

Practice Career Professionalism

INFORMATION SHEET 3.1-1

PERSONAL DEVELOPMENT-INTRA AND INTERPERSONAL DEVELOPMENT

Learning Objectives: After reading this INFORMATION SHEET, you MUST be able to:

1. Define personality and identify the determinants of personality.
2. Identify the stages of personal growth and development
3. Learn and apply ways by which they could project themselves better and create a more positive self image particularly in social graces and manners and observance or work ethics.
4. Define Interpersonal relationship
5. Describe the different types of Interpersonal relationships

What is personality?

Personality is the sum total of the biological, psychological, socio cultural and other traits of a person, manifested in the way he thinks, feels, acts and relates with others.

Gordon Allport defined personality as collection of traits that determine a person's unique adjustment to his environment. Each person is made up of determining tendencies that play an active role in his behavior. Personality is what lies behind the

Determinants of Personality

Behavioral experts agree that personality is a product of nature and nurture, an integration of his biological and social heritage. What a person thinks does and feels as a child, adolescent or adult results from the inter relationship that exist between biologically inherited factors and environmental influences.

Heredity

Genes transmitted by parents determine a person physical and biological characteristic such as physical stature, color of the skin and hair .Some individuals excel in physical qualities, others are physically handicapped like the dumb, blind, deaf and austistic persons. However, it does not follow that a person with biological or physical deficiency is also handicapped from developing a good or pleasing personality.

The Social Environment

The social environment consists of individuals, groups and institutions with whom the person interacts with from childhood to adulthood. Socialization is a process where a person acquires, learns and internalizes a set of beliefs, ideas, values, attitudes and other socio-cultural characteristic.

Socialization starts with the child's first contact, his family. From the parents, siblings and relatives, the person learns his first lessons of love, honesty and other fundamental virtues as well as other qualities. Much of our behavioral tendencies appear to be a replica of our parents.

In the later years of life, the individual comes into contact with his peers, school mates, teachers and other groups from whom he acquires new set of ideas, beliefs, values and attitudes.

As the individual moves through life, he comes across to more groups, and institutions, from them he discovers and learns another set of socio cultural characteristics.

How is Personality Developed?

Studies in Psychology reveal that a person passes through various stages of development. It starts with infancy, childhood, puberty, adolescence and adulthood. The last stage is the state wherein the individual becomes fully mature in all aspects- physically, mentally, psychologically and emotionally.

During infancy, the need for attention and acceptance is most dominant. As the child grows, his needs are centered on recognition, affirmation and appreciation. Then upon reaching puberty and adolescence, he will experience a strong need for autonomy- freedom to make decisions and to act for oneself, without being manipulated by parents and people in authority. Unsatisfied need in each level of growth leads to what is termed as fixation, a situation which often results to obsession. This means an insatiable craving for unsatisfied needs like love, attention, recognition and autonomy. This obsession is carried over to the adult life.

Maslow contends that man starts to crave for the satisfaction of his lower needs- physiological/biological, progressing to the next level- need for safety and acceptance. Once these lower needs are satisfied man will pursue for esteem needs and the aim for the highest needs- self actualization – a psychic feeling of fulfillment for having achieved a goal or having maximized the use of one's potentials and capacities.

Personal growth and Stages of Development:

The process of development takes place in four stages:

Stage 1 – Understanding an Ideal

At this stage, the person is exposed to learning situations where he discovers an ideal- the ideal personality, qualities of a winning personality, the elements and conditions for growth and development . He is also able to differentiate functional vs. dysfunctional behavior and their damage consequences. These knowledge provide the framework for understanding his behavior and personality.

Stage 2 – Self awareness

After discovering the ideal, the person goes into self mirroring. He looks into his personal qualities, behavior and compares this against the ideal. He discovers his dysfunctional behavior and how it has affected his success, happiness and relationships with others.

Stage 3 - Self Realization

As the individual becomes aware of his behavior, he is guided on how to understand himself by bringing into his consciousness the things in the past and other realities that have directly or indirectly conditioned his present behavior or maladjustment. Among these are the distorted beliefs and values that he may have internalized. He is also made to realize how his behavior has hampered his growth and development as well as his happiness.

Stage 4 – Decision to change

With self realization the individual makes a decision to change. If one is determined to grow as a person, he has to decide to change.

Stage 5- Actualizing the change

In his decision to grow and develop, the individual now puts into action the necessary changes in his life including a change in attitude, re- alignment of his value system and behavioral change.

INTERPERSONAL RELATIONSHIP



An **interpersonal relationship** is an association between two or more people that may range from fleeting to enduring. This association may be based on [love](#) and [liking](#), regular business interactions, or some other type of social commitment. Interpersonal relationships take place in a great variety of contexts, such as [family](#), [friends](#), [marriage](#), associates, [work](#), [clubs](#), [neighborhoods](#), and [churches](#). They may be regulated by [law](#), [custom](#), or mutual agreement, and are the basis of [social groups](#) and [society](#) as a whole. Although humans are fundamentally social creatures, interpersonal relationships are not always healthy. Examples of unhealthy relationships include [abusive relationships](#) and [codependence](#).

A **relationship** is normally viewed as a connection between two individuals, such as a romantic or [intimate relationship](#), or a [parent-child relationship](#). Individuals can also have relationships with groups of people, such as the relation between a pastor and his congregation, an uncle and a family, or a mayor and a town.

Types of Interpersonal Relationships



Close relationships are important for emotional wellbeing throughout the lifespan.

Interpersonal relationships include **kinship and family relations** in which people become associated by genetics or [consanguinity](#). These include such roles as father, mother, son, or daughter. Relationships can also be established by **marriage**, such as husband, wife, father-in-law, mother-in-law, uncle by marriage, or aunt by marriage. They may be **formal long-term relationships** recognized by [law](#) and formalized through public [ceremony](#), such as [marriage](#) or [civil union](#). They may also be **informal long-term relationships** such as [loving](#) relationships or romantic relationships with or without [living together](#). In these cases the "other person" is often called lover, [boyfriend](#), or [girlfriend](#), as distinct from just a male or female friend, or "[significant other](#)".

Communication is a very important component to a successful relationship

Friendships consist of mutual liking, trust, respect, and often even love and unconditional acceptance. **Internet friendships and pen-pals** may take place at a considerable physical distance. **Brotherhood and sisterhood** can refer to individuals united in a common cause or having a common interest, which may involve formal membership in a [club](#), [organization](#), [association](#), [society](#), lodge, [fraternity](#), or [sorority](#). **Soulmates** are individuals intimately drawn to one another through a favorable [meeting of minds](#) and who find mutual acceptance and understanding with one another. **Casual relationships** are sexual relationships extending beyond [one-night stands](#) that exclusively consist of [sexual behavior](#).

The natural development of a relationship follows five stages:

Acquaintance - Becoming acquainted depends on previous relationships, physical [proximity](#), first impressions, and a variety of other factors. If two people begin to like each other, continued interactions may lead to the next stage, but acquaintance can continue indefinitely.

Buildup - During this stage, people begin to [trust](#) and care about each other. The need for compatibility and such filtering agents as common background and goals will influence whether or not interaction continues.

Continuation - This stage follows a mutual [commitment](#) to a long term friendship, romantic relationship, or marriage. It is generally a long, relative stable period. Nevertheless, continued growth and development will occur during this time. Mutual trust is important for sustaining the relationship.

Deterioration - Not all relationships deteriorate, but those that do, tend to show signs of trouble. Boredom, resentment, and dissatisfaction may occur, and individuals may communicate less and avoid [self-disclosure](#). Loss of trust and betrayals may take place as the downward spiral continues.

Termination - The final stage marks the end of the relationship, either by death in the case of a healthy relationship, or by separation.

SELF-CHECK 3.1-1

Multiple Choice: Choose the letter of the correct answer from the given choices.

1. Determines a person's physical and biological characteristic such as physical stature, color of the skin and hair.

- a. heredity
- b. experience
- c. socialization

- d. social environment
2. Consists of individuals, groups and institutions with whom the person interacts with from childhood to adulthood.
- a. experience
 - b. heredity
 - c. social environment
 - d. socialization
3. A process where a person acquires, learns and internalizes a set of beliefs, ideas, values, attitudes and other socio-cultural characteristics.
- a. social environment
 - b. socialization
 - c. experience
 - d. heredity
4. During this stage, the need for attention and acceptance is most dominant.
- a. infancy
 - b. childhood
 - c. adulthood
 - d. old age
5. The sum total of the biological, psychological, socio cultural and other traits of a person, manifested in the way he thinks, feels, acts and relates with others.
- a. autonomy
 - b. personality
 - c. summary
 - d. morality
6. Freedom to make decisions and to act for oneself without being manipulated by parents and people in authority.
- a. self-esteem
 - b. autonomy
 - c. fixation

d. reality

7. Unsatisfied needs in each level of growth.

a. autonomy

b. reality

c. self-esteem

d. fixation

8. The mirroring stage.

a. self-esteem

b. self motivation

c. self-awareness

d. self-identity

9. At this stage, the person is exposed to learning situations where he discovers an ideal personality.

a. self realization

b. self awareness

c. understanding an ideal

d. decision to change

10. Maslow's lower needs

a. self esteem

b. acceptance

c. attention

d. biological

ANSWER KEY # 3.1-1

- 1 a
- 2 c
- 3 b
- 4 a
- 5 b
- 6 b
- 7 d
- 8 c
- 9 c

10.d

INFORMATION SHEET # 3.1-2

ORGANIZATIONAL GOALS

Learning Objectives: After reading this information sheet, the student/trainee should be able to;

1. Discuss organizational goal.
 2. Identify the types of goal.
 3. Demonstrate commitment to the organization and its goals in the performance of duties
- **A goal or objective** consists of a projected state of affairs which a person or a system plans or intends to achieve or bring about — a personal or organizational desired end-point in some sort of assumed development. Many people endeavor to reach goals within a finite time by

[setting deadlines.](#)

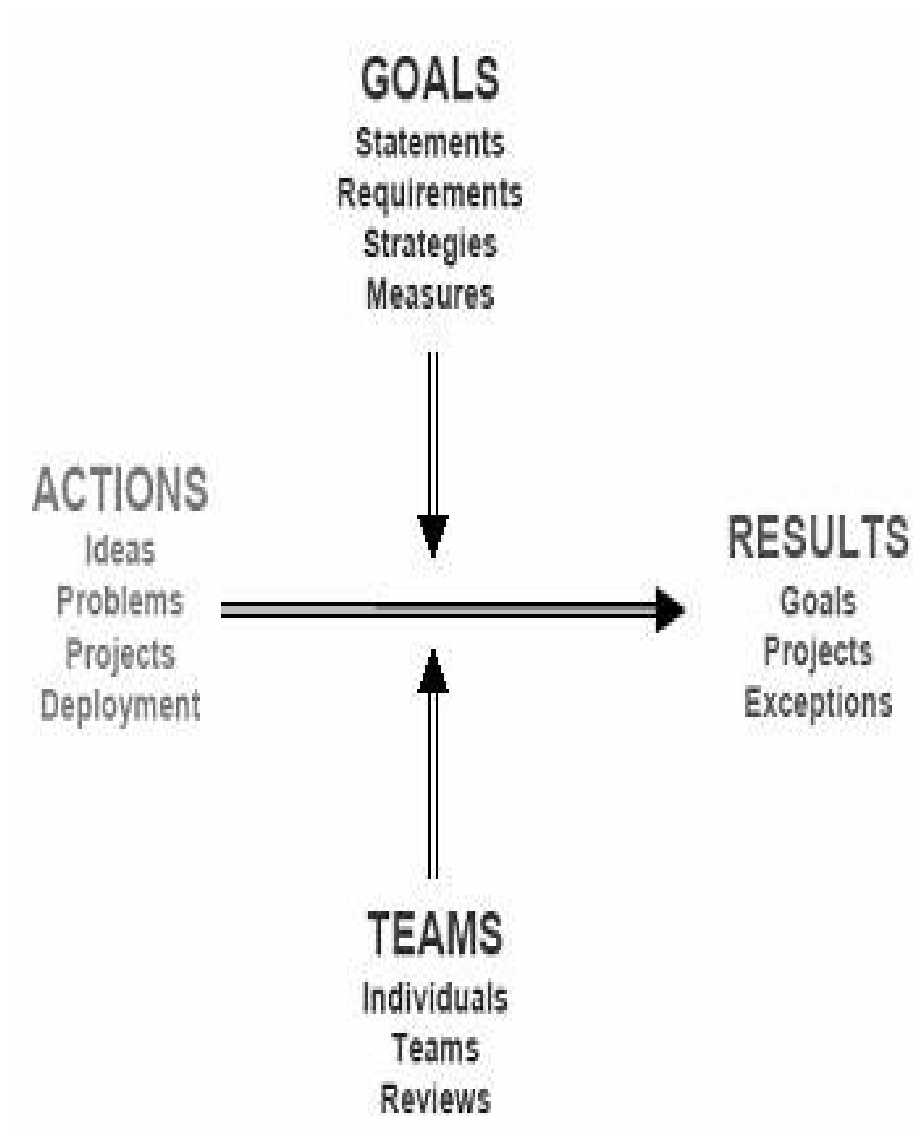


Fig: How Inputs and Actions lead to results

The flow diagram represents how various inputs and actions towards focused organizational goals lead to results. Knowledge management contributes towards streamlining the ideas,

problems, projects and deployment in light of organizational goals driving towards productivity.

TYPES OF GOALS:

Part of the reason why goal setting fails is that people don't understand the different types of goals and how to treat them. Goals may involve:

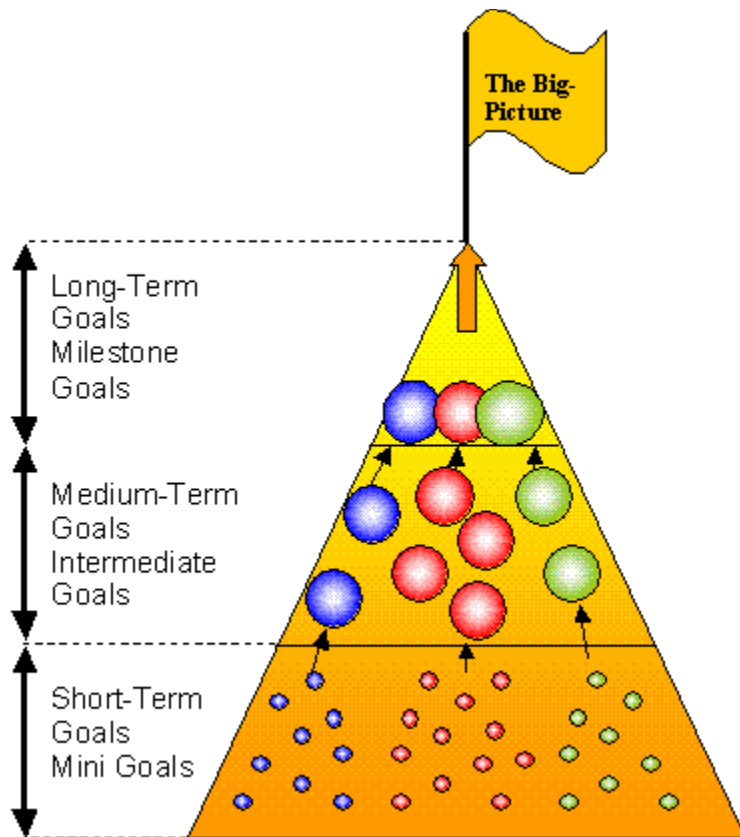
- Developing a new skill or improving current skills.
- Beating old habits, or developing better ones.
- Producing an outcome, achieving a dream.

The way each of these types of goals are treated is different – some are short term, others are medium to long term, some have a clear direction to achieve them, others may have a more torturous path, and some are naturally easier than others to achieve.

Goals can also be:

- Big-picture goals – your end destination as defined by the 'Big-Picture' Statements for your various life aspects. These goals are typically not achievable in one simple step – there is a journey to be taken to get there.
- Milestone Goals – these are the series of goals that will take you to your destination.
- Mini Goals – milestone goals may need to be broken down into bite-size chunks to make them more manageable.

This is shown diagrammatically as follows, where you can see that your 'Big-Picture' is achieved through a few long-term milestone goals, which are achieved through several medium-term goals, which are achieved through many short-term mini goals.



Like climbing a mountain, you need to start at the bottom with the mini-goals before you can get to the top. This is just recognizing that it takes time and effort to achieve your goals, but achieving the mini-goals along the way keeps you inspired to continue – they’re like stepping stones down the river of life or the traffic lights along your road to success! You need all types of goals.

Too many Big-Picture goals can be daunting and it is difficult to measure progress against. Too many mini-goals can make you lose sight of the big picture, but they keep you heading towards your big picture if done right.

So you need the right mixture of each, and this will depend on your specific goal.

As an example, you’re Big Picture might include to become fit and healthy. A milestone goal might therefore be to lose 10kg or to jog 5km in under 30 minutes.

Mini-goals might then be along the lines of “lose 2kg” or “walk 5km without stopping” – these goals are steps in the right direction towards both the milestone goals and ultimate big-picture.

Once the mini-goals have been achieved you'll get a great sense of satisfaction as you have leaped onto the first stepping stone towards your big-picture, so use this motivation to set the next set of mini-goals to put into action!

Goal-setters may make goals/objectives more explicit by following the guidelines associated with the [SMART](#) acronym:

- Specific: one should precisely define objectives or goals rather than tolerating diffuseness or nebulosity
- Measurable: one should define a method of measuring the objectives/goals
- Agreed-To/Achievable: all parties need to agree to the objectives/goals, and to their achievability
- Realistic/Rewarding/Relevant: one must define realistic objectives/goals, the accomplishment of which must make sense
- Time-bound: completion must occur within an agreed time-scale.

Personal goals



Managing goals can give returns in all areas of personal life. Knowing precisely what one wants to achieve makes clear what to

concentrate and improve on.

Individuals can have personal goals. A student may set a goal of a high mark in an exam. An athlete might walk five miles a day. A traveler might try to reach a destination-city within three hours.

Goal setting and planning ("goal work") promotes long-term [vision](#) and

short-term [motivation](#). It focuses acquisition of knowledge and helps to

organize resources.

- **Achieving personal goal**

Achieving complex and difficult goals, requires [focus](#), [long-term diligence](#) and [effort](#). Success in any field will require foregoing [blaming](#), excuses and justifications for poor performance or lack of adequate planning; in short, success requires [emotional maturity](#).

- **Goal-management**

Goal-management consists of the process of recognizing or inferring goals of individual or team-members, abandoning no longer relevant goals, identifying and resolving conflicts among goals, and prioritizing goals consistently for optimal team-collaboration and effective operations.

GOAL MANAGEMENT INCLUDE

- assessment and dissolution of non-rational blocks to success
- [time-management](#)
- frequent reconsideration (consistency checks)
- [feasibility](#) checks
- adjusting [milestones](#) and main-goal targets

EFFECTIVE TIME MANAGEMENT

- Planning – the simplest way to plan your work is to write a list of things you need to accomplish during the day. It also helps you check your progress in the kind of occupation you have.

- Organizing – number the tasks on the list in the order of the importance, then do the most important first. Also have a place for everything so that you waste as little time as possible looking for things you will be using to perform certain tasks.
- Implementing – Use “Dovetailing “to save time and meet your schedules. This means that while your hands are involved in other activities, your mind can be sorting out problems and mentally planning related tasks that shall follow.
- Controlling – to evaluate whether your time for doing your work is properly manage or not, compare them with your “ Work to do List “.

Examine your list for possible refinement or streamlining.



- Linking individual & team performance to organizational goals
- Strategic performance coaching packages.

Self Check 3.1-2

Test 1. Multiple Choice: Choose the letter of the correct answer from the given choices.

1. Evaluate whether your time for doing your work is properly managed or not and compare them with your “ Work to do List “.

- a. Controlling
- b. Implementing
- c. Organizing
- d. Planning

2. An effective time management that uses “Dovetailing “to save time and meet your schedules.

- a. Controlling
- b. Implementing
- c. Organizing
- d. Planning

3. It is the simplest way to plan your work by writing a list of things you need to accomplish during the day.

- a. Controlling
- b. Implementing
- c. Organizing
- d. Planning

4. Consists of the process of recognizing or inferring goals of individual or

team-members, consistently for optimal team-collaboration and effective operations.

a. Goal setting

c. Organizational goals

d. Personal goal

5.Promotes long-term vision and short-term motivation and it focuses acquisition of knowledge and helps to organize resources.

a. Goal setting

c. Organizational goals

d. Personal goal

The trainee's underpinning knowledge was

Satisfactory Not Satisfactory

Feedback to trainee:

SELF CHECK ANSWER KEY 3.1-2

1. A
2. B
3. D
4. B
- 5. A**

INFORMATION SHEET 3.1-3

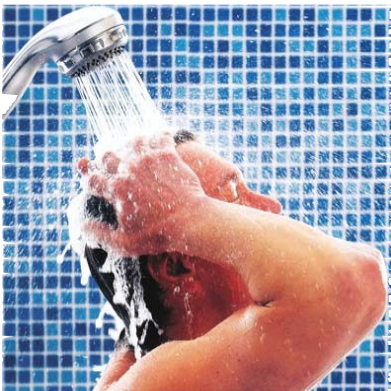
PERSONAL HYGIENE AND PRACTICES

Learning Objectives: After reading this information sheet, the student/trainee should be able to;

1. Observe / practice the grooming routines.

GROOMING ROUTINES

Hair



- Wash your hair every other day using soap or mild shampoo. Avoid shampoos with borax or alkalis. Rinse well.
 - Ladies hair should be clipped on both sides or breaded (if it is long).
 - Length of men's hair should not go beyond collar and the side hair must not cover the ear.
-
- Dry your hair after a wash.
 - Oil the scalp, once a week, preferably an hour before hair wash.
 - Bangs should be avoided.

Skin

- Soap and water are essential for keeping the skin clean.
- A good bath once or twice a day is recommended.
- Those who are involved in active sports or work out to a sweat would do well to take a bath after the activity.
- Germicidal or antiseptic soaps are not essential for the daily bath. You can use a bath sponge for scrubbing.

Teeth



- Brush your teeth twice a day and rinse well after every meal. Brushing before going to bed is important. (This is especially recommended for people with a sweet tooth).
- While brushing, pay attention to the fact that you are getting rid of the food particles stuck in between the teeth and in the crevices of the flatter teeth at the back, the molars and pre molars.
- Brush down on the upper teeth and brush up on the lower teeth. Use a circular motion. Pay attention to the tongue and the inner surface of teeth as well.
- No tooth decay to avoid bad breath.

Hands



- Wash hands thoroughly with soap and water before and after every meal and after visiting the toilet.

- Soaping and rinsing should cover the areas between fingers, nails and back of the hand. Hands should be dried with a clean towel after wash.

- The towel at the wash stand has to be washed and changed every day.

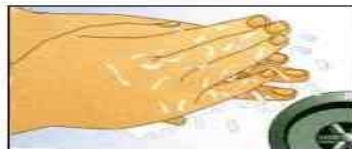
- While cooking, especially when packing lunches, you can prevent food from spoilage and minimize contamination by keeping your hands clean.

- While handling food avoid scratching, or touching the ears, nose, mouth or other body orifices.

Six stage handwashing technique



1. Palm to palm



2. Backs of hands



3. Interdigital spaces



4. Fingertips



5. Thumbs and wrists



6. Nails

Reproduced with kind permission of the Nursing Standard

- If you need to use a handkerchief or tissue, wash your hands after that.

Nails

- Keep your nails short.
- Do not keep your nails painted continuously. It causes the keratin, of which nails are made, to split.
- Pamper your hands and nails once every three weeks with a manicure. This requires soaking your hands in warm water for ten minutes, massaging of hands, thorough cleaning and shaping of nails.
- Choose your manicure kit with care. In some kits, the instruments are crudely made and they will do more harm than good.

Feet



- Give your feet a good scrub with a sponge, pumice stone or foot scrubber that is not made of very abrasive material when having a bath.
- Dry after bath between toes. Keep toenails clipped.

Shoes and socks

- Those who use shoes constantly need to slip them off now and then. This airs the socks a bit and makes them less smelly.
- Wear cotton socks. Wear a clean pair every day.
- Powder your feet before wearing socks. Many people have sweaty feet, and socks and shoes can get quite smelly.
- Go for a pedicure once in three weeks.
- Shoes should be clean and well polished, heels in good condition.
- Black socks for men should be changed daily with fresh ones
- Ladies should wear stockings but must ensure it has no “run” or damage

Menstrual Hygiene

- Technology offers sanitary pads, tampons or menstrual cups or caps to deal with the flow.
- Absorbent pads may be noticeable in form fitting clothes. They cause some soreness on the inner thighs.
- Some women prefer tampon to external pads. A plug of absorbent cotton or gauze is inserted inside. But these should not be left unchanged beyond six hours. They are cleaned and re used.

Uniforms

- Must be comfortably fit, no sagging hemline
- Properly buttoned, sleeves should never be folded nor rolled
- Clean and well pressed, free from stains nor wrinkle



Ear

- Clean and free from visible dirt inside and outside
- Earrings are never appropriate for men; ladies in uniform should never wear dangling earrings

GOOD HYGIENE PRACTICES

The most important way to reduce the spread of infections is hand washing - always wash regularly with soap and warm water. Also important is to get a vaccine for those infections and viruses that have one, when available.

Ways to can reduce or slow the spread of infections include;

- get the appropriate vaccine
- wash your hands frequently
- stay home if you are sick (so you do not spread it to other people)
- cover your nose and mouth when sneezing and coughing (or cough into your elbow)
- use single-use tissues for wiping your nose
- wash your hands after coughing, sneezing or using tissues
- if working with children, have them play with hard surface toys that can be easily cleaned
- do not touch your eyes, nose or mouth (viruses can transfer from your hands and into the body)
- do not share cups, glasses, dishes or cutlery.

Workplaces can help reduce the spread of infectious disease by:

- having an infection control plan
- providing clean hand washing facilities
- offering waterless alcohol-based hand sanitizers when regular facilities are not available (or to people on the road)
- reminding staff to not share cups, glasses, dishes and cutlery. Be sure dishes are washed in soap and water after use.
- removing magazines and papers from waiting areas or common rooms (such as tea rooms and kitchens)
- considering cleaning a person's workstation or other areas where they have been if a person has suspected or identified influenza making sure ventilation systems are working properly

Social distancing is a strategy where you try to avoid crowded places, large gatherings of people or close contact with a group of people. In these

situations, viruses can easily spread from person to person. In general, a distance of one meter (3 feet) will slow the spread of a disease, but more distance is more effective.

Self Check # 3.1-3

Learn your mastery in Information Sheet 1 by solving the problems below.

Test 1. Write TRUE if the statement is correct and write FALSE if the statement is incorrect.

_____ 1. Length of men's hair should not go beyond collar and the side hair must not cover the ear.

_____ 2. While cooking, especially when packing lunches, you can prevent food from spoilage and minimize contamination by keeping your hands clean.

_____ 3. Wash your hair using shampoos with borax or alkalis.

_____ 4. Earrings are never appropriate for men; ladies in uniform should never wear dangling earrings.

_____ 5. Keep your nails painted continuously.

_____ 6. Workplaces can help reduce the spread of infectious disease by having an infection control plan.

_____ 7. Germicidal or antiseptic soaps are essential for the daily bath. You can use a bath sponge for scrubbing.

_____ 8. While handling food avoid scratching, or touching the ears, nose, mouth or other body orifices.

_____ 9. Uniform should be clean and well pressed, free from stains nor wrinkles.

_____ 10. You can also avoid the spread of infectious disease by staying at home if you are sick.

The trainee's underpinning knowledge was		
<input type="checkbox"/> Satisfactory Not <input type="checkbox"/> Satisfactory		
Feedback to trainee:		
Trainee Signature :	Date:	
Trainer Signature :	Date:	

Self Check Answer key # 3.1-3

- 1.TRUE
- 2.TRUE
- 3.FALSE
- 4.TRUE
- 5.FALSE
- 6.TRUE
- 7.TRUE
- 8.TRUE
- 9.TRUE
- 10.TRUE

INFORMATION SHEET # 3.1-4

CODE OF ETHICS

Learning Objectives: After reading this information sheet, the student/trainee should be able to;

1. Discuss the ethical standard and behaviors.
2. Determine the duties and responsibilities of each member.
3. Perform duties and responsibilities in a positive manner to promote cooperation and good relationship.

POLICY

- Pursuant to the provisions of Section 12 of RA No. 6713, otherwise known as the "Code of Conduct and Ethical Standard for Public Officials and Employees", it shall be the policy of the NEA to promote a high standard of ethics in public service.
- Officials and employees shall at all times be accountable to the people and shall discharge their duties with utmost responsibility, integrity, competence and loyalty, act with patriotism and justice, lead modest lives, and uphold public interest over personal interest.

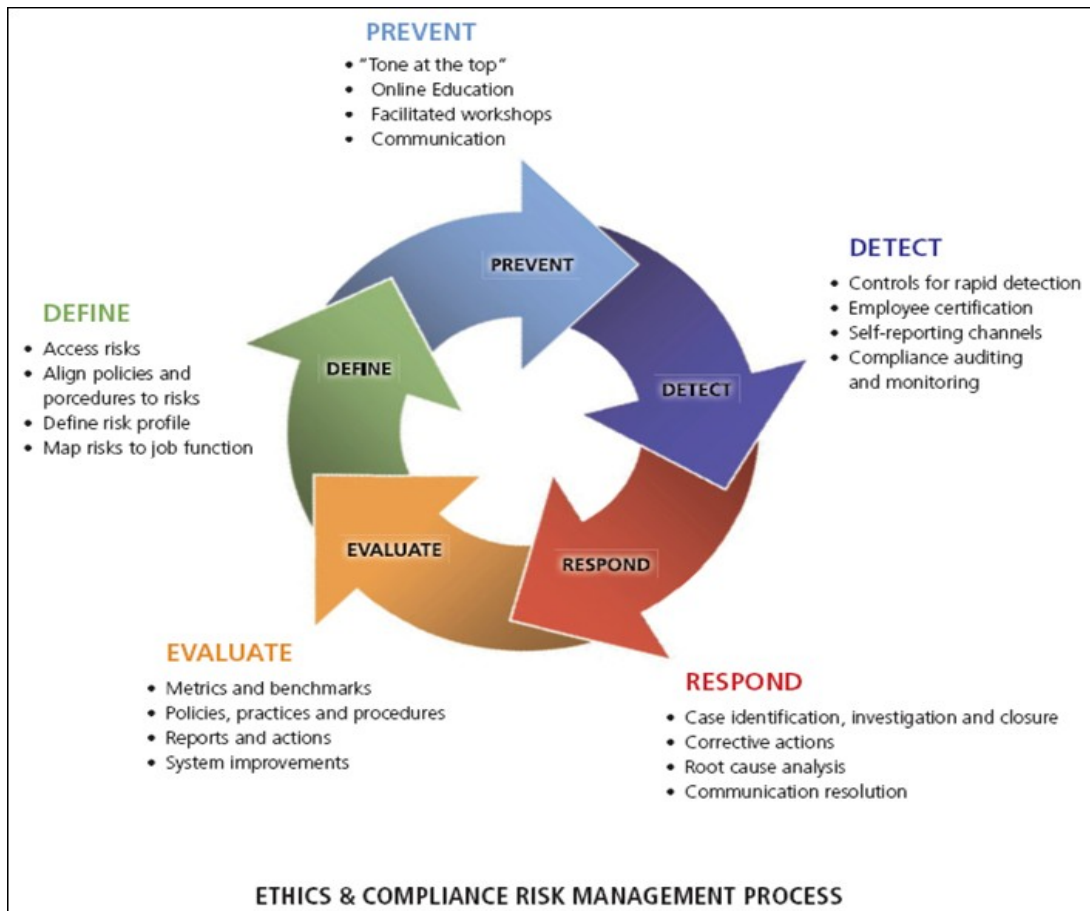
The Code is issued to enable the organization to:

- Maintain high ethical standards in the performance of its employees' respective duties and responsibilities;
 - Promote and increase level of confidence among its primary clients (electric cooperatives) and other stakeholders with regard to their delivery of the agency's services;
 - Have a guide or benchmark for decision-making particularly on human resource concerns;
 - Inspire management to mutually uphold its commitment to employees and vice-versa; and
1. Highlight and showcase NEA's corporate culture and values.

Value development - the process of cultivating the growth of an employee through progressive changes that would unfold concern for the commitment to public service over personal interest.

Service guide - provides information to guide the transacting public in understanding the functions of every department/office.

Code - set of rules for accepted behavior set up by an agency with punitive powers against non conforming members.



NORMS OF CONDUCT OF OFFICIALS AND EMPLOYEES

At all times, the Agency and the human resource shall exemplify and operate on the core values of absolute honesty, maximum efficiency and total solidarity. As such, they are expected to conduct

themselves in a manner reflective of the following behaviors:

- **Commitment to Public Interest** - To uphold the public interest over personal interest. All government resources and powers must be employed and used efficiently, effectively, honestly and economically, particularly to avoid wastage in public funds and revenues.
- **Professionalism** - To perform and discharge their duties with the highest degree of excellence, professionalism, intelligence and skill. They shall serve with utmost devotion and dedication to duty.
- **Justness and Sincerity** - To remain true to the people at all times. They must act with justness and sincerity and shall not discriminate against anyone, especially the poor and underprivileged.
- **Political Neutrality** - To provide service to everyone without unfair discrimination regardless of party affiliation or preference.
- **Responsiveness to the Public** - To extend prompt, courteous and adequate service to the public.
- **Nationalism and Patriotism** - To be loyal to the Republic and the Filipino people, promote the use of locally produced goods, resources and technology and encourage appreciation and pride of country and people.
- **Commitment to Democracy** - To commit themselves to the democratic way of life and values, maintain the principles of public accountability and manifest by deeds the supremacy of civilian authority over the military. They shall at all times uphold the Constitution and put loyalty to country above loyalty to persons and party.
- **Simple Living** - means maintaining a standard of living within the public official or employee's visible means of income as correctly disclosed in his income tax returns, annual statement of assets, liabilities and net worth, and other documents relating to financial and business interests and connections.

Rights and Duties of a Worker

When starting a new job, it is always important to ask about the terms and conditions of employment. These normally vary from one company to another, however there are some basic conditions that apply universally. This page seeks to outline the basic rights and duties, however it is recommended that one checks the conditions with his company and the local labor office before accepting a new job.

Worker Rights

Every worker has a right to:

- ⌘ Work in a safe environment that does not threaten his health.
- ⌘ Know about any potential hazards at the workplace.
- ⌘ Take sick/medical leave when it is required and produce certification for it.
- ⌘ Take the number of leave days (after consultations with the employer) as set by the state.
- ⌘ Get paid at least the minimum wage as set by each state.
- ⌘ Be treated with the respect and dignity of a human being.
- ⌘ Be free to join any Union of his choice.

Worker Duties

Every worker has the duty to:

- ⌘ Give his employer a good days work.
- ⌘ Help and respect his colleagues.
- ⌘ Inform his employer when he is ill and unable to go to work.
- ⌘ Makes good use of company resources without wasting.
- ⌘ Use any equipment, protective devices or clothing required by the employer; and doesn't remove or make ineffective any protective device.
- ⌘ Inform the employer about any known missing or defective equipment or protective device that may be dangerous.

In transacting with the public, the following actions shall be observed:

- As a general rule, when a request or petition, whether written or verbal, can be disposed of promptly and expeditiously, the official or employee in charge to whom the same is presented shall do so immediately, without discrimination, and in no case beyond 15 working days from receipt of the request or petition.
- In case of written requests, petitions or motions sent by means of letters, telegrams or the like, the official or employee in charge shall act on the same within 15 working days from his receipt thereof, provided that:
 - a. *If the communication is within the jurisdiction of the agency, the official or employee must:*
 - Write a note or letter of acknowledgement where the matter is merely routinely or the action desired may be acted upon in the ordinary course of business of the agency, specifying the date when the matter will be disposed of and the name of the official or employee in charge thereof.
 - Where the matter is non-routinely or the issues involved are not simple or ordinary, write a note or letter of acknowledgment, informing the interested party, petitioner or correspondent of the action to be taken or when such requests, petitions or motions can be acted upon.
 - b. *If communication is outside its jurisdiction, the official or employee must:*
 - Refer the letter, petition or verbal request to the proper department, office or agency.
 - Acknowledge the communication by means of a note or letter, informing the interested party, petitioner or correspondent of the action taken and attaching a copy of the letter of referral to the proper department, office or agency.
 - The period of 15 working days herein provided shall be counted from date of receipt of the written or verbal communication by the department, office or agency concerned.

DISCIPLINE

Guided by Civil Service Laws and pertinent rules and regulations, officers and employees should be aware of the following measures:

- No officer or employee shall be removed or suspended except for cause as provided by law and after due process.
- The disciplining authority may impose the penalty of removal/dismissal from the service, with or without prejudice to benefits, demotion in rank, suspension of not more than one year without pay, fine in an amount not exceeding six months' salary, transfer or reprimand.
- The penalty of dismissal shall carry with it cancellation of eligibility forfeiture of leave credits and retirement benefits, and the disqualification for reemployment in the government service.
- The penalty of forced resignation shall carry with it disqualification for employment in the government service for at least one year.
- The penalty of transfer shall carry with it disqualification for promotion for a period of six months from the date respondent reports to the new position.
- The penalty of suspension shall carry with it disqualification for promotion corresponding to the period of suspension.
- The penalty of demotion shall carry with it disqualification for promotion for a period of six months.
- The penalty of fine shall carry with it disqualification for promotion for a period twice the number of days he was fined.
- A reprimand shall be considered a penalty. However, a warning or an admonition shall not be considered a penalty.

DUTIES AND RESPONSIBILITIES IN THE WORKPLACE

- **Responsibility to the workplace/ work area**
 - Strictly observe the rules and regulations of the school as a training center.
 - Be regular and punctual in your attendance.
 - Observe orderliness and cleanliness in the workplace.
 - Observe proper use of tools and equipment.

- **Responsibility to your instructor**
 - Always treat your instructor with respect and courtesy.
 - Listen attentively to your instructor.
 - Finish/ submit assigned projects on time.
 - Learn to accept constructive criticisms.
 - Be willing to do extra assignments.
 - Cultivate the spirit of volunteerism and cooperate with others when given assignments.

- **Responsibility to your fellow trainee/student**
 - Take care of your fellow trainees'/students' belongings as if they were your own
 - Cooperate and participate in group activities.
 - Show interest and concern for others.
 - Offering suggestions that could be of help to your co- trainees/ students
 - Respecting your fellow trainees' feelings, mood and the like.

- **Responsibility to yourself**
 - Be honest with yourself. You can be honest with others only if you are honest with yourself.
 - Always be neat and clean in your appearance and keep your things orderly.
 - Be interested in and devoted to whatever you do.
 - Strive to do your best in undertakings.

HUMAN RELATIONS

A human relation is the art of knowing people, relating with them, and maintaining and keeping their friendship. Developing effectiveness in human relations requires understanding of human behavior. The following are ways to achieve good human relations.

- When there is nothing to say, better silent
- Keep promises
- Always say kind words to others

- Be interested to others
- Be cheerful
- Be open minded
- Let your virtues speak for themselves
- Don't hurt others feeling
- Keep your disposition sweet
- Have humors

Adjusting to different work situations

Proper training enables to cope with different work situations. It is the training ground that allows one to enjoy various working conditions that gives the batter. It gives you the opportunity to simulate work situations.

- Set a good working mood. Starting with a very light heart makes work pleasant and enjoyable.
- When assigned in a different work environment, remember that this is an opportunity that training gives. You have to be flexible to enjoy work.
- Study carefully how you can fit into the work environment.
- Try to prove to others that you can do the work.
- Remember that in training, the more practices you get, the better prepared for employment you become.
- Listen carefully
- Don't monopolize. Try to listen to the ideas of other people around you. Keep an open mind to the suggestion and comment of others.
- Adapt your thought speed.

Cultivating Patience and Self Discipline

Training and employment require that you cultivate patience and self discipline with other people and while working in a certain task. In calculation of these virtues is however, easier said done. Certain guidelines may then be important in the task of building up patience and self discipline.

Patience

- Condition your mind that any difficult situation needs to be studied thoroughly and therefore may need more time to produce results.
- Learn how to wait. Positive results are commensurate to the amount of effort you put in.
- Try to soften the pain and troubles you encounter. Great difficulties should teach you to redouble your efforts.
- If you expect to be attended to at once but others get it instead, consider the situation that others may badly need attention more than you do. Priority has to prevail.
- When angered by as troublesome situation, count ten and if still angry count as many as you can until your anger subsides. By then you shall have fully controlled your anger and may be capable of deciding wisely.
- When things go wrong and it doesn't seem to be your day, don't despair. Tomorrow is another day.

Self – Discipline

- Always have control of one's thinking; well- thought actions control your other actions.

GAINING SELF – CONFIDENCE IN DOING A CERTAIN TASK

- Start with a strong and persistent drive to gain self- confidence;
- Have a strong and firm faith and respect in yourself;
- Assess your capabilities and limitations; Know thoroughly what you are going to do;
- Set your mind on what you want to accomplish;
- Act and work confidently;
- Practice!!!;
- Never be discouraged by defeat or failure;
- Always have a positive conviction that you can do what any other has done;

Values

The great Greek philosopher saw values as guide to excellence in thinking and action. In this context, values are standards which we strive to achieve. Values are practical habits that enable us to achieve our mission and corporate purpose.

The 10 Primary Values at BB&T

- **Reality (Fact-based)**

What if we want to be better, we must act within the context of reality (the facts). Business and individuals often make serious mistakes by making decisions based on what they “wish was so ” or based on theories which are disconnected from reality. The foundation for quality decision making is a careful understanding of the facts.

- **Reason (Objectivity)**

Mankind has a specific means of survival, which is his ability to think, i.e., his capacity to reason logically from the facts of reality as presented to his five senses. A lion has claws to hunt. A deer has swiftness to avoid the hunter. Man has his ability to think. There is only one “natural resources ***“the human kind.”***

Clear thinking is not automatic. It requires intellectual discipline and begins with sound premises based on observed facts (induction) and able to apply general principles to the solution of specific problems (deduction). You must be able to think in an integrated way, thereby avoiding logical contradictions.

- **Independent Thinking**

We learn a great deal from each other. However, each of us thinks alone. Our minds are not physically

connected. In this regard, each of us must be willing to make an independent judgment of the facts based on our capacity to think logically. Just because the “crowd” says it so, does not make it so.

In this context, each of us is responsible for our own actions. Each of us is responsible for our own actions. Each of us is responsible for our personal success or failure, i.e., it is not the bank’s fault if someone does not achieve his objectives.

- ***Productivity***

WE are committed to being producers of wealth and well-being by taking the action necessary to accomplish our mission. The tangible evidence of our productivity is that we have rationally allocated capital through our lending and investment process, and that we have provided needed services to our clients in an efficient manner resulting in superior profitability.

Profitability is a measure of the difference in the economic value of the products/ services we produce and the cost of producing these products/ services. In a long- term context and in a free market, the bigger the profit, the better. This is true not only from our stakeholders’ perspective (which would be enough justification), but also in term of the impact of our work on society as a whole.

Healthy profits represent productive work.

- ***Honesty***

Being honest is simply being consistent with reality, which is therefore self- defeating. A primary reason that individuals fail is because they become disconnected from reality, pretending that facts are other than they are.

To be honest does not require that we know everything. Knowledge is always contextual and man is not omniscient. However, we must be responsible for saying what we mean and meaning what we say.

- ***Justice(Fairness)***

Individuals should be evaluated and rewarded objectively (for better or for worse) based on their contributions toward accomplishing our mission and

adherence to our values. Those who contribute the most should receive the most.

The single most significant way in which employees evaluate their manager is just. Employees become extremely unhappy (and rightly so) when they perceive that a person who is not contributing is over-rewarded or a strong contributor is under-rewarded.

If we do not reward those who contribute the most, they will leave and our organization will be less successful. Even more important, if there is no reward for superior performance, the average person will not be motivated to maximize his productivity.

- ***Pride***

Pride is the psychological reward we earn from living by our values, i.e., from being just, honest, having integrity, being an independent thinker, being productive and rational. Aristotle believed that “earned pride (not arrogance)” was the higher of virtues, because it presupposed all the others. Striving for earned pride simply reinforces the importance of having high moral values.

Each of us must perform our work in a manner as to be able to be justly proud of what we have accomplished.

- ***Teamwork/Mutual (Supportiveness)***

While independent thought and strong personal goals are critically important, our work is accomplished within teams, with respect for our fellow employees, while acting in a mutually supportive manner.

Our work at BB&T is so complex that it requires an integrated effort among many people to accomplish important tasks. While we are looking for self-motivated and independent thinking individuals, these individuals must recognize that almost nothing at BB&T can be accomplished without the help of their team members. One of the responsibilities of leadership in our organization is to ensure that each individual is rewarded based on their contribution to the success of the total team. We need outstanding individuals working together to create an outstanding team.

DESIRABLE WORK TRAITS

- **Self reliance**

A worker should learn to accomplish the job assigned to her/him and should not depend on others for tasks that she/ he can do.

- **Perfection**

A good worker does not stop until she/he gets excellent results. She / he is happy when she/he sees what he has produced meets the standard set by her/his supervisor.

- **Responsibility**

Every company has its own rules and regulations. It is the responsibility of each and every worker to follow them.

- **Perseverance**

Be patient in handling task. Try to finish your work assignment on time, no matter how boring it is.

- **Ability to follow instruction**

Make everything clear before your start on your task. Read and understand the instruction. If something is vague, don't be afraid to ask.

- **Attitude towards supervisor**

You cannot attain success all by yourself. You need to bring other people into your lives. You cannot afford to get along without them. Try to develop a smooth relationship with your co- workers. Be ready to lend a helping hand. Surely, when the time comes when you need their help they would be more than willing to give it to you.

- **Dependability**

You must be relied upon to perform other tasks. Make your supervisors feel you are there when you are needed, producing the right outputs.

- **Personality**

Personal qualities and characteristics are important. At all times, make sure you conduct yourself properly to gain respect. Do away with bad behaviors that will offend others. Pay attention to your appearance. Be neat and clean every time you report to work.

THE DON'TS WHEN WORKING

- Don't create false impressions

Impress yourself. Don't try to impress your supervisors nor your co-workers by pretending to be what you are not. Exert effort rather than impress.

- Don't steal credit

If most of the work is done by your co-workers give his/her credit for it. Don't "steal" the credit or acknowledge the work as yours because of the desire to advance in position.

- Don't slander others

Making up stories to put down others is foolish. This will never pay-off. Never gossip about the misdeeds or misfortune others.

- Don't be a blind follower

If the company/ industry has set policies and guidelines of employees/ workers to follow. If your supervisor gives you orders that you very well know are against company/ industry rules, don't accept the order.

- Don't openly criticize company/ industry policies/ directives

If you feel the need to challenge certain industry policies, be tactful. Choose the right place and the right time.

- Don't carry your problems to work

Life is not problem free. All of us experience domestic problems., If these problems crop up, leave them at home when you face your work.

- Don't be Ms. " Scatterbrain"

Prioritize your task from the most important to the least important. Accomplish the more important ones first. Don't spent more time on unimportant job than it's warrants.

- Don't be braggart

As you start to taste the sweetness of success, don't forget that what goes up can go down. So remain humble.

THE DO'S WHEN WORKING

- Improve yourself

Don't allow yourself to stagnate. Read books and attend seminars/ trainings that are job-related even at your own expense.

- When there are no chances to grow

Look for other possibilities. Capitalize on your experience. If you find yourself in a dead-end job meaning there are no promotions and no opportunities to move up, you can explore other job opportunities. You are now more equipped to venture on this exploration.

- Hobbies

Having outside interest can make you more interesting person which in turn will help you become a more effective worker.

- Have a sense of humor
- Smile

Do your job with a smile. It takes less facial muscles to smile than to frown. Service with a smile guarantees more business. Nothing else carries much weight than a smile. The more you smile, the more you impress others favorably

- Be friendly and quietly confident

When your personality exudes these qualities everyone softens up to you.

Self Check # 3.1-4

Learn your mastery in Information Sheet 1 by solving the problems below.

Test 1. Multiple Choice: Choose the letter of the correct answer from the given choices.

1. 1.To provide service to everyone without unfair discrimination regardless of party affiliation or preference.
 - a. Commitment to Democracy
 - b. Justness and Sincerity
 - c. Nationalism and Patriotism
 - d. Political Neutrality
2. To commit themselves to the democratic way of life and values, maintain the principles of public accountability and manifest by deeds the supremacy of civilian authority over the military.
 - a. Commitment to Democracy
 - b. Justness and Sincerity
 - c. Nationalism and Patriotism
 - d. Political Neutrality
3. To remain true to the people at all times
 - a. Commitment to Democracy
 - b. Justness and Sincerity
 - c. Nationalism and Patriotism
 - d. Political Neutrality
4. Be patient in handling task, try to finish your work assignment on time, no matter how boring it is.
 - a. Perfection
 - b. Perseverance
 - c. Self reliance
 - d. Responsibility
5. A good worker does not stop until she/he gets excellent results.
 - a. Perfection
 - b. Perseverance
 - c. Self reliance
 - d. Responsibility

The trainee's underpinning knowledge was

Satisfactory Not Satisfactory

Feedback to trainee:

Trainee Signature :

Date:

Trainer Signature :	Date:	
---------------------	-------	--

SELF CHECK ANSWER KEY 3.1-4

- 1. B
- 2. A

3. B
4. B
5. A

LEARNING OUTCOME #2 SET AND MEET PRIORITIES

ASSESSMENT CRITERIA :

1. Competing demands to achieve personal, team and organizational goals and objectives are prioritized

2. Resources are utilized efficiently and effectively to manage work priorities and commitments.

3. Practices and economic use and maintenance of equipment and facilities are followed as per established procedures.

4. Job targets within key result areas are attained.

CONTENTS :

- Organizational KRAs
- Work values and Ethical Standards
- Company policies on the use and maintenance of equipment

CONDITIONS :

The students/ trainees must be provided with the following:

Learning guides

Transparencies

CD's

METHODOLOGIES:

Group Discussion/ Interaction

Simulation

Demonstration

ASSESSMENT METHODS:

Role Play Identifying trainings and career opportunities

Career advancement

Relevance of licenses and certificates

Interview

Written Examination

LEARNING EXPERIENCES

LEARNING OUTCOME # 2 SET AND MEET PRIORITIES

Learning Activities	Special Instructions
----------------------------	-----------------------------

Organizational Key result areas

<p>1.Read information sheet 3.2-1</p>	<p>If you have some problem on the content of the information sheets don't hesitate to approach your facilitator.</p> <p>If you feel that you are now knowledgeable on the content of the information sheets, you can now answer self check provided in the module.</p>
<p>2.Answer self-check # 3.2-1</p>	<p>Refer your answer to answer key 3.2-1.</p>
<p>3.Read information sheet 3.2-2 on Work values and ethical standards</p>	<p>If you have some problem on the content of the information sheets don't hesitate to approach your facilitator.</p> <p>If you feel that you are now knowledgeable on the content of the information sheets, you can now answer self check provided in the module.</p>
<p>4.Answer self check 3.2-2</p>	<p>Refer your answer to answer key 3.2-2</p>
<p>5.Read information sheet 3.2-3 on Company policies on the use and maintenance of equipment</p>	<p>If you have some problem on the content of the information sheets don't hesitate to approach your facilitator.</p> <p>If you feel that you are now knowledgeable on the content of the information sheets, you can now answer self check provided in the module.</p>
<p>6.Answer self-check 3.2-3</p>	<p>Refer your answer to answer key 3.2-3</p>

INFORMATION Sheet 3.2-1

KEY RESULTS AREA

Learning Objectives: After reading this information sheet, the student/trainee should be able to;

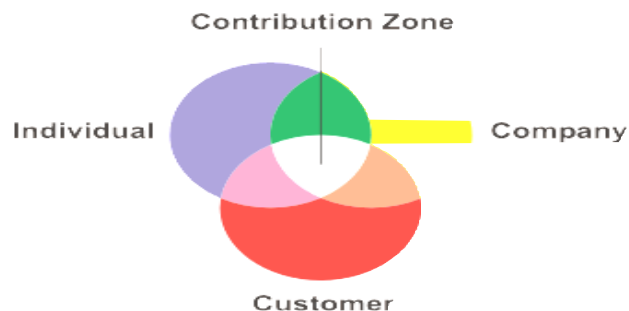
1. Know the importance of key result areas in the world of work

“Clearly defined Key Results Areas means taking career ownership”

KRA's is an acronym for 'Key Results Area'. Having clearly defined Key Results Areas enables you to take ownership of your job and to accept responsibility for those areas in which achieving results are your responsibility.

Key Results Areas enable you to:

- Have clearly defined and achievable [goals](#).
- Measure your progress during the year in terms of identified targets.
- Manage your skills development.
- Identify areas for development (skills gaps which exist).
- Contribute to the [company's wealth creation](#).
- Obtain timely feedback that will allow you to change direction when needed.
- Promote an environment of self-management.



The diagram indicates the all-important area of overlap in which you can make Key Results Areas work for you.

What's the difference between my position in the company, my roles and my tasks?



Your function is your job title i.e. Sales Manager.

Your roles are your different areas of responsibility

(KRA's - Key Results Areas), for instance:

- Managing your team and their performance;
- Applying selling skills to meet targets;
- Providing technical skills training for other team members; etc.

Your tasks are the activities that you have to perform in order to carry out your roles, for Instance:

- Product presentations and demonstrations;
- Sales calls;
- Proposals and quotations; etc.

Your function is defined by the key roles you play in terms of agreed success factors.

Your roles tend to remain constant while your tasks may change in line with changing circumstances and targets.



How do I go about defining my Key Results Areas?

- Product presentations and demonstrations;

- Sales calls;

Writing your Key Results Areas:

Write down your Key Results Areas using the [SMARTM process](#)

What?	Value Add?
S – Specific	What must be done?
M – Measurable	When is it done?
A – Achievable	Why can I do it?
R – Results	What's in it for me?
T – Timing	When must it be done?
M – Monitor	Monitoring

Having your [goals clearly defined](#) makes it easier to change something along the way if this should become necessary.



How do I go about [managing my performance](#)?

[Managing your performance](#) will be no headache if you make the steps below a personal ritual that you follow conscientiously at regular intervals.

Managing for performance

- Review regularly - Keep a copy in your diary.
Has your job focus changed?
Has the company changed focus?
- Drop unfocused Key Results Areas and add new ones.
- Regularly check progress.
Are you on target to reach your goals?
Who can help?
What can be done to assist you?
- Obtain your manager's feedback.
- Manage your relationship with your mentor

Self Check # 3.2-1

TRUE OR FALSE:

Write True if the statement is correct, Write False if the statement is wrong.
Write your answers on a separate sheet.

1. Roles are different areas of responsibility.
2. Always manage your relationship with your mentor.
3. Roles do not remain constant.
4. Key Results Areas enables you to take ownership of your job and to accept responsibility for those areas in which achieving results are your responsibility.
5. Tasks are the activities that you have to perform in order to carry out your roles.

ANSWER KEY: 3.2-1

1. True
2. True
3. False
4. True
5. True

INFORMATION SHEET # 3.2-2

WORK VALUES AND ETHICAL STANDARDS

Learning objectives:

1. Know the values that an employer's look for in employees.
2. Learn the ethical standards of behavior.

Good personal values are what make the foundation for a good employee.

Internships are an excellent time to show employers that you have the personal traits that they value in their employees. Do not make the mistake of missing the opportunity to show your supervisors at your internship that you have what it takes to be successful on the job as well as possessing the personal characteristics they value. An internship is an opportunity to learn the skills and behaviors along with the work values that are required for success in the workplace.

Top 10 Values that an Employers Look for in Employees.

- **Strong Work Ethics** employers value employees who understand and possess a willingness to work hard. In addition to working hard it is also important to work smart. This means learning the most efficient way to complete tasks and finding ways to save time while completing daily assignments.
- **Dependable and Responsible** employers value employees who come to work on time, are there when they are suppose to be, and are responsible for their actions and behavior.
- **Possessing a Positive Attitude** employers seek employees who take the initiative and have the motivation to get the job done in a reasonable period of time. A positive attitude gets the work done and motivates others to do the same without dwelling on the challenges that inevitably come up in any job.
- **Adaptability** employers seek employees who are adaptable and maintain flexibility in completing tasks in an ever changing workplace.
- **Honesty and Integrity** employers value employees who maintain a sense of honesty and integrity above all else. Good relationships are built on trust.
- **Self – Motivated** employers look for employees who require little

supervision and direction to get the work done in a timely and professional manner.

- **Motivated to Grow & Learn** in an ever-changing workplace, employers seek employees who are interested in keeping up with new developments and knowledge in the field.
- **Strong Self – Confidence** self-confidence has been recognized as the key ingredient between someone who is successful and someone who is not. A self – confident person is someone who inspires others.
- **Professionalism** employers value employees who exhibit professional behavior at all times.

Professional behavior includes ;

- She/he learn every aspect of a job and doing it to the best of one's ability.
 - look, speak, and dress accordingly to maintain an image of someone who takes pride in their behavior and appearance.
 - complete projects as soon as possible and avoid letting uncompleted projects pile up.
 - complete high quality work and are detail oriented.
 - enthusiastic about their work and optimistic about the organization and its future.
- **Loyalty** employers value employees they can trust and who exhibit their loyalty to the company. Companies offering employee growth and opportunity will ultimately gain a sense of loyalty from their employees

HERE ARE SEVERAL POINTERS TO SET RIGHT MOOD FOR JOB

- Find meaning or purpose in what you are doing.
- Review your plan for possible flaws which you may encounter in the initial stage of your work, look out for something which may affect your spirit.
- Consult others who had already experienced the same job. From them you will get enough encouragement and you would know what to expect if something goes wrong along the way.
- Connect yourself as a beginner. As one, you'll be surprised that you are capable of doing right things.
- Think positively, always feel like a winner. No obstacle will hinder your desire to start right when you have set the right mood for job.

AN EFFECTIVE TEAM WORK

The success of any undertaking depends upon the attitude of the involved in it, how effective they are individually and as a team. An effective work team must possess the following characteristic;

- A team work should be free from emotional tension.
- Members should be genuinely involved and interested in the teams effort.
- Every member should practice.
- Each one should show no signs of boredom.
- There should be free discussion of issues but strictly to the subject matter.
- When action is taken and work assignment are made, members should accept their responsibilities.
- No one should be allowed to dominate the group. Leadership should shift time to time.

SOME ETHICAL STANDARDS AND BEHAVIORS

- **Attendance** employees are more inclined to hire a prospective employee who is never absent from [work](#) unless it's absolutely necessary
- **Communication** If you're going to be absent from work, you should make every effort to call or email your supervisor and let them know that you're not going to be there. In addition, if a problem arises on the [job](#) then you should make every effort to let your supervisor know, so that the problem may be resolved in the most timely and effective manner.
- **Attitude** is also a very important [work](#) ethic. When you are at work, you should [project](#) an attitude that shows you [care](#) about doing your job, and doing your [job](#) well. You should also be willing to take on those occasional additional projects or help out a colleague that may be having a difficult time.
- **Productivity** is managing your [work](#) priorities. You should [work](#) on the more difficult tasks first, and save the less difficult tasks for those days

when you don't have a lot to accomplish, or for when you don't feel mentally up to the challenges that more difficult tasks can sometimes create.

- **Respect.** On the job, there is a great chance that you will encounter a wide variety of customers and co-workers from a wide variety of backgrounds and life circumstances. While it is most certainly your right to agree or disagree with everything your co-workers and customers represent, or how they present themselves as people, at the very least, you should respect them, because they're human beings, working towards man of the same company goals as you.

- **Uniforms**

You are expected to wear uniforms and ID you should not keep soiled uniform in your locker. Instead, it should be taken home for washing. This will enable you to wear fresh uniforms daily.

- **Cleanliness/ orderliness**

- **Shop Area**

- Stock materials orderly and safety
- Classify materials according to their uses and stock them properly.
- Make sure your tool room is clean. Free from flammable substances or chemicals.
- Arrange your tools well, make sure broken ones are kept safely to avoid accident.
- Always dust shelves and cupboard tops; this will prevent you catching colds.
- Use your locker properly, never deposit soiled or damp clothes inside to prevent foul smell.

- Keep your locker always locked when you are not around and clean it properly regularly.

- **Comfort Rooms** clean toilet be speaks of the kind of occupant who use it. You have an to keep it clean by observing the following rules:
 - Use the toilet properly; flush it every after use. If toilet is provided make sure you dispose it properly.
 - Don't squat on the toilet bowl it is unsanitary.
 - Report to the authorities if the toilet is clogged.
 - Never put into the toilet bowl hard or thick paper which will not dissolved easily.

- **Lavatory and Shower**
 - Use the lavatory properly; clean off food particles before washing utensils.
 - Scrape off sticky soil before washing the garden tools. Report immediately to the maintenance authority when clogging occurs.

- **Grounds/ lawns**
 - Never litter scrap papers or plastic wrappers in the ground. Throw them in the trash can and cover them properly.
 - Never throw food particles in the lawn so as not to attract flies and other harmful insects.

- **Prevention of properly losses**
 - Checking out of properties

- **Certificate of clearance**

- **Inter – trainee relations**

- You are expected to maintain friendly relationship among co-workers, which means you are expected to treat with due consideration and respect.

- **Safety and first aid**

- The correct way of doing any activity must be coupled with safe practices.
- Learn to work without hurting yourself or endangering fellow trainees. You must do your share of keeping the area/ place safe.

- **Safety Habits**



Obeying safety signs such as:

- no smoking zone
- danger

- high voltage
 - out of order
 - for inspections
 - keep out
 - restricted area
-
- Getting proper instruction for the operation of instruments, machinery and equipment.
 - Requesting assistance from the trainer when not sure of how a machinery or equipment works.
 - Fixing your hair properly or removing all accessories such as hairclips and jewelries so that they do not destruct you while working.
 - Familiarizing one with authority warning calls.
 - Knowing the nearest exit and fire extinguishers. Using the fire extinguishers when needed and report it immediately to your trainer after use.
 - Keep away from sharp/pointed objects that may hurt you.
 - Return tools and material in their proper places while on a particular job to give others a chance to use them.
 - Wearing of proper working uniform
 - Wearing gloves, goggles, lab oratory gowns, boots and other safety gadgets, apron as prescribed

SELF CHECK # 3.2-2

6. A set of common character traits looked in a potential employee.

- a) Doctoral degree
- b) Filipino values (Utang na Loob)
- c) Physical features
- d) Work ethics

7. An important work ethics that should not be made as routine habit.

- a. Attendance
- b. Communication
- c. Productivity
- d. Respect

8. A work ethics done if one is to be absent from work

- a. Attendance
- b. Communication
- c. Productivity
- d. Respect

9. Working, setting priorities, working on the more difficult task first saving the less difficult task for the days when one cannot have a lot to accomplish

- a. Attendance
- b. Communication
- c. Productivity
- d. Respect

10. Showing care about doing your job and doing your job well.

- a. Attitude
- b. Character traits
- c. Set priorities
- d. dedication

ng work ethics

ANSWER KEY 3.2-2

1. d

2. d

3. a

4. c

5. c

6. d

7. b

8. b

9. c

10.d

INFORMATION SHEET # 3.2-3

Learning objectives:

1. Know the importance of company policies.
2. Identify job description to job performance.

COMPANY POLICIES ON THE USE AND MAINTENANCE OF EQUIPMENT

A policies and procedures manual is a book that describes in detail policies, or rules, and procedures that identify the course of action to be taken to address a policy issue.

An example of a policy would be company rules that address smoking tobacco products in the workplace. Specifically the policy could state that smoking is not allowed within 25 feet of the building. There must also be a procedure to follow in case the policy is violated.

- **Job Descriptions**

- Job descriptions are a very important part of any policies and procedures manual. Each employee should have a job description contained within the policies and procedures manual that outlines exactly what is expected on a daily basis. A job description for a receptionist may state that the receptionist must be seated at his desk to greet clients and answer the phone except while on authorized breaks.
- The procedure involving the job description may require the receptionist to contact his immediate supervisor if it becomes necessary for him to leave his desk for any reason other than an authorized break.

- **Job Performance**

- An employee who is not performing according to the specifications identified in her job description is a liability. The policy toward such an employee could be that any employee that fails to perform her duties as outlined in her job description will be issued three warnings.

he procedure to be followed in this instance could be that any supervisor who identifies that said employee is not performing the job as identified in her job description must be given a verbal warning first. If the problems persist, a written warning would be issued. Finally, if the nonperformance were to continue the policy could call for a termination notice.

- **Tardiness**

- **Business** ventures face tremendous challenges. Making sure employees arrive to work on time promotes continuity.

n example of a policy that addresses employee attendance would be issuing a written warning to any employee that is more than five minutes late three times in a 30-day period. The procedure to address continued tardiness would be to provide counseling to any employee who is more than five minutes late three times in a 30-day period. It could also call for penalties that might accelerate on a case-by-case basis.

- **Job Abandonment**

- Policies and procedures manuals must provide for every contingency. An employee that abandons his job has a direct effect on his employer's profitability and productivity. A policy that provides a method to address job abandonment may state that any employee that does not report to work for three consecutive days, and does not call his immediate supervisor, will be terminated.

he procedure identified in the policies and procedures manual might state that if an employee does not call in advance to report her absence, thereby having the absence reclassified as excused, for three consecutive days will be terminated due to job abandonment.

- **Customers**

- Customers are the lifeblood of any business. There must be policies and procedures documented in detail that deal with issues like refunds and exchanges. A return policy for a retail store could state

that any customer returning an item must have a receipt. The procedure concerning returns may state that a supervisor must be notified if a customer comes to return an item without a receipt.

SELF CHECK 3.2-3

Multiple Choice: Read and understand the questions below. Write the word of the correct answer in a separate answer sheet.

1.It is a book that describes the rules of the company.

a. companion

b. company policies

c. company

d. job description

2. It is the lifeblood of any business

a. customers

b. sales

c. jobs

d. manuals

3. Arriving at the workplace after the required entry time.

•

•

•

•

diness

piness

iness

ness

4. Refers to whether a person is performing their job well.

- a. job description
- b. job induction
- c. job training
- d. job performance

5. Neglecting one's work

- a. job description
- b. job induction
- c. job abandonment
- d. job performance

ANSWER KEY 3.2-3

1. Company policies
2. Customers
3. Tardiness
4. Job performance
5. Job abandonment

LEARNING OUTCOME # 3

MAINTAIN PROFESSIONAL GROWTH AND DEVELOPMENT

CONTENTS :

- Qualification standards
- Professionalism in the workplace
- Relevance of licenses and certificates

ASSESSMENT CRITERIA :

1. Training and career opportunities relevant to the job requirements are identified and availed.
2. Licenses and or certifications according to the requirements qualifications are acquired and maintained.
3. Fundamental rights at work including gender sensitivity are manifested /observed.
4. Training and career opportunities based on the requirements of industry are completed and updated.

CONDITIONS :

The students/ trainees must be provided with the following:

Hand outs

CD's on professionalism in the workplace

METHODOLOGIES:

Group Discussion/ Interaction

Simulation

Film Viewing

ASSESSMENT METHODS:

Demonstration

Interview

Written Examination

LEARNING EXPERIENCES

Learning Activities	Special Instructions
<p>Information sheet 3.3-1 on Qualification standards</p>	<p>If you have some problem on the content of the information sheets don't hesitate to approach your facilitator.</p> <p>If you feel that you are now knowledgeable on the content of the information sheets, you can now answer self check provided in the module.</p>
<p>2. Answer self-check 3.3-1</p>	<p>Refer your answer to answer key 3.3-1</p>
<p>3. Read Information sheet 3.3-2 on Professionalism in the Workplace</p>	<p>If you have some problem on the content of the information sheets don't hesitate to approach your facilitator.</p> <p>If you feel that you are now knowledgeable on the content of the information sheets, you can now answer self check provided in the module</p>
<p>4. Answer Self-check 3.3-2</p>	<p>Refer your answer to answer key 3.3-2</p>

ce of Certificates and Licenses'

a. 5.Read information sheet 3.3-3	<p>If you have some problem on the content of the information sheet don't hesitate to approach your facilitator.</p> <p>If you feel that you are now knowledgeable on the content of the information sheet, you can now answer self check provided in the module.</p>
6.Answer self-check 3.3-3	<p>Refer your answer to answer key 3.3-3.</p>

INFORMATION SHEET # 3.3-1

After reading this information sheet, the student/trainee should be able to:

1. Know the qualification standards of a worker.
2. Learn professionalism in the work area.

QUALIFICATION STANDARDS

Qualification standards are intended to identify applicants who are likely to be able to perform successfully on the job, and to screen out those who are unlikely to do so.

Some qualities that an individual meet to earn respect

- Upgrade the image and appreciation of professional technicians in the eyes of the public,
- Upgrade the skill level of technicians (particularly the skill of dealing with customers), and
- Recognize outstanding individuals who live up to the "ideal" standards with prizes and awards.

If we would like to become a professional we need to observe the following :

- 1. Work ethic** this was described as being honest, dependable and resourceful. Other important aspects of the work ethic include loyalty and being a "team player."
- 2. Job knowledge** the working professionals who responded to the survey said you cannot be a top notch professional if you do not know your job. Experience is what counts, and the more you have of it the better.

3. **Communication skills** the ability to explain things (and with proper grammar, too) why a is necessary or why it is being recommended is an essential skill today for dealing with the public.
4. **Technical skills & training** Though it might be argued that this item should have been ranked number one, apparently most professionals consider the previous three criteria to be more important today. Even so, technical knowledge (including an understanding of basic mechanics, electricity, electronics, diagnostics, etc.) is a "must."
5. **Career path** how you came to be a technician is also an important criterion. This includes the formal training and experience you have had, ASE certification, etc.
6. **Coping skills** the ability to handle stress is absolutely essential to survive in today's fast paced, high pressure work environment. But so too is the ability to deal with customer complaints and other frustrations that are part of the job. Also the ability to exercise flexibility, initiative, good judgment and discretion.
7. **Appearance** though ranked last on the list, appearance is by no means less important than any of the previous criteria for success. Included here are such things as wearing a clean uniform to work, neat appearance, etc. And if you are a service writer or advisor, you had better wear a tie.

es Of Qualifications Which May Be Added To “ Summary Of Standards Qualification

- **Cultural and ethnic diversity**
 - Ability to relate to individuals from diverse ethnic, cultural and socioeconomic backgrounds and to work with them in a fair, supportive and cooperative manner.
 - Possess understanding or willingness to learn issues affecting the retention, advancement and matriculation of underrepresented students.
 - Experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for disadvantages students
 - Candidate should describe previous activities mentoring women, minorities, students with disabilities or other under- represented groups.

- **Education, licenses, certificates**

- OR “ such as attained through upper division coursework “OR” equivalent combination of education and experience.

- **Equipment, Instrumentation, Machinery**

Ability to use hand tools, small power tools and test equipment.

Note: for more specific equipment qualifications, contact your personnel/ payroll representative

- **Financial**

- Experience with or knowledge of budget, travel, accounting and purchasing procedures.
- Math skills sufficient to calculate and monitor payments accurately.
- Knowledge of basic accounting principles and procedures sufficiently to oversee, manage and project budgets.
- Ability to make judgments regarding alternative means of procuring materials or services based on cost and serviceable.

- **Interpersonal and Communication Skills (Written' Verbal)**

- Ability to develop and give oral presentation to both large and small groups.
- Ability to recall, retrieve and communicate detailed or technical information clearly, accurately and concisely and to non-technical audience/ customers.

- **Leadership**

- Excellent leadership skills with demonstrated abilities to resolve diverse problems, to understand the importance of structure, organization, resource management and to complete critical tasks in a timely manner.

- **Management**

- Leadership, planning and problem- solving skills.
- Excellent analytical skills
- Ability to manage a unit including developing procedures, participate in program planning and analysis or qualitative review to determine appropriate actions.
- Political acumen sufficient to establish and maintain effective working relationships with diverse constituents
- Ability to set priorities in a complex environment in a changing organization and environment.

- **Organizational Skills, Priorities, Deadlines**
 - Demonstrated flexibility and excellent organizational skills with ability to prioritize work and function independently completing a high volume of forms and variety of tasks accurately and with close attention to detail under pressure of deadlines with frequent interruption or destructions.
 - Organizational and time management skills sufficient to independently establish priorities and coordinate and complete competing assignments within established timeframes.
 - Ability to prioritize work and work accurately under pressure of deadlines with frequent interruptions.
 - Ability to maintain organized records.
 - Ability to work quickly, accurately and independently in a fast-paced environment.
 - Ability to plan activities and programs such as meetings , orientation and retreats.

- **Policy Interpretation**
 - Ability to ensure compliance to applicable laws, guidelines, policies. Procedures and practices.
 - Ability to learn and apply a variety of policies and procedures.
 - Ability to assimilate from oral or written sources, a broad knowledge of campus (and external agencies, if applicable) policies and procedures and apply them with consistency to individual situations.

- **Supervisory**
 - Experience or ability to supervise staff (e.g. hire, train, assign work, motivate and manage performance).
 - Ability to supervise trainees/ students.

- **Team work**
 - Demonstrate ability to work efficiently as a part of a team.
 - Ability to work efficiently as a member of team and establish and maintain cooperative working relationships with diverse groups of faculty, staff and the public

SELF-CHECK 3.3-1

Test 1. MULTIPLE CHOICE: Choose the letter of the correct answer from the given choices:

_____1. Ability to manage a unit including developing procedures, participate in program planning and analysis or qualitative review to determine appropriate actions.

- a. Management
- b. Supervisory
- c. Leadership
- d. Policy interpretation

_____2. Experience or ability to supervise staff, trainees/ students.

- a. Management
- b. Supervisory
- c. Leadership
- d. Policy interpretation

_____3. The ability to resolve diverse problems, to understand the importance of structure, organization, resource management and to complete critical tasks in a timely manner.

- a. Management
- b. Supervisory
- c. Leadership
- d. Policy interpretation

_____4. Ability to ensure compliance to applicable laws, guidelines, policies, procedures and practices.

- a. Management
- b. Supervisory
- c. Leadership
- d. Policy interpretation

_____5. The ability to handle stress is absolutely essential to survive in today's fast paced, high pressure work environment.

- A .Communication skill
- b. Coping skill
- c. Organizational skill
- d. Technical skill

SELF CHECK ANSWER KEY 3.3-1

- 1.A
- 2.B.
- 3. C
- 4. D
- 5. B.

INFORMATION SHEET # 3.3-2

PROFESSIONALISM IN THE WOKPLACE

Learning Objectives: After reading this INFORMATION SHEET, you MUST be able to:

1. Define professionalism
2. Identify Career choices

Projecting a Professional Image

If you are employed in a company or you represent a professional group or an organization, the clients and customers whom you encounter on the job will perceive you as the company or the organization you represent. You are the hotel, or the travel agency, etc. Clients are not particular as to who you are or what your name is. All that they see is you as the living image of the company. Thus, the way you look, talk and act will reflect the corporate image. For instance, bellboys who escort hotel guests in casual T-shirts and rubber shoes, create an impression that the hotel is of “low class”.

One lady shared with me her experience in one of the de luxe hotel where she was told by a lady attendant “ “Madam, we have a dress code here”. You are not in proper attire”. This was said in front of her associates and she was certainly very much embarrassed. So she told me “ I hate that hotel. Never again will I go there”. With this isolated experience, the lady customer has made a general impression of impolite hotel service even though only one attendant is guilty of the offense.

Since service personnel make or unmake the image of their company, it is important that they carry themselves in a professional manner. Customers expect to meet professional sales clerks, tour guides, counter attendants, waiters, desk clerks, receptionists or sales representatives.

Being a professional does not only require mastery of knowledge and skills with respect to a certain profession, or of passing a professional or career exams or earning degree. It is a character that demonstrates certain qualities and attitudes and a commitment to professional ethics. One must be a professional in all respects- in one's appearance or physical projection, language and communications as well as in attitudes and manners. We can find career practitioners who have earned various degrees, possessing professional license yet their ways are far from being a real professional.

The three Dimensions of Professionalism

A. Physical projection – this includes:

Proper Grooming – clean cut, no body odor, clean fingernails,
well pressed uniform etc.

Good posture – straight body, no hands on pocket, relaxed

Natural smile

Eye contact but not an sneering look

Absence of unpleasant mannerism like scratching hair, biting nails, etc.

Pleasant disposition

Oral hygiene, no bad breath

Appropriate make up for women

B. Verbal projection

Being careful with tone, pitch and body language tone must be warm

Well-modulated voice

Speaking with authority- ability to explain and justify ideas, readiness

To answer questions. This gives an impression that one knows what
He is talking about.

Tactfulness- saying the right things on the right time and in the right

Place

Assertiveness in expressing oneself- sensitivity to the feelings of others

C. Behavior and Performance

Adherence to professional/industry standards of service

Compliance to standard operating procedure

Assertive behavior

Adherence to work ethics and respect for protocol

Being discreet with confidential matters

Practice of social graces, proper table manners, telephone courtesy

Appropriate behavior in public

Professionalism means avoiding bad habits at work like:

- Yawning
- Grouping together with other staff for a chat while on duty
- Shouting, giggling, loud conversation
- Daydreaming, eavesdropping
- Indulging in customer's private conversations
- Putting hands on pocket and playing with pocket coin
- Leaning on walls, tables and chairs
- Sneering or staring look
- Chewing gum while on duty or while talking to customers
- Suggesting or demanding for a tip
- Counting tips in view of customers
- Too much familiarity with the customers
- Bluffing customers
- Reading newspapers/ magazines while on duty
- Use of rude and insulting language
- Pointing at something or someone with a finger
- Interrupting customers conversation unless for valid reasons
- Leaving one's station longer than necessary

Unhygienic practices to be avoided

- Smoking in non- smoking area
- Coughing/sneezing in public without covering the mouth
- Scratching body parts
- Splitting on walls, floor, sink, grounds etc.

For food handlers:

- Tasting food in view of customers
- Handling food with bare hands
- Putting food in dirty tables
- Cooling warm/ hot food by blowing air out of the mouth
- Wiping perspiration with wiping cloth used for service
- Combing hair inside the dining room
- Using strong perfume

Identifying Career Opportunities

You need to consider several different factors when identifying career choices. Before you decide a particular type of job is right for you, it's important to give serious thought to what working in that field is really going to be like. It's certainly important to think about the tasks associated with performing a particular job. However, thinking about the duties you'll carry out on a daily basis is not the only consideration.

Geographic Considerations

It's important to think about where you'll need to live in order to work in the field that you select. With some occupations, employment opportunities are plentiful in cities and towns of all sizes. Doctors, lawyers, accountants, and teachers are in demand in all locations. There are also opportunities for restaurant and retail managers just about everywhere.

Many career fields are specific to particular regions, however. For example, if you want to be a ski instructor, you need to be prepared to live in an area known for its ski resorts. If you want to work in television or in the movies, you'll likely need to relocate to California or New York. If your career plans include working as a television news reporter or anchor, you'll need to be prepared to start your career in a small market, with the expectation that

relocation to larger markets will be necessary if you want to advance your career.

Compensation Considerations

Before settling on a particular career, it's important to think about how much money you are likely to earn in that occupation. You certainly want to select an occupation in which you'll be able to live the type of lifestyle you desire. It's also important to keep in mind that many of the highest paying occupations require a significant amount of formal education.

Make sure that you understand exactly how much you'll spend getting the training you need to enter these types of occupations so you can make an educated decision about whether or not doing so is in your best interest.

Work Schedule

When you're identifying career choices, it's important to think about the type of hours you're likely to work when you go to work in the particular fields that interest you. In some occupations, you can expect to work standard "banker's hours", but many jobs require shift work, evening or weekend hours, or almost constant on-call availability. Some fields are ideal for those who need flexibility, such as freelance writing and direct sales opportunities. Other occupations, such as teaching and working as a bank teller, require structured work schedules.

If it's important to you that you be able to be home for dinner with your family every evening, you won't want to select a field that requires extensive travel or evening work. Hospitals, for example, must be staffed 24 hours per day. Entry level hospital employees typically get the least desirable work schedules, as day shifts are typically made available to tenured employees before new hires.

Benefit Availability

You should also consider the types of benefits you'll be able to get when identifying career choices. Many universities, for example, offer free or discounted tuition to employees and their family members. If you want to continue your education, or make certain that your kids don't have to incur significant student loan debt, it may be in your best interest to seek employment in a school environment.

Many individuals select state or federal government employment opportunities primarily to take advantage of the outstanding retirement benefits associated with these types of occupations. Even though public school teachers typically do not earn the highest salaries, their retirement benefits are far superior to those offered by most private employers.

Making Career Decisions

Identifying career choices is not something that anyone should do lightly. Before you make a final decision about pursuing a particular line of work, be sure to consider all the relevant factors.

How to Decide on a Career Field

Deciding on a career may seem daunting but it is easier when you give yourself a lot of options and time to consider it. Although the idea of a "job for life" is fast becoming a thing of the past, the field of work which you choose is important because it will determine where you will spend a good deal of your working life and will also define how many opportunities you will have to branch out using your basic skills set. So, choose wisely and select a field that encompasses as many of your talents as possible, to allow you to the greatest freedom and leeway for shifting around a field doing different jobs with a good set of basic skills, along with a good dose of solid confidence in your worth and abilities.

Steps

1

Begin by determining what you like to do. A lot of people look to others to determine their career paths: teachers, parents, neighbors and peers. Think about people you respect and what they do for work. Take time to map out your wants and to match your skills with skills that are actively sought within certain field of work. This will involve a fair bit of research work but it is well worth it.

2

Identify the skills you use when you're doing the thing(s) you enjoy. Look at the things you are good at doing already. These will give you a very good indication of what you are likely to enjoy doing by way of a career. For instance, perhaps you like being with animals. Already this simple but important enjoyment opens up a very broad field of work for you that encompasses such possible jobs as caring for animals, veterinary work, racing animal industry, transporting animals, calming animals (e.g., horse whispering), making animal clothing and feed items and running a pet store etc. Once you have identified a potential field, you are then ready to match your skills.

3

Think of fields broadly. A field of work is far more than a single job. It is an area in which many jobs or trades are possible and you should be able to consider your training and interests in terms of looking for a career path that will give you a shot at least five related types of jobs that are available within that field. For instance, if you learn engineering, you might consider being an engineer out in the field (such as oil production), a manager of a site, an office manager, a trainer of engineering skills and a consultant in engineering. Or, if you study law, you may want to be a lawyer in a large law firm, a lawyer in non-profit organization, a team leader in an office of any type (even non-law), a manager of a company or a writer of corporate compliance manuals. Realize that the breadth of the field will be determined in part by the training you receive and also by your own personal, up-to-date "skills set", as well as your willingness to try new things and to be retrained.

4

Consider cross-field work. When working out what you would like to be and what you will need to study to get to this point, give consideration to the possibilities involved in crossing fields; for instance, many teachers are good with word skills and hence make excellent editors and publishers. Think outside the square your title bestows (or will bestow) upon you.

5

Learn as much as possible about the qualifications required for fields that interest you. Library, internet and direct contact research will be required here. It is also helpful to ask your school, local community services, university etc. for assistance in career choices and development. Your thorough research will help you to determine quickly which areas you want to study in, as well as the depth of study required. Dig deep and look at third and fourth year subject/skills training requirements as well, so that you don't find any nasty surprises awaiting you, such as additional time or harder skills that do not match your interests or abilities.

6

Find people who work in the field and learn from them. Once you have worked out which specific jobs interest you, speak to those already working in these areas. This will enable you to hear their suggestions and to ask them what they like and dislike about the field in which they work. Sometimes you may even have an opportunity to do some work experience with a place that interests you, to help you to "get a feel" for the work involved.

7

Evaluate your choice of field according to your own perceptions and the information you have gathered. Assess the comments you've received, weigh these up with your research work and add in your own feelings about your potential career path. This is now the time to decide whether this career continues to appeal to you. Do not forget to include the type of lifestyle you would like in the balancing equation. If you make enormous compromises as to the type of lifestyle that you ultimately want, you may be unhappy and live to regret this. As such, it is wise to try and combine your career choice with a lifestyle balance, with minor or short-term compromises rather than major, long-term ones.

8

Sign up for an educational or training program in the career of your choice. While studying, do not neglect to take advantage of networking opportunities and chances to work in your career field either as a volunteer or in short-term paid positions. These opportunities will give you the best possible feel for the work and the types of people in the field that you will be working with. It will help you to filter out any unneeded areas of study or to take on additional subjects and skills training that may be of possible use and could help to extend your horizons.

9

Keep positive. When you are finally trained and ready to find that dream career, the most important thing is to maintain a positive outlook about your life and to be ready for change, difference and shifts in your comfort zones. This is the real world and it moves rapidly; it is important to keep up with changes and to take a positive approach by making opportunities out of challenges. However, always keep what is unique about you because at the end of the day, that is the special something many employers are looking for while they choose from many skilled and educated workers available to them.

It's sometimes difficult to identify the true meaning of "professionalism." Many individuals use professionalism as a facade to cover their lack ability to perform their job effectively. Others use it to for intimidation to gain power. Still others use it as a way to impress the unknowing. However, it seems that very few individuals use it for its original intent---to provide a foundation for effective communications and efficient performance.

At a recent career enhancement group discussion I had with a few individuals, one of the many concerns that kept surfacing was that of "fitting into the professional environment." But, the question I posed in response was, "What is professionalism?" The answers varied, but it became evident that the challenges that these individuals faced in their career was not in their ability to handle their job, but in their lack of a definitive understanding of professionalism in their workplace.

SELF CHECK 3.3-2

DO I PROJECT A PROFESSIONAL IMAGE?

Directions: Here are some questions you can ask yourself to check how far you are from being a professional

	3	2	1	0
	alway s	almos t alway s	rarel y	neve r

A. PHYSICAL PROJECTION				
1.Do I wear a uniform that is clean and wrinkle free?				
2.Do I ensure proper matching of colors in my attire?				
3.Is my hair neatly combed, clean and worn in style that is becoming to me?				
4.Do I use simple jewelries appropriate to my job?				
5.Do I always feel and look clean and tidy?				
6.Are my shoes well shined and their heels in good condition?				
7.Do I change my stockings and underwear everyday?				
8.Are my nails clean, well shaped, with moderate length?				
9.Do I make a habit to use deodorants, especially when I perspire heavily?				
10.Do I wear light cologne during my duty?				
11.Do I brush my teeth after meal or refresh my breath with oral antiseptic/mouthwash?				
12.Am I free of body odor?				
13.Am I free of any bad breadth?				
14.Do I wear simple make-up (ladies)				
15. Do I retouch my make up from time to time? (ladies only)				
16. Do I fix my hair from time to time?				
17.Am I relax and not rattled by irritating or uncomfortable situations on the job?				
18.Do I maintain a good posture while on the job(straight body, not leaning on walls and chairs)				

B.VERBAL PROJECTION				
1.Do I speak with a friendly tone and modulated voice?				
2.Do I use a simple language in my conversation with people?				
3.Do I maintain eye contact while conversing with others?				
4.Do I pay full attention when talking to them?				
5.Do I express self interest in what people say by active listening, nodding head, asking questions?				
6.Am I more of the listener rather than a talker?				
7.Do I allow others to finish their statement before I react?				
8.Am I cautious of the words I speak to avoid hurting or antagonizing others?				
9.Do I know how to keep confidential matters?				
10.Do I avoid spreading gossip nor indulging in gossips?				
11.Do I generously use magic expressions like please, kindly, may I, do you mind, I'm sorry etc.?				
12.Can I maintain my composure when talking to unreasonable or irritating person?				
13.Am I honest and sincere in my communications and avoid bluffing anyone?				
14.Do I avoid unpleasant non-verbal signals like sour face, inattentiveness, sneering or staring look when dealing with people?				
C.ETHICS AND SOCIAL GRACES				
1.Do I know and practice my table manners?				

2.Do I avoid by passing people in the organization?				
3.Do I know how to respond when introduced to someone?				
4.Do I keep my appointments and come on time?				
5.Do I give way to ladies (if man) or to elderly?				
6.Do I keep my work area organized and tidy?				
7.Do I practice basic courtesies in the use of telephone?				
8.Do I respect the privacy of others or their personal space (not opening their letters, not too close, no eavesdropping, not meddling in their conversation)?				
9.Do I have the habit of greeting people I meet like company, officers, customers, etc.?				
10.Do I avoid gossiping about my boss and my company to other people?				
11.Do I refrain from unhygienic practices like spitting in public areas sneezing without covering my mouth etc.?				

SELF CHECK # 3.3-2

Add your score per category. The average score is calculated as total score divided by the number of items

	Total Score	Average Score	Remarks
A. Physical Projection			
B. Verbal Projection			
C. Ethics/ Social Graces			
GRAND TOTAL			

Average score of:

- 2.8 - 3.00 – is high score
- 2.5 – 2.90 – is moderate or acceptable
- Below 2.5 – is not acceptable

From the results of the test, identify your weak points as a professional

Physical Projection	Verbal Projection	Manners and Ethics
---------------------	-------------------	--------------------

INFORMATION SHEET # 3.3-3

RELEVANCE OF LICENSES AND CERTIFICATES

Learning Objectives: After reading this INFORMATION SHEET, you MUST be able to:

1. Become more aware of the relevance of licenses and certificates to career development.

Career Development

Career development is a buzz phrase in all professional arenas. Employees and employers alike are seeking opportunities to develop their career skills to keep up with current trends. Specifics for career development may vary, but the basic implications are the same across the board. Regardless of your career path, it is always beneficial to seek out career development opportunities for your area of professional knowledge.

Enhanced Job Performance is the Main Goal

The primary purpose of career development activities is to enhance job performance. Some professionals might opt for a career development exercise that introduces new and innovative skills, and others might chose to participate in an information session. Either way, the point of activities is to improve job performance.

Professional certification

Professional certification, trade certification, or professional designation, often called simply certification or qualification, is a designation earned by a person to assure qualification to perform a job or task. Many certifications are used as post-nominal letters indicating an earned privilege from an oversight professional body acting to safeguard the public interest.

Certifications are earned from a professional society. In general, it must be renewed periodically, or may be valid for a specific period of time (e.g., the lifetime of the product upon which the individual is certified). As a part of a complete renewal of an individual's certification, it is common for the individual to show evidence of continued learning — often termed continuing education — or earning continuing education units (CEU).

Most certification programs are created, sponsored, or affiliated with professional associations, trade organizations, or IT vendors interested in raising standards. Even those programs completely independent from membership organizations enjoy association support and endorsement.

The growth of certification programs is also a reaction to the changing employment market. Certifications are portable, since they do not depend on one company's definition of a certain job. Certification stands about the resume and the professional reference by being an impartial, third-party endorsement of an individual's professional knowledge and experience. Certification provides an impartial, third-party endorsement of an individual's professional knowledge and experience.

It is important to note that certifications are usually earned from a professional society or educational institute, not the government. If a demonstration of ability or knowledge is required by law before being allowed to perform a task or job, this is referred to as licensure. In the United States, professional licenses are usually issued by state agencies. The certification assessment process, for some organizations, is very similar or even the same as licensure and may differ only in terms of legal status, while in other organizations, can be quite different and more comprehensive than that of licensure. certification and licensure differ only in terms of legal status.

Deliver an assessment based on industry knowledge, independent from training courses or course providers.

Grant a time-limited credential to anyone who meets the assessment standards.

Certifications are very common in aviation, construction, technology, environment, and other industrial sectors, as well as health care, business and finance.

Types of certifications

There are **three general types of certification**. Listed in order of development level and portability, they are: **corporate (internal), product-specific, and profession-wide.**

Corporate, or internal certifications, are made by a corporation or low-stakes organization for internal purposes. For example, a corporation might require a one-day training course for all sales personnel, after which they receive a certificate. While this certificate has limited portability - to other corporations, for example - it is the most simple to develop.

Product-specific certifications are more involved, and are intended to be referenced to a product across all applications. This approach is very prevalent in the information technology (IT) industry, where personnel are certified on a version of software or hardware. This type of certification is portable across locations (for example, different corporations that use that software), but not across other products.

The most general type of certification is **profession-wide**. Certification in the medical profession is often offered by particular specialties. In order to apply professional standards, increase the level of practice, and possibly protect the public (though this is also the domain of licensure), a professional organization might establish a certification. This is intended to be portable to all places a certified professional might work. Of course, this generalization increases the cost of such a program; the process to establish a legally defensible assessment of an entire profession is very extensive. An example of this is a Certified Public Accountant (CPA), which would not be certified for just one corporation or one piece of accountancy software but for general work in the profession.

SELF-CHECK # 3.3-3

1.They are made by a corporation or low-stakes organization for internal purposes

- a. corporate certifications
- b. internal
- c. product specific
- d. profession wide

2.The most general type of certification

- a. internal
- b. corporate
- c. product specific
- d. profession wide

3. Are more involved, and are intended to be referenced to a product across all applications

- a. Internal
- b. product specific
- c. profession wide
- d. corporate

4.Other term for Professional certification

- a. trade certification
- b. professional designation

