of their continuing education courses to hone their knowledge and update themselves on their industry.

- **Take advantage of micro-learning.** Micro-learning is an effective learning method especially useful for busy professionals. Also known as "bite-sized learning", micro-learning consists of brief learning units that give brief, focused bursts of content (usually between 1 and 10 minutes long) allowing professionals to fit short learning sessions into their busy schedules.

- **Shadow a colleague.** If opportunity presents itself, it may be useful to shadow a colleague or superior whose type of job or skills you are interested in.

Shadowing another professional can be a positive learning experience that can offer a lot of clarity about your interest in that career.

- **Read a book that can help you in your field.** There are going to be a lot of books out there, no matter what industry you are in. If you're unsure of what to read, ask your manager or mentor what they recommend.
- **Research:** Conducting research, presenting findings of research to others
- **Increased duties and responsibilities:** Taking on new challenges in current position, projects, long or short-term assignments

6.4 Continuous Professional Development (CPD) Programmes

A profession is a career area for which one needs a professional qualification to join. Traditionally, the professions included law, medicine, accountancy, the civil service and similar. More recently, many other professions have emerged, including logistics, clearing, and forwarding, customs agents, HR, marketing, sales and IT, all of which have recognized professional qualifications. Professional qualifications are a requirement to operate in some professions, such as medicine or dentistry.

Continuous Professional Development (CPD) refers to systematic maintenance and improvement or broadening of knowledge and skills and the development of personal qualities necessary for the execution of professional and technical duties throughout the professional working life.

Continuous professional development refers to the process of training and developing professional knowledge and skills through independent, participation-based or interactive learning. This form of learning allows professionals to improve their capabilities with the help of certified learning. CPD courses for professionals should reflect their current expectations as well as future ambitions. As your career develops, the knowledge and skills you require will also evolve. This is where CPD will come to your rescue and help you steer your career in the future.

As a process of lifelong learning for professionals, this CPD program is an extension of the initial training and development process that qualifies an individual as a practitioner. It is a post-qualification program that enables freight and forwarding professionals to continue with the development of their professional knowledge, skills, and attitudes to adapt to evolving industry and professional demands.

CPD training helps professionals to:
- Stay up to date with the latest trends and learn new skills;
- Improve their performance at work;
- Boost their self-confidence;
- Enhance their professional reputation and future job prospects;
- Obtain concrete proof of their professionalism and commitment.

6.4.1 Types of Continuing Professional Development

- **Formal CPD:** This type of CPD involves active and structured learning that is usually done outside the organisation for which you work. Formal CPD usually consists of more than one professional, however in some cases it could just involve a single professional. Some activities in this form of structured learning include:
  - Offline and online training programmes;
  - Learning-focused seminars and conferences;
  - Workshops and events;
  - Lectures.
- **Informal CPD:** Informal CPD is also known as self-directed learning, in which the professionals carry out development activities according to their own choice and without a structured syllabus. This form of learning usually consists of:
  - Studying publications written by industry experts;
  - Perusing relevant case studies and articles;
  - Listening to industry-specific podcasts and following industry-specific news;
  - Studying and revising for professional exams.

6.4.2 Benefits of Continuous Professional Development

Continuous professional development programmes provide two-fold benefits — for the learner and for the employer.

Benefits of CPD for the learner:
- Improves intellect, personal skills and confidence;
- Opens doors to excellent future employment opportunities;
- Improves learning ability;
- Promotes independent learning;
- Demonstrates ambition and commitment to professional self-improvement;
- Relevant practical qualifications that will impress current and prospective employers.

Benefits of CPD for the employer:
- Sets a high standard across the company for staff development;
- Improves productivity with the help of motivated and skilled employees;
- Endorses a learning culture in the organisation;
- Enhances the reputation of the company among prospective employees and clients;
- Increases employee retention;
- Allows the company to keep up with the latest trends and changes in the industry.

6.5 Continuous Professional Development (CPD) Programme in Logistics Sector

The Federation of East African Freight Forwarders Associations (FEAFFA) as an apex body of national associations of clearing and freight forwarding agents in the East African Region has developed a CPD programme for the sector with a primary aim to assist professionalization of the sector. The CPD program aims to;

a) Professionalize the Freight Logistics industry through provision of a platform for the industry professionals to continuously seek and keep themselves in the know of the trends in freight logistics.

b) Define the continuous development process for the Customs and Freight Logistics Professionals as they seek to remain relevant and competitive in their field of practice.

c) Regulate the EAC Customs and Freight Logistics industry through a monitored qualitative professional development process that leads to attainment of CPD Points per calendar year.

d) Provide professional development opportunities for Customs and Freight Logistics Professionals to keep them effective, efficient, relevant and at per with global standards of competitiveness

e) Enforce regulation of the EAC Customs and Freight Logistics industry to weed out and keep off quacks in the industry.

6.5.1 The FEAFFA CPD Structure and Requirement

There are two categories of CPD activities:
- Structured CPD Activities
- Unstructured CPD Activities

Structured CPD Activities

Structured CPD is the undertaking of any formal learning activity designed to meet a specific development need (this is what an individual is expected to know, understand or do as a result of his or her learning). Structured CPD hours shall be earned from structured CPD activities. To qualify for the structured CPD hours, the activity must have had a pre-planned written program, expert trainers, and certificate of completion. Recording such activities will require that the individual member must present both the program and certificate of completion of the activity. The hours awarded will be effective learning hours. Structured CPD hours shall be earned from seminars, conferences, in-house trainings, workshops, and relevant academic courses but subject to a maximum of 10 hours per course per year.

Unstructured CPD Activities

Unstructured CPD is any activity an individual considers has met a learning objective, but has not been specially undertaken for this purpose. Unstructured CPD can also be defined as any form of informal learning or development of day to day working skills achieved through self-study and/or informal training. Unstructured CPD hours shall be earned from self-guided CPD activities such as watching videos, reading relevant and current journal articles. The individual may submit to the Board evidence of attendance, presentation or participation in other initiatives which expose such an individual to different areas of knowledge and skills necessary for their work such as innovations,

coaching and mentoring, chats, professional networking events, publishing articles and books, Blogs, and personal development activities. For all unstructured activities, the burden of proof and justification falls entirely on the individual.

6.5.2   CPD Competency Classification

Professionals in the freight logistics industry in East Africa may attend different programs and activities for accumulation of CPD points. The competencies that they need for better performance may fall in the following categories:

a) **Technical Competencies-** these include content that update them on best practices in carriage of goods, warehousing, Customs clearance and fiscal matters. This category includes content that are core to performance of core professional business and shall constitute 50% of the CPD content in any year.

b) **Emerging issues** – these include emerging issues that may affect the professional practice trajectory in the foreseeable future. Emerging issues include technological aspects like cloud computing and blockchain as well as political and general regional development issues. These shall constitute 30% of an individual's CPD content.

c) **Leadership and personal development** – this includes governance, change management, personal branding and relevant motivation. These shall constitute 20% of an individual's CPD content in a year.

6.6   Professional Development Plan (PDP)

A Professional Development Plan (PDP), also known as an Employee Development Plan or an Individual Development Plan, is used to document career goals and set out a strategy on how to meet them.

Creating a PDP takes time and planning. But, writing and implementing a PDP can help you to identify and develop the professional skills needed to reach your goals, and can keep you on the track to success. It's an important process that helps you achieve your potential, reach your goals and take charge of your professional development.

A professional development plan documents the goals, required skill and competency development, and objectives a staff member will need to accomplish in order to support continuous improvement and career development. A professional development plan is created by the manager working closely with the staff member to identify the necessary skills and resources to support the staff member's career goals and the organization's business needs.

Professional development for staff members begins when a new member joins your team. In addition, all staff members should have a "living" professional development plan in place. Planning should not take place only after a staff member is identified as needing improvement. Professional development plans should be reviewed on an on-going basis throughout the year, with at least one interim review discussion between the staff member and supervisor prior to the end of the yearly performance review period.

Step 1: Assess where you are now

How is your career currently progressing? Assessing your current career situation is a good place to start. Ask yourself the following questions:

- What have you been doing over the past year, 3 years or 5 years to help your professional development?
- Are you where you thought you'd be at this stage in your career?

If the answers are 'nothing' and 'no', a PDP is a great place to start to begin turning that around. Even if those were not your answers, this step will give you the chance to assess the effectiveness of the strategies and actions you have been taking in the past. Take this opportunity to reflect on your actions and be honest with yourself. Identify, and write down, any actions that have specifically helped, or hindered, your professional development.

Step 2: Identify your specific career goals

Where do you want to be? Answering this question can take a lot of time. It is a good idea to carve out a block of about thirty minutes; sit calmly and don't rush. To help you get started with identifying your career goals, ask yourself the following questions:

- **What does success mean to you?** Is it financial success, a promotion to a managerial position or starting your own business? The definition of 'success' varies from person to person. There is no 'one-size-fits-all', so you need to understand

what *your* motivations are to answer this question.

- **What activities do you love the most?** Are these activities a part of your current job? If not, can you change this?
- **Are you experiencing a version of this success in your current job?**
- **Where would you like to be in 5 years' time? Ten years?** This is a good time to identify your long-term goals.

Defining your long and short-term goals can be scary. It can take a long time and a *lot* of thought, and you might start to get overwhelmed by the enormity of all the decisions, but that's alright. Remember it's okay to think big (like 'dream job' big) because with a proper PDP anything should be possible.

Just make sure that your goals are **'SMART'**:
- Specific.
- Measurable.
- Achievable.
- Realistic.
- Timely.

Step 3: Gather Information

What professional skills are needed to get where you want to go? After you have identified your long and short-term goals, researching what you need to achieve them is the next step. Which skills under your belt will impress at interviews and make you an ideal candidate?

Take this time to break your long-term goals down into more manageable steps. For example, if your long-term goal is to become an Area Manager, identify what the individual steps required to reach that position might be. These could be progressing to a supervisor position, being promoted to Team Manager and then Area Manager. Each one of these positions will have different job and skill requirements, and breaking them down into individual steps will allow you to create a better plan for the future.

Meeting with your line manager is a good place to start, as they might help you identify other areas you need to work on and offer suggestions about upcoming training opportunities provided by the company. Researching the criteria for the job you envision yourself having and looking into new workshops that target the key skills needed in your profession, can also be helpful.

This step is important because it helps you identify the professional skills and abilities you need to help you reach your goals, enabling you to plan new learning and development opportunities that are relevant to your professional development.

Step 4: Evaluate your professional skills

Now that you have identified what professional skills are desirable for your ideal career path, take a moment to tick off ones you're already proficient in. Knowing your current strengths is important, so you can clearly distinguish what you are lacking that might be holding you back.

Step 5: Decide on a strategy

Now that you have identified the areas you need to work on, it is time to decide how you will remedy this. To be effective, your professional development should be;
- Job embedded.
- Strategic.
- Continuous and ongoing.

Perhaps you could sign up to skills workshops and seminars that your company is offering, get involved in formal CPD training (such as the business courses offered by Revenue Authorities, FEAFFA and National Associations), or keep up to date with new technology relating to your field.

There are many strategic ways to develop the skills you need to accomplish your goals; take it in small chunks, relate all learning experiences to the skills identified by your PDP and remember this is a process of continual development – not a one-time thing.

Step 6: Develop a timeline

It is important to decide when you want to achieve your goals and laying out a time-frame is an important factor in making sure that you stick to your PDP. Knowing you have given yourself a deadline means you are more likely to achieve your plans.

Plan your targets on a yearly basis, make sure to give each target more time than you envision it taking because things rarely go to plan, and schedule your targets around opportunities you'd like to achieve. By planning and scheduling your professional development, you'll be the ideal candidate by the time that promotion you want rolls around.

Step 7: Write it all down

Keep detailed notes of your Professional Development Plan that you can update and alter as you go along. Writing it all down will help you remember your overall goal and all the steps you have laid out for yourself. A PDP is not something to be written and forgotten. It is a career-long tool that you should refer to regularly. Writing it down will also be handy for when you are ready to apply for that new position or promotion. You will have a detailed list of all the professional skills you have been working on, and examples of just how you have gone about facilitating your own professional development.

Step 8: Evaluate your plan

Before you commit to your PDP, look over it. Check again that all the goals and steps are:

- Specific.
- Measurable.
- Achievable.
- Realistic.
- Timely.

Even though you should dream big, setting unreasonable goals and targets will make the experience of following a PDP stressful and disheartening. It's important to evaluate your plan to make sure you can meet your targets – be it task or time-frame – and that your goals are realistic and achievable.

Step 9: Measure your progress

Are you meeting your targets? Assessing your progress regularly is important. Even though you know your professional development is important (you've made a plan for it, after all) professional education can quickly fall in priority. Measuring your progress will help you know if you are hitting your 'check lists', meeting your targets and are on track for reaching your goals. You may need to set more manageable steps, or make new targets, or even set new goals.

Remember that plans change and, as you go through your career, your goals will progress with you. Learning is a lifelong process, and it's important to continue your professional development to ensure career success.

6.7   Learning Activities

As a professional in the freight and logistics sector, develop a personal Professional Development Plan based on the steps discussed before.

6.8   Self-Assessment Questions and Activities

1. What are the benefits of a professional growth program to both the employee and employer?
2. Discuss the approaches for professional growth and development
3. Discuss the avenues and strategies available for a profession in the freight logistics sector for professional growth and development

6.9   References

- Lingard, H. & Francis V. (2009). Managing Work-Life Balance in Construction, 1st Edition. Springler.
- Thompson H. (2012). Educational Leadership: Personal Growth for Professional Development. SAGE Publications Ltd. DOI: http://dx.doi.org/10.4135/9781446247150
- Palmer, S. (1999). People and Self Management. Routledge.
- Nikitina, A. (2020). The Art of Problem Solving. BookBoon Learning.
- Iland, A. (2013). Self-Management: Time Management, Life Management and Personal Management. CreateSpace Independent Publishing Platform

7.0 LEADERSHIP AND TEAMWORK

7.1 Specific Learning Outcome

   i. Explain the meaning of leadership
   ii. Identify characteristics of leadership
   iii. Identify types of leadership
   iv. Analyse leadership qualities
   v. Examine teamwork in organizational success

7.2 Definitions in Leadership

Leadership is not about a title or a designation. It's about impact, influence, and inspiration. Impact involves getting results, influence is about spreading the passion you have for your work, and you have to inspire team-mates and customers. Leadership is the one of the most important function of management. Leading involves directing, influencing, and motivating employees to perform. Leadership is shifting of own vision to higher sights, the raising of man's performance to higher standards, the building of man's personality beyond its normal limitations.

Leader

One that leads or guides. One who is in charge or in command of others. One who heads a an organization, family, country, team, etc. One who has influence or power over followers.

Leadership

Leadership can be defined as the effective use of power and influence. Power is the capacity to influence the behaviour of others. Leaders use power to get results.

Management

It is the art-science of implementing organizational goals and objectives through people to achieve the laid down objectives.

Power

This is the capacity to influence the behaviour of others to achieve a result.

Influence

This is the process by which people successfully persuade others to follow their advice, suggestions, or orders.

Leaders influence followers by:
- Developing followers to higher levels of ability and potential

- Stimulating and enabling followers to think about old problems in new ways
- Communicating inspirationally and persuasively their high-performance standards and expectations
- Communicating their values - walking their talk. Followers identify with the leader, and they copy the leader's actions.

7.3 Leadership Characteristics / Traits

7.3.1 Characteristics of Good Leaders

A common misconception is that individuals are just naturally gifted with leadership skills. The truth is that leadership traits, like other skills, can be acquired with time and practice. Below are seven traits of an effective leader:

Effective Communicators
Leaders are excellent communicators, able to clearly and concisely explain problems and solutions. Leaders know when to talk and when to listen. In addition, leaders are able to communicate on different levels: one-on-one, via phone, email, etc.

Accountable and Responsible
Leaders hold themselves accountable and take responsibility for any mistakes. Leaders support and encourage individuality while abiding by organizational structure, rules, and policies that need to be followed.

Long-term Thinkers – Visionary
Leaders are visionaries. This is evidenced by the leadership trait of being able to plan for the future through concrete and quantifiable goals. They understand the need for continuous change and are open to trying new approaches to solve problems or improve processes.

Self-motivated
Leaders are self-motivated and are able to keep going and attain goals despite setbacks. In addition, good leaders try their best to exceed, not just meet, expectations.

Confident
Virtually all good leaders share the leadership trait of confidence. They are able to make tough decisions and lead with authority. By being confident, leaders are able to reassure and inspire others, establish open communications, and encourage teamwork.

People-oriented

Leaders are typically people-oriented and team players. They're able to foster a team culture, involve others in decision-making, and show concern for each team member. By being people-oriented, leaders are able to energize and motivate others. By making each individual feel important and vital to the team's success, they secure the best efforts from each member of the team.

Emotionally Stable

Leaders exercise good control and regulation over their own behavior and are able to tolerate frustration and stress. Leaders are able to cope with changes in an environment without having an intense emotional reaction.

7.3.2   Characteristics of a Bad Leader

Listed below are the traits that bad leaders commonly exhibit:

- Too bossy
- Fearful of change
- Unwilling or unable to communicate effectively
- Dismissive of ideas other than their own
- Lacking empathy
- Inconsistent
- Prone to blame others rather than accept responsibility themselves
- Indecisive

7.4   Difference Between Manager and Leader Manager Leader

Manager is the one who handles, controls, or directs the activities of others in an organization. Anyone who uses management skills or holds the organizational title of 'manager' having ability to command a certain unit. Oversees the current process well. Mangers are always process oriented on how the organization works. Managers always protects himself. Managers always avoid being involved in conflicts.

Leaders are vision oriented and think about future. Leaders always protect their staff. Leader always deal with conflicts in a positive way. Leaders always trust on his staff and vice versa.

What Do Managers Do?

Managers:
- Motivate people toward established goals and clarify roles and tasks.
- Control complexity and chaos
- Obtain resources needed to implement organizational objectives through the planning and budgeting processes.
- Provide incentives to 'push' people in the 'right' direction so goals are implemented efficiently. Managers will monitor and detect mistakes or variances from standards and take actions to have those mistakes corrected.
- Tend to coordinate information flows through organizational structure, channels, and chain of command.
- Think, delegate, direct and discipline.

Are leaders different from managers?

Leaders are seen as brilliant, lonely, heroic, visionary, effective, imaginative, creative, and self-reliant.

Managers are seen as rational, problem-solving, directing, task-oriented, efficient, persistent, tough-minded, hardworking, intelligent, analytical, tolerant, practical, and innovative. When they were young people, leaders sought to change the world around them, and as a result these people as adults are prone to challenging the status quo, even creating (thriving on) chaos. Managers, in contrast, frequently talk of growing up with a sense of fitting and as adult managers, these people seek and maintain order – even if they sponsor change, they want that change to be orderly.

Leaders use their influence to change people's views of what is desirable, possible, and necessary. Managers are more likely to use their influence to implement organizational goals. They tend to have a more impersonal attitude towards the needs and desires of the individuals involved. Managers are therefore often good with tactical plans, bargaining, negotiating, using rewards, and coordinating different approaches to issues. Leaders explore and encourage fresh solutions to existing problems – encouraging people to examine a wide range of options to manifest the vision.

Both managers and leaders care about creating and fulfilling an agenda. However, Managers create their agendas through planning and budgeting and Leaders create their agendas through establishing a direction.

Leadership concentrates on vision, strategic development and initiative. Management on the other hand seeks to implement the vision. (See table below). Leadership is concerned with long-term perspectives anticipating the organization's future needs. Management looks at the short-term issues. Leadership is related to all employees with the ability to influence and inspire them to achieve set goals.

Criteria	Leadership	Management
Change	Provide vision, initiate change	Implement suggested change
People	Inspire, develop	Control
Power	Ability to influence	Authority
Task	Do the right thing	Do things right
Commitment to goal(s)	Passionate	Impersonal

Why Leadership/Management Fails

Leaders and managers can fail when they appear insensitive, cold, abrasive, aloof, arrogant, or corrupt. Leaders-managers who do not keep their word, betray a trust, fail to delegate, and have no strategy may also fail.

Differences between Managers and Leaders

Leaders	Managers
Focus on the future.	Focus on the present.
Create that which works better.	Make sure things work well.
Create a better future.	Solve today's problems.
Focus on the product.	Make sure details are handled.
Inspire people to do more than is expected of them.	Make sure people put in a good day's work and are rewarded for doing so.
Create a vision of the organization several years in advance.	Organize and plan to meet this year's objectives.

7.5   Leadership and Credibility

Credibility is the degree to which the source is perceived as trustworthy and competent. In a culture of distrust, most communication is viewed without credibility. If credibility is high employees are more likely to

- Be proud to tell others they're part of organization.
- Feel strong sense of team spirit.
- See personal values as consistent with those of organization.
- Feel attached and committed to organization.
- Have a sense of ownership.

However, if credibility is low, employees are more likely to

- Produce only if they're watched carefully.
- Be motivated primarily by money.
- Say good things about organization publicly, criticize privately.
- May look for another job if organization experiences problems.
- Feel unsupported and unappreciated.

7.6   Qualities of Leadership

- **Integrity**

How deep are your convictions on the things you believe in? What do you believe in SO MUCH about your work that you will stand up to anyone about it?

How much are you willing to compromise your important beliefs? To what extent do your behaviour and the choices you make align with your guiding values and principles?

Integrity means honesty and more. It refers to having strong internal guiding principles that one does not compromise. It means treating others as you would wish to be treated. Many experts believe that a solid sense of right and wrong and strong guiding principles are the most essential and basic of all leadership skills or characteristics. Integrity promotes trust, and not much is accomplished without trust.

- **Vision/strategy**

Can you see, do you see where your department, team, and organization are going? How often do you talk about the ways in which what you are doing in your area are related to the overall mission? Do you think and speak inspiringly about what the organization is doing and about the future of the organization?

A leader must have a clear idea where his or her organization and unit are going beyond this month's results or this year's budget. Where is it going in the long term? Even tactical leaders must be clear about this and need to refer frequently to the vision, mission, and values of the organization in their communications with others.

- ### Communication

How much and how willingly do you speak out and keep information flowing? Conversely, can you keep confidential information private? How often can and do you listen more than you speak in conversations with your employees? How would you assess your communication skills with each of your employees? How do you handle "bad news" when you receive it?

The chief complaint of employees in nearly every organization of all types, whether large or small from any industry segment, is "lack of communication." Communication in the context of leadership refers to both interpersonal communications between the leader and followers and the overall flow of needed information throughout the organization. Leaders need to learn to be proficient in both the communication that informs and seeks out information (gives them a voice) and the communication that connects interpersonally with others.

- ### Relationships

What is the level of trust and respectful feelings you have with each of your employees? With each of your peers? How easy or difficult is it for you to initiate new relationships? Deepen existing relationships?

Networking (the art of social "schmoozing") is also a relationship skill. Relationships develop from good interpersonal and group communication skills, but relationship skills also go deeper.

A leader who likes dealing with people issues, who can initiate and deepen relationships with others, has a great leadership advantage. This is a leader who can build a team and achieve impressive results. This kind of leadership is based on personal power (the right kind of power), not position power.

- ### Persuasion / Influence

How persuasive and influential are you? Under what circumstances can you persuade others to your point of view? To what extent do people value your opinion and follow your lead?

The ability to influence others and cause them to move in a particular direction is a highly important skill in leadership. In fact, leadership is often defined as the ability to persuade or influence others to do something they might not have done without the leader's persuasion.

Your ability to be persuasive is directly related to how much people trust you and how good your communication and relationships are.

- ### Adaptability

To what degree can you relinquish rigidity? Control? When is it easy and when difficult for you to embrace change? How do you react when things don't go as planned?

Adaptability and flexibility in not being bound by a plan are important success factors in leadership today. The leader must move easily from one set of circumstances (the plan) to the next (the plan is not going as expected) and take them all in stride, even when the circumstances are unexpected. The good leader has to embrace change and see it as opportunity.

- ### Teamwork

To what extent do you value working cooperatively as part of a group? How do you promote teamwork among those you lead? In what ways do you work collaboratively with your peers? How do you handle team conflict?

No one person can do it all. That's why a team, comprised of others with different skill sets, is essential. A leader must know how to build and nurture such a team. A good leader knows when to be a leader and when to be a follower. The best leaders are good followers when that's what is needed.

- ### Coaching and Development

How do you feel about developing others around you? How do you encourage, nurture, and build the capacity of those you lead? How easy or hard is it for you to set your needs aside and share control with others? Can/do you delegate well?

Developing others is an important role for a leader. Encouraging others to expand their capabilities and take on additional assignments is part of the leader's responsibility. Leaders who feel threatened by the capabilities of others are challenged in this area. Coaching and development are essential skills all leaders must cultivate.

- **Decision-making**

How comfortable are you with having to make the "final decision" on things? Do you have any tendency to decide too quickly without due consideration or, conversely, to gather data, analyze and ponder endlessly and be unable to decide? In what areas do you struggle with making firm decisions and standing up for what you believe?

A leader must be able to wade through information, comprehend what's relevant, make a well-considered decision, and take action based on that decision. Making decisions too quickly or too slowly will impede your leadership effectiveness.

- **Planning**

How easy is it for you to put together plans for activities and projects, including contingency plans (what will happen IF…)? How easily are you able to focus your attention and stick to your plan, yet without being rigid about it? How do you decide when to push ahead or, instead, to modify your plan?

Planning involves making certain assumptions about the future and taking actions in the present to positively influence that future. To plan means to focus more strategically. Plans are important for guidance and focus, but plans can seldom be cast in stone.

7.7   Criteria for Effective Leadership

1. Leader is committed to a vision that he or she clearly and consistently communicates in word and deed so that it becomes:
   - A stimulus to commitment and action.
   - A force for coherence and focus.
   - A guide for decisions.
2. The leader's actions build values into the organization that:
   - Reinforce the organization's competitive strengths.
   - Bind the organization together in a sense of community.
   - Improve the decision-making process.

3. Exerts considerable effort to attract and develop high-caliber personnel and create a motivating, innovative environment.
4. Commitment, not only to vision and set of values, but also to individuals in organization.
5. Acts as a task master, setting standards of excellence and stretching subordinates to achieve them.
6. Acts to minimize political maneuvering and bureaucratic processes and to assure substance dominates decision making processes.
7. Has a clear self-understanding – recognizes personal limits, but with confidence to persist through disappointment and resistance.

7.8   Leadership Styles

A leadership style is a leader's style of providing direction, implementing plans, and motivating people. Leadership traits tell who a leader is as leader. Leadership styles tell what a leader does in the process of leading. Leadership style is the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group. Attention given leadership style is based on the assumption that subordinates are more likely to work than they will for managers who adopt alternative styles. This is due to the fact that in the current work situation managers can no longer rely solely on the use of their position in their hierarchical structure as a means of exercising the functions of leadership. In order to get best results for there is need to encourage high morale, a spirit of involvement and co-operation, and a willingness to work.

There are many different leadership styles that can be exhibited by leaders in the political, business, or other fields. Some of the leadership styles include:
- Autocratic
- Democratic
- Laissez-faire
- Transactional
- Transformation
- Situational

7.8.1 The Authoritarian (or autocratic) style

Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. This is where the focus of power is with the manager and all interactions within the group move towards the manager. The manager alone exercises decision–making and authority for determining policy, procedures for achieving goals, work tasks and relationship, controls of rewards or punishments. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group.

Like other leadership styles, the autocratic style has both some benefits and some weaknesses. The key characteristics of this style and the situations in which this style is the most effective as explained below. Situations under which autocratic leadership style can be applicable Authoritarian leadership is a leadership style in which the leader dictates and controls all decisions in the group and task. Authoritarian leadership is about control, organization and discipline and while it still has a place in the leader's toolbox, it was regarded as the most prominent style almost one hundred years ago.

Use more of a directing, authoritarian style in the following scenarios:
- When a task is urgent and needs to be completed quickly, with little time for thought and planning
- As in the situational leadership model, use this style when skills are in short supply and people need to be guided through a task or tasks with clarity and structure.
- Where there is little margin for error.
- When conditions are dangerous – rigid rules can keep people out of harm's way.

7.8.2 The Democratic Leadership Style

The democratic leadership style is a very open and collegial style of running a team. Ideas move freely amongst the group and are discussed openly. Everyone is given a seat at the table, and discussion is relatively free-flowing. This style is needed in dynamic and rapidly changing environments where very little can be taken as a constant. In these fast-moving organizations, every option for improvement has to be considered to keep the group from falling out of date. The democratic leadership style means facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best possible decision. The democratic leader must also be able to communicate that decision back to the group to bring unity the plan is chosen.

In a setting that allows for democratic leadership, the decision-making process and overall responsibility among the group members is shared. No decisions are made without consultation from group members by the leader, so that the final result is an outcome of group effort, and not individual choices. Tasks are delegated to subordinates effectively, where the implementation of the task is entirely in their hands. Feedback is always welcome, and every member is encouraged to function as a leader in terms of decision-making and execution of decisions

Characteristics of Democratic Leadership Style
- Delegation of tasks to other employees and subordinates along with full responsibility makes them accountable for their actions and tasks.
- The manager or leader in-charge is always open to feedback (initiatives and otherwise) and it forms the basis of future assignments.
- Encouragement by the leader to inspire the employees to become leaders and develop in this area.
- The manager seeks consultation on all issues and decisions but remains the final authority on which ones to be put into use.

This leadership style can seem particularly attractive so it might be hard to think of situations where it would not be useful, but when there is no time for mass consultation and the cost of making the wrong decision is simply too high, the consultative democratic style may have to take a backseat. If the workforce does not have the level of experience necessary to make decisions, the democratic style can have devastating results.

Benefits of democratic leadership
- This leadership style enforces a work environment where everyone is allowed to contribute to the decision-making process. This not only gives a certain amount of importance and authority to the group members, but also makes them more

responsible as the burden of executing the choices they have made rests on their own shoulders. Involving more members in the decision-making process enables the group to reach the best solution possible. The variety of viewpoints allows the group to deal with every challenge after analysing each perspective and provide solutions in the same manner.

- By allowing everyone to be a part of the process, this leadership style permits creativity and creative thinking. With a multitude of brains working on any one particular project, the democratic leadership style challenges their creativity, thereby making them go beyond the usual to come up with innovative solutions. Such creativity is required and appreciated in any kind of setting. In such a setting, employees or group members learn to respect each other's viewpoint, including that of the leader and vice versa. Since everyone is given equal opportunity, a conflict of interest is less likely when this leadership style is implemented.

- Communication gap is reduced. Tension between the leader and team members is decreased as a result of which fear of rejection and denial also reduces and this makes all sorts of issues addressable. An autocratic leader, on the other hand, would have certain demands and expectations from his subordinates which make the employees fear the leader.

- A positive work environment is created. This means that a culture of junior workers getting a fair amount of responsibility and challenges is encouraged. When there are the right vibes among employees, work becomes more pleasurable.

- Employee turnover reduction. A democratic leadership makes people feel empowered at work as it is essentially performance based. A majority of the workers appreciate this method of management as it secures them a safe future with the company. Active participation in the management by labour assures rising productivity and satisfaction. Workers develop a greater sense of self - esteem, due to importance given to their ideas and their contributions. They become more committed to changes that may be brought about by policy changes, since they themselves participate in bringing about

these changes. The leadership induces confidence, cooperation, and loyalty among workers. This results in higher employment morale.

7.8.3   A laissez-faire (genuine) style

This is where the manager observes that the members of the group are working well on their own. The managers consciously make a decision to pass the focus of power to members, to allow them freedom of action "to do as they think best" and not to interfere but is reality available if help is needed. The word "genuine" is emphasized so as to differentiate the style from leadership behaviour of this nature. This is contrasted to a manager who does not care, who deliberately keeps away from trouble spots and does not want to get involved. The manager just lets members of the group get on with the work in hand. Members are left to face decisions that rightly belong with the manager. This is called abdication.

This style of leadership calls for the person at the head to allow those who follow to make their own decisions and choose the path they think is best. The leader takes direction and advice from those placed in key positions and this is in stark contrast to the democratic leader who invites input but reserves the right to make the final decision.

Under a laissez-faire approach the experienced staff members analyse, interpret and arrive at a decision. Laissez-faire leaders should not choose this as a path to laziness but rather they must have extreme trust in their team. Laissez-faire leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members.

A laissez-faire leader lacks direct supervision of employees and fails to provide regular feedback to those under his supervision. Highly experienced and trained employees requiring little supervision fall under the laissez-faire leadership style. However, not all employees possess those characteristics. This leadership style hinders the production of employees needing supervision. The laissez-faire style produces no leadership or supervision efforts from managers, which can lead to poor production, lack of control and increasing costs

Characteristics of Laissez-Faire

Leadership Laissez-faire leadership is characterized by:

- Very little guidance from leaders
- Complete freedom for followers to make decisions
- Leaders provide the tools and resources needed
- Group members are expected to solve problems on their own
- Power is handed over to followers, yet leaders still take responsibility for the groups decisions and actions

Benefits of Laissez-Faire Leadership

Like other leadership styles, the delegative style has both a number of benefits and shortcomings.

a) Laissez-faire leadership can be effective in situations where group members are highly skilled, motivated, and capable of working on their own.
b) The laissez-faire leadership style is successful most often when team members are mature team members.
c) Laissez-faire usually works best on teams with high seniority and competence.

7.8.4 Transactional Leadership Style

Transactional leadership style use "transactions" between a leader and his or her followers - rewards, punishments, and other exchanges - to get the job done. The leader sets clear goals, and team members know how they'll be rewarded for their compliance. This "give and take" leadership style is more concerned with following established routines and procedures in an efficient manner, than with making any transformational changes to an organization. Transactional leadership focuses on results, conforms to the existing structure of an organization and measures success according to that organization's system of rewards and penalties. Transactional leaders have formal authority and positions of responsibility in an organization. This type of leader is responsible for maintaining routine by managing individual performance and facilitating group performance.

This type of leader sets the criteria for their workers according to previously defined requirements. Performance reviews are the most common way to judge employee performance. Transactional, or managerial, leaders work best with employees who know their jobs and are motivated by the reward-

penalty system. The status quo of an organization is maintained through transactional leadership.

Characteristics of Transactional Leadership

- Focused on short-term goals
- Favor structured policies and procedures
- Thrive on following rules and doing things correctly
- Revel in efficiency
- Very left-brained
- Tend to be inflexible
- Opposed to change

Advantages:

- Leaders create specific, measurable, and time-bound goals that are achievable for employees.
- Employee motivation and productivity is increased.
- Transactional leadership eliminates or minimizes confusion in the chain of command.
- It creates a system that is easy to implement for leaders and easy to follow by employees.
- Employees can choose reward systems.

Disadvantages:

- Innovation & creativity is minimized.
- Empathy is not valued.
- Transactional leadership creates more followers than leaders among employees.

7.8.5 Transformational Leadership Style

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In transformational leadership style, the leader inspires his or her followers with a vision and then encourages and empowers them to achieve it. The leader also serves as a role model for the vision. It creates valuable and positive change in the followers with the end goal of developing followers into leaders. Transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.

Transformational leaders inspire and motivate their workforce without micromanaging — they trust trained employees to take authority over decisions in their assigned jobs. It's a management style that's designed to give employees more room to be creative, look to the future and find new solutions to old problems. Employees on the leadership track will also be prepared to become transformational leaders themselves through mentorship and training.

Transformational Leadership Characteristics

A transformational leader is someone who:
- Encourages the motivation and positive development of followers
- Exemplifies moral standards within the organization and encourages the same of others
- Fosters an ethical work environment with clear values, priorities, and standards.
- Builds company culture by encouraging employees to move from an attitude of self-interest to a mindset where they are working for the common good
- Holds an emphasis on authenticity, cooperation, and open communication
- Provides coaching and mentoring but allowing employees to make decisions and take ownership of tasks

Advantages:
- It leads to a lower employee turnover rate.
- Transformational leadership places high value on corporate vision.
- High morale of employees is often experienced.
- It uses motivation and inspiration to gain the support of employees.
- It is not a coercive approach to leadership.
- It places high value on relationships.

Disadvantages:
- Leaders can deceive employees.
- Consistent motivation and constant feedback may be required.
- Tasks can't be pushed through without the agreement of employees.
- Transformational leadership can sometimes lead to the deviation of protocols and regulations.

7.8.6 Situational Leadership Style

Situational leadership is a leadership style in which a leader adapts their style of leading to suit the current work environment and/or needs of a team. This style of leadership is not dependent on the skills of a leader; rather it is based on a leader's ability to adjust to the requirements of a team or organization in order to be a better and more effective leader.

A leader implementing a situational style of leading will evaluate an organization or team and adjust their way of leading to meet the particular needs of the team or organization. A situational leader implements adaptability and flexibility into their leadership and regularly assesses the situation to ensure they are leading in the most appropriate and successful way.

Situational Leadership Characteristics

Common traits that a situational leader illustrates or is capable of illustrating in the workplace include:
- **Direction.** Some teams or organizations require a high level of direction to be successful. A situational leader is effective in giving direction and providing constant supervision.
- **Flexibility.** Since a situational leader is constantly adjusting their leadership style to suit the current situation, they must be flexible and able to adapt on a regular basis.
- **Encourage participation.** Situational leaders will often encourage team members to become more self-reliant by promoting participation in decisions.
- **Delegation.** A successful situational leader must be able to delegate tasks to those team members who are capable of working independently. This is especially true as the leader's team becomes more mature under the leader's guidance.
- **Regular coaching.** Situational leaders often need to be able to coach their team to encourage growth and independence.
- **Honesty.** A situational leader must be honest about a situation and adapt their leadership style to suit it rather than lead in a way that is most advantageous to the leader.

A true situational leader is able to successfully assess their team and implement various leadership styles to meet the needs of the team in each situation. These leaders offer support where needed and encourage growth and independence among their teams to promote increased productivity and success.

Advantages:

Situational leadership can have many benefits for both the leader and the team or organization. A few advantages of this type of leadership include:

- Leaders are able to use whichever leadership style they believe is best in a given situation.
- A situational leadership style can be more comfortable for good leaders who know how to use it.
- This type of leadership style is simple, as all that is needed is the ability to assess a situation and adjust to it.
- Situational leadership can create a more comfortable environment for employees as the leadership style implemented will typically match their needs.
- This type of leadership accounts for the various levels of development in employees and helps to address each employee's skill level and needs.

Disadvantages:

In addition to benefits, there are also potential pitfalls to implementing a situational leadership style within an organization. Disadvantages to consider when using this style of leadership include:

- Situational leadership could cause confusion within an organization, as a situational leader may constantly change their approach to address each team or individual's needs.
- Situational leadership tends to only focus on short-term goals and as a result, may overlook long-term goals.
- Situational leadership often does not work well when repetitive tasks need to be completed, as this type of leadership is flexible, and many task-driven environments are not.
- Situational leadership depends on the leader's ability to judge an employee's maturity level. Some leaders are unable to do this effectively and may, therefore, provide a style of leadership that does not suit a particular employee or team.

7.9   Teamwork

A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable. A team is a group of people who are mutually dependent on one another to achieve a common goal.

Team building is an important factor in any organization, its focus is to specialize in bringing out the best in a team to ensure self-development, positive communication, leadership skills and the ability to work closely together as a team to solve problems. Team building can also refer to the process of selecting or creating a team from scratch.

Teams are empowered to participate in decision-making, exercise influence over how their objectives are met and, often establish many of those objectives. Organizational empowerment means that the team has delegated authority and discretion.

Teamwork involves a set of interdependent activities performed by individuals who collaborate toward a common goal.

7.9.1   Characteristics of Effective Teams

An effective team accomplishes its goals in a way that meets the standards set by those who evaluate its performance. Effective teamwork requires certain conditions to be in place that will increase the likelihood that each member's contributions—and the effort of the group as a whole—will lead to success. Effective teams share five characteristics:

- *Shared values*: a common set of beliefs and principles about how and why the team members will work together
- *Mutual trust*: confidence between team members that each puts the best interest of the team ahead of individual priorities
- *Inspiring/shared vision*: a clear direction that motivates commitment to a collective effort
- *Skill/talent*: the combined abilities and expertise to accomplish the required tasks and work productively with others
- *Rewards*: recognition of achievement toward objectives and reinforcement of behaviour that supports the team's work

Effective teamwork requires that people work as a cohesive unit. These five characteristics can help individuals collaborate with others by focusing their efforts in a common direction and achieving an outcome that can only be reached by working together.

7.9.2   Team Dynamics for Successful teams

There are several factors that ensure a successful team. These include:

- The team member:
  Successful teams are made up of a collection of effective individuals. These are people who are experienced, have problem solving ability, are open to addressing problems, and are action oriented.
- Team relationships:
  For a team to be successful the members of the team must be able to give and receive feedback.
- Team problem solving:
  An effective team depends on how focused and clear the goal of the team is. A relaxed, comfortable, and accepting environment and finally, open and honest communication.

- Team leadership:
  Effective team leadership depends on leadership competencies. A competent leader is focused on the goal, ensures a collaborative climate, builds confidence of team members, sets priorities, demonstrates sufficient "know- how," and manages performance through feedback.
- Organizational environment:
  The climate and culture of the organization must be conductive to team behaviour.

7.9.3   Team Development

Teams go through various stages of development. Research has shown that teams go through definitive stages during development. Bruce Tuckman, an educational psychologist, identified a five-stage development process that most teams follow to become high performing. He called the stages: forming, storming, norming, performing, and adjourning. Each stage of team development has its own recognizable feelings and behaviors; understanding why things are happening in certain ways on your team can be an important part of the self-evaluation process.
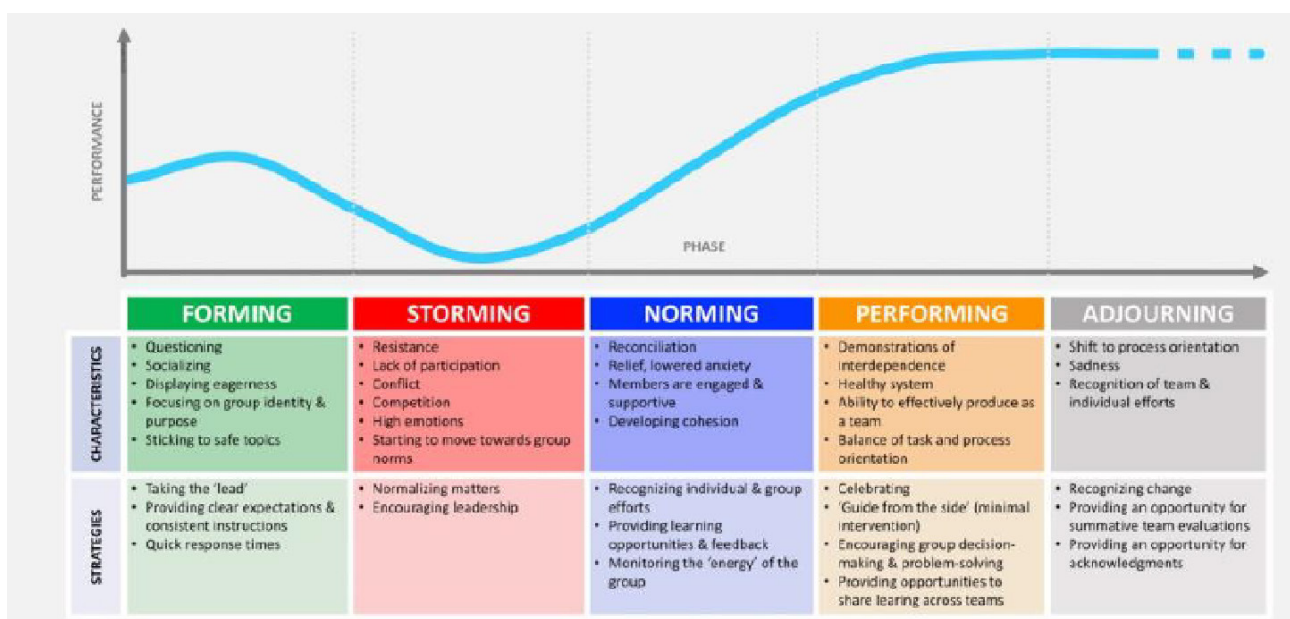
1. Forming:

The first stage of team formation is characterized by uncertainty as the group attempts to get oriented to its goals and procedures. Group members test each other's reactions to determine which actions are acceptable and unacceptable. The amount of information available and the manner in which it is presented are critical to group development. Serious topics and feelings are avoided; goals and expectations are unclear and little work gets done.

2. Storming:

This stage is characterized by intra-group conflict. Hostility, disagreement, and tension arise as group members discuss how power and status should be shared. The storming process involves resistance or emotional responses to task demands and interpersonal hostility in relationships. Members try to manage conflict in order in order for the growth to continue. Output at this level is still low.

3. Norming:

This phase is characterized by rule making, cooperation, commitment, feelings of cohesiveness, adoption of procedures and rules, and free discussion about accomplishing the task, sharing of information and expression of opinions. Group unity develops as conflicts are resolved; shared responsibilities increase, typically leading to decision-making by consensus and democratic leadership styles. Output is between moderate and high.

4. Performing:

At this stage the team becomes functional and gets down to work. Internal hostility is low, and the group directs its energies towards successfully performance of valued tasks. Members also trust and accept one another. Output is now high.

5. Adjourning:

In the adjourning stage, most of the team's goals have been accomplished. The emphasis is on wrapping up final tasks and documenting the effort and results. As the workload is diminished, individual members may be reassigned to other teams, and the team disbands. There may be regret as the team ends, so a ceremonial acknowledgement of the work and success of the team can be helpful. If the team is a standing committee with ongoing responsibility, members may be replaced by new people and the team can go back to a forming or storming stage and repeat the development process.

7.9.4 Types of Teams

Teams may be permanent or temporary, and team members may come from the same department or different ones. Common types of teams found in organizations include *project teams*, *virtual team*s, and *cross-functional teams.*

- *Project teams* are created for a defined period of time to achieve a specific goal. Members of a project team often belong to different functional groups and are chosen to participate in the team based on specific skills they can contribute to the project. Software development is most commonly done by project teams.
- *Virtual teams* have members located in different places, often geographically dispersed, who come together to achieve a specific purpose. Academic researchers often work on virtual teams with colleagues at other institutions.
- *Cross-functional teams* combine people from different areas, such as marketing and engineering, to solve a problem or achieve a goal. Healthcare services are frequently delivered by interdisciplinary teams of nurses, doctors, and other medical specialists.

It is common for an organization to have many teams, including teams of several types. Effective teamwork depends on choosing the type of team best suited to the work that needs to be accomplished.

7.9.5 Benefits of Teams

The primary benefit of teamwork is that it allows an organization to achieve something that an individual working alone cannot. This advantage

arises from several factors, each of which accounts for a different aspect of the overall benefit of teams.

Higher Quality Outcomes

Teamwork creates outcomes that make better use of resources and produce richer ideas.

- Higher efficiency: Since teams combine the efforts of individuals, they can accomplish more than an individual working alone.
- Faster speed: Because teams draw on the efforts of many contributors, they can often complete tasks and activities in less time.
- More thoughtful ideas: Each person who works on a problem or set of tasks may bring different information and knowledge to bear, which can result in solutions and approaches an individual would not have identified.
- Greater effectiveness: When people coordinate their efforts, they can divide up roles and tasks to more thoroughly address an issue. For example, in hospital settings teamwork has been found to increase patient safety more than when only individual efforts are made to avoid mishaps.

Better Context for Individuals

The social aspect of teamwork provides a superior work experience for team members, which can motivate higher performance.

- Mutual support: Because team members can rely on other people with shared goals, they can receive assistance and encouragement as they work on tasks. Such support can encourage people to achieve goals they may not have had the confidence to have reached on their own.
- Greater sense of accomplishment: When members of a team collaborate and take collective responsibility for outcomes, they can feel a greater sense of accomplishment when they achieve a goal they could not have achieved if they had worked by themselves.

The total value created by teamwork depends on the overall effectiveness of the team effort. While we might consider simply achieving a goal a benefit of teamwork, by taking advantage of what teamwork has to offer, an organization can gain a broader set of benefits.

7.9.6 Differences Between Teams and Groups

While all teams are groups of individuals, not all groups are teams. Team members work together toward a common goal and share responsibility for the team's success. A group is comprised of two or more individuals that share common interests or characteristics, and its members identify with each other due to similar traits. Groups can range greatly in size and scope. For example, members of the millennial generation are a group, but so is a small book club formed by neighbors who enjoy reading.

Groups differ from teams in several ways:

- Task orientation: Teams require coordination of tasks and activities to achieve a shared aim. Groups do not need to focus on specific outcomes or a common purpose.
- Degree of interdependence: Team members are interdependent since they bring to bear a set of resources to produce a common outcome. Individuals in a group can be entirely disconnected from one another and not rely on fellow members at all.
- Purpose: Teams are formed for a particular reason and can be short- or long-lived. Groups can exist as a matter of fact; for example, a group can be comprised of people of the same race or ethnic background.
- Degree of formal structure: Team members' individual roles and duties are specified and their ways of working together are defined. Groups are generally much more informal; roles do not need to be assigned and norms of behavior do not need to develop.
- Familiarity among members: Team members are aware of the set of people they collaborate with, since they interact to complete tasks and activities. Members of a group may have personal relationships, or they may have little knowledge of each other and no interactions whatsoever.

7.10 Learning Activities

Identify successful leaders in the political, business, and social spheres. Write down the names of the identified leaders.

Required

1. What makes you rate those leaders as successful leaders?
2. What characteristics would you want to learn from the leaders that is missing from you?
3. Develop a plan for acquiring and developing the leadership skills in (2) above

7.11 Self-Assessment Questions and Activities

1. Discuss the characteristics of a successful leader
2. Identify the various leadership styles. What are the advantages and disadvantages of each?
3. Discuss the importance of teamwork in the logistics and freight forwarding sector.
4. Discuss the factors that ensures successful teamwork in an organization.

7.12   References

- Lingard, H. & Francis V. (2009). Managing Work-Life Balance in Construction, 1st Edition. Springler.
- Thompson H. (2012). Educational Leadership: Personal Growth for Professional Development. SAGE Publications Ltd. DOI: http://dx.doi.org/10.4135/9781446247150
- Palmer, S. (1999). People and Self Management. Routledge.
- Nikitina, A. (2020). The Art of Problem Solving. BookBoon Learning.
- Iland, A. (2013). Self-Management: Time Management, Life Management and Personal Management. CreateSpace Independent Publishing Platform

8.0   PROBLEM SOLVING SKILLS

8.1   Specific Learning Outcome

  i.   Explain the meaning Problem solving
  ii. Describe the steps of problem solving
  iii. Discuss the different problem skills
  iv. Apply problem-solving strategies

8.2   Introduction to Problem Solving

Today any organization would be faced with the problem of problem solving. There are problems relating to employee conflicts, systems workings, any product failures or malfunctioning or any sudden problems occurring due to unforeseen circumstances. But we cannot let these problems rule us or our company and hence there is a need to have a proper problem-solving mechanism through which we can solve the problems.

Problem solving a systematic approach of understanding the problem and developing number of solutions to it without being judgmental. Involves using higher order thinking skills to effectively handle and critically work out realistic solutions to problems. It is a basic skill or tool that is needed by employees for workplace demands.

Problem-solving skills will help you pinpoint problems in your workplace and effectively solve them in a timely fashion. It is among the most important skills employers are looking for in employees today. Individuals with problem-solving skills are often self-reliant and will identify an underlying workplace issue and implement an effective solution.

There are a set of problems that are peculiar to an organization for various reasons for example as a result of:
- Policies that are unique to your workplace
- Processes that should be followed for various work-related issues
- Types of clients the organization provides services to
- Interpersonal conflicts
- Other constraints at work i.e., Inadequate resources, equipment etc

The following is a list of some of the reasons why people fail to find effective solutions include not being methodical

- Lack of commitment to solving the problem
- Misinterpreting the problem
- Lack of knowledge of the techniques and processes involved in problem solving
- Ability to use the techniques effectively
- Using a method inappropriate to the particular problem
- Insufficient or inaccurate information
- Inability to combine analytical and creative thinking
- Failure to ensure effective implementation

8.3   Barriers to Problem Solving

- Lack of problem-solving skills
- Failure to recognize the problem- not sure what the problem is
- Conceiving the problem too narrowly, not sure what is happening
- Making a hasty choice, not sure what you want
- Failure to consider all consequences, not enough resources
- Failure to consider the feasibility of the solution
- Failure to know to communicate what is possible
- Failure to define what YOU did that was responsible for your success
- Team attitudes like complacency, ridiculing others' ideas, lack of accountability, dysfunctions, fear of change, lack of trust and doubts

8.4   Problem Solving Skills

Several sets of skills are required in solving problems. A combination of these skills will be required based on the complexity of the problem. In fields such as logistics, freight and forwarding all require a high degree of business problem solving techniques to handle everyday issues are required. These include the soft and technical skills such as:

1. Analytical skills
Identifying the issues, you are dealing with is the first step to solving any problem. This is key because if you don't correctly identify the problem, it will be challenging to develop an effective solution. After identifying the problem, you will need to analyze it. This involves using your analytical skills to understand why the problem occurred and determine the course of action you will take to solve the problem.

2. Evaluation skills

When formulating a solution to your problem, you will develop a few potential courses of action. This is because most problems we face do not have just one obvious and simple solution- there will always be a few different ways to address them. Being a good problem solver means you can evaluate the weaknesses and strengths of using particular solutions to the problem. You have to evaluate if the solution you have in mind can be quickly implemented and effectively addressed in a timely manner.

3. Communication skills

Most problems faced at the workplace will require a lot of input from your colleagues. Being in a workplace environment means working as a team. If a problem arises, you will need to communicate with other team members and come up with a solution. If there is a communication problem, most team members may not understand the problem, thus leading to confusion and making it difficult to formulate and implement a solution.

4. Decision-making

Formulating a plan on how to solve a problem you are facing can only take you so far. You will need to put your foot down and decide how the problem will be solved. You should use your evaluation skills to determine the best way to solve the problem. You should be able to work with others seamlessly, and together, you can better understand the problem and come up with all the possible solutions to address it.

5. Creativity

Creativity is among the Examples of problem-solving skills. Problems encountered at the workplace will require creative business problem solving techniques. Many problems faced at the workplace often have a limitation in which the solution must fall. As a good problem solver, you will be able to think outside the box and arrive at the best possible solution. This involves exploring novel and new approaches and working with others to understand what has been tried before.

6. Listening

Active listening helps you gather valuable information for problem-solving. A good problem-solver can identify everyone involved, encourage them to get involved and actively listens to different opinions to understand the problem, its root cause, and workable solutions.

7. Teamwork

Problem-solving involves teamwork. You ask people about their perspective on the problem, involve them in developing effective solutions, seek their feedback on the chosen solution and rely on team members to implement the process. It is essential to involve and motivate all members of the team for effective problem-solving.

8.5   Qualities of Good Problem Solvers

In his book, *the 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*, John C. Maxwell (1999) describes the five qualities of leaders with good problem-solving ability. They:

- *Anticipate problems*. Problems are inevitable and good leaders anticipate them. Have a positive attitude but plan for the worst.
- *Accept the truth*. Denying problems only prolongs the agony. Be willing to look at the issues honestly, accept responsibility, and move forward.
- *See the big picture*. Have a vision of the future and be able to see where the organization can be in five or ten years. Do not be overwhelmed by emotion or bogged down with details. Have someone trustworthy ferret out the details.
- *Handle one problem at a time*. Eat the elephant one bite at a time.
- *Don't give up on a major goal when they're down*. See life as a roller coaster sometimes up and sometimes down. Don't give up on the vision just because some glitches occurred.

8.6   Steps of Problem Solving

There are different steps in problem solving as discussed below:

Step 1: Define the problem:

Analyse the situation carefully to learn more about the problem. A single situation may involve multiple problems. Identify each problem and determine the cause. Try to anticipate the behaviour and response of people affected by the problem. Clearly state the problem, detect the circumstances that lead to the incidence of the problem. Write a clear definition of the problem and the barriers encountered. There is a need to write down what exactly the problem

entails, which helps to identify the real problem that is under study & needs an immediate solution.

Based upon your preliminary observation, take the following steps to pinpoint the problem more accurately:
- Separate facts from opinions.
- Determine the process where the problem exists.
- Analyze company policies and procedures.
- Discuss with team members involved in order to gather more information.
- Define the problem in specific terms.
- Gather all the necessary information required to solve the problem.

While defining a problem, make sure you stay focused on the problem rather than trying to define it in terms of a solution at this stage

Step 2: Generating possible solutions / alternatives:

Analyse the problem so you fully understand it and then develop ideas which will achieve your goal. Develop several ideas to solve the problem to increase your chances of finding the best solution to the problem. In generating possible solutions, one's focus must be on identifying and generating all possible solutions for a problem. Each potential idea for solution of a problem must be considered without discarding it through value judgment.

Brainstorm all possible ways to solve the existing problem. Invite suggestions from everyone affected by the problem and consult those who may have more experience with the type of challenge you're experiencing. You can also use discussion groups to generate ideas.

Keep the following points in mind while exploring alternatives:
- Consider every aspect that could slow down the process of solving the existing problem.
- Make sure the ideas generated are consistent with relevant goals and objectives.
- Check that everyone participates in the process of idea generation.
- Distinguish between short- and long-term alternatives.

Write down all the proposed solutions. You should have at least five to eight of them for each problem.

Step 3: Analysing / Evaluate the Options:

Once you have a list of alternatives, it is time to evaluate them. Various factors about each of the potential solutions are investigated, wherein all the positive and negative aspects of each solution are analysed. Assess the positive and negative consequences of each alternative defined in the previous step. Analyse and compare all the alternatives in terms of the resources required for their implementation, including time, data, personnel and budget.

Step 4: Choose the best solution:

This stage is a process of decision-making based on your comparing the possible outcomes of your alternative solutions; this is the "DO" stage. This stage involves identifying all parts of the solution, eliminating solutions that do not meet certain criteria, evaluating the solutions against the desired outcomes, assessing the risks associated with the best solution and making a decision to implement the solution. An attempt is made to compare the available solutions, and eventually the best solutions is selected based on the careful judgment.

After the evaluation process is over, select a solution most likely to solve the problem. Consider to what extent a solution meets the following objectives:
- It solves the problem smoothly without creating another problem.
- It is acceptable to everyone involved.
- It is practical and easy to implement.
- It fits within the company's policies and procedures.

It is important to consider the implementation part while choosing a solution. Decide the following:
- The employees responsible for executing the solution
- How the employees will implement the solution
- The amount of time and resources needed.

Step 5: Implement the best solution(s):

The final step of the problem-solving process is to practically solve the problem by implementing the selected solutions. This stage involves accepting and carrying out the chosen course of action. Implementation means acting on the chosen solution. Consider the following actions in implementing the solution:

- Develop an action plan to implement the chosen solution.
- Define objectives and separate them into measurable targets to monitor the implementation.
- Define timelines for implementation.
- Communicate the plan to everyone involved.
- Develop feedback channels to use during the process.

Step 6: Evaluate the best solution(s):
Successful problem-solving involves looking at the outcome of the solution and making the necessary changes in the earlier stages, if necessary, in order to reach the identified goal. Make sure to continuously measure progress to ensure your solution works. Gather data and feedback from others to determine if the solution meets their needs. You may need to adjust the process if anything unexpected arises. If you feel the solution doesn't work as planned, you may need to return to your alternative solutions and implement a new plan. An evaluation is made to judge the effectiveness of the solution in resolving the problem. It also helps to redefine the problem and revise the problem- solving process in case the initial solution fails to manage the problem effectively.

8.7   Learning Activities

A client of yours has had several issues with their cargo at the ports. You have been asked to identify and solve the issues of cargo disappearance before reaching destination.

Required
Discuss the process that you would go through in solving the issues of the client's cargo.

8.8   Self-Assessment Questions and Activities

1. Discuss the qualities of a good problem solver
2. Discuss the process that one should go through in problem solving
3. Discuss the different types of problems encountered in the freight and logistics sector. How would you go about solving these problems?

Step	Characteristics
1. Define the problem	• Differentiate fact from opinion • Specify underlying causes • Consult each faction involved for information • State the problem specifically • Identify what standard or expectation is violated • Determine in which process the problem lies • Avoid trying to solve the problem without data
2. Generate alternative solutions	• Postpone evaluating alternatives initially • Include all involved individuals in the generating of alternatives • Specify alternatives consistent with organizational goals • Specify short- and long-term alternatives • Brainstorm on others' ideas • Seek alternatives that may solve the problem
3. Evaluate and select an alternative	• Evaluate alternatives relative to a target standard • Evaluate all alternatives without bias • Evaluate alternatives relative to established goals • Evaluate both proven and possible outcomes • State the selected alternative explicitly
4. Implement and follow up on the solution	• Plan and implement a pilot test of the chosen alternative • Gather feedback from all affected parties • Seek acceptance or consensus by all those affected • Establish ongoing measures and monitoring • Evaluate long-term results based on final solution

8.9 References

- Lingard, H. & Francis V. (2009). Managing Work-Life Balance in Construction, 1st Edition. Springler.
- Thompson H. (2012). Educational Leadership: Personal Growth for Professional Development. SAGE Publications Ltd. DOI: http://dx.doi.org/10.4135/9781446247150
- Palmer, S. (1999). People and Self Management. Routledge.
- Nikitina, A. (2020). The Art of Problem Solving. BookBoon Learning.
- Iland, A. (2013). Self-Management: Time Management, Life Management and Personal Management. CreateSpace Independent Publishing Platform

9.0 PERSONAL FINANCIAL MANAGEMENT

9.1 Specific Learning Outcome

i. Explain the meaning and importance pf personal financial planning
ii. Discuss the preparation of personal short and long-term goals
iii. Describe the components of a personal financial plan
iv. Explain how to prepare a personal budget
v. Explain the concept of savings and investment in personal financial planning.

9.2 Meaning of Personal Financial Planning

This is the process of managing your money to achieve personal economic satisfaction. This planning process allows a person to control your financial situation. Every person, family, or household has a unique financial position, and any financial activity therefore must also be carefully planned to meet specific needs and goals.

A comprehensive financial plan can enhance the quality of your life and increase your satisfaction by reducing uncertainty about your future needs and resources. A financial plan is a tool to help you reach your goals. It is not a straight jacket to keep you from enjoying life.

A financial plan is a road map to help you get where you want to go. People use a road map when they begin a trip where they have not travelled before, yet many will take a financial journey through life without a road map, that is "If you don't know where you are going, you may end up somewhere else."

A financial plan is a report that summarizes your current financial condition, acknowledges your financial needs, and sets a direction for your future financial activities. Financial planning includes
- Evaluating one's financial position
- Setting financial goals
- Guiding activities and resources toward reaching those goals

Key areas of personal finance include:
- Money and income
- Spending and debt
- Savings and investments
- Risk management
- Life's milestones

9.3 Benefits to Personal Financial Planning

The specific advantages of personal financial planning include:
- Increased effectiveness in obtaining, using, and protecting your financial resources throughout your lifetime.
- Increased control of your financial affairs by avoiding excessive debt, bankruptcy, and dependence on others for economic security.
- Improved personal relationships resulting from well-planned and effectively communicated financial decisions.
- A sense of freedom from financial worries obtained by looking to the future, anticipating expenses, and achieving your personal economic goals.

9.4 Financial Planning Process
- Step 1: Determine Your Current Financial Situation.
  Make a list of items that relate to your finances Savings, Monthly income (job earnings, allowance, gifts, and interest on bank accounts) Monthly expenses (money you spend) Debts (money you owe to others). A good way to estimate, or make an approximate calculation of, your monthly expenses are to keep a careful record of everything you buy for one month.
- Step 2: Develop Your Financial Goals.
  Ask yourself the following questions Is it more important to spend your money now or to save for the future? Would you rather get a job right after high school or continue your education? Will your chosen career require additional training or education in the future? Do your personal values affect your financial decisions? Values are the beliefs and principles you consider important, correct, and desirable. Different people value different things. Differentiate your needs from your wants. Remember a need is something you must have to survive, such as food, shelter and clothing. A want is something you desire or would like to have or do.
- Step 3: Identify Alternative Courses of Action.

It is impossible to make a good decision unless you know all your options. Options to consider: Continue the same course of action; Expand the current situation; Change the current situation; Take a new course of action

- Step 4: Evaluate Your Alternatives.
  Choosing between two alternatives involves more than knowing what you would gain. It also includes evaluating of risks. When you make financial decisions, you accept financial. Risks include inflation, interest rate, income risk, personal risk, liquidity risk. Liquidity is the ability to easily convert financial assets into cash without loss in value. Some long-term investments can be difficult to convert quickly.
- Step 5: Create and Use your financial plan of action.
  A plan of action is a way to achieve your financial goals.
- Step 6: Review and Revise your plan.
  Financial planning continues as you follow your plan. As you get older, your finances and needs will change. This means your plan will need to change as well.

9.5 Personal Short- And Long-Term Goals

Financial goals are developed according to different needs and goals at different life stages.
- Make a list of all needs and goals.
- Map out the cost of each financial goal.
- Different life events affect what financial goals you will set.

Financial goals are not static once set or achieved. They will need to be redeveloped and may even change over time. Plan according to your situation:
- Age
- Income and expenses
- Assets and liabilities
- Marital status
- Family conditions
- No. of dependents
- Specific needs
- Other constraints

Several times a year, you should analyze your financial values and goals. This activity involves identifying how you feel about money and why you feel that way. Are your feelings about money based on factual knowledge or on the influence of others? Are your financial priorities based on social pressures, household needs, or desires for luxury items? How will economic conditions affect your goals and priorities? The purpose of this analysis is to differentiate your needs from your wants.

Specific financial goals are vital to financial planning. Others can suggest financial goals for you; however, *you must decide which goals to pursue. Your financial goals can* range from spending all of your current income to developing an extensive savings and investment program for your future financial security.

Types of financial goals
  i. **Short-term:** A short-term goal is something you want to do in the near future. The near future can mean today, this week, this month, or even this year
  ii. **Long term goals**: A long-term goal is something you want to do further in the future. Long-term goals require time and planning. It should be planned in coordination with short-term and intermediate goals. Setting personal long-term goals can be a powerful tool for taking your life in the direction you want it to go. A long-term goal is one that can't be achieved right away, but rather one that takes sustained effort over a period. These examples will inspire you to create your own personal goals, no matter where you find yourself right now in your life and career. Services and goods are two different categories of financial needs. How you establish and reach your financial goals will depend on whether a goal involves the need for:
    - Consumable goods (such as a soda)
    - Durable goods (such as a car)
    - Intangible items (such as an education)

Make sure the goal you are working for is something you really want, not just something that sounds good.

Financial Goals Should Be:
- Specific
- Measurable
- Action Oriented
- Realistic
- Timely

9.6   Preparation of a Personal Budget

A budget is a plan for managing your money in a way that best meets your personal needs and wants. A budget is an assessment of income and expenses for attaining financial goals. Personal budgeting is about understanding the equation between an individual's income and expenses to regulate the usage of money. Understanding personal budget results in a healthy financial life of an individual.

Reasons for preparing a personal budget

Reasons to budget are numerous:

- Determine how much money, you have to spend
- Decide how you want to spend your money
- Determine how to spend money in the future
- Learn to live on less than available income
- Stay out of financial trouble
- Helps you identify and achieve financial goals
- Helps you manage your money
- Increases your saving
- Directs your money flow.
- Prepares you for contingencies
- Provides sense of financial security
- Develop better financial habits
- Relieve emotional stress

Without a budget, you are unaware of your financial situation. By surviving month to month, you are not prepared for any emergency. There will be no savings and investment ideas if you do not know your budget. Absence of a budget can keep you in debts.

Keys to Effective Budgeting

- Identify and develop personal goals
- Evaluate and record current trends, both income and expenses
- Assign priorities
- Develop a timeline for the month
- Keep it simple
- Remain flexible: One size does not fit all.
- Review and revise

Budget item categories

- Savings
- Food
- Clothing
- Household
- Transportation
- Health and personal care
- Recreation and education
- Gifts and contributions

Creating a Budget

Creating a budget begins with a clear, accurate, and well-thought-out plan. This will allow you to be able to:

- Adjust plans, activities, and spending as needed
- Spend money cost-effectively
- Reach the specific goals you have set
- Strengthen internal control system

Steps in personal Budgeting

- **Set financial goals:**
  - Identify and write them down long term (1-5 years) and short term (within a year)
  - Make then achievable, practical, and owned by everyone, keep them in the fore front and journal the process and celebrate their completion
  - Write them into your monthly budget
  - Adjust them as necessary
- **Estimate your income**
  - Make a list of each income stream that you receive on a regular basis each month. The key is to only include that income you get every month.
  - Include both monthly wages earned from your job(s) as well as monthly supplemental income (i.e., child support, disability, etc.)
  - Mark down the date these are received
  - Calculate the monthly income total
  - Record, but do not include any periodic income you may receive at this point.
  - If your income is unpredictable, estimate what you will receive in the next month and adjust it DOWN a little
- **Record what you spend**
  - Review the previous month's check book ledger, bank statements etc. and record your spending and income.
  - Record what you spend for the next month and write down what your actual expenses and income
- **Budget for actual and unexpected expenses**
  - Actual Expenses by identifying fixed expenses (i.e., rent, car payment, student loans). Record the monthly payment deadline and plan according to your

payday date. These expenses include rent or Mortgage, Car – payment, upkeep, Insurance (health/medical, life, auto, home, et.), Food, Household utilities, Clothing, Entertainment among others.
  o Variable Expenses: Identify recurring expenses the fluctuate (monthly grocery, automobile, etc.) calculate an average based on previous months that is when in doubt, guess high. Consult with friends and family on what they spend

- **Review and evaluate monthly**
  o Review on a monthly basis, especially when you begin the process.
  o Evaluate the budget against your personal financial goals.
  o All monthly deficits need to be addressed immediately
  o All surplus experienced needs to be added to savings
  o Consider operating on a cash envelope system
  o Do not get discouraged.

9.7   Savings and Investment in Personal Financial Planning

9.7.1   Savings

Savings refers to the process of keeping some amount from the current income for the purpose of taking care of future and wants. Savings refers to the money that a person has left over after they subtract out their consumer spending from their disposable income over a given time period. The term savings means refraining from spending for consumption needs. Savings, therefore, represents a net surplus of funds for an individual or household after all expenses and obligations have been paid.

Objectives of savings
- Reduces economic insecurity especially in old age
- Help in period of inability
- Useful during an emergency
- Becomes a source of income
- Savings are useful habit to cultivate as it is a sure means of family security
- Useful for children's marriage, education, or other family expenditure
- It gives feeling of security

Why do people save?
- Because they have too much income.
- In case of emergencies. For example, health problems.
- For something in the future. For example, their children's education.
- For an upcoming event. For example, holiday or daughter's wedding.
- For something that they really need but cannot afford at the moment and they know to buy the item using credit is too expensive.
- For their old age when they can no longer work.

Savings is the difference between earnings and expenditure. It can be defined as, certain proportion of income kept aside for future use. The most common way to save is keeping savings in a current bank account, cash savings at home. Other methods many people use for saving money include treasury bills, Government bonds, a pension account, an investment fund, Money market insured accounts, Certificates of Deposit among others.

Characteristics of a good saving plan
- Safety of original amount invested
- Return – Higher the return, the greater is the risk
- Convenience – plan should be easy to handle and understand
- Liquidity – Easily converted into cash
- Income tax relief offered on certain saving

9.7.2   Investments

Investment is the process of using your money or capital, to buy an asset that you think has a good probability of generating at or above market returns over time is called Investment. An investment is the sum of money that one has paid to an agency for safekeeping and earning interest. Investing may be defined as committing money for the purpose of assets, based on a careful analysis of risks and rewards anticipated over a period of one year or more.

Personal investment is one of most important personal finance ingredients. Investments are additional source of income ensuring regular capital to meet of personal needs and to implement financial purposes, the main of that - the financial independence. In a broad sense - investment is financial resources of investment in various assets which have value for growth.

Investing funds is the process of placing them in a more or less permanent from, with the expectation of assuring the security of the principal and of receiving a regular and predictable return on it. The most popular investment groups are cash deposits stocks, bonds, real estate, mutual funds, derivatives and others and they are decisive economic growth factor.

Objectives of investment

- Security after retirement
- Education children
- Building up an estate
- Improving status and standard of living

All investments can be evaluated by return on investment and operating risk factors. The securities whose returns are higher is riskier than those which produces lower returns. Taxes influence the realized return of investments. A person needs to have funds available for the unexpected. Without liquid funds long-term investments must be liquidated and results in lower price, tax consequences, or missed opportunities.

9.7.3 Criteria for Selecting Savings/ Investment Products

You need to keep certain factors in mind when investing in the best savings / investment plan.

- **Your goals**

    First and foremost, you need to set long-term and short-term financial goals. It will bring in a lot of clarity and will help you choose the right investment plan. Your goals will help you decide on the plan you need to buy. The process might sound tedious now, but it will pay at a later stage.

- **The balance between risk and reward**

    When you choose an investment product, you need to invest very carefully and maintain a balance between the risk and reward associated with the same. Consider your risk appetite when you choose a plan.

- **Liquidity**

    Your savings plan should have adequate liquidity to satisfy your needs. You need to ensure that the plan provides funds to you in times of an emergency. Consider your liquidity requirement before you choose a plan.

- **Understand the tax deduction offered**

    When you make a savings investment, consider the tax benefit offered by the investment product. Various investment products such as treasury bonds, life insurance and health insurance offer a tax benefit. Investing in such products will not only reduce your tax amount but will also protect you in case of a medical emergency.

- **Look out for the diversity aspect**

    Your money-saving plan should not be restricted to one investment product. You will have to diversify the investment you make to reduce the risk associated with the same. Consider all the investment options, which serve your purpose and diversify the portfolio.

- **Terms and conditions**

    This includes the maturity period of the investment. Some investment may require a long period of time to mature in which case maybe limiting for a shorter financial need.

9.8 Learning Activities

Develop the following financial plans for yourself:

1. A personal financial plan
2. A personal budget
3. A personal savings and investment plan

9.9 Self-Assessment Questions and Activities

1. Discuss the importance personal financial planning
2. What are the components of a personal financial plan?
3. Discuss the concept of savings and investment in personal financial planning

9.10   References

- Lingard, H. & Francis V. (2009). Managing Work-Life Balance in Construction, 1st Edition. Springler.
- Thompson H. (2012). Educational Leadership: Personal Growth for Professional Development. SAGE Publications Ltd. DOI: http://dx.doi.org/10.4135/9781446247150
- Palmer, S. (1999). People and Self Management. Routledge.
- Nikitina, A. (2020). The Art of Problem Solving. BookBoon Learning.
- Iland, A. (2013). Self-Management: Time Management, Life Management and Personal Management. CreateSpace Independent Publishing Platform

10.0 CRITICAL SAFE WORK HABITS

10.1 Specific Learning Outcome

i. Discuss the stress and stress management
ii. Discuss time management
iii. Evaluate Leisure, health and wellness
iv. Explain best practices to manage HIV and AIDS
v. Evaluate drug and substance abuse policies

10.2 Stress and Stress Management

Work stress is recognized world-wide as a major challenge to workers' health and the healthiness of their organizations by the ILO. Workers who are stressed are also more likely to be unhealthy, poorly motivated, less productive, and less safe at work. Their organizations are less likely to be successful in a competitive market. Stress can be brought about by pressures at home and at work.

Stress is a *reaction* to a situation – it isn't about the actual situation. We usually feel stressed when we think that the demands of the situation are greater than our resources to deal with that situation. Common sources of stress may include major life events, like moving or changing jobs. Long-term worries, like a long-term illness or parenting, can also feel stressful. Even daily hassles like dealing with traffic can be a source of stress.

Stress is your body's way of responding to compelling demands. It can be caused by both good and bad experiences. When people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger. But this can also be a bad thing, if their stress is in response to something emotional and there is no outlet for this extra energy and strength. This class will discuss different causes of stress, how stress affects you, the difference between 'good' or 'positive' stress and 'bad' or 'negative' stress, and some common facts about how stress affects people today.

Work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Stress occurs in a wide range of work circumstances but is often made worse when employees feel they have little support from supervisors and colleagues and where they have little control over work or how they can cope with its demands and pressures.

Workplace stress then is the harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands. In general, the combination of high demands in a job and a low amount of control over the situation can lead to stress.

10.2.1 Causes of Workplace Stress

Stress in the workplace can have many origins or come from one single event. It can impact on both employees and employers alike. It is generally believed that some stress is okay (sometimes referred to as "challenge" or "positive stress") but when stress occurs in amounts that you cannot handle, both mental and physical changes may occur.

Excessive and otherwise unmanageable demands and pressures can be caused by poor work design, poor management and unsatisfactory working conditions. Similarly, these things can result in workers not receiving sufficient support from others or not having enough control over their work and its pressures. Research findings show that the most stressful type of work is that which values excessive demands and pressures that are not matched to workers' knowledge and abilities, where there is little opportunity to exercise any choice or control, and where there is little support from others. The more the demands and pressures of work are matched to the knowledge and abilities of workers, the less likely they are to experience work stress.

Common causes of workplace stress include:

Job Content	Working Hours
• Monotonous, under-stimulating, meaningless tasks • Lack of variety • Unpleasant tasks • Aversive tasks	• Strict and inflexible working schedules • Long and unsocial hours • Unpredictable working hours • Badly designed shift systems
Workload and Work pace • Having too much or too little to do • Working under time pressures	**Participation and Control** • Lack of participation in decision making • Lack of control (for example, over work methods, work pace, working hours and the work environment)
Career Development, Status and Pay • Job insecurity • Lack of promotion prospects • Under-promotion or over-promotion • Work of 'low social value' • Piece rate payments schemes • Unclear or unfair performance evaluation systems • Being over-skilled or under-skilled for the job	**Interpersonal Relationships** • Inadequate, inconsiderate or unsupportive supervision • Poor relationships with co-workers • Bullying, harassment and violence • Isolated or solitary work • No agreed procedures for dealing with problems or complaints
Role in the Organization • Unclear role • Conflicting roles within the same job • Responsibility for people • Continuously dealing with other people and their problems	**Organizational Culture** • Poor communication • Poor leadership • Lack of clarity about organizational objectives and structure
Home-Work Interface • Conflicting demands of work and home • Lack of support for domestic problems at work • Lack of support for work problems at home	**Job Security** • Lack of employment contracts • Lack of management assurances in times of uncertainties

10.2.2 The Effects of Stress / Warning Signs

The effects of work stress on individual employees

Stress affects different people in different ways. The experience of work stress can cause unusual and dysfunctional behaviour at work and contribute to poor physical and mental health. In extreme cases, long-term stress or traumatic events at work may lead to psychological problems and be conductive to psychiatric disorders resulting in absence from work and preventing the worker from being able to work again. When under stress, people find it difficult to maintain a healthy balance between work and nonwork life. At the same time, they may engage in unhealthy activities, such as smoking drinking and abusing drugs.

Stress may also affect the immune system, impairing people's ability to fight infections.

When affected by work stress people may:

• Become increasingly distressed and irritable
• Become unable to relax or concentrate
• Have difficulty thinking logically and making decisions
• Enjoy their work less and feel less committed to it
• Feel tired, depressed, anxious
• Have difficulty sleeping
• Substance abuse - Using alcohol or drugs to cope
• Loss of sex drive
• Apathy, loss of interest in work
• Social withdrawal
• Experience serious physical problems, such as:
  o Heart disease,
  o Disorders of the digestive system,
  o Increases in blood pressure,
  o Headaches,
  o Musculo-skeletal disorders (such as low back pain and upper limb disorders)

The effects of work stress on organizations

If key staff or a large number of workers are affected, work stress may challenge the healthiness and performance of their organization. Unhealthy organizations do not get the best from their workers, and this may affect not only their performance in the increasingly competitive market but eventually even their survival.

Work stress is thought to affect organizations by:
- Increasing absenteeism
- Decreasing commitment to work
- Increasing staff turn-over
- Impairing performance and productivity
- Increasing unsafe working practices and accident rates
- Increasing complaints from clients and customers
- Adversely affecting staff recruitment
- Increasing liability to legal claims and actions by stressed workers
- Damaging the organization's image both among its workers and externally.

The long-term effects of stress

Untreated long term (chronic) stress has been reported to be associated with health conditions such as:
- Anxiety
- Insomnia
- Muscle pain
- High blood pressure
- Weakened immune system
- Heart disease
- Depression
- Obesity

10.2.3   Stress Management; How to Reduce, Prevent, and Cope with Stress

It may seem that there's nothing you can do about stress. Managing stress is all about taking charge: of your thoughts, emotions, schedule, and the way you deal with problems. Several strategies are recommended:

4.   Identify the sources of stress in your life

Stress management starts with identifying the sources of stress in your life. To identify your true sources of stress, look closely at your habits, attitude, and excuses:

- Do you explain away stress as temporary ("I just have a million things going on right now") even though you can't remember the last time you took a breather?
- Do you define stress as an integral part of your work or home life ("Things are always crazy around here") or as a part of your personality ("I have a lot of nervous energy, that's all").
- Do you blame your stress on other people or outside events, or view it as entirely normal and unexceptional?

Until you accept responsibility for the role you play in creating or maintaining it, your stress level will remain outside your control.

5.   Start a stress journal

A stress journal can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed, keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write down:
- What caused your stress (make a guess if you're unsure).
- How you felt, both physically and emotionally.
- How you acted in response.
- What you did to make yourself feel better

6.   Look at how you currently cope with stress

Think about the ways you currently manage and cope with stress in your life. Your stress journal can help you identify them. Are your coping strategies healthy or unhealthy, helpful, or unproductive? Unfortunately, many people cope with stress in ways that compound the problem.

7.   Identify healthier ways to manage stress

If your methods of coping with stress aren't contributing to your greater emotional and physical health, it's time to find healthier ones. There are many healthy ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction. When deciding which option to choose, it's helpful to think of the four A's: avoid, alter, adapt, or accept. Since everyone has a unique response to stress, there is no "one size fits all" solution to managing it. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on

what makes you feel calm and in control. The Four A's are discussed below:

Change the situation:
- **Avoid** the stressor.
- **Alter** the stressor.

Change your reaction:
- **Adapt** to the stressor.
- **Accept** the stressor.

Avoid the stressors

Not all stress can be avoided, and it's not healthy to avoid a situation that needs to be addressed. You may be surprised, however, by the number of stressors in your life that you can eliminate.

- Learn how to say "no" – Know your limits and stick to them. Whether in your personal or professional life, refuse to accept added responsibilities when you're close to reaching them. Taking on more than you can handle is a sure-fire recipe for stress.
- Avoid people who stress you out – If someone consistently causes stress in your life and you can't turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.
- Take control of your environment – If the evening news makes you anxious, turn the TV off. If traffic's got you tense, take a longer but less-travelled route. If going to the market is an unpleasant chore, do your grocery shopping online.
- Avoid hot-button topics – If you get upset over religion or politics, cross them off your conversation list. If you repeatedly argue about the same subject with the same people, stop bringing it up or excuse yourself when it's the topic of discussion.
- Pare down your to-do list – Analyse your schedule, responsibilities, and daily tasks. If you've got too much on your plate, distinguish between the "should" and the "musts." Drop tasks that aren't truly necessary to the bottom of the list or eliminate them entirely.

Alter the situation

If you can't avoid a stressful situation, try to alter it. Figure out what you can do to change things, so the problem doesn't present itself in the future. Often, this involves changing the way you communicate and operate in your daily life.

- Express your feelings instead of bottling them up. If something or someone is bothering you, communicate your concerns in an open and respectful way. If you don't voice your feelings, resentment will build, and the situation will likely remain the same.
- Be willing to compromise. When you ask someone to change their behaviour, be willing to do the same. If you both are willing to bend at least a little, you'll have a good chance of finding a happy middle ground.
- Be more assertive. Don't take a backseat in your own life. Deal with problems head on, doing your best to anticipate and prevent them. If you've got an exam to study for and your chatty roommate just got home, say up front that you only have five minutes to talk.
- Manage your time better. Poor time management can cause a lot of stress. When you're stretched too thin and running behind, it's hard to stay calm and focused. But if you plan ahead and make sure you don't overextend yourself, you can alter the amount of stress you're under.

Adapt to the stressor

If you can't change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

- Reframe problems. Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.
- Look at the big picture. Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.
- Adjust your standards. Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others and learn to be okay with "good enough."
- Focus on the positive. When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.

Accept the things you can't change

Some sources of stress are unavoidable. You can't prevent or change stressors such as the death of a loved one, a serious illness, or a national recession. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than railing against a situation you can't change.

- Don't try to control the uncontrollable. Many things in life are beyond our control—particularly the behaviour of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.
- Look for the upside. As the saying goes, "What doesn't kill us makes us stronger." When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them, and learn from your mistakes.
- Share your feelings. Talk to a trusted friend or make an appointment with a therapist. Expressing what you're going through can be very cathartic, even if there's nothing you can do to alter the stressful situation.
- Learn to forgive. Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

8. Make time for fun and relaxation

Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by nurturing yourself. If you regularly make time for fun and relaxation, you'll be in a better place to handle life's stressors when they inevitably come. Don't get so caught up in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity, not a luxury.

- Set aside relaxation time. Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.
- Connect with others. Spend time with positive people who enhance your life. A strong support system will buffer you from the negative effects of stress.

- Do something you enjoy every day. Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.
- Keep your sense of humour. This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways

9. Adopt a healthy lifestyle

You can increase your resistance to stress by strengthening your physical health.

- **Exercise regularly.** Physical activity plays a key role in reducing and preventing the effects of stress. Make time for at least 30 minutes of exercise, three times per week. Nothing beats aerobic exercise for releasing pent-up stress and tension.
- **Eat a healthy diet.** Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.
- **Reduce caffeine and sugar.** The temporary "highs" caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you'll feel more relaxed, and you'll sleep better.
- **Avoid alcohol, cigarettes, and drugs.** Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don't avoid or mask the issue at hand; deal with problems head on and with a clear mind.
- **Get enough sleep**. Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

10.3 Time Management

It is rightly said "Time and Tide wait for none". An individual should understand the value of time for him to succeed in all aspects of life. People who waste time are the ones who fail to create an identity of their own.

Time management is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight, and pressures are high. Failing to manage your time damages your effectiveness and causes stress.

Time management refers to managing time effectively so that the right time is allocated to the right activity. Effective time management allows individuals to assign specific time slots to activities as per their importance. Time Management refers to making the best use of time as time is always limited. Ask yourself which activity is more important and how much time should be allocated to the same? Know which work should be done earlier and which can be done a little later. Time Management plays a very important role not only in organizations but also in our personal lives.

10.3.1 Components of Time Management

- Effective Planning:
  Plan your day well in advance. Prepare a To Do List or a "TASK PLAN". Jot down the important activities that need to be done in a single day against the time that should be allocated to each activity. High Priority work should come on top followed by those which do not need much of your importance at the moment. Complete pending tasks one by one. Do not begin fresh work unless you have finished your previous task. Tick the ones you have already completed. Ensure you finish the tasks within the stipulated time frame.
- Setting goals and objectives:
  Working without goals and targets in an organization would be similar to a situation where the captain of the ship loses his way in the sea. Yes, you would be lost. Set targets for yourself and make sure they are realistic ones and achievable.
- Setting deadlines:
  Set deadlines for yourself and strive hard to complete tasks ahead of the deadlines. Do not wait for your superiors to ask you every time. Learn to take ownership of work. One person who can best set the deadlines is you yourself. Ask yourself how much time needs to be devoted to a particular task and for how many days. Use a planner to mark the

important dates against the set deadlines.
- Delegation of responsibilities:
  Don't do everything on your own. There are other people as well. One should not accept something which he knows is difficult for him. The roles and responsibilities must be delegated as per interest and specialization of employees for them to finish tasks within deadlines. A person who does not have knowledge about something needs more time than someone who knows the work well.
- Prioritizing activities as per their importance:
  Prioritize the tasks as per their importance and urgency. Know the difference between important and urgent work. Identify which tasks should be done within a day, which all should be done within a month and so on. Tasks which are most important should be done earlier.
- Spending the right time on the right activity:
  Develop the habit of doing the right thing at the right time. Work done at the wrong time is not of much use. Don't waste a complete day on something which can be done in an hour or so. Also keep some time separate for your personal calls or checking updates on Facebook or Twitter. After all human being is not a machine

10.3.2 Importance of Time Management

Time management is important for your personal life and career success. It teaches you how to manage your time effectively and make the most of it. Here are a few of the reasons why it is so important, and how it can help you use and manage your time more advantageously:

- Time is a special resource that you cannot store or save for later use. Everyone has the exact same amount of time each day. Time not well used cannot be retrieved.
- Most people feel like they have too much to do and not enough time. They blame lack of time for their poor finances, unachieved goals, stress, bad relationships and not exercising their body. Wise time management can help you find the time for what you desire to do or need to do.
- You need time to get what you want out of life. If you wait for extra time to appear, you might lose the game of life. Through right time management, you can "create" the time

you need, and not just wait for it to come. By planning your time wisely, you will have more time to do more things.

- Time management will help you set up your priorities.
- Time is limited to 24 hours a day, so plan your life wisely.
- Time management helps you make conscious choices, so you can spend more of your time doing things that are important and valuable to you.
- You can learn to find the time for the things that are important to you. Even a small amount of time once a day, or even once a week, will take you closer to your goals, and you will be surprised at the progress you make.
- You become more productive using improved time management skills and tools and can accomplish more with less effort and time. Time management can help you reduce wasted time and energy, help you become more creative and productive, and enable you to do the right thing at the right time. This will of course lead to more balance and fulfilment in your life.

10.3.3 Benefits of Effective Time Management

Time Management refers to making the best possible use of available time. Managing time well enables an individual to do the right thing at the right time.

a) Time Management plays a pivotal role in one's personal as well as professional life.

Time management makes an individual punctual and disciplined. One learns to work when it is actually required as a result of effective time management. To make the judicious use of time, individuals should prepare a "TASK PLAN"or a "TO DO" List at the start of the day to jot down activities which need to be done in a particular day as per their importance and urgency against the specific time slots assigned to each activity. A Task Plan gives individuals a sense of direction at the workplace. An individual knows how his day looks like and eventually works accordingly leading to an increased output.

b) One becomes more organized as a result of effective Time Management.

Keeping the things at their proper places minimizes the time which goes on unnecessary searching of documents, important files, folders, stationery items and so on. For better time management, individuals keep their workstations, study zones, cubicles, meeting areas clean and organized. People learn to manage things well as a result of time management.

c) Effective time management boosts an individual's morale and makes him confident.

As a result of time management, individuals accomplish tasks within the stipulated time frame, making them popular in their organization as well as amongst their peers. People who understand the value of time are the ones who manage to stand apart from the crowd. Individuals who finish off work on time are looked up to by others and are always the centre of attention everywhere.

d) Achievement of individual effectiveness

- Individuals who stick to a time plan are the ones who realize their goals and objectives within the shortest possible time span. Managing time effectively helps employees to meet targets way ahead of deadlines and finish off task just when it is required.
- Effective time management helps an employee to reach the pinnacle of success quickly and stay firm at the top for a longer duration. An employee who works just for the sake of working fails to create an impression and is never taken seriously at work.
- Effective time management plays a pivotal role in increasing an individual's productivity. Output increases substantially when people manage their time well.
- Time Management enables an individual to prioritize tasks and activities at workplace. It is foolish to stay overburdened. Do not accept anything and everything that comes your way.
- Time Management helps an individual to adopt a planned approach in life

e) Better time management helps in better planning and eventually better forecasting.

Individuals learn to plan things well and know where exactly they stand five years from now. Individuals who accomplish tasks on time are less prone to stress and anxiety. Remember there is no point in wasting time and cribbing later. Finish off pending work on time and then you would have ample time for your friends, relatives, and family members.

10.3.4 Time Wasters in the Workplace

There are many time wasters that will really eat into **Clearing and Forwarding Agents** time if they allow them to. To free up your time you need to identify those time wasters, decide what you want to do about them and then take action.

- Lack of planning, prioritizing and focus.
  Without these, you'll find yourself drifting and working in a scattered and disjointed way, and not spending time on what's most important to you. You'll end up working on activities that aren't moving you towards your vision and if this is so, it's not an effective way to spend your time. You'll feel directionless and your productivity will drop. When you're not fully focused in the moment, you inhibit the momentum required to be effective and to get things done faster and more easily.

- Procrastination.
  Putting things off wastes not only your time but also your energy and thoughts. When you procrastinate, much time is spent thinking and worrying about the things you need to do. Procrastination refers to the act of replacing high-priority actions with tasks of low-priority, and thus putting off important tasks to a later time. You give yourself a hard time for not doing them and therefore you're unable to spend your time effectively, especially when crunch time arrives and what you've been procrastinating over finally has to be done. If you see yourself as someone who procrastinates, you'll remain in that endless cycle.

- Interruptions
  This may be the telephone, people dropping into your office, unanticipated events or visitors, anything that stops what you're doing. Interruptions prevent you from being focused; they pull you away from important things at that moment. Time is wasted when you allow different areas of your life to overlap into each other. Focus and time are lost when you allow your work and personal life to interrupt each other. The same goes for the different things you're working on. Keep them separate and don't allow them to interfere with each other. Focus on each specific thing at a time.

- Lack of delegation
  It's a real waste of your time to think you need to do everything and no one ever does it as good as you. You'll end up doing too much and having insufficient time to focus only on what you're really good at, your gifts, strengths and ability. You miss out on leveraging your time by not delegating people to carry out your basic and routine tasks.

- Meetings
  Meetings can be a time waster if there isn't a specific reason, agenda and timeframe for holding them. It's too easy to fall into the habit of holding meetings without realizing that some of that time could be spent more effectively. A small amount of time clarifying the need and reason for the meeting could save a lot of time in the long run.

- Crisis management, firefighting.
  When you're running around like a headless chicken, too much time is wasted through a lack of effectiveness. You're not focused and working on what's important. There are too many urgent items getting in the way. Because you're in such a hurry, things are not done well and often come back to bite you, wasting more time when you need to redo it.

- Telephone, email and Internet.
  These can also be interruptions and as with meetings, it's easy to spend quite a bit of time on the telephone or internet without any real reason or intention. Time is wasted when you don't make the best use of the time, when you're unclear about what you want to get out of what you're doing and when you stray off the point and drift. It's so easy to justify to yourself that you're working hard when in fact what you're doing may serve no useful or effective purpose at all. It may be just a distraction.

- Not saying 'No'.
  Taking on too much puts pressure on you and prevents you from working at your best. Not working at your best and most effective means everything takes longer and more of your time is stolen from you. You don't value your time and you don't decide how you want to spend it and therefore, you allow others to make that choice for you. You're not going to spend your time effectively if you allow others to ask too much of you.
- Lack of organisation and untidiness.
  Clutter zaps your energy and not only leaves you less able to work effectively, but wastes time as you try to sort through it. You may find yourself looking through the same clutter time and again. Clutter can be a distraction for you and anything that distracts doesn't allow for effective use of your time. When you lack organisation, much time can be spent doing the same thing repeatedly or because there aren't the necessary systems or processes in place. Not simplifying robs you of your time.
- Not enough time-off or time for yourself.
  You need to step back, evaluate, and re-energise yourself in order to be effective. Many people 'try' to do more and more thinking they're using their time better. But in actual fact, this can often result in being less productive and not working on what's most important. You waste time when you keep doing, doing, doing, without enough time for just being and listening to your inner wisdom. Without enough time-off or time for yourself, your health may suffer and eventually you'll reach a crisis point where you're forced to take even more time off.

10.3.5   Managing Time Wasters

For Effective Time Management one needs to be:

- Organized - Avoid keeping stacks of file and heaps of paper at your workstation. Throw what all you don't need. Put important documents in folders. Keep the files in their respective drawers with labels on top of each file. It saves time which goes on unnecessary searching.
- Don't misuse time - Do not kill time by loitering or gossiping around. Concentrate on your work and finish assignments on time. Remember your organization is not paying you for playing games on computer or peeping into other's cubicles. First complete your work and then do whatever you feel like doing. Don't wait till the last moment
- Be Focused - One needs to be focused for effective time management. Develop the habit of using planners, organizers, table top calendars for better time management. Set reminders on phones or your personal computers.

10.3.6   Principles of Time Management

The principles below are derived from research on time management, and are critical when making the moment-to-moment decisions that are crucial to effective time management for balance and well-being.

1. **Commitment**—if you can't commit to devoting time to a task, don't put it in your schedule. Only schedule tasks you WILL do. Be brutally realistic, not idealistic when making your schedule. Creating a schedule, you can't actually keep is setting yourself up for frustration. If you don't actually stick to your schedule, it will soon become useless.
2. **Time vs. task focus**—Think of your day in terms of time, not the tasks you have to do. Devote time to important tasks every day. It's hard to predict how long a task will take, so it's hard to schedule with great precision. But you can reliably schedule regular intervals of time and get into a routine. Make an appointment with yourself for a particular time period, and when playing or working, set your purpose "I'll get the most out of this time."
4. **One thing at a time**—Current research shows us that multi--tasking is a myth. In actuality, we are switching back and forth between tasks. With each switch we pay a cognitive cost and a time cost: It takes time to get mentally back into the task, thus making us less efficient. When switching we lose the depth of our engagement, absorption.
5. **Block out time**—devote, on a regular basis, chunks of time to a specific class. Make it part of your schedule, your routine. Estimate how many hours per week you want to devote to a class. Set aside this many

hours for working tasks in the course Slice up your task into pieces and allow specific blocks of time for specific pieces of a big project.

6. **First Things First**—if you can do so, schedule the things that are most important to you first thing in the day, or at the first available time slot. Anything that gets scheduled later in the day has a greater chance of getting interrupted, put off and never gotten to. You won't be thinking or worrying about your work during your leisure time if you get academic tasks done first.

7. **Routine**—It takes 30 days to create a habit, but good habits make your life easier. With good habits in place, you don't have to make as many hard decisions, thus you are less likely to make unproductive ones such as talking yourself out of doing what you had planned.

8. **Flexibility**—How do you incorporate flexibility into your schedule? Don't schedule every hour of the day, leave empty time slots, and schedule in recreation time. Create a two-hour or three-hour block on Friday as a catch all makeup time. When things come up and you are deciding whether to diverge from your established schedule, survey future hours and days to see where you can make up lost time. Switch blocks of time so that your schedule reflects your new commitments.

9. **Respond vs. react**—In the moment of decision--making, when faced with a decision or an impulse to diverge from your schedule, don't just react, RESPOND. Pause, take a moment to think. Remember what's most important to you and do what

will help you get it. For example, if exercise is a top priority for you, don't let a sudden fear about a grade prevent you from exercising. Be ready to reduce the amount of time, but don't compromise on your health. Don't let "mindgames" in which you create justifications get in the way or lead you astray.

10. **Organize your environment**—both physical and social—for success, for support—be creative.

10.3.7 Time Management Techniques

1. **Pareto Analysis (the 80/20 rule)**

The 80/20 rule is a technique created by the Italian economist Vilfredo Pareto. It's the idea that 20% of actions are responsible for 80% of outcomes. The goal of Pareto analysis is to help you prioritize tasks that are most effective at solving problems.

2. **Eisenhower Matrix**

Before Dwight Eisenhower became president in 1953, he served in the U.S. Army as an Allied Forces Commander during World War II. He was faced with difficult decisions every day that led him to invent what is now called the *Eisenhower matrix*, or the *urgent-important matrix*.

The matrix involves organizing your tasks into four separate quadrants, sorting them by important vs. unimportant and urgent vs. not urgent, as shown in the graphic below. Urgent tasks are those we feel need to get done immediately. Important tasks are those that contribute to your long-term goals or values. Ideally, you should only work on tasks in the top two quadrants—the other tasks, you should delegate or delete.

Urgent

Not Urgent

Important

DO

Urgent and important tasks that need to be done right away.

- A crisis in the office
- Pressing deadlines

Decide

These tasks are important but not urgent.

- Going to the gym
- Time with family

Not Important

Delegate

Urgent but not important tasks.

- Scheduling meetings
- Appointments

Delete

Neither urgent nor important.

- Personal phone calls
- Social media

3.   Time Blocking Method

Inventor Elon Musk is known for being productive. He manages his time so efficiently that he can work over 80 hours a week and still make time for himself. What's his secret? Time blocking. From the moment you wake up, assign each time block in your day to a task. These tasks can be anything from eating breakfast to studying for a test. Below are the steps Elon Musk uses to block his time:

1. Divide a piece of paper into two columns. On the left, write down each hour of the day and create blocks of time such as half-hour or hour chunks.
2. Estimate the time it's going to take to complete each of your tasks and fit them into your time blocks.
3. Add buffer times in between each time block to allow for adjustments during the day.

10.4   Practices to Manage HIV and AIDS

The rapid spread of HIV/AIDS is having an increasingly adverse impact on the operations of many companies and employee households. In countries and communities where HIV/AIDS is most concentrated, companies have experienced increased production costs, reduced profits and greater difficulty delivering products and services. Employees experience long periods of absenteeism, extensive out-of-pocket expenses for medical care and the trauma of caring for family and friends who are ill with HIV/AIDS.

For a business to be productive, offer services efficiently and turn a profit, the skills and experiences of employees at all levels (from senior managers to cleaners) are needed to develop quality products or services that are purchased by customers. The rapidly changing environment in which a company operates requires flexibility and coordination of production processes.

Like other challenges in the contemporary business world, HIV/AIDS is a factor that a company must now consider in its planning and operations. HIV infection can disrupt the smooth operations of a business in a variety of ways. For example, if the staff person primarily responsible for handling accounts receivable experiences frequent or prolonged absences, cash flow is likely to suffer.

10.4.1   Defining HIV / AIDS

AIDS stands for acquired immunodeficiency syndrome—a pattern of devastating infections caused by the human immunodeficiency virus, or HIV, which attacks and destroys certain white blood cells that are essential to the body's immune system.

When HIV infects a cell, it combines with that cell's genetic material and may lie inactive for years. Most people infected with HIV are still healthy and can live for years with no symptoms or with only minor illnesses. They are infected with HIV, but they do not have AIDS.

After a variable period of time, the virus becomes activated and then leads progressively to the serious infections and other conditions that characterize AIDS. Although there are treatments that can extend life, AIDS is a fatal disease. Research continues on possible vaccines and, ultimately, a cure. For the moment, however, prevention of transmission remains the only method of control.

From HIV to AIDS

Individuals with HIV are infected for life and will probably die from opportunistic infections caused by the weakening of their immune system. Treatment with antiretroviral drugs can slow the progression of HIV. Regular medication for opportunistic infections can substantially prolong the life of someone with HIV. In individuals who do not get antiretroviral therapy, the time between infection with HIV and the development of the serious illnesses that define AIDS is around eight years, and most patients do not survive much more than two years after the onset of AIDS.

10.4.2 How HIV is Transmitted

A person can become infected with HIV by exchanging bodily fluids with an infected person. Specifically, HIV infection can occur by:
- Having unprotected vaginal, anal or oral sex with an infected person;
- Sharing drug needles or other skin-piercing instruments (such as razor blades) contaminated with HIV;
- Receiving a transfusion with HIV-contaminated blood;
- Transmitting the virus from mother to fetus/ infant during pregnancy, birth or nursing.

Because of biological and societal differences, women (especially young women) are generally more vulnerable than men to HIV. However, both women and men are at serious risk of contracting HIV from an infected partner during unprotected sex (vaginal, anal or oral). The risk increases substantially if either partner has an STI or is in the stage of HIV infection when virus levels in the blood are very high. This is the case both immediately after being infected and late in the disease.

10.4.3 How HIV/AIDS is Not Transmitted

HIV infection does not just happen. A person cannot simply "catch" it like a cold or the flu.

Unlike cold or flu viruses, HIV is not spread by coughs or sneezes or by sharing drinking or eating utensils. HIV is not transmitted through sweat or tears. HIV is not passed through everyday contact with people at work, home, school or anywhere else. A person will not get HIV from clothes, telephones or toilets. It cannot be transmitted through everyday contact with an infected person, such as shaking hands. Likewise, HIV cannot be contracted from insect bites. Transmission of HIV requires exchange of bodily fluids containing the virus; none of the normal daily, non-intimate interactions involves exchange of bodily fluids.

HIV is NOT contracted by:

- Shaking hands, hugging, kissing
- Coughing or sneezing
- Working with people
- Sharing food or utensils
- Using toilets or showers
- Getting a mosquito or insect bite

Protect yourself by:
- Using a condom during sex;
- Using clean needles, if injecting drugs or other
- Substances;
- Ensuring that any blood for transfusions has been screened for HIV.

10.4.4 Preventing HIV Transmission

HIV transmission is a result of specific behaviours; avoiding these behaviours will prevent it. To reduce the risk of sexual transmission:
- Get tested for HIV with your partner;
- Postpone the age of initiating sexual activity;
- Abstain from sexual intercourse when not with your regular partner;
- Reduce the number of sexual partners;
- Use a latex condom.
- Healthcare workers should eliminate contact with blood by using protective materials (e.g., latex gloves). This will reduce the risk of transmitting HIV, hepatitis and other blood-borne pathogens.
- When assisting accident victims at the workplace or elsewhere, similar precautions are needed (e.g., latex gloves).
- Needles, surgical knives and other skin-piercing instruments should be used only once, for only one person, and then discarded. If one-time use is not practical,

instruments should be properly sterilized between each use and/or before they are used on another person.

- Donated blood should be screened for HIV before being given to another person.
- Sharing needles and other drug preparation paraphernalia while injecting drugs carries the risk of transmitting HIV through blood left in the equipment.
- Implement mother to-fetus/infant transmission by preventing HIV infection in women of reproductive age, and making formula available to HIV-positive women who give birth.

10.4.5 Factors that Increase the Risk of HIV/AIDS to Businesses

Companies, too, can be "at risk" because of the nature of the work that they and their employees perform. The following questions and background information will help managers assess the risk posed by HIV/AIDS to their companies and employees:

1. ***Does the company employ a large number of workers who live without their families or away from their home communities?***
   When away from spouses and home social environments, people sometimes engage in different and risky behaviours. Men are more likely than women to have multiple sex partners and visit commercial sex workers.

2. ***Does the company operate construction projects, such as road building, where men are employed away from their homes and where women congregate to provide services, including sex?***
   Mining and construction are typical business sectors that employ large numbers of single men. Recreation activities are few, and inevitably bars, drug dealers and sex workers can be found nearby.

3. ***Does the company have relatively well-paid workers in areas of high unemployment and/or poverty?***
   Employees who are well paid in comparison to most people in a region with a high

unemployment are exposed to situations of sexual exploitation of women and schoolgirls who need or want money, food, or material goods.

4. ***Does the company run long-distance transportation?***
   According to surveys, long-distance truck drivers and drivers' helpers who travel within and between towns and countries have, on average, higher HIV infection rates, sometimes three to five times the rate of the general adult population. A survey in East Africa found one-third of drivers to be HIV-positive (at least twice the national averages found in the region); women workers and sex workers at truck stops had infection rates ranging from 44 percent to 88 percent. Trucks often experience long delays at customs checkpoints. Surveys in have found that drinking and casual sex frequently occur while drivers wait for their papers and goods to be inspected.

5. ***Do company employees frequent commercial sex workers and engage in extensive casual sexual relations?***
   A growing number of national and local surveys indicates an active sex industry in many countries and frequent contact with sex workers by younger men.

6. ***Is the country or region undergoing rapid economic change?***
   Economic globalization—increasing free movement of capital because of external pressures and internal reforms—produces rapid changes in the well-being of large segments of the population. Many people are becoming poorer or more economically stressed. Cuts in social services (e.g., healthcare, education) further limit opportunities. Migration in search of work, alcohol or drugs, and sexual intimidation, follow these changes.

10.4.6 Knowing of HIV/AIDS Status

It is difficult to tell if someone has HIV because the virus can remain in the human body for many years without any obvious signs. Most people with

HIV feel healthy and lead productive lives for years after infection with the virus. It is only when the immune system is sufficiently compromised and individuals develop other illnesses, such as influenza and pneumonia, that they become noticeably and seriously ill. This delay in diagnosis also results in people initiating

treatment at a late stage of HIV progression. Early diagnosis and treatment reduces further infections and ensures that the immune system is able to recover. For this reason, it is important that everyone is encouraged to know their HIV status.

Some individuals can find out if they have contracted HIV by having an HIV test. In most cases people who have been infected will test positive within a few weeks of infection. However, in some cases, it may take up to three months before the virus is detectable. The period between infection and when antibodies can be detected is called the 'window period'. It is important that workplaces offer a supportive environment for HIV testing.
The UNAIDS/WHO options for HIV testing:

- Client initiated (opt-in), commonly known as VCT
- Provider initiated (opt-out), which may also include routine offer of HIV testing by health care providers
- The '3 Cs' are observed in both kinds: counselling, confidentiality, and consent.

A routine offer of HIV testing may be made in the clinical setting. Testing is offered by health care workers to all (asymptomatic) patients using antenatal, childbirth and postnatal health services, STI services, TB services, health services, in-patient and out-patient facilities (adults, children, surgical, medical) and reproductive health services.

There are some basic things to know before being tested for HIV antibodies. People need to decide:

- Why they are getting tested
- Whether they will want an anonymous test or a confidential test
- Where they will go to get tested.

Testing enables:

- Prevention of parent–to-child transmission (PPTCT) of HIV
- Occupational health and safety
- Early understanding of the situation which allows an individual to start to live positively
- Prevention of exposing others during unprotected sexual intercourse

- Can help challenge and reduce stigma and discrimination if those testing positive disclose their status.

10.4.7 Preventing and Managing of HIV/AIDS Status

People who have HIV/AIDS can manage the situation through a combination of factors below:

- Nutritional counselling and support
- Herbal remedies
- Home-based care
- Psychosocial support
- Prevention and treatment of opportunistic infections
- Prevention and management of STIs.

10.4.8 Organizational Roles in Preventing and Managing of HIV/AIDS

Workplaces, whether formal or informal can help reduce the negative impact of HIV. It is possible to help reduce HIV transmission and improve the quality and length of life for people living with HIV. Experience throughout the world shows that employers can develop workplace HIV policies and programmes that successfully:

- Educate workers about HIV transmission and risk behaviours
- Prevent new HIV infections
- Eliminate HIV-related stigma and discrimination
- Allow workers living with HIV to continue to be productive
- Create a positive and supportive work environment
- Contribute to reduced transmission in the surrounding community
- Support workers living with HIV and their families.

10.4.9 Managing Workplace HIV/AIDS Stigma and Discrimination

UNAIDS defines HIV-related stigma and discrimination as: "…a 'process of devaluation' of people either living with or associated with HIV and AIDS…Discrimination follows stigma and is the unfair and unjust treatment of an individual based on his or her real or perceived HIV status." It is important to note that even if a person feels stigma towards another, s/he can decide to not act in a way that is unfair or discriminatory.

Stigma, whether open or hidden is one of the greatest challenges created by HIV, yet it is probably the least expensive area to deal with in terms of workplace HIV programmes. However, stigma often operates 'underground'.

To stigmatise is to label someone; to see them as inferior or significantly devalued because of an attribute they have.

Types of stigma
1. **Self-Stigma:** Self-hatred, shame, blame. People feel they are being judged by others, so they isolate themselves. Many PLHIV suffer from isolating themselves from their families and communities.
2. **Felt Stigma:** Perceptions or feelings towards PLHIV.
3. **Discrimination:** Enacted stigma, in other words attitudes or thoughts put into action.

Stigma blocks both prevention and treatment of HIV and AIDS:
- Stigma keeps people from learning their HIV status through testing and discourages them from telling their partners and family
- Stigma keeps people who suspect they are positive from taking advantage of testing, counselling and treatment services
- Stigma discourages people from using other services, e.g. PMTCT
- Stigma prevents people from caring for PLHIV.

How do we reduce stigma?
- Know how talk about HIV to avoid stigma. The words we use matter. Keep in mind that: When talking about HIV, certain words and language may have a negative meaning for people at high risk for HIV or those who have HIV.
- We can do our part to stop HIV stigma by being intentional and thoughtful when choosing our words, and choosing to use supportive—rather than stigmatizing—language when talking about HIV. Consider using the preferred terms below to avoid promoting stigma and misinformation around HIV.
- Providing information on HIV, HIV stigma and on key affected populations. Information may be provided to the public or to targeted groups of employees

- Training: skills-building and participatory learning approaches. This goes further than simply providing information. Often characterised by workshop-based activities, skills can be taught to support a person to recognize and challenge stigma.
- Counselling and support for people living with or affected by HIV. Support can help people living with or affected by HIV to recognise and deal with self-stigma and to build resilience to experiences of and perceptions of stigma.
- Contact with affected groups/employees. This involves linking the target group for the intervention with people living with or affected by HIV.
- Structural change e.g. changes in company policy. For example, introducing a policy to protect employees living with HIV from stigma and discrimination as well as the structural processes to ensure that the affected employees can access their rights.

10.5   Drugs and Substance Abuse

Alcohol and Substance Abuse is increasing at an alarming rate, causing serious threats to every nation, by deteriorating health, increasing crimes, hampering productivity, destroying relationships, eroding social and moral values and impeding the overall progress of societies.

Problems relating to alcohol and drugs may arise as a consequence of personal, family, or social factors, or from certain work situations, or from a combination of these elements. Such problems not only have an adverse effect on the health and well-being of workers, but may also cause many work-related problems including a deterioration in job performance. Given that there are multiple causes of alcohol- and drug-related problems, there are consequently multiple approaches to prevention, assistance, treatment, and rehabilitation.

Drug abuse is the use of illegal drugs or the use of prescription or over-the-counter drugs for purposes other than those for which they are meant to be used, or in excessive amounts. Drug abuse may lead to social, physical, emotional, and job-related problems.

A drug is any substance that, when taken into the living organism may modify one or more of its functions. Drug misuse means nonspecific or indiscriminate use of drugs. Drug abuse refers to self-medication or self-administration of a drug in chronically excessive quantities resulting in psychic and/or physical dependence, functional impairment, and deviation from approved social norms.

The most widely used drugs are Alcohol and Tobacco followed by Narcotic Drugs and Psychotropic Substances.

10.5.1   Alcohol

The word 'Alcohol' is derived from the Arabian term, 'al-kuhul' which means 'finely divided spirit'. Alcohol is a clear, thin, highly volatile liquid, with a harsh burning taste. Chemically it is C2H5OH or ethyl alcohol. Alcohol is obtained through Fermentation or distillation.

Alcohol is a Drug

Even though many people are not aware, it is an undisputed fact that alcohol is a potent drug. Ethyl alcohol (C2H5OH), the intoxicating substance in alcoholic beverages, produces physical
and psychological changes. These changes range from a feeling of wellbeing experienced after one or two drinks, to drunkenness, which is the acute effect of having too many drinks.
Alcohol so often is misunderstood as a stimulant because it appears to make people livelier and less inhibited. It is actually a depressant. If taken in small quantities, it depresses that part of the brain, which controls inhibitions, and so the person feels relaxed. When Blood Alcohol Concentration (BAC) is low, the drinker experiences a feeling of relaxation, tranquillity and a sense of well-being. It slightly increases the heart rate, dilates blood vessels, stimulates appetite and moderately lowers blood pressure. When BAC is high, it depresses the other areas of the central nervous system.

10.5.2   Drugs of Abuse

Most drugs of abuse are psychoactive substances, which act either directly or indirectly on mental function. Source wise, it can be a natural product (e.g. cannabis), semi synthetic (e.g. heroin), synthetic (e.g. amphetamines) or designer products (e.g. ecstasy). The drugs of abuse are classified based on the effects they produce on the brain.

These categories include:
a)   Narcotics:
These are products derived from the opium plant, Papaver somniferum. They are used medicinally to relieve pain and have a high potential for abuse. They can be naturally occurring, semi synthetic or synthetic. Examples are opium, morphine, codeine, heroin, meperidine, and methadone.
b)   Depressants:
These are synthetic products used medicinally to relieve anxiety, irritability, and tension and to induce sleep. Examples are barbiturates, benzodiazepines, methaqualone, chloral hydrate and glutethimide.
c)   Stimulants:
These are synthetic drugs used to increase alertness, relieve fatigue, feel stronger and more decisive; used for euphoric effects or to counteract the "down" felling of tranquilizers or alcohol. Examples include cocaine, amphetamines, methamphetamine, phenmetrazine and methylphenidate.
d)   Hallucinogens:
These are synthetic drugs that produce behavioural changes that are often multiple and dramatic, usually associated with hallucinations. Examples include PCP, LSD, mescaline psilocybin and ecstasy.
e)   Cannabis derivatives:
These are natural products obtained from the hemp plant Cannabis sativa. Examples include hashish, ganja, bhang and marijuana.

The mode of administration of drugs includes inhalation (snorting, sniffing, smoking), injection (subcutaneous, intramuscular, intravenous) and ingestion. Of these the intravenous route is the most dangerous route of administration.

10.5.3   Tobacco

Tobacco is obtained from the leaves of the plant Nicotiana tabacum. Tobacco mainly contains the nicotine groups of alkaloids and tar, which is a combination of more than 4,000 toxic substances. In addition, the combustion of tobacco produces numerous other poisonous gases like carbon monoxide. Tobacco is used in different forms, which include smoking (cigarette, cigar) chewing (pan masala, ghutka, raw tobacco) and sniffing.

10.5.4 Drug and Substance U se Process

Several factors attribute to the use of alcohol and other drugs. The following will explain the causative factors at the three stages of addiction.

Stage 1 - Experimental and Social Use

- Frequency of use - Occasional, perhaps a few times monthly. Usually on weekends when at parties or with friends.
- Sources - Friends and peers.
- Reasons for use
  - to satisfy curiosity
  - to acquiesce to peer pressure
  - to obtain social acceptance
  - to defy parental limits
  - to take a risk or seek a thrill
  - to appear grown up
  - to relieve boredom
  - to experience pleasurable feelings
  - to be sociable

Stage 2 - Abuse

- Frequency of use - Regular, may use several times per week. May begin using during the day. May be using alone rather than with friends.
- Sources - Friends; May sell drugs to keep a supply for personal use; May begin stealing to have money to buy drugs/alcohol.
- Reasons for use
  - to manipulate emotions; to experience the pleasure the substances produce; to cope with stress and uncomfortable feelings such as pain, guilt, anxiety and sadness; and to overcome feelings of inadequacy.
  - persons who progress to this stage of drug/alcohol involvement often experience depression or other uncomfortable feelings when not using.
- Substances are used to stay high or at least maintain normal feelings

Stage 3 - Dependency/Addiction

- Frequency of use - daily use, continuous.
- Sources - Will adopt any means necessary to obtain and secure needed drugs/alcohol. Will take serious risks; may engage in criminal behaviour.

- Reasons for use
  - drugs/alcohol are needed to avoid restlessness, pain and depression
  - strong feeling to escape the realities of daily living.
  - use is out of control and cannot survive without alcohol/drugs since the person has already developed withdrawal symptoms.

10.5.5 Effects of Alcoholism

The most widely accepted definition of alcoholism is the one offered by Keller and Effron: "Alcoholism is a chronic illness, psychic, somatic or psychosomatic, which manifests itself as a disorder of behaviour. It is characterised by the repeated drinking of alcoholic beverages, to an extent that exceeds customary, dietary use or compliance with the social customs of the community and that interferes with the drinker's health or the social or economic functioning".

Characteristics of Alcoholism

a) It is a Primary Disease

Initially, alcoholism was considered a symptom of some psychological disorder. It has now been understood that alcoholism per se is a disease, which causes mental, emotional and physical problems. These associated problems cannot be effectively dealt with, unless alcoholism is treated first.

b) It is a Progressive Disease

If it is not treated, the disease progresses from bad to worse. Sometimes there may be intermittent periods where one feels there is improvement; but over a period of time, the course of the disease will only be towards deterioration.

c) It may be a Terminal Disease

A person drinking excessively may die due to some medical complication like cirrhosis or pancreatitis. But on close scrutiny, it may be found that the complication itself was induced by alcohol. Thus, alcohol is the real agent behind the person's death.

d) It is a Treatable Disease

The disease cannot be cured; but it can be successfully arrested, with the help of timely, appropriate, and comprehensive treatment. Treatment aims at total abstinence from alcohol.

Ingestion of even a very small amount of alcohol will lead the person to obsessive drinking within a few days and he will lose control. In other words, an alcoholic can never go back to social drinking, even if he has remained sober for quite a number of years.

Consequences of Alcohol Use

Recent evidence from World Bank and WHO studies show that the impact from alcohol-related death and disability is substantial. The harmful effects of alcohol use on health and the possibility of developing dependence have been recognized as issues of great concern for a long time. New evidence underscores the need to recognize alcohol use as one of the risk factors for many communicable and non-communicable diseases as well as for accidents, injuries, domestic and social violence. There is also growing emphasis on different patterns of drinking, influencing the type of outcomes, e.g. long term high quantity drinking causing liver damage, while acute intoxication (binge drinking) is linked to accidents and injuries.

Alcohol use usually starts as a social phenomenon. Some individuals over time develop a pattern of use which can be labelled as harmful use or alcohol abuse, and some go on to develop alcohol dependence. Individuals with alcohol dependence are usually the focus of discussion as the complications of alcohol use are very obvious.

However, the occurrence of alcohol related problems are not necessarily limited to those labelled as 'addicts' or 'drunkards'. In fact, the average person with alcohol-related problems may be neatly dressed, may not show signs of alcohol withdrawal, may have a job and good family support, but may still have significant physical, psychiatric, social, or family complications due to excessive consumption of alcohol.

Health and Safety

Trauma, violence, organ system damage, various cancers, unsafe sexual practices, premature death and poor nutritional status of families are associated with alcohol use. Hazardous drinking is significantly associated with health problems such as injuries and hospitalizations.

Workplace

Alcohol use contributes to absenteeism and accidents at workplace. In a public enterprise, number of workplace accidents was reduced to less than one fourth after alcoholism treatment.

Family

Majority of men who behave violent towards their wives are frequent or daily users of alcohol. More than half of the abusive incidents are under the influence of alcohol. An assessment showed that domestic violence reduced to one tenth of previous levels after alcoholism treatment. A lot of household expenditure is spent on alcohol. Use of alcohol increases debts and reduces the ability to pay for food and education. Alcohol abuse leads to separations and divorces and causes emotional hardship to the family. The emotional trauma cannot be translated in terms of money but the impact it has on quality of lives is significant.

10.5.6 Effects of Drug Addiction

Just like 'Alcoholism', dependency on any other drug is also a disease - a primary, progressive, yet treatable disease.

Substance Dependence

Substance dependence is a syndrome manifested by a behavioural pattern in which the use of a given psychoactive drug, or class of drugs, is given a much higher priority than other behaviour that once had a higher value.

Overdose

An overdose is an excessive dose of drugs, which results in a narcosis or coma and respiratory failure. Injective mode of administration carries a higher risk. It can cause brain damage and organ failure. The consumption of combinations of drugs at the same time is an important cause.

Mental Health

- Toxic acute effects may result from taking high doses of drugs, or more usually, from the prolonged usage of high doses of drugs. The symptoms are specific to the type of drug used.
- Chronic effects such as anxiety, depression, suicidal tendencies are possibly associated, indirectly from drug use, from the lifestyle associated with being dependent on a drug (i.e. adverse life stresses).

Transmission of Infectious Disease

Blood-borne infectious diseases may be transmitted when two or more injectors share injecting equipment; for example, HIV, hepatitis B & C, and malaria.

Sexual Health

The majority of drug users are sexually active. Sexually transmissible diseases other than the blood-borne viruses associated with drug injection, including syphilis, gonorrhea and herpes are high

among drug users. Also some female and male users may engage in sex work to get money. Pelvic inflammatory disease and unplanned pregnancies are common in female drug users.

Social Effects of Drug Abuse

Impairment of performances at educational and occupational levels, poor interpersonal relationships, absenteeism, economic loss, unemployment, marital tensions, quarrels and divorces, antisocial behaviour and criminal tendencies, traffic violations, violence, child abuse, homicides and suicides are the common social problems associated with drug abuse.

10.5.7   Harmful Effects of Tobacco Use

According to WHO (World Health Organization), Tobacco presently contributes to 5 min. deaths per year globally. The figure is expected to rise to 10 min. by the year 2025. Tobacco use is the single largest preventable cause of death and disease. Tobacco use attribute to several diseases, which include:

Cardiovascular Diseases

Smokers have a 2-3-fold risk of heart diseases. It is synergistic with other CHD risk factors namely diabetes, hypertension, and hypercholesterolemia.

Arterial Diseases

Smokers have 12-15 times greater chance of arterial disease of the limbs. The blood circulation through arteries is compromised leading to pain in the leg muscles. Often the limb has to be amputated.

Lung Cancer

Lung cancer is the most dreadful disease among smokers. More than 80% of the lung cancer victims are smokers. Lung cancer is 10 times more prevalent in men than women. Chronic obstructive pulmonary diseases are high among smokers. Bronchitis, both acute and chronic are common among smokers. Smokers have a higher chance of contracting pneumonia a n d
tuberculosis.

Other Cancers

The risk of other cancers are also significantly increased by smoking: in Cancers Increase in risk Lung cancer 7-15 times; Throat cancer 5-13 times; Mouth cancer 3-10 times; Oesophageal cancer 1-3 times; Cancer of Pancreas 2 times; Cancer of kidney 1 time.

Stroke

Smokers have a 3-fold risk for stroke. Bleeding from the blood vessels and thrombosis in the brain lead to stroke. Risk of stroke is related to the number of cigarettes smoked. The longer the duration of smoking the greater the risk.

Passive Smoking

Side-stream smoke has more tar, nicotine, carbon monoxide and other toxic chemicals than the smoke that is inhaled from filtered cigarettes by the smoker. A child being held by someone who is smoking, will breathe in more cancer causing chemicals than the smoker him or herself. Children whose parents smoke 10 or more cigarettes a day in their homes have a greater chance of becoming asthmatic. They can get frequent cold, cough and respiratory infection.

Gastrointestinal Diseases

Gastro esophageal reflux disease and Peptic ulcer disease are more common in smokers. The risk increases with number of cigarettes smoked per day. Gall stones, Crohn's Disease and Ulcerative colitis are associated with smoking.

Reproductive Function

Chronic smoking can cause impotence and oligospermia (decreased sperm count).

Chewing of Tobacco products causes oral Cancers, leukoplakia, nicotine stomatitis, dental caries, tooth abrasion, periodontitis (inflammation of the gums) and bad breath.

Sniffing of Tobacco causes chronic rhinitis, chronic sinusitis, and nasal cancers.

10.5.8   Recognizing the warning signs

Following are some of the behavioural characteristics that may occur with substance abuse. Such characteristics do not always indicate a substance abuse problem, but they may warrant further investigation. Supervisors and managers should be trained to spot warning signs such as these:

- Absenteeism, particularly absences without notification, or excessive use of sick days.
- Frequent disappearances from the worksite; long, unexplained absences; improbable excuses.
- Unreliability in keeping appointments and meeting deadlines.
- Work performance that alternates between periods of high and low productivity.
- Increase in accidents on and off the job.
- Mistakes attributable to inattention, poor judgment or bad decisions.
- Confusion or difficulty concentrating or recalling details and instructions.
- Increases in the effort and time required for ordinary tasks.
- Problems with interpersonal relations with co-workers.

- Shirking of responsibility for errors or oversights.
- Progressive deterioration in personal appearance and hygiene.
- Increasing personal and professional isolation.
- Signs of morning-after hangovers.
- Physical signs such as exhaustion, hyperactivity, dilated pupils, slurred speech or an unsteady walk.

10.5.9 Workplace Strategies

- **Educate Employees**

  If your business wants to address drug abuse and addiction, it can do so most effectively by implementing some tried and true programs. This includes having a drug-free workplace and policies related to drug testing. When you do this, you will need to inform and educate employees about the new policies as well as the dangers of substance abuse.

  Employees at all levels should be prepared for the implementation of the drug-free workplace policy and program. Everyone in the organization needs information about the problems associated with substance misuse. Be sure to provide education and training that reinforces healthy attitudes and behaviours and deepens awareness on how substance misuse can affect employee health and employment.

- **Recognize the Signs of Addiction**

  Your company's management team should understand how to recognize the signs of substance abuse in the workplace. Some common signs include frequent absences or tardiness. An employee may also become moody or volatile, or suddenly lose interest in work altogether even when he or she shows up.

- **Document Suspicious Behaviour**

  When there is suspicious activity, or you receive a report from another employee, it is important to keep documentation. If you can have more than one employee or manager corroborate the signs, this will be better for your records. You may not need these documents to fire an employee, but

they might be useful when you counsel the employee or ask him or her to get addiction treatment.

- **Address Issues Appropriately**

  If you suspect that employees have an alcohol or drug abuse issue, address it as soon as possible. If they are working in an area that deals with customers or that could cause harm to others, move them immediately. Let the employees know that you are concerned and offer them a ride home instead of sending them off in their own vehicle.

- **Develop a Plan for Addiction Treatment**

  If your employees have a substance abuse problem, they need professional help to stop. Giving them pats on the back or a week's vacation to "get their head on straight" is not going to produce a lasting change. Many addicts avoid getting the help they want and need because they fear losing their job or career. If you can provide some assurances, they may be more willing to commit to a rehab program.

- **A written policy**

  A clearly written policy forms the foundation of your drug-free workplace program. At minimum, your policy should include:
  o The rationale for the policy, such as organizational goals and compliance with laws or regulations
  o Expectations for compliance, including who, what, when, and where
  o Assistance options to support employees in following the policy
  o Consequences for violating the policy

- **Supervisor Training**

  Customized training for supervisors can help maximize the effectiveness of your drug-free workplace policy and program. Supervisors should be well-informed about the policy and program and be aware of legally sensitive areas. They must also be trained on how to document potential problems in a fair and systematic manner, honor confidentiality, and refer employees to appropriate services. Supervisors may also need training on how to help employees reintegrate into the workplace after receiving services.

- **Employee Assistance Programs (EAPs)**

    EAPs are designed to help employees with personal problems that may affect their job performance. Although some EAPs focus on problems related to alcohol and other drugs, most address a range of issues and can provide a variety of services.

- **Drug Testing**

    Drug testing is one way to protect your workplace from the negative effects of substance misuse. Conducting drug testing may help your organization comply with federal regulations or insurance carrier requirements. It can improve workplace safety and reduce costs from misuse of alcohol and other drugs in the workplace. A drug-testing program can also deter employees from coming to work unfit for duty.

10.6   Learning Activities

Donna is working as operations manager with one clearing and freight forwarding firm. She was supposed to submit her sections performance report on the coming Wednesday, so she started it last Friday evening after dinner. She decided to work in her bedroom. Her softball gear was on her desk, so she put the files on her bed. She spent a while looking for a pen, but couldn't find one. However, she borrowed the pencil by the phone. When she began to write the report, she discovered that she needed some explanation notes she had left at work. She thought she would therefore begin by reading the files, and would get her explanation notes on Monday. After half an hour of reading, her boyfriend, Jason, rang. He asked whether she wanted to go and visit some friends. Donna decided to continue work on the report on Saturday. Saturday was very busy. Her friend Sharon rang at 10.30 to ask whether Donna would be available to play softball at 2.00 that afternoon. Donna was still in bed, but she agreed to meet the others at 11.00 to do some practice. Her team won their game and they all went to the pub to celebrate. By the time Donna got home, it was too late to do any report writing.

On Sunday she went to church in the morning and visited her aunt and uncle in the afternoon. She didn't remember the performance report until after dinner. She still didn't have her explanation notes, and there were parts of the information in the files she found difficult to understand. The performance report was proving to be harder than she thought it would be. She really needed some advice. She phoned her immediate supervisor but all she got was a message saying that the supervisor would ring back if she left her name and number. Donna began to think that she wouldn't get the report finished on time. It needed to be in the Directors inbox on Wednesday. She'd have to do some quick work on Monday and Tuesday evenings. It wouldn't be her best work, of course, but that couldn't be helped. On Monday she wakes up after 8.00, having found that she has forgotten to set the alarm clock. Her flatmates have already gone, and there is no time for breakfast. She rushes out of the house and reaches the bus stop just as the bus is disappearing around the corner. She half runs, half walks to the office, but it is already 8.45 when she reaches the office. She is 15 minutes late.

Required;

i.   Identify and list Donna's time management problems.

ii.   List five strategies and explain how Donna could use these to overcome her time management problems.

10.7   Self-Assessment Questions and Activities

1. Discuss the stressors in the freight and logistics sector. What strategies can you use to manage stress in the sector

2. What are the critical time wasters in the clearing and forwarding sector? How would you manage time successfully?

3. Discuss how HIV/AIDS is transmitted and prevented. Why would the sector manage the scourge?

4. Discuss the effects of drug and substance to a sector. What can be done to eliminate the abuse of drugs and substance in the clearing and forwarding sector?

10.8   References

- Lingard, H. & Francis V. (2009). Managing Work-Life Balance in Construction, 1st Edition. Springler.
- Thompson H. (2012). Educational Leadership: Personal Growth for Professional Development. SAGE Publications Ltd. DOI: http://dx.doi.org/10.4135/9781446247150
- Palmer, S. (1999). People and Self Management. Routledge.
- Nikitina, A. (2020). The Art of Problem Solving. BookBoon Learning.
- Iland, A. (2013). Self-Management: Time Management, Life Management and Personal Management. CreateSpace Independent Publishing Platform

11.0   OFFICE BEST PRACTICES

11.1   Specific Learning Outcome

i.   Organize an Office
ii.   Explain the functions of an office
iii.   Determine the most appropriate office layout
iv.   Identify effective use of office equipment and resources
v.   Explain office management basics.

11.2   Definitions of Key Terms

Office Management

Office Management is the organization of an office in order to achieve a specified purpose and to make the best case of the personnel by using the most appropriate machines & equipment, the best possible method of work and by providing most suitable environment.

Office organization is the arrangement of work such that the activities of an enterprise are divided among its personnel and duties and responsibilities are allocated. It also comprises the formal inter relationship established among the personnel by virtue of their duties and responsibilities. This division of activities requires the creation of departments and sections. The different departments and sections concern themselves with provision of efficient information, planning, control and financial services. To organize an office is to arrange its parts so that the whole works efficiently as one integrated body in order for the enterprise to achieve its objectives.

Elements of Office Management
• Office Personnel
• Means
• Environment
• Purpose

An Office

If you visit a firm, school, or hospital you will find that a number of activities are being performed, such as letters received, dispatched, typing, photocopying, word processing, filing, handling of office machines etc. The place where all such activities are performed is known as office. Thus, office is a service department of an organization, which relates to the handling of records and provision of various services like typing, duplicating, mailing, filing,

handling office machines, keeping records, drafting, using information, handling money and other miscellaneous activities.

Office is a place where clerical operations are carried out. Office is a unit where relevant records for the purpose of control, planning and efficient management of the organisation are prepared, handled and preserved. It provides facilities for internal and external communication and coordinates activities of different departments of the organisation.

The following primary activities:
• Collecting information
• Organising and processing information
• Retaining and storing information
• Coordinating information
• Distributing information.

Therefore, an office may be defined as a place where all the activities concerned with collecting, processing, storing, and distributing information for efficient and effective management of an organization are carried out. In every modern organization, be it a business concern or a government department, there has to be an office. It is essential for the efficient management of the organization.

Office Practice

This is part of office organization that comprises of the allocation of clerical activities to the office personnel, and the procedures and methods of performing these clerical activities.

11.3   Functions of an Office

Office management is an integral part of general management. Office management is the planning, organizing and controlling of office work and of their performing it so as to achieve the predetermined objectives. The dictionary meaning of the word manage is to conduct, to control or to administer. Office management is that branch of the art and science of management which is concerned with the efficient performance of office work, whenever and however that work is to be done. From the above definition, it would be clear that office managements direct the office personnel and is concerned with the planning, organizing, coordination, motivation and centre of all activities.

The main functions of an office are as follows:

1. Aid to Management: The office provides aid to management in performing the following functions:
   a) Direction: Direction and guidance of management to various sections and departments are issued through the office.
   b) Communication: The office serves as a communication channel between different parts of the organization. It handles mail.
   c) Planning: The office helps management in planning for smooth functioning and progress of the organization by providing necessary information and data.
   d) Coordination: The office also facilitates co-ordination by maintaining links among departments.
2. Preserving Records: The office maintains necessary books and records of the organization.
3. Providing Information: It provides the right kind of information to management at the right time.
4. Providing Office Services: It provides clerical and secretarial services to different executives.
5. Distribution of work: The office distributes the work among various employees and identifies their duties and functions.
6. Selection and Appointment: It also handles selection and appointment of employees. In short, the office is an important and indispensable part of every organization.

11.4   Office Layout

Office layout deals with the design and set up of an office. It takes into account all the accessories and equipment needed in an office. Employees are more productive when the design and layout of an office coincide with their working needs.

Significance
The layout of an office should be constructed so that employees are able to function efficiently and effectively. Their desks and computers should be designed and installed so that they can sit comfortably and not incur any injuries because of bad posture.

Considerations
Each desk should be situated so that employees can effectively communicate with a supervisor and with each other. Effective communication, within a team, helps with morale and the team dynamics.

Effects
The layout of an office should ensure that everyone has easy access to equipment, such as copiers, fax and printers. Any electrical cords should be out of the aisles to prevent employees from falling and tripping.

Benefits
Sometimes an office layout will provide employees with cubicles, which help provide privacy and they muffle or stifle any noise an employee might make. This helps when people are talking on the phone.

11.5   Types of Office Layout

Many things go into planning an office layout, including the lighting, desks, work stations, furniture and the amount of space needed, conference rooms and storage space for supplies. An office layout has to take into consideration expansion and growth needs. We have:

1. Open Plan Office
An open plan office is a large room which is shared by several departments or sections of the department instead of each department or section working in separate rooms. A good example is where a department works in one open room.

Advantages of open plan office
a) It allows smooth flow of work; unnecessary movement is avoided, and staff time is saved.
b) Members of staff can locate each other easily.
c) Supervision is easier as the supervisor gets an instant view of how the staff is occupied in his section.
d) It saves lighting and space costs.
e) The placement of movable equipment, especially machines and furniture is easy.
f) It is easy to landscape an open-plan office; flowers can easily be installed along the walls, or shrubs and plants can be placed to break up work sections.
g) The sitting arrangements can be organized to have an elastic effect.

Disadvantages of open plan office

a) Some activities cannot be carried out in an open plan office e.g., confidential matters or operational machines.

b) Enough space should be provided for future expansion of members of staff so as to avoid overcrowding.

c) They might be considered unhygienic as infectious diseases can easily be passed on.

2. Closed Office

The closed office is one where only one or very few people share one room. Until recently, many government offices were of this category. The doors leading to the offices bear the titles of officers.

Advantages of Closed Office

This system affords privacy which for some persons is essential for efficient and smart work. It also gives status to the employees because in most offices, cabins are meant for executives only. It gives incentive to individually minded employees as they are not under the physical supervision of anyone.

Disadvantages of Closed Office

It is more expensive as it requires bigger space, extra expense on cabins, made to order furniture, cost of installation of ventilation, electric, acoustic systems with better workmanship. The privacy gained might lead to underhand dealings and unwanted affairs.

3. Landscape Office

A landscaped office is similar to open-plan office but it has special features, not normally found in open plan offices. The features are as follows:

- Indoor plants are installed, usually against the walls.
- The floor is carpeted and the entire office air conditioned.
- Working desks and chairs are arranged in clusters, each facing a different direction.
- There is a rest area where employees can relax and have refreshments.
- Landscaping assists by creating a pleasing work environment thereby improving efficiency levels.

11.6 Factors to Consider When Setting an Office

In considering office plan and layout one has to take into account a number of factors;

a) The nature of business
b) Capital required
c) The site and location
d) The size of the premises
e) The appearance of the premise

11.7 Office Equipment and Resources

When you are just setting out to open your own business, there will be plenty of important decisions to make. Where will you locate the business? What kind of financing is available? How can you gain a competitive edge in your industry? Then there are the more pedestrian questions, such as what office equipment do I need? Getting the right office furniture might not make or break your business, but it's still important for your comfort and productivity. Most businesses need the following office equipment in their daily operations:

- **Desks and chairs**. Again, you don't have to shop for the most expensive items, but do be mindful of how comfortable those chairs will be on employees who may be sitting for most of the day.
- **Tables and bookcases.** In the old days, tables and bookcases weighed a ton, but you can now find lightweight items, which makes moving them around the office a breeze.
- **Telephone** system. Carefully consider your specific needs before purchasing a telephone system. If you are confused by the many systems that are available, ask other business associates what they are using, and if they are happy with their purchases.
- **Computer equipment.** PCs, printers, scanners, and monitors are all important parts of your business. Research what is available, and shop wisely.
- **Copiers.** Before spending money on a copier, see if you can get away with a multifunction printer (MFP). These machines can print, fax, and copy, all for about the same price as a cheap photocopier. However, if you will be making thousands of copies per month, then you'll probably need to lease or buy a good-quality copier.
- **Fax machines.** Because so many PCs have fax features these days, many businesses are doing away with fax machines. But it never hurts to have a small, basic model on hand just in case the computer fax doesn't meet all of your needs

Effective use of office equipment

Effective use of office equipment is subject to first and foremost having the right equipment. When setting up an office you must decide on the suitable equipment for the type of business you are engaged in. However, there is basic equipment which every office must have such as furniture, calculator, cabinet etc. When introducing office furniture and equipment, it is also important to consider the following:

- Change over from manual methods to mechanization.
- Cost
- Period of use
- Accommodation.
- Availability of staff and training
- Benefits to be derived, and
- Maintenance costs

Types of office equipment

Equipment used in an office may be categorized as follows

a) Correspondence Word processor
   o Computers
   o Telecommunication
b) Records Filling equipment Indexing equipment Microfilming equipment Time recording equipment Shredding machines
c) Reprographic services such as Photocopying, Spirit and duplicators
d) Accounting such as accounting machines, Adding machines, Calculators
e) Data processing Computers
f) Furnishings such as Executive and general office furniture, Desk accessories

Guidelines for effective use of office equipment

a) File it so that you can find it- create a file category, within each file category, label folders according to their contents. Then you can file the categories and individual file folders alphabetically or chronologically, depending on what works for you.
b) Take care of important papers – determine where to store them and for how long.
c) Have a records management programme - establishing an effective records management programme helps generate savings and supports more efficient operations. Divide your records into three categories;
   (i) Active- currently in use

(ii) Semi active- needed for reference or legally required to be retained
(iii) Destruction outlived its usefulness and ready to be destroyed.

d) Have an inventory of records – know the records you have, where they are located and in what quantity.
e) Schedule retention period – know when to transfer files
f) Store records conveniently – first choose your storage method. Storage boxes and drawers are efficient way to set up and organize paper documents. They are easy to label, easy to stack and they help to conserve storage space.

Benefits of effective use of office equipment

- Better communication: Effective use of office equipment would lead to better communication between managers and staff, as well as with customers and stakeholders. It would also improve the interpersonal relations among staff and the organization and its customers.
- Improved records: The organization will have more up to date records. The records will be more accurate and thus reliable. Invoices, statements, and other documents are prepared and served to customers more promptly.
- Reduced costs of production/service provision: The cost of production is reduced and wastage is eliminated.
- Improved public relations: The image of the organization is enhanced by the kind of the office, office equipment and its effective use.
- Reduced mental strain: Physically, the more a workplace becomes less demanding then the mental strain is reduced. The human brain is assisted by such machines as computers

11.8 Office Management Basics

In order to successfully manage an office, regardless of your company's product or even your customer base, you should adhere to some basic guidelines. Here are some areas that you should keep in mind:

a) Equipment and furniture requirements. You don't need every piece of office equipment out there to run a smooth

operation. But you do need certain products that are going to optimize people's performance. What you need and how much it will cost are simple but important considerations. Check out What Office Equipment Do I Need for My Business?. And what about software? Are you trying to achieve a paperless office? If not, do you know how you'll store certain documents? Answering these and other questions about equipment will help you to prepare for the growth of your office.

b) Inter-and intra-office communications.
For many small businesses, the responsibility for communication falls upon the office manager. Knowing how and when to communicate key information is vital to successful office management. E-mail blasts, posted instructions at the copier, and weekly staff meetings are just a few of the types of communication that occur within a busy office. Having a communication plan that everyone can adhere to will increase an office's productivity and ensure that information is disseminated clearly and quickly.

c) The company and its people.
Knowing how to run an office must include understanding the company and its people. Knowing the product line and how it fulfils a need is just as important as ordering more toner for the printer. If you don't understand your company's mission, you won't know how best to support its various functions. The same goes for people — knowing employees' roles, where they fit into the big picture, and how they operate will help you manage the office so that every function supports the people tasked with getting things done. The more you know about how the company works and what people are doing to build business, fulfil customer requests, meet deadlines, and otherwise perform their duties, the more successful you'll be in creating and sustaining an environment that fosters success.

11.9   Office Etiquette

Etiquette is a code of behaviour that delineates expectations for social behaviour according to contemporary conventional norms within a society, social class, or group. Etiquette are rules governing

socially acceptable behaviour. These are practices and forms prescribed by social convention or by authority. It is a good behaviour which distinguishes human beings from animals.

It helps smooth the wheels of daily interaction in the office. Good work outcomes and happy co-existence even when there is mutual dislike or disinterest. Ensures that you don't become office enemy number 1. Modifies distracting behaviours and develops admired conduct. Enables you to be confident in a variety of settings with a variety of people.

Office etiquette" may conjure up images of stiffness and formality, it is in actual fact very simple. Just as living in a society requires us to follow a set of conventions and rules, observing appropriate social behaviour within the work context ensures team respect and an enjoyable day-to-day working

Workplace etiquette means the socially acceptable ways that we interact with one another and behave in our workplace. Acceptable standards of communication and interaction in our workplace may vary from one workplace to another, however, there are some behaviours which are universally acceptable.

Business Etiquette
- Differentiates a business from others in a competitive job market
- Enables you to be confident in a variety of settings with a variety of people
- Honors commitment to excellence and quality
- Modifies distracting behaviours and develops admired conduct
- Exhibit Professionalism and develop a polished image "Be one step ahead, practice the social skills necessary to help you make a great first impression and stand out in a competitive job market"

The why's of Etiquette?
- To avoid negative confrontation
- To avoid politics, i.e., in the office or workplace
- To communicate effectively with an opposing opinion of another person(s).
- To be organized and in a uniformed way.
- Avoid work-place tension / Conflicts
- To avoid employee stress

11.10   Learning Activities

You have been appointed by your organization to open and operate a new office for the organization.

Required:
1. Determine the most appropriate office layout you would choose
2. Discuss the office equipment and resources you would acquire
3. Determine the key office management issues you would focus on

11.11   Self-Assessment Questions and Activities

i.   Discuss the importance of office organization
ii. Discuss the functions of an office
iii. What factors are critical for successful office management

11.12   References

- Lingard, H. & Francis V. (2009). Managing Work-Life Balance in Construction, 1st Edition. Springler.
- Thompson H. (2012). Educational Leadership: Personal Growth for Professional Development. SAGE Publications Ltd. DOI: http://dx.doi.org/10.4135/9781446247150
- Palmer, S. (1999). People and Self Management. Routledge.
- Nikitina, A. (2020). The Art of Problem Solving. BookBoon Learning.
- Iland, A. (2013). Self-Management: Time Management, Life Management and Personal Management. CreateSpace Independent Publishing Platform

12.0   RECORDS MANAGEMENT

12.1   Specific Learning Outcome

i. Explain the concept of Records Management
ii. Identify the types of records to be kept
iii. Describe the methods for keeping records in C&F offices
iv. Describe the different records filing systems
v. Describe an automated record management system
vi. Discuss the legal requirements in records management

12.2   Concepts of Records Management

12.2.1   Meaning of Records

Records are essential components of every business and organization. Business transactions and processes result to reports, documents, files, and contracts. Invoices, receipts, presentations, memos and letters are all too common in a business setting. Without a doubt, records are a big part of the corporate life and managing these records is one of the building blocks for a transparent and credible organization. Effective records management practice takes it a step further in making a successful, operational business.

12.2.2   What Makes Records Management Effective?

When records of all kinds – hard copy and digital; active, inactive and in between; old, new and semi; and in all degrees of importance or priority – are kept safe, secure, and accessible. It's more than just systematic filing and classifying nor the proper way of labelling to make company tasks more convenient. Records management works when company files and documents, regardless of type or priority are handled well. This includes knowing which records to dispose of and the right time to do so that will only positively affect business.

Companies have all kinds of confidential and private documents. Some to such high degree that only a select few within the organization are allowed access. It is good business practice therefore, to have a records retention policy to ensure that what is supposed to be classified information remains so. Furthermore, it is advisable to be aware of and implement government rules and policies regulating the records management industry. This will help protect your business, and both your employees and clients.

Records management is also about accessibility. It's important to remember that more than just storing, managing and securing records, there must also be easy access to data. Even if your documents are secure, but not available to your business or not as easily ready for use, then they become less valuable. What would happen if you keep a client's request for his transaction history waiting because you can't get hold of the files immediately? How about the delay in contracts for a supposedly closed deal with new suppliers? These poorly reflect your credibility and efficiency as a business provider. Hence, your records should be easily requested and delivered no matter where they're from, whether from an off-site storage facility, hard drive or the filing cabinet.

Regarding accessibility, effective records management also necessitates the knowledge of who should be allowed access to certain files. This is especially true for confidential files and classified information.

Records management or records storage done the right way can assure a smooth-running business. It will allow you to be more efficient and productive. With less trouble from properly stored and handled records that are also secure and accessible, your business can expend its resources in other areas and focus on more pressing matters.

12.3   Elements of a Records Management System

A record is a document or other electronic or physical entity in an organization that serves as evidence of an activity or transaction performed by the organization and that requires retention for some period of time. Records management is the process by which an organization:

- Determines what kinds of information should be considered records.
- Determines how active documents that will become records should be handled while they are being used, and determines how they should be collected after they are declared to be records.

- Determines in what manner and for how long each record type should be retained to meet legal, business, or regulatory requirements.
- Performs records-related tasks such as disposing of expired records or locating and protecting records that are related to external events such as lawsuits.

Determining which documents and other physical or electronic items in your organization are records is the responsibility of corporate compliance officers, records managers, and lawyers. By carefully categorizing all enterprise content in your organization, these people can help you ensure that documents are retained for the appropriate period of time. A well-designed records management system helps protect an organization legally, helps the organization demonstrate compliance with regulatory obligations, and increases organizational efficiency by promoting the disposition of out-of-date items that are not record.

To understand records management more fully it is necessary to look at the meaning of the word record. In the past, records management was equated with the management of papers located in organizational filing systems. The growth of new technology and information management has led records manager to seek a more rigorous definition of records, in order to explain what distinguishes them from other organizational resources, and to show how managing records differs from managing documents data or information. A record is not defined by its physical format or storage medium, its age, or the fact that it has been set aside for preservation. Nor is it simply a form of recorded information. The essential characteristic of a record is that it provides evidence of some specific activity.

12.3.1 Meaning of an Activity

An activity may be defined as an action or set of actions undertaken by an individual, a group of individuals or a corporate body, or by employees or agents acting on its behalf, and resulting in a definable outcome. An activity has identifiable start and end points, although the end point may not be known when the activity is begun. Some activities such as drafting or note taking, may involve only one person, but in an organizational context most activities involve two or more parties, with some form of transaction or communication taking place between them. One or more of the parties may be external to the organization (typically a customer or supplier). Other transactions may be purely internal (perhaps between a manager and a staff member or between one department and another). The word transaction is occasionally used to denote an activity in which only one party participates, but it normally refers to a bilateral activity

12.3.2 Connection Between an Activity and the Creation of a Record

Records are a product of organizational activity, created or received during or after completion of the activity itself. Where more than one party is involved in an activity, each party may create its own record; alternatively, the second party may receive and retain the record transmitted by the creator, while the creator retains a copy of it. Records may be created either in the course of an activity, or afterwards in a conscious act of record keeping. In the case of a letter, invoice or purchase order, the transaction is affected in whole or party by the creation or transmission of the record. Some records of this kind are created within the organization, while others are received from outside. The way in which business is done leads naturally to the creation of records, and the parties concerned are likely to be more conscious of the activity being performed that of the fact that they are incidentally creating a record of it.

12.3.3 How Records are Created

Traditionally, organizational staff created records manually, using pen and ink or typewriter. In the modern world most records are created using digital technology, by interaction with a computer program. Records can also originate when communications are received from outside the organization, by letter, fax, e-mail or other messaging system.

12.3.4 Archives

The word archives are popularly used to refer to older papers or computer files that have been consigned to secondary storage. Sometimes archives and records have been used as synonyms. Archives are also perceived as records kept for research purposes. However, in records management terms, archives may be defined as any records that are recognized as having long-term value.

12.3.5 Meaning of Records Management

Records management is the field of management responsible for the efficient and systematic control of creation, receipt, maintenance, use and disposition of records. Records management covers the management of records, regardless of age, to meet the needs of private and public sector organizations and wider society as well as the research community. It earns its place in the life of an organization through its contribution to business aims and organizational goals.

In the past, 'records management' was sometimes used to refer only to the management of records which were no longer in everyday use but still needed to be kept - 'semi-current' or 'inactive' records, often stored in basements or offsite. More modern usage tends to refer to the entire 'lifecycle' of records - from the point of creation right through until their eventual disposal.

vii. These are likely to be only a small proportion of the total number of records captured in records management system. Most records have a limited lifespan and will eventually be destroyed. Archives may include records that have continuing significance in the conduct of business, for example as evidence of the organization's constitution or its ongoing rights and obligations. They may also include records that are no longer expected to be required for operational use or to support accountability, but are kept indefinitely as part of the corporate memory of the organization or for research or other cultural purposes. The word archives is also used to mean an institution or business unit responsible for managing records of long-term value.

12.4   The Purpose of Records Management

Every organization needs records. Organizations use records in the conduct of current business, to enable decisions to be made and actions taken. Records may be required for business purposes whenever there is a need to recall or prove what was done or decided in the past. Records provide access to precedents or previous work and thus save time and money by eliminating the need to create resources afresh. Records are also kept to guard against fraud and enable organizations to protect their rights and assets at law.

Organizations also use records to support accountability, when they need to prove that they have met their obligations or complied with best practices. Organizations are accountable in many ways: they must meet legal, regulatory and fiscal requirements, and undergo audits and inspections of various kinds; and they must be able to provide explanations for decisions made or actions taken. The use of records is the primary means by which organizations can defend their actions if they are called to account for their conduct.

Such external accountability is particularly important to public sector bodies, which are responsible for their actions both to governments and to the wider public. Companies are responsible to their shareholders, besides having a level of responsibility to the wider community. Every organization is liable to be called to account by legislators, regulators or auditors. Organizations use their records to respond to challenges made against them, whether in a court of law or elsewhere, and to justify their actions and decisions in response to enquiries or in the public arena. Within the organization, records support internal accountability. Those working at lower levels are responsible to their seniors for the work they perform, and records are used to prove or assess performance.

While records are created in the first instance for the conduct of business and to support accountability, organizations may also use them for cultural purposes, both for research and to promote awareness and understanding of corporate history. In summary reasons for keeping records are: -

- Business use
- Support for external and internal accountability
- Cultural use

Outside the organization, the wider community also has expectations that records should be kept. When records are used for purposes of accountability, they are not merely supporting organizational needs for compliance or self-defence; they also meet the requirements of society for transparency and the protection of rights. Other organizations and individuals may use records for historical,

demographic, sociological, medical or scientific research. Records kept for cultural purposes also serve the values of society and its need for collective memory

12.5   The Importance of Records Management

Many organizations do not yet have a formal programme of records management, but all organizations need to manage the information and evidence that their records provide. In organizations where records are not properly managed:

- Records will often be inadequate for the purposes for which they are needed
- Records will often be lost
- Some records will probably be destroyed prematurely and others retained unnecessarily. Excessive retention of records will give rise to retrieval difficulties as well as wasted resources; but a failure to create adequate records or to maintain them appropriately will probably have more serious consequences such as:
- The organization may be unable to prove that it did what was required of it, or that policies and procedures were correctly followed.
- It may be unable to defend itself if liability claims are made against its products or services or the actions of its employees.
- It may be unable to prove its rights or protect its assets
- Business operations may be compromised if critical information is unavailable when required.
- The rights of customers, citizens and the wider community may also be impaired

12.6   Types of Records Maintained by Clearing Firms

There are many kinds of records kept by Clearing and forwarding firms. These are;

- Historical
- Legal
- Personnel
- Financial
- Company policies and procedures

Increasingly, organizations are recognizing the benefits of well-managed records and are implementing programmes to ensure that the right records are created and retained. An effective

records management programme will also ensure that records are available for use when needed, that privacy and confidentiality are maintained and that redundant records are destroyed.

These kinds of records can be categorized into four major types depending on their usability as follows:

a) Vital records- are necessary for the continued operations of the business. These records cannot be replaced and never be destroyed. Examples include contracts and deeds.

b) Important records – These are records that are necessary for operations of the business that could be replaced with considerable cost and effort. These records can be transferred to inactive storage but should not be destroyed. Examples include financial records, operating records and board meeting minutes.

c) Useful records- These are records that assist in keeping the business operations running smoothly on day-to-day basis. These records are replaceable but at an inconvenience to the company. They can be moved to inactive storage and/ or destroyed after a period of time. Examples include letters and reports

d) Nonessentials records– These types of records do not provide future value to the company. They may be destroyed after they have served their purpose. Examples include memos, notices and newsletters.

12.7   Records Filling System

Filing means keeping documents in a safe place and being able to find them easily and quickly. Documents that are cared for will not easily tear, get lost or dirty. A filing system is the central record-keeping system for an organization. It helps you to be organized, systematic, efficient and transparent. It also helps all people who should be able to access information to do so easily. It is always a pleasure when someone looks for something and is able to find it without difficulties.

In organizations people work in groups, receive and send out documents on different subjects. Documents need to be kept for future reference. If these documents are not cared for, people cannot account for all the organizational activities. Everyone who needs to use documents should know where to get them

Why filing and record keeping?

- It is the first step of setting up a solid administrative system
- It makes finding organizational documents easy
- It ensures organizational documents are accounted for and not lost
- The information on what is going on in the organization becomes much more accessible
- It makes reporting easy

Types of documents

- Administrative documents:
  - Fixed assets and inventory: All forms that tell what inventory and fixed assets you have and where they are will be kept in this sub file
  - Vehicle: If you have a vehicle, then all of its documents will be kept If you have a vehicle, then all of its documents will be kept here.
  - Payroll and personnel: All of the documents that are relating to the employees of your organization will be kept in this sub file
- Finance documents
  - Budget
  - Procurement
  - Cash management
  - Cash advance
  - Petty cash
  - Financial reports
  - Bank accounts
  - Financial audits
  - Financial monitoring
- Organizational documents:

Establishing decree
  - Governing body
  - Registration certificate
  - Strategic plan
  - Meeting minutes
  - Newspaper articles
- Project documents
  - Project proposals
  - Completed projects
  - Ongoing projects
  - Future projects

- Correspondence
  - Correspondence with other government agencies
  - Correspondence with funding agencies
  - Correspondence with project partners
  - Correspondence with customers

Important things to know about filing:

- What do we file? -We file documents that are sent to us by other people or organizations. We also file records of all our organizational activities. These can be letters, memos, reports, financial records, policy documents, etc.
- When do we file? -This depends on how busy your office is. In very busy organizations filing is done at least every day and usually first thing in the morning. In a small or less busy office you could file once or twice a week.

Types of records for filling

- Active Records: Active records are records, which are required and referred to constantly for current use, and which need to be retained and maintained in office space and equipment close to users.
- Semi-active Records: Semi-active records are records, which are referred to infrequently and are not required constantly for current use. Semi-active records are removed from office space to lower cost off-site storage until they are no longer needed.
- Inactive records: Inactive records are records for which the active and semi-active retention periods have lapsed and which are no longer required to carry out the functions for which they were created.

In our organisations we work in groups. We receive and send out documents on different subjects. We need to keep these documents for future reference. If these documents are not cared for, we cannot account for all our organisational activities. Everyone who needs to use documents should know where to get them.

Methods of Record Keeping

There are 5 methods of filing:

1. Filing by Subject/Category
2. Filing in Alphabetical order
3. Filing by Numbers/Numerical order
4. Filing by Places/Geographical order
5. Filing by Dates/Chronological order

These ways of filing are called classification and means organizing things that are alike, together. You can, however, combine some of these methods. For example, files that are kept together according to what they are about we say are subject filing but, inside each file the documents could be filed according to date order

Equipment used for filing

- Filing Cabinet: It is used to keep flat files and suspension or hanging files
- Steel Cabinet - It is used to keep big files that need to be locked up
- Date Stamp - It is used to date stamp documents that are received on daily basis so that they are filed in chronological order and so we have a record of when we received the document
- Register - It is used to record files taken out and files returned
- Filing shelves - It is used to file box files
- Box file - This is a big file that is used to keep big documents that cannot go into a filing cabinet. They are kept in shelves

What files are used and how are they used?

- Clip folders - they are used for documents that need to be taken out very often; they hold documents tightly so that they do not fall out
- Folders - paper or cardboard folders are used to keep loose documents together. The folders are placed inside suspension or box files
- Suspension file - the suspension files are used to keep documents in filing cabinets. The files are put into the drawers upright. The suspension files hang down from the cradle. These files always remain in the cabinets but folders inside them can be taken out
- Box files - they are used to keep big documents including magazines and books
- Lever arch files - documents are kept firm

in these files and allow one to look at documents without taking them out of the file.

How to set up a filing system

Filing Categories: To make a filing system more useful, we can group files into categories. A category is a group/ collection of things that belong together. When we file by categories, we try to file in a logical way; we put files together because they belong together; we don't put them together just because they start with the same letter. For example, we could put all our files into categories. Correspondence could be one category that takes up a whole drawer of our filing cabinet. Inside that drawer we could have sub-categories. Sub categories could be things like:

- Correspondence with other organizations
- Correspondence with members
- Correspondence with members of the public
- Correspondence with Board and so on.

Some documents may have to be filed in two places to make it easier to access the information. For example, you may have a category for "importers, exporters" and for "correspondence". In your importer /exporter category you will have a subcategory for each major importer /exporter and you will sometimes have to file a letter from a importer / exporter in that importers/exporters file as well as in your correspondence file.

How to form categories

- Sort all your documents out into piles that you think belong together
- Give each pile a category name
- Make a list of categories
- Look at your list critically: Ask yourself: Can we combine any categories? Should we break up a category into two categories? What sub categories do we need? Do we need to have alphabetical files within a category?

Make sure you don't have too many categories. It should not be difficult for anyone to decide in which category they are likely to find the information they need.

Filing key

Once you have decided on your categories, you will have to draw up a filing index so that everyone

can understand the system you used and find the information they want. This index is called a filing key. Write up a filing key by listing all the categories and sub-categories in the order they are filed in. Make sure it is laid out so that everyone can understand it. Put it on the filing cabinet and also put a key for each drawer on the front of the drawers. Give everyone a copy of the whole filing key. Make sure that everyone who does filing understands the key and uses it for filing.

12.8 Automated Records Management Systems

Automation is a tool that can be used to facilitate records management and archival functions. Automation is the use of machines or systems to perform tasks normally performed by people *Automating Records Services* outlines the issues involved with using information technologies to manage records and archives services. Automation refers to the use of computers to manage the administrative and information processing tasks in records offices, records centres, and archival institutions.

The automated records management system is the arms that will hold the business in its goal to a paperless office environment. From the acronym itself, the ARMS is that management process that will protect information and data to ensure that all the records and the files in the system database of the business organization is protected and easily accessed by users in the framework. In the shortest definition of the automated records management system, it is simply that process that is employed by the organization in the maintenance of records and files from the very moment that they arrive to the business or were created by the enterprise up to the period when they will be deemed ready for eradication and deletion from the archived or active databases. The records handled by the automated records management system may come in tangible forms that will be translated to digital formats with the use of the latest technologies in the market.

Five Areas for the Automated Records Management System

There are certain areas or processes that the automated records management system will affect in its inception to the business organization. For one thing, the system will work in the active records section. This will mean that it can give you access

and help you manage the most current documents and data that the operations are handling. The second sector would be the data protection and vaulting, which is the area that will ensure all the files are properly filed and archived for record keeping purposes. In time, the next area and sector would be the determination of destruction of the documents in a secured manner that will ensure that all of the data from the files will still be kept secret and confidential. The other sections would be the records management area and the document management and imaging.

Benefit of the Automated Records Management System

Computers assist records personnel in managing records better to ensure their continued value as evidence. Automation can help organisations implement authentic and reliable record-keeping practices, through the improved tracking of records through their life cycle as well as the consistent application of records schedules and descriptive standards. Maintaining evidence through authentic and reliable records is a cornerstone of good business practice and helps ensure a valuable record for society.

The automated records management system will give the business organization streamlined operations that will reduce paper-based transactions to the bare minimum. Simply, the automated records management system is a method that will do all the filing and management of documents for you.

Reasons for Automation

Automation should be viewed as a tool to facilitate daily operations and planning in a records and archives institution. If implemented well, automation can increase staff efficiency, perform routine tasks automatically and analyse data more quickly than could be done manually. Manual information systems may not be fast enough or sophisticated enough to meet growing user demands as well as the higher expectations and standards brought about in society by increased computerisation. If people find that they can access information in one office or agency using computers, they will soon come to expect other offices to provide the same level of service.

Public and private sector organisations increasingly rely upon computers and information technology to deliver their services and programmes more

efficiently. Records and archives institutions are not exceptions to this trend. Almost any records-related activity can be automated in some fashion. For example, word processing can be used for correspondence, inventory development and report generation. Spreadsheets can be used to manage budgets or track project expenditures. Databases can maintain information about staff or about records or archives.

The pressures to automate are great. In this age of 'instant' information, there is an increasing demand for speedy access to information, records and archives. Furthermore, existing manual systems may lead to duplication of effort and repetition of work. Manual systems can be time consuming, costly, inflexible and prone to human error. However, as will be discussed below, computerisation is only effective if the proper analysis and planning is completed prior to the purchase and implementation of new technology. Computers alone are not a solution for poor processes or a lack of standards in the management of records or archives. For example, a computer cannot be a replacement for, or an alternative to, a properly designed classification system. On the other hand, if such a classification system is in place prior to computerisation, the computer can automate it, facilitate access and provide a faster search mechanism for it and permit the assignment of relevant file numbers to paper records quickly and efficiently.

Following are some reasons an organisation might choose to automate its records or archives functions, or indeed any of its functions.

- Accuracy of information and calculations
- Speedy retrieval of information
- Reliability of information once input
- Increased ability to manipulate data once input
- Ability to ensure greater accuracy and consistency in the performance of routine tasks
- Large capacity for storage of information
- Accessibility of information
- Expandability of computer systems
- Flexibility of computer systems
- Cost efficiency of operations
- Better utilisation of personnel
- Savings in space and equipment
- Instantaneous updating
- Multiple simultaneous access to information
- New approaches to work processes.

Automation also assists in eliminating repetitious work, such as typing new file labels and index cards. Computers can print labels automatically, update indexes regularly, produce reports based on data already entered into the computer, and otherwise reduce time and increase efficiency. Personnel can then focus their work on more significant tasks.

The computerisation of some tasks offers much more flexibility. For example, the computer makes it possible to organise and maintain an index with several searchable fields or attributes of information. As a result, the computer provides increased points of access to information. This access can facilitate the location of items for users who may not be aware of the exact terminology for an item.

In addition, the computer permits the maintenance and updating of finding aids, classification manuals, and indexes with relative ease. Changes can be input quickly into the database and can be immediately reflected in a printout. As long as more than one computer is available, it is also possible for records or archives employees to access the database simultaneously. Thus, staff members at remote storage locations can see new and revised information immediately and not have to wait until they are physically at the main records and archives institution office.

Space savings can be achieved through the use of computers. For example, computers can be programmed to remind users of retention and disposal deadlines, ensuring records are transferred or destroyed on schedule. In an archival setting, computers can also be used to make finding aids more consistent and available to users in remote locations as well as on the premises. Computers may also reduce the need for some office supplies and equipment, saving costs in the long run.

Networked computers allow increased connectivity to other governmental agencies, as well as to records professionals throughout the world. Intranets can connect the records and archives institution to governmental agencies so that records-related questions can be answered quickly. Through the Internet, records professionals can locate professional resources and find model policies, procedures and manuals from other similar institutions to assist them in programme development. They can also communicate more easily with their colleagues, encouraging their professional growth.

Automated technologies can be used for a wide range of records functions. However, this does not mean all such operations should necessarily be computerised. The decision about what to automate, what not to automate and how to prioritise functions in an automation process is considered below.

- Potential records-related functions to which technology can be applied include:
- Administrative tasks such as correspondence, personnel management, accounting, or reporting
- Classification and listing of current records
- Printing file labels
- Scheduling of current records
- Location and tracking of current and semi-current records and boxes
- Information about authorised users of current and semi-current records
- Identification of records for disposal to records centres or archives
- Management of physical space and storage for current records, semi-current records or archives
- Management of deposits in records centres
- Acquisition and accessioning of archives
- Donor files in archives
- Preservation assessments
- Reference and retrieval of archives
- Registration of users and researchers
- Provision of finding aids or descriptive information about records or archives
- Production of management information about the records and archives service.

Another way to consider the possible applications of a computer system is to examine 'problems' or difficulties encountered by the organisation and evaluate whether they can be facilitated or improved with automation. Sometimes problems are systemic and simply automating a process will not solve the underlying issue. Before computerisation, the 'difficult' process should be analysed and perhaps re-engineered (as discussed below). However, automation has been used successfully to address such common records and archives management problems as the following:

- The records classification function is slow, inconsistent and out of date.
- Key word lists have become obsolete and are difficult to keep up to date.
- Making up new files takes too long.
- Manually managed tasks such as creating or searching file indexes, card indexes or lists are time consuming.

- The manual system does not facilitate the addition and deletion of file index information.
- Records have been mislaid because they have not been regularly tracked around the ministry or department.
- Records schedules are difficult to keep track of and disposal dates often pass without records personnel realising this fact.
- Classification manuals and users' guides are quickly outdated and personnel may be working with different versions.
- Personal filing systems are kept to compensate for the lack of reliability in the central registry system.
- File monitoring and control are not carried out regularly.
- Preservation assessments are not updated regularly.
- Certain tasks are duplicated, such as preparing file jacket labels, index entries or file classification manuals.
- The large volume of information available makes it difficult to collect, organise and link documents using manual systems.
- Management reports are not available on a regular basis and statistics for these reports are hard to compile.
- Resources in the records and archives institution are not sufficient to meet user demands.
- Overtime costs are increasingly necessary to support the system.
- Tasks are repetitious and monotonous, causing morale difficulties.

If the identification and analysis of systemic problems and an ensuing business process re-engineering is not done prior to automation, this can lead to greater problems in the implementation and management of the new technologies.

What are often perceived as automation problems arise not from the implementation of computer technologies but instead from insufficient analysis and planning prior to their implementation. Problems also arise when the processes being automated are poorly designed in the first place. Major problems in automating records and archives functions include the following.

- People may expect too much of the automation system and be disappointed if it is not 'perfect'.

- Insufficient training of personnel using the system can result in morale problems and in data that is not reliable.
- People may not be willing to adapt to the methods, such as standardisation of terminology (required to use automated systems), making compliance difficult.
- Poorly planned systems may not serve organisational requirements adequately and so be considered poor substitutes for previous manual systems.
- Vague or imprecise systems will not serve needs well and may become obsolete quickly.
- Idiosyncratic processes will lead to a failure in automation if they are not altered, as computers require high levels of accuracy and consistency.
- Continual changes in the organisation's needs and requirements may make automated systems obsolete if poorly planned.

12.9   Relevant Legal Requirements in Records Management

Relevant legal requirements EACCMA and other relevant laws include:

Section 234.

1. Where any document required or authorized for the purposes of this Act contains any words not in the English language, the person producing or using such documents may be required to produce a correct English translation of such (1A) An owner of goods shall keep every document Amended by EACCM(A)A 2011 17th February 2011 required or authorized for the purposes of this Act for a period of five years.
2. Where any person is required to submit any form for the purpose of this Act, the proper officer may require that person to submit deem necessary as many copies as the proper officer may require the Production of documents.
3. Where the proper officer requires any document to be produced for any goods which have been imported, exported, transferred, or declared in transit, the proper officer may require the document to be submitted in original and duplicate and the proper officer may retain the original.
4. Any person who fails to comply with this section commits an offence

Section 235.

1. The proper officer may, within five years of the date of importation, exportation or transfer or manufacture of any goods, require the owner of the goods or any person who is in possession of any documents relating to the goods– [Rev. 2009 East African Community Customs Management 127

   a) To produce all books, records and documents relating in any way to the goods; and
   b) To answer any question in relation to the goods; and
   c) To make declaration with respect to the weight, number, measure, strength, value, cost, selling price, origin, destination or place of transhipment of the goods, as the proper officer may deem fit.

2. Where any owner fails to comply with any requirement made by the proper officer under this section, the proper officer may refuse entry or delivery, or prevent exportation or transfer, of the goods, or may allow the entry, delivery, or exportation or transfer, upon the deposit of such sum, pending the production of the books and documents, as the proper officer may deem fit; and any deposit made shall be forfeited and paid into the Customs revenue if the documents are not produced within three months, or such further time as the proper officer may permit from the date of the deposit.

3. Where any requirement made by the proper officer under this section relates to goods which have already been delivered, exported, or transferred and the owner fails to comply with the requirement, the proper officer may refuse to allow the owner to take delivery, export or transfer any other goods.

4. The proper officer may retain any document produced by any owner under the provisions of this section, but such owner shall be entitled to a copy of the document certified under the hand of the responsible officer; and the certified copy shall be admissible in evidence in all courts and shall have equal validity with the original.

5. A person who fails to comply with any requirement made under this section commits an offence.

Section 236. The Commissioner shall have the powers to— Inspection or audit.

a) Verify the accuracy of the entry of goods or documents through examination of books, records, computer stored information, business systems and all relevant customs documents, commercial documents and other data related to the goods;

b) Question any person involved directly or indirectly in the business, or any person in the possession of documents and data relevant to the goods or entry;

c) Inspect the premises of the owner of the goods or any other place of the person directly or indirectly involved in the operations; and

d) Examine the goods where possible for the goods to be produced.

12.10   Learning Activities

You have been appointed by your organization to open and operate a new office for the organization.

Required:

1. Determine the most appropriate records management system
2. Discuss the type of filling systems that you would implement.

12.11   Self-Assessment Questions and Activities

1. What do you understand by records management?
2. What are the types of records kept by a clearing and forwarding office?
3. What is an automated record management system? Why should you recommend an automated system for record management?
4. What are the provisions of ECCMA in relations to records management?

12.12 References

- Lingard, H. & Francis V. (2009). Managing Work-Life Balance in Construction, 1st Edition. Springler.
- Thompson H. (2012). Educational Leadership: Personal Growth for Professional Development. SAGE Publications Ltd. DOI: http://dx.doi.org/10.4135/9781446247150
- Palmer, S. (1999). People and Self Management. Routledge.
- Nikitina, A. (2020). The Art of Problem Solving. BookBoon Learning.
- Iland, A. (2013). Self-Management: Time Management, Life Management and Personal Management. CreateSpace Independent Publishing Platform

NOTES

This publication was sponsored by:

TRADE
MARK
EAST AFRICA

Growing Prosperity Through Trade

www.trademarkea.com

f Federation of East African Freight Forwarders Associations (FEAFFA)

🐦 @FEAFFA

in /FEAFFA