REPUBLIC OF SOUTH SUDAN

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
NON FORMAL TVET COMPETENCY BASED CURRICULUM

LEARNER'S BOOK

For
Employability and Life Skills Training Module

SEPTEMBER 2019

FOREWORD

Learners are central to the success of any competence-based learning approach. This document is the Learner's Book which has been developed as part of the competence-based learning package of the South Sudan non-Formal TVET Curriculum development assignment. The purpose of this book is to provide essential competence-based learning information to the trainees of the seven priority trades. The document is presented in six sections.

Section one gives general introduction and goes further to give information on learning program, structure, organization of the training course contents, learning strategies in a competency based learning environment and how to use the learner's book. Section two provides for the theory of competence-based learning and its assessment criteria. Section three provides for the competency profile of the Certificate of Proficiency (Level 1) holder and market job opportunities available on successful completion of the training. Section Four gives information on the various learning modules for the trade. Section five gives information on the on-job training during industrial attachment and section six gives the summary notes for theoretical understanding of the various modules theories, trade tools, equipment's and knowledge. This has been provided in the form of learning information sheet.

The competence-based curriculum gives the learners an opportunity for the second chance education through the acquisition of technical and vocational skills. It is my wish to the learners of these curricula to take this life-long journey seriously and make use of the learning opportunities provided to them to be of value addition. These opportunities will enable them acquire skills for direct employment in the relevant industries as well as for self-employment in the practice of trade specific skills.

The Ministry of General Education and Instruction wishes all the users of this Learner's Book the very best in their quest for discovering knowledge through competence-based learning.

Hon. Deng Deng Hoc Yai
Minister of General Education and Instruction

ACRONYMS AND ABBREVIATIONS

AAH	Action Africa Help International
ACROSS	Association of Christian Resource Organisation Serving Sudan
BBC MA	BBC Media Action
CBET	Competence Based Education and Training
DACUM	Developing A Curriculum
ICT	Information Communication Technology
FCA	Finn Church Aid
MoGEI	Ministry of General Education and Instruction
MOG	Module Outcome Guide
MoLPSHRD	Ministry of Labour, Public Service and Human Resource Development
MTC	Multi-Purpose Training Centre
NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council
NVQF	National Vocational Qualifications Framework
OJT	On-The-Job training (OJT)
OHS	Occupational Health and Safety
PLAR	Prior Learning Assessment and Recognition
RPL	Recognition of Prior Learning
SSOPO	South Sudan Older People's Organization
TAR	Training Achievement Record
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
VOSDO	United Nations Educational, Scientific and Cultural Organization

TABLE OF CONTENTS

LIST OF TABLES

1.0 SECTION ONE: INTRODUCTION TO LIFE SKILLS LEARNER'S BOOK

1.1 INTRODUCTION

This learners' book is an information booklet that provides learners of Employability and Life skills module with the key and strategic information that they need to know as they go about their competency-based learning experiences. The curriculum learning experience has been designed such that the trainees learns both at the Intuitional Based Technical and Vocational Education and Training (IBTVET) and Enterprise Based Technical and Vocational Education and Training (EBTVET). The South Sudan Non-Formal Competency based TVET curriculum has been designed to facilitate learning at three places namely, Theory classes at the IBTVET, Practical classes at the IBTVET practical training workshop and practical on job training experience in the place of work within the respective trade industry.

This document provides learners with the key information about the competency-based learning skills for the Employability and Life Skills Module. It gives the specific objectives for each of the competencies development learning Skills as derived from the learning outcomes in the main curriculum training syllabus and the associated Trainers' Guide for Employability and working life skills. The learning activities for each module are reflected in the Learners' Guide only in order to avoid unnecessary repetition and also with the understanding that each activity can only be executed effectively under the guidance of the trainer who is the facilitator of learning.

The document gives a sample revision questions and self-competency assessment questions. These are provided within the Learners' Guide to enable learners to gauge the extent to which they have digested the material associated with each module and learning outcomes as contained in the training syllabus. The learners are advised not to set the limit of their scope of subject knowledge and competence to the few sample questions provided in this booklet. They should read wider so as to gain more knowledge and competencies. This is a lifelong learning journey experience and learners are encouraged to be motivated and learn to learn the skills that will increase their chances of getting sustainable livelihood within their communities and be motivated to continue with their lifelong learning journey so as to contribute to the attainment of ILO Decent work for all by 2030 and SDG 4 in South Sudan.

Learning Information Sheet comprising of summarized notes for each unit of the module has been provided in this Learners' book only. The notes in the information sheet are only meant to complement other additional references and reading materials provided by the trainer. Learners are also advised to obtain further reading materials from school/college libraries as well as from the internet and other prescribed text books.

1.2 PRESENTATION OF LEARNER'S BOOK TRAINING PROGRAM STRUCTURE

The specific trade module skills that once acquired will lead to the certification of module of competency completion Certificate. This respective employability and working life skills have been organised in the form of Modules which are in themselves self-contained complete Basic Employable Skills Training (BEST) programs. These modules can be offered and certified on their successful completion as single modules. The course comprises of three key modules namely Life skills, Numeracy and Literacy.

The course aims at formal, non-formal and informal training for persons who wish to acquire the right knowledge, attitude and skills that relates to these modules. The course training curriculum has been designed and developed to achieve the objectives of providing multi-skilled workers with sustainable employable skills for the South Sudan labour market and beyond.

1.3 ORGANISATION AND PRESENTATION OF THIS LEARNER'S BOOK

The competency-based learning course for the module of Employability and Life skills aims at developing competencies in Soft Skills, Numeracy and Literacy skills necessary for working life skills and long life learning journey. Modules are subdivided into Units of Learning specific competencies, which are further sub-divided into Learning Outcomes with assessment criteria. Each module is a comprehensive self-contained employable skills short course training capable of being offered alone. Each modules training has been designed to last for about 80-120 hours.

The course has been designed to allow for practical on-the-job training industrial attachment on completion of each module or with an option of industry attachment at the end of the IBTVET training on all the prescribed modules. The curriculum design provides for post IBTVET training in an EBTVET learning environment. This will provide opportunity for ob-

serving learners in a real work environment if they have attained the desired competencies.

1.4 LEARNING STRATEGIES FOR A COMPETENCY-BASED TRAINING

Competency-based training delivery is based on the defined competency standards, which are established by the national industry standards or trade occupation standards. The traditional role of a trainer in delivery of this kind of training program changes and shifts towards facilitation of learning.

A facilitator encourages and assists trainees to learn by themselves. Trainees learn at their own pace. Individual differences are considered. Trainees present themselves for assessment only when they are ready. As trainees learn at different paces, they might well be at different stages in their learning, thus learning must be tailored to suit individual needs of the learners.

1.5 HOW TO USE THIS LEARNER'S BOOK

This is a learner's book as the name suggests, focuses on facilitating learners to learn and acquire the desired course competencies. Its aim is to guide the learners in conducting self-paced study that will enable them gain competencies and be certified with the skills for each module and with the entire modules on completion of all the qualifying modules of competency for the training in Employability and life skills.

The aim of this booklet is to guide learners of this important skills development program. It gives guidance on the key learning testing questions, competency assessment criteria of self-assessment, formative assessment and summative assessment. The learner's book also provides information on fundamentals of competency-based learning, and the differences between the traditional knowledge-based approach to Education and competency-based education and training approaches. It goes further to show learners on the key competencies profile for Employability and Life Skills.

1.6 PRESENTATION OF THE EMPLOYABILITY AND LIFE SKILLS LEARNER'S BOOK

The document is presented in six sections with section one providing for the introduction to the learner's book and goes further to give information on the learning program structure, organisation of the training course content, learning strategies in a competency-based learning environment, how to use the learners book and presentation of the learner's book. Section two provides for the theory of competency-based learning and its assessment criteria. Section three provides for the competency profile of and market job opportunities of the competencies upon completion of the training module. Section four gives information on the various learning modules for gaining competencies in Employability and Life Skills Module. Section five gives information regarding on-the-job training during industrial attachment; and Section six gives the summary notes for theoretical understanding of the various modules theories and skills set. This has been provided in the form of learning information sheet which appears at the end of this document.

2.0 SECTION TWO : COMPETENCY BASED LEARNING AND ASSESSMENT

2.1 WHAT IS A COMPETENCY-BASED LEARNING APPROACH?

Many learners and stakeholders of TVET learning eco-system have taken their education and learning experience through the use of tradition approach. As such, most people are not familiar with system requirements for effective competency-based learning approaches. This section of the learner's book is meant to provide you with basic answers to some of the most frequently asked questions about competency-based education learning, training, assessment and certification.

The term competency-based education is an approach to designing learning programs with a focus on learners demonstrating that they have attained module specific competencies as a result of going through their respective learning system. These competencies are related to knowledge, skills, attitudes and abilities rather than time spent in a classroom to achieve the competencies.

According to the Competency-Based Education Network (C-BEN) 2017. The term competency-based education combines an intentional and transparent approach to curricular design with an academic model in which the time it takes to demonstrate competencies varies and the expectations about learning are held constant. Learners acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities and experiences that align with clearly defined programmatic outcomes. Students receive proactive guidance and support from faculty and staff.

Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalised pace. Competency-based education therefore is an approach to teaching and learning that clearly identifies the competencies that students must master on a module for them to be declared competent and awarded with module of competency completion certificate.

The certificate is issued on a gradual process and upon completion of the entire prescribed modules the learners are awarded with Certificate of Proficiency for that respective trade. Each module is designed to be a basic employable skills training module. Certificate is issued on the completion of each module because this can be an exit point to some learners who feel that they gained something and would wish to then first get employment to support their livelihood and return later to continue with the acquisition of additional skills through the life-long educational journey experience.

The modern use of competency based approach to education and training concept has its origin in the United States of America in the late 1960s and 70s. Since then, many countries of the world are using the approach in the delivery of their education system and especially in the area of TVET programs. The individual and gradual training module certification received by the learners will later on qualify them for prior learning assessment experience when they wish to join other courses that could have similar modules that they have been trained on and certified to be competent in

2.2 INFORMATION ON HOW TO CONDUCT COMPETENCY ASSESSMENT

Attainment of competency is undertaken through competency based assessment. There are different kinds of assessment that are administered to the learners of these programs, and the most popular ones are:

Table 2.1 Types of competency assessment and their Description

SNo.		
1	**Initial assessment:**	This kind of assessment is taken on the admission to the vocational training centre. Its aim is to engage the occupation of interest and level of trauma based on the learner's background. South Sudan is one of the conflict-affected countries of Africa. The learners being admitted into these programs come from various traumatised backgrounds and experiences. This assessment will help the institution, trainer and the sponsor to gauge the motivation for learning and identify any learning difficulty or challenge likely to be faced by the learners. This assessment will also inform on the need of giving learners numeracy and literacy skills.
2.	**Prior learning experience assessment:**	This is carried out by the teacher who is engaged with the training of the learner. Since learners come from different backgrounds, the aim of this assessment is to establish if the learner had previously acquired some competencies such as through learning on-the-industry job working environment. In such a case, the learner will apply for prior learning experience assessment and if they meet the requirement, then such prior learning experience will be recognised and exempted. The form for this application is provided for in the trainer's guide.
3.	**Self-assessment guide:**	This is done by the learner on completion of each module. If the learner is convinced that he or she is now ready to be assessed, then the learner will inform the trainer that he or she is ready to be assessed. Samples of these self-assessment guides for each module have been developed.
4.	**Formative Assessment:**	This is the assessment provided by the trainer to certify that the learner has attained the competencies. The trainee's performance in the formative assessment will be recorded on the trainee's achievement record. Instructors of this curriculum need to be trained on how to administer a competency-based assessment. This is because in a competency-based learning assessment, the learner is either competent or not yet competent. When assessed and proved competent, then they are awarded with certificate of competency in that respective module or modules. If the assessment result shows that they are not yet competent, then the communication is made to the learner who will repeat the learning on those modules until when they have attained competency and are ready for the assessment. The learning progression is individualised and each learner progresses at his or her own pace

| 5 | Summative assessment: | This is done at the end of the training by an external assessor from the industry. In most cases it is done practically when the learners are practicing their acquired skills through on -job training. This curriculum design has provided for 20 hours on-the-job training industrial attachment after each and every module or with an option of taking the on-Job training upon completion of all the prescribed modules. South Sudan needs to put down systems and policies to govern this kind of assessment practice, and there is a need to identify professionals from each trade who can be used to administer this important assignment. This will also require active industry participation. In the absence of these, the trainers might be allowed to use the IBTVET assessment as the country prepares to roll-out this kind of assessment. There is also a great need for this training curriculum to be supported by EBTVET training guide. These will be two. One for supporting the learner; and the other one for supporting the on-job training instructor. |
| 6. | Competency Attainment Verification: | This is done both internally and externally by the verifiers to confirm that indeed the competency has been attained by the learners. |

2.3 INFORMATION ON CERTIFICATION SYSTEM FOR COMPETENCIES ATTAINED.

Learners who demonstrate the attainment of competencies will be issued with respective modules of competency completion certificate that shows that the learner has attained the competencies in the respective level of occupation module and modules. The certification is issued on a module by module basis and there will be gradual certification for each module where competencies have been attained.

3.0 SECTION THREE: COMPETENCY PROFILE FOR EMPLOYABILITY AND LIFE SKILLS

3.1 COMPETENCY PROFILE

The term competency profile refers to the key learning skills experience areas that trainees of the curriculum program are expected to demonstrate competence in as a proof that they have acquired learning though the occupation learning system and environment. The competence profile informs the formulation of learning outcomes, contents of design of modules of competency, application of Blooms taxonomy learning experience action verbs, self-assessment guide, formative assessment, summative assessment, verification and certification. In this document the competency profile has been classified into 3 categories namely:

1. Core, Technical /functional or hard skills
2. Soft skills or self /personal skills
3. Business skills

The table below shows the competency profiles for holders of the module of competency in Employability and Life skills module.

Table 2.2 COMPETENCY PROFILE FOR EMPLOYABILITY AND LIFE SKILLS MODULE

Technical competencies	Soft skills competencies	Business skills
1. Perform effective communication at work place.	1. Manage interpersonal communication	1. Basic Business Information documentation
2. Perform effective letter writing and making of professional cv.	2. Self-Trauma awareness, assessment and management skills	2. Perform basic Customer care services.
3. Perform personal, inter and intra personal communication.	3. Skills for Managing and dealing with a difficult and complaining customer	3. Self-entrepreneur business operation
4. Team player	4. Environmental safety awareness	4. Knowledge of Business information and records keeping
5. Perform HIV AIDS awareness for the profession.	5. Learning to learn and self-study skills	5. 5. Team player in work place.
6. Preform Peace building, Conflict resolution and trauma awareness in work place.		

3.2 POTENTIAL LABOR MARKET JOB OPPORTUNITIES

The holder of Employability and Life skills module will be able to do the following jobs in the market:

◊ Assistant site worker.
◊ Sales assistant
◊ Office assistant
◊ Assistant supervisor
◊ Assistant quantity information provider

4.0 SECTION FOUR: SYLLABUS FOR EMPLOYABILITY AND LIFE SKILLS MODULE

4.1 TRAINING MODULES FOR EMPLOYABILITY AND LIFE SKILLS

Table 4.1: Modules of Competency for Employability and Life Skills

CODE	MODULES	NOMINAL HOURS
2.1	LIFE SKILLS	120
2.2	PROFICIENCY IN ENGLISH	120
2.3	BASIC NUMERACY	120
TOTAL		**360**

4.2 MODULE 2.1: LIFE SKILLS

Table 4.2: Life Skills Module

A:MODULE CODE	2.1		TTH	PTH	OJT
			36	84	0

B: UNITS OF MODULE

Unit of Learning 2.1.1: Ccommunication and interpersonal skills

On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:

2.1.1.1 Demonstrate proficiency in basic English

2.1.1.2 Apply effective Communication with peers

2.1.1.3 Practice Self-Management skills

2.1.1.4 Demonstrate adequate work Management skills

2.1.1.5 Practice Time management techniques

2.1.1.6 Inspire peers

2.1.1.7 Learn Interpersonal skills

Unit of Learning 2.1.2: Basic Computer Skills Applications

On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:

2.1.2.1 Describe the history and origin of computers and explain its various parts

2.1.2.2 Prepare a customized desktop environment

2.1.2.3 Receive Instruction on preparation of MS Word

2.1.2.4 Receive Instruction on Preparation of MS Excel

Unit of Learning 2.1.3: Health awareness Practice in the Workplace

On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:

2.1.3.1 Practice Health Awareness skills

2.1.3.2 Know the HIV/AIDS   Transmission modes

2.1.3.3 Receive Instructions on Care & treatment

2.1.3.4 Receive Instructions on occupational Stress and management

2.1.3.5 Describe workplace depression and mental Health

Unit of Learning 2.1.4: Management of Diversity in the Workplace

On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:

2.1.4.1 Describe the origin and history of peace & diversity

2.1.4.2 Receive instructions on peace & diversity

2.1.4.3 Embrace peace and coexistence

2.1.4.4 Explore peace possibility

2.1.4.5 Coordinate peace

2.1.4.6 Consider key issues

Unit of Learning 2.1.5: Entrepreneurial Skills Practice

On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:

2.1.5.1 Describe the concept of entrepreneurship from different perspective.

2.1.5.2 Distinguish an entrepreneur from a business

2.1.5.3 Indicate the factors that affect the development of an entrepreneur

2.1.5.4 Understand the concept of employment & unemployment

2.1.5.5 Locate areas where small businesses operate & the associated challenges

2.1.5.6 Describe the concept of business environment

2.1.5.7 Mention business development & service provider in South Sudan

2.1.5.8 Register a business and generate a business plan

2.1.5.9 Write a business proposal

2.1.5.10 Examine the sources of business idea process of starting a business.

2.1.5.11 Classify business financing

2.1.5.12 Describe business documents and books of account kept by businessmen

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Unit of Learning 2.1.6: Teamwork Practice at Workplace

On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:

2.1.6.1 Describe team work in a work place

2.1.6.2 Discuss benefits of team work

2.1.6.3 Demonstrate the skills required for a good team player

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Unit of Learning 2.1.7: Learning to Learn Study Skills Practice

On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:

2.1.7.1 Describe the concept of learning to learn study skills

2.1.7.2 Discuss the methods of effective reading skills

2.1.7.3 Explain the writing and reading skills

Unit of Learning 2.1.8: Job-seeking Skills Practice

On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:

2.1.8.1 Describe job seeking skills required by a modern employer

2.1.8.2 Discuss the process of interview preparation

Unit of Learning 2.1.9: Self-Employment Skills Practice

On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:

2.1.9.1 Explain the Concept of self-employment

2.1.9.2 Describe the skills required for self-employment

Unit of Learning 2.1.10: Problem solving and Decision-Making skills in the Workplace
On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:
2.1.10.1 Describe the process of problem solving and decision making
2.1.10.2 Explain the potential causes of the problem
2.1.10.3 Explore the approaches to problem solving

Unit of Learning 2.1.11: Critical Thinking in Workplace
On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:
2.1.11.1 Understand the meaning and concept of critical thinking
2.1.11.2 Discuss the skills required for workplace critical thinking

Unit of Learning 2.1.12: Creativity and Innovation in Workplace
On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:
2.1.12.1Describe the meaning and concept of innovation

Unit of Learning 2.1.13: Motivational Skills Practice
On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:
2.1.13.1 Describe workplace motivation

Unit of Learning 2.1.14: South Sudan Labor Laws and Codes
On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:
2.1.14.1 Explain the meaning of South Sudan Labor Laws and Codes
2.1.14.2 Describe the fundamental rights of a work place
2.1.14.3 Explain the Individuals or groups excluded from the Southern Sudan Labour Laws and codes
2.1.14.4 Describe the labour arbitration procedure in South Sudan

C: Sample Questions
1.   Explain why it's necessary to practice management skills in a work place
2.   Explain the non-verbal communication
3.   Discuss ways of promoting effective communication in a work place
4.   Explain factors that promote effective listening skills
5.   Describe various techniques of motivation
6.   Explain why it's important to give a feedback in communication
7.   Discuss the barriers to effective communication
8.   Write a business plan
9.   Explain the qualities of a good team player
10. Describe the skills required for critical thinking in a workplace
11. Explain the process of problem solving and decision making

4.3 MODULE 2.2: PROFICIENCY IN ENGLISH

Table 4.3: Proficiency in English Module

A:MODULE CODE	2.2		TTH	PTH	OJT
Module level	1		34	86	0
B: UNITS OF MODULE					

Unit of Learning 2.2.1: Introduction to English Language

On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:

2.2.1.1 Recognize the English alphabet

2.2.1.2 Identify cardinal and ordinal numbers

2.2.1.3 Pronounce consonant and vowel sounds

2.2.1.4 Identify types of nouns

2.2.1.5 Identify articles and noun modifiers

2.2.1.6 Recognize different types of verbs

2.2.1.7 Identify adverbs as verb modifier

2.2.1.8 Identify tenses

2.2.1.9 Construct simple sentences

2.2.1.10 Practice speaking in the classroom

C: Sample Questions

1. Write down all the letters of the alphabet in both small and capital letters
2. Write down the words that match the following numbers; 1,3,6,8,10
3. Underline the vowel sounds in the following words: bat, bet, read, sit, wink
4. Differentiate between proper and common nouns using suitable examples
5. form the comparative and superlative form of the following words:
   (a) Weak (b) Kind (c) bad (d) Good (e) Pretty
6. Choose the correct alternative to complete the sentences below:
   a. Mary-------- at home. (are, is)
   b. I----------------food now. (was eating, am eating)
   c. The baby-----------------milk every day. (drank, drinks)
7. Construct sentences using the following words:
   a. Always
   b. Quickly
   c. Today
   d. Too

4.4 MODULE 2.3: BASIC NUMERACY

Table 4.4: Basic Numeracy Module

A:MODULE CODE	2.2			TTH	PTH	OJT
Module level	1			36	84	0
B: UNITS OF MODULE						

Unit of Learning 2.3.1: Introduction to Basic Numeracy

On completion of this unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:

2.3.1.1 Types of Numbers -whole numbers

2.3.1.2 Types of Numbers -Fractions

2.3.1.3 Types of Numbers -Decimals

2.3.1.4 Conversion of numbers to Percentage

2.3.1.5 Types of currency in use

2.3.1.6 Essence of Time

2.3.1.7 Types of Measurement -Length

2.3.1.8 Types of Measurement -Perimeter

2.3.1.9 Types of Measurement -Area

2.3.1.10 Types of Measurement -Volume

2.3.1.11 Types of Measurement -Capacity

2.3.1.12 Types of Measurement -Mass

C: Sample Questions

1. Demonstrate reading of numbers, in terms of figures, days, weeks and months
2. Show the difference between odd and even numbers
3. Carry out addition, subtraction multiplication and division of:
    i. Whole numbers
    ii. Fractions
4. Convert the
    i. Whole numbers into percentage
    ii. Fractional numbers into percentage
5. Demonstrate the relationship between
    i. Cents and dollars
    ii. Pounds and dollars
    iii. International currency
6. Relate the following terms used to determine time
    i. Seconds
    ii. Minutes
    iii. Hours
    iv. Day
    v. Month
    vi. Year
    vii. Compare (6) with dates of calendar
7. Find the following terms
    i. Perimeter
    ii. Area
    iii. Volume
8. Compare the units of measurements used in metric systems
9. Compare the following units
    i. Millimeters litres
    ii. Grams and kilograms

5.0 SECTION FIVE: LEARNERS INFORMATION SHEET

5.1 COMMUNICATION SKILLS

The word communication refers to the dynamic and complex process of message exchange and interpretation. Communication is one of those human activities that everyone recognizes but few can define satisfactorily. Defined simply as the process of passing and receiving messages the term communication originates from the Latin word communicate meaning to make common, share, impart, transmit, pass long or make know. When people communicate they aim to share knowledge, attitude, ideas and opinions with others in the form of gesture, spoken or written messages. The definition of communication varies according to the theoretical frames. The reference employed and the stress/ emphasis place upon certain aspects of the total process. Different authors have defined the term communication in various ways:

Pearson J. and Nelson E. (1994) Define communication as the process of understanding and sharing meaning. Sillars S. (1988) defines communication as giving, receiving or exchange of information, opinions or ideas by writing, speech or visual means or any combination of the three, so that the material communicated is completely understood by everyone concerned.

William Scott in his organizational theory defined communication as a process, which involves the transmission and accurate interpretation of ideas ensured by feedback for the purpose of eliciting action, which will accomplish organizational goals.

Whatever the definition there is an emphasis on four important points: -

1. The process of communication involves the exchange of information, ideas, opinions etc.
2. The receiver should get exactly the same ideas as were transmitted, that is the receiver should accurately interpret the message.
3. Feedback assures the sender of accurate interpretation of the message. Feedback is the receivers' immediate response transmitted back to the sender. Feedback suggests/ implies that communication is a two-way process.
4. Communication should always have a purpose or objective such as to elicit action, seek information or persuade.

COMMUNICATION SKILLS

It is set of skills that enables a person to convey information so that it is received and understood. The most important in effective communication is to know the following:

WHO you are communicating with (it's of great importance to know your audience, who they are, of what age they are, what they already know, how many people will receive your message, etc.)?
WHAT you are communicating – the communication should be adequate to the subject
WHY what the goal you communicate is, what you want to achieve
WHEN you will communicate the issue
HOW you will communicate the issue – think about the method you will choose,

HOW TO COMMUNICATE EFFECTIVELY
Connect
- Establish bond with people
- Pay attention to people's facial expressions, body language, and tone of voice. See things from the other person's point of view.
- Adjust your communication style to match theirs.
- Avoid criticizing, making negative judgments, or saying that the other person is wrong.
- Show interest in the other person's interests and concerns.

Listen

- Encourage people to talk.
- Show your willingness to listen. Minimize distractions. Attend to the other person with your whole body (your body language, eyes, facial expressions).
- Nod your head and give verbal cues to communicate that you are paying attention. Ask open-ended questions.
- Listen to what people are trying to communicate, not just to what they are saying. Listen to their emotions. Listen also to what they want.
- Check to make sure you understand. Use your own words to reflect what you have heard and noticed.

Communicate

- Speak with sincerity and conviction.
- Be sensitive to other people's communication style.
- Know what you want to accomplish. Do you want people to understand your position? Lend their support? Approve your request?
- Listen at least as much as you talk.
- Attune what you say with how you say it. Keep your message fitting with your tone of voice, facial expression, and body language.

Speak

- Project confidence.
- Connect with your audience.
- Know what you want to accomplish. Do you want people to understand your position? Lend their support? Approve your request?
- Keep it short and simple. Most communication can accomplish only one objective, develop three main points, and hold people's attention only so long.
- Ask for feedback; was the message understood.

The elements of communication

Communication is a two-way process that results in a shared meaning or common understanding between the sender and the receiver. An understanding of how communication works can help us to understand and improve our Communication. The basic communication model consists of five elements of communication: the sender, the receiver, the message, the channel and feedback.

Sender

The sender plays the specific role of initiating communication. To communicate effectively, the sender must use effective verbal as well as nonverbal techniques. Speaking or writing clearly, organizing your points to make them easy to follow and understand, maintaining eye contact, using proper grammar and giving accurate information are all essential in the effectiveness of your message. You will lose your audience if it becomes aware of obvious oversights on your part. The sender should have some understanding of who the receiver is in order to modify the message to make it more relevant.

Receiver

The receiver means the party to whom the sender transmits the message. A receiver can be one person or an entire audience of people. In the basic communication model, the receiver, is directly across from the speaker. The receiver can also communicate verbally and nonverbally. The best way to receive a message is to listen carefully, sitting up straight and making eye contact. Don't get distracted or try to do something else while you're listening. Nodding and smiling as you listen to the sender speak demonstrate that you understand the message.

Message

The message may be the most crucial element of effective communication. A message can come in many different forms, such as an oral presentation, a written document, an advertisement or just a comment. In the basic communication model, the way from one point to another represents the sender's message traveling to the receiver. The message isn't necessarily what the sender intends it to be. Rather, the message is what the receiver perceives the message to be. As a result, the sender must not only compose the message carefully, but also evaluate the ways in which the message can be interpreted.

Channel

The message travels from one point to another via a channel of communication. The channel sits between the sender and receiver. Many channels, or types, of communication exist, from the spoken word to radio, television, an Internet site or something written, like a book, letter or magazine. Every channel of communication has its advantages and disadvantages. For example, one disadvantage of the written word, on a computer screen or in a book, is that the receiver cannot evaluate the tone of the message. For this reason, effective communicators word written communications clearly so they don't rely on a specific tone of voice to convey the message accurately. The advantages of television as a channel for communication include its expansive reach to a wide audience and the sender's ability to further manipulate the message using editing and special effects.

Feedback

The last element of effective communication, feedback, describes the receiver's response or reaction to the sender's message. The receiver can transmit feedback through asking questions, making comments or just supporting the message that was delivered. Feedback helps the sender to determine how the receiver interpreted the message and how it can be improved.

EFFECTIVE COMMUNICATION IN THE WORK PLACE

In general usage the term work place refers to a myriad of industries: manufacturing service industries etc. It is a planned system of behaviour two or more people who seek to achieve a common goal or a set of goals by coordinating their efforts.

Other definitions depend on what one wants to emphasize. Some point to and emphasize the goals, the roles and the rules that structure pec working or social relationships. Such definitions point to very stable pre-determined organizations.

Others emphasis the role that information processing plays when people working in
organizations and must be coordinated, such definitions points to a moderately stable
structure. Still others emphasis the key roles that communication play in the process defining people working relationships. As such it points to structures that are continuously changing and
evolving.
In a communication context the definition of the term work place must: -
1. Make clear that the first purpose of the work is goal achiever
2. Make clear that human communication is the essential means by which organizational goals are met.
3. Make clear that careful management can improve both the quality goal achievement and means of achieving it.

Organizations can be simple or complex. Complexity refers to the degree of specialization in terms of hierarchical structure physical distance. The complexity of an organization influences the communication that occurs within it.

In small organizations there is usually no problem of knowing who should communicate with whom. In

large organizations the process is more complicated. if lines of communication not clearly defined problems result, as it is not clear who is responsible for what the other hand. If a rigid policy is put in place where people are severely restricted communication. The organization may be divided. Finding the balance between two is therefore important. A popular solution is to produce an organizational channel.

5.2 SELF MANAGEMENT SKILLS

5.3 MANAGING TIME SKILLS

Time management is one aspect of good management and is one of the most important
elements in self-management. It is important for everyone and especially for those who
have responsibilities for others.

What is time?

- Time is our most important resource and it is important to utilize it fully
- Time is the only resource we cannot increase. Once it is gone it cannot be regained.
- Everyone has the same amount of time, all the time that is available is 24 hours each day. The way we use it is the only thing that differs.
- Stealing time from others is inexcusable. If you

create respect for your own time you will respect other people's time. Always being late for appointments or meetings means that you are wasting other people's time while they wait for you to arrive.

- At different moments of the day, points in your life, time seems to pass at different speeds. When you are absorbed in your work or having a good time it goes quickly. When you are bored or frustrated it passes slowly. There are some basic principles in time management. They can help you in identifying criteria to improve your time management.
- Planning – Learning to plan each day, week, month, year is the first step in learning to control your workload. This also enables you to start being realistic about how much work you take on, how

much time it will take and what it will involve.

- Prioritizing – Learning to distinguish between urgent and important tasks and assessing which aspects of your work should take priority is essential when trying to manage your time.
- A good working system – Learning to establish a daily routine, dealing with paperwork effectively, telephone calls, communication with colleagues and filing, all play an important part.
- Using your diary as a tool – Your diary plays an essential part in managing your time and should include plans, action lists, important notes and any other relevant information concerning your job.

5.4 MANAGING STRESS

Stress occurs when there is an imbalance between a demand made on a person and the resources available to respond to the demand. The demand may be real (i.e. things outside the person's control). Likewise, the resources may be real (facts) or perceived (what you think, feel, imagine, etc.).

Resources include:

- Physical ability: health, fitness and strength.
- Intellectual ability: capacity for complex thinking and problem solving.
- Emotional ability: accurately identifying feelings and constructively meeting needs. Good stress can have a positive impact on a person. This form of stress is achieved when the brain and body feel challenged and want to extend in order to respond to the situation.

This is caused when a person is feeling as though she/he:

1. Has ideas of possible solutions to the challenge
2. Has the resources (internal and external) to solve the challenge ("I can do it!");
3. Has some control over what's happening ("I have choices!");
4. Has had sufficient rest between his/her challenges. The severity of stress is the amount or level of

stress that is felt as a result of a stress or – event or situation causing you stress. There are certain factors which influence the degree of stress that is experienced, these have an impact on the person's well-being both physically and psychologically.

The Factors are:

- Characteristics of the stressor
- Your perception of the stressor. Each event or situation has certain characteristics that determine the severity that the stressor may or may not have on us.

The characteristics of the stressor and the severity of stress which result, include the following:

- Significance – how critical and important the event is to the individual (deaths, failing an exam, break-up with boy/girlfriend), and how much change will have to be dealt with. The greater the significance and change, the higher the impact of the stressor.
- Time length – if a stressor is continued over a long period of time, it will result in higher stress levels. For example, tiredness: insufficient sleep over an extended period of time will result in higher stress than that caused by just one night of bad sleep.
- Cumulative Effect – This is when stressors are built up over a period of time without appropriate mechanisms to reduce or release the build-up. For example, a long series of little irritations and annoyances could result in a massive blow-out between two people.
- Multiplicity – A number of stressors at one time will result in higher stress levels. For example, a fight with one's parents, final exams around the corner and loss of a loved one will be experienced as much more stressful than if each of these events happened separately.
- Approaching deadline – if a demand has been made a few weeks or months in advance of the deadline, the degree of stress will increase as the due date approaches. For example, if you are given a project assignment two months in

advance, it will probably seem to far away to get worked up about. As the deadline approaches, and the work has not been completed, your stress level will increase until you do something about the project. Each person perceives a potential stressor differently. How a person perceives the stressor, and the amount of stress it invokes depends on your self-concept, your body's stress tolerance, your age, and your external resources.

INSPIRE PEERS

Youth activities are mainly done in groups. Decision-making is a group process in youth organizations. Structure always involves committees. Meeting is always a source of emotions, pleasure and workload. Preparation and implementation of the decisions is often delegated to one person. Everybody relies on her/him for the daily management of the organization. Motivation comes along with group activities, but it is not always present in working alone when you feel the pressure of the entire organization on your shoulders and especially you do not have anybody next to you to share your

Learning to think

Is thinking a skill? Can we learn how to think and how to use our thinking possibilities? You have two possible answers according to what you believe. The first one is to consider thinking as a matter of intelligence determined by genes and measurable with IQ tests. The second one is to consider thinking as a skill that can be improved by training and practice. The two opposing views can be combined rather simply by using De Bono's definition "thinking is the operating skill through which intelligence acts upon experience".

EMOTIONAL LEARNING

Experiments on the working of emotions and their failing have given attention to the fact that emotions are important in social life as they influence our attitude towards ourselves and others. Even though there is no agreement about the origin of emotions, there is a growing evidence that fundamental ethical stances in life stem from underlying emotional capacities. There are three main approaches in studying emotions: biological, cognitive and constructivist

Activist – strengths	Weaknesses
Flexible and open minded Happy to have a go Happy to be exposed to new situations Optimistic about anything new and therefore un-likely to resist change	Tendency to take the immediately obvious action without thinking Often take unnecessary risks Tendency to do too much themselves and hog the limelight Rush into action without sufficient preparation Get bored with implementation/ consolidation
Reflector – strengths	**Weaknesses**
Careful Thorough and methodical Thoughtful Good at listening to others and assimilating infor-mation Rarely jump to conclusions	Tendency to hold back from direct participation Slow to make up their minds and reach a decision Tendency to be too cautious and not take enough risks Not assertive – they are not particularly forthcom-ing and have no "small talk"
Theorist – strengths	**Weaknesses**
Logical "vertical" thinkers Rational and objective Good at asking probing questions Disciplined approach	Restricted in lateral thinking Low tolerance foe uncertainty, disorder and ambi-guity Intolerant of anything subjective or intuitive Full of "should, ought and must"
Pragmatist – strengths	**Weaknesses**
Keen to test things out in practice Practical, down to earth, realistic Businesslike – get straight to the point Technique oriented	Tendency to reject anything without an obvious application Not very interested in theory or basic principles Tendency to seize on the first expedient solution to a problem Impatient with waffle On balance, task oriented not people oriented.

5.5 COMPUTER BASICS

INTRODUCTION TO COMPUTER BASICS

A computer is an electronic device, operating under the control of instructions stored in its own memory that can accept data (input), process the data according to specified rules, produce information (output), and store the information for future use. Computer basics equips the trainee with the relevant knowledge and skills required in the job market.

PREPARE A CUSTOMIZED DESKTOP ENVIRONMENT

The objective of this module is to equip the trainee with the following:

- Basic knowledge
- Turning on and
- Running a program
- Handling files

BASIC TERMINOLOGIES

Computer: An electronic device for storing and processing data...according to instructions.

Hardware: The physical components of a computer that include:

Central Processing Unit (CPU) - The "brain" of the computer

Monitor - A screen used to display what's going on

Mouse - A device that can be used to move around the computer screen

Track pad - A rectangular device that acts like a mouse. Usually seen on laptops

Keyboard - A device used to input text

Software: The non-physical, information handling

parts of a computer that include:

Operating System - The underlying software that runs all of the computer hardware and software e.g. Windows 7, Mac OS X

Desktop - Essentially the computer's "home" view. First screen you see once you log into the computer

Program/App - A piece of software designed to accomplish a specific task – e.g. Microsoft Word, Microsoft PowerPoint, Internet Explorer

Turning the computer on

- Press the power button.
- Look for a symbol like the one to the right
- A desktop may also have a power button on the monitor
- Wait until you see the log in screen.
- There should be a picture with a name under it, click the picture

Desktop

After you log in, you should see the Desktop. The two pictures highlighted in yellow are icons. These can be used to open things or start programs.

Mouse

Left Button: Click to start programs or select options (more on this later)

Right Button: Open up a menu of different things you can do. This becomes more important as you become more comfortable.
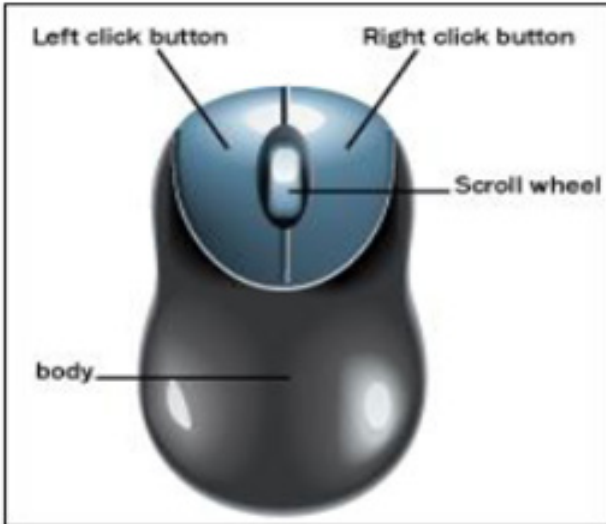
Figure 1: Example of a computer mouse

Middle Button: Used to scroll (move the picture on the monitor up and down). This may be missing on laptops, this is usually on the right side of the track pad

Basic Movement

Move the mouse to move the cursor on the monitor (see right)

- Directions (Mouse: Cursor)
- Right: Right
- Left: Left
- Forward: Up
- Backward: Down
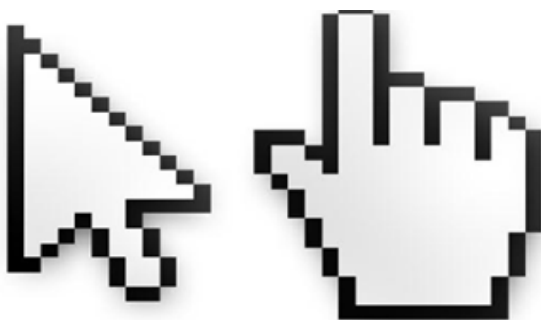
Two common cursor shapes

Start Menu

Start Menu: An application that can be used to start other programs.

Click: Press the left mouse button (unless stated otherwise). Click the Windows button at the bottom left corner of the monitor to open the Start Menu.

Windows Button

First Program: Notepad

Inside the Start Menu, type "Notepad" in the box at the bottom.

Click "Notepad" (top) to start the program.

A box (called a window) should appear on your screen. This is Notepad
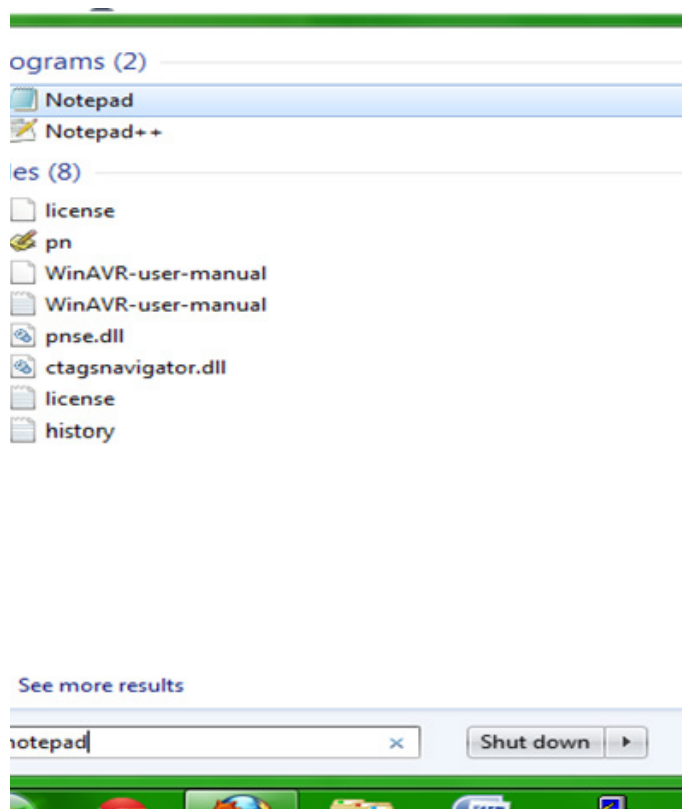
Minimize, Maximize, and End

In the top right corner of the window, you will see 3 buttons. From left to right

- Minimize
- Maximize
- Exit
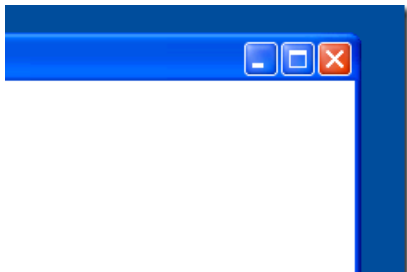
Minimize:

Take the program off the screen, but don't stop it

Click the minimize button to minimize a program

Task Bar: A bar at the bottom of the screen used for controlling programs

To restore (un-minimize or un-maximize) a program, click the program's icon on the task bar at the bottom of your screen
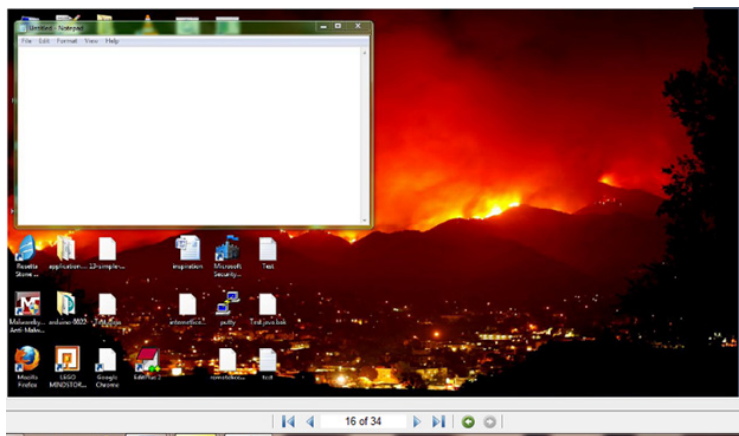
The task bar here is at the bottom and in green (yours may be a different color.) Notepad is the farthest icon to the right.

Maximize:

Make a program take up the entire screen

Click on the maximize button to maximize a program

To restore the program, click on the maximize button again.

Exit: End a program and remove its window

You can't 'un-exit' a program. You must start it again

The Keyboard

Restore (or re-open) Notepad to its normal state

Press some of the letters on the keyboard. You should see the same letters appear in Notepad.

Notepad will have its own cursor, a blinking vertical line at the end of your typing Special Keys

Enter: Start typing at the start of the next line

This may be marked 'Return'

Backspace: Delete the character to the right of the cursor

Shift: Type letters in uppercase, rather than lowercase

- Press the shift key and a letter key at the same time

Notepad and the Mouse

Notepad has its own cursor

You can move it by using the mouse's cursor

Move the mouse cursor to where you want Notepad's cursor to be and click.

Saving:

Keeping something, you've created on the computer so you can access it later

Click on File in the upper left corner. A list of options will appear

Click Save. A window will appear like the one on the next slide

Save Window
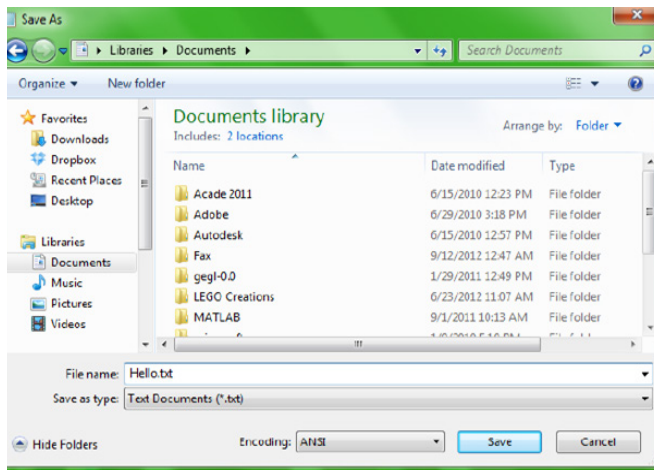
Click on "Documents" in the list on the left

In the box next to "File name:" type Hello.txt. This is what your file will be called

Click Save

INSTRUCTION ON PREPARATION OF MS OFFICE AND INTERNET FACILITIES

Files and Folders

Close Notepad

Click on the Windows button to open the Start Menu

Click "Documents" in the list on the right. A window will appear
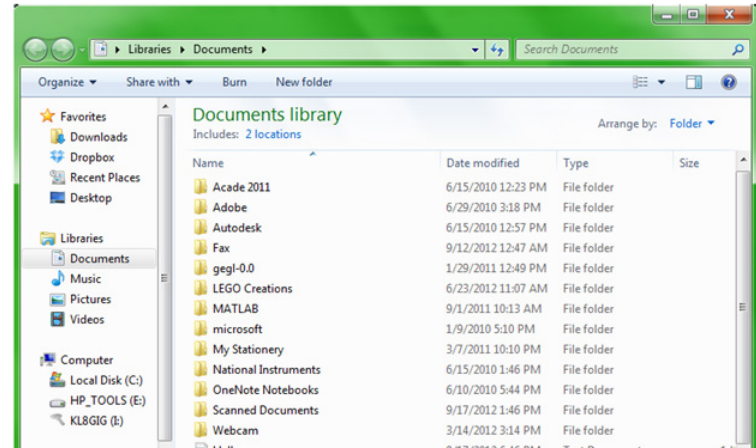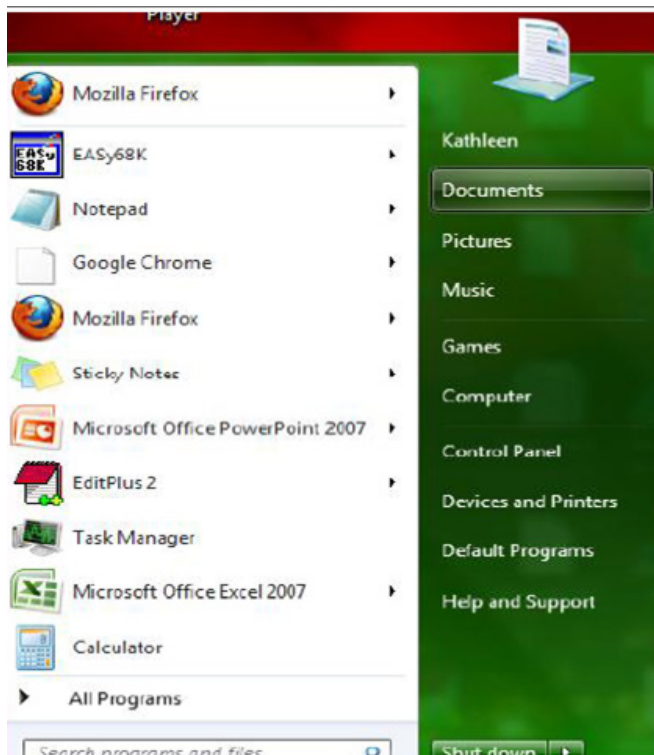
File: A block of data stored on a computer

Many Types

File Folder: A file that contains other files

e.g. Documents

Text Document: A file that contains just text (letters)

File Folder Icon

Text Document Icon

Eg. Hello Text

Open a File in Notepad

Open: Start a program or look at a file

Start Notepad

Click File

Click Open. A window will open

Click on Documents on the left

Click on Hello.txt on the right

Click the open button at the bottom

Hello.txt will appear in Notepad

Turning off the computer

Close any open programs

Open the Start Menu

Click Shut down in the lower left corner

Wait for the computer to turn off

Do NOT press the power button. This could harm your computer if it's not ready to turn off

Introduction to the Internet

Internet is a worldwide network of computers, giving current information on almost any topic, it communicates world wide

Internet Explorer (IE)

A Web browser used to navigate through pages on the Internet

Web pages are accessed by hyperlinks or typed addresses

A group of Web pages owned by one organization is a Web site

The main page in a Web site is the home page

Navigating Internet Explorer

The six main areas of IE are:

- Title bar
- Menu bar
- Toolbar
- Address bar
- Information bar
- Status bar

Internet Explorer Favorites

- Favorites are shortcuts to pre-selected Web sites.
- Access Favorites through the toolbar button
- Place a Web site in the Favorites folder
- Provides information, support, and tips for using IE
- Access Help through the menu bar
- Helpful topics include:
- Getting Started
- Taking the Tour

Printing Information

Saving Information

Harness E-Mail:

E-Mail Etiquette

Computer Workstations:

Good Working Positions

5.6 HEALTH AWARENESS AT WORK PLACE

Meaning of HIV: HIV stands for Human Immunodeficiency Virus.

This is the virus that eventually causes AIDS or Acquired Immunodeficiency Syndrome. HIV attacks and destroys the body's immune system - the system that fights against infections.

Meaning of AIDS

AIDS- the Acquired Immunodeficiency Syndrome, is the late stage of the infection caused by the Human Immunodeficiency Virus (HIV). A person living with HIV can look and feel healthy for a long time before signs of AIDS appear. HIV weakens the body's defense (immune) system until it can no longer fight off diseases and infections such as pneumonia, diarrhea, tumors, cancers and other illnesses.

Cure for HIV infection.

There is no cure for HIV infection. Progression of the disease can be slowed down but it cannot be stopped completely. The right combination of antiretroviral drugs (ARVs) can slow down the damage that HIV causes to the immune system and delay the onset of AIDS.

How HIV affect

HIV does not discriminate: Anyone can get infected with HIV Every day 13 400 people become infected with HIV, half of whom are the youth. Of the 42 million people living with HIV in the world, 24.3 million youth living in countries that play cricket. South Africa has 5.3 million people living with HIV, the highest in the world. India follows next with 5.13 million people

living with HIV. Trinidad and Tobago have the highest rate of HIV among cricketing-playing countries in the West Indies.

Knowing who is HIV positive

You cannot tell if someone has HIV or AIDS by just looking at them. A person infected with HIV may look healthy and feel good, but they can still pass the virus to you. A blood test is the only way a person can find out if he or she is infected with HIV.

HIV transmission through casual contact with a person who has the HIV virus

HIV is not spread through casual contact. This means it is OK to play and work together, shake hands, hug or kiss a person living with HIV or who has AIDS. You can share the same room, breathe the same air, use the same drinking and eating utensils, use the same washing water and swim in the same water, as well. HIV is not passed through the air like a cold or flu bug. Mosquitoes or animals do not spread HIV. You cannot get HIV from spit or saliva, tears or urine.

HIV transmission

You can become infected with HIV if you do certain things that allow enough of the virus to get into your bloodstream. There are only four body fluids of an infected person that have enough HIV in them to pass this virus on:

- Semen
- Vaginal fluids
- Blood
- Breast milk

More than 70% of HIV infections worldwide are estimated to result from sexual contact between men and women. Ten percent can be traced to sexual transmission between men, and 5% of infections are due to sharing needles, syringes and drug preparation equipment by people who inject drugs. Four out of five injecting drug users are men.

i. Sexual transmission: Penetrative sex is when a man's penis penetrates the vagina or anus (of a woman or a man). HIV can be transmitted through unprotected (i.e. without the protection of a condom) penetrative sex. It is difficult to calculate the odds of becoming infected through sexual intercourse. It is known that the risk of infection through vaginal sex is high, however, and transmission through anal sex has been reported to be 10 times higher than by vaginal sex. A person with an untreated sexually transmitted infection (STI), particularly involving ulcers or discharge, is, on average, 6 to 10 times more likely to pass on or acquire HIV during sex. Oral sex (using the mouth to stimulate a person's sexual organ) is regarded as a low-risk sexual activity in terms of HIV transmission. Risk can increase if there are cuts or sores around or in the mouth and if ejaculation occurs in the mouth.

ii. Transmission through injecting drug use: Reusing or sharing needles, syringes and drug preparation equipment represents a highly efficient way of transmitting HIV and other infections. The risk of transmission can be lowered substantially among injecting drug users by using new needles and syringes and not sharing them, by properly sterilizing reusable needles and syringes before reuse and by not sharing drug preparation equipment.

iii. Transmission by blood and blood products: There is a high risk (greater than 90%5) of acquiring HIV through transfusion of infected blood and blood products. However, the implementation of blood safety standards ensures the provision of safe, adequate and good-quality blood and blood products for all patients requiring transfusion. Blood safety includes appropriate donor selection as well as screening of all donated blood for blood borne viruses including HIV.

iv. Mother-to-child transmission: HIV can be transmitted to an infant during pregnancy, labour and

delivery as well as by breastfeeding. A pregnant woman or a woman planning to get pregnant should consider being tested for HIV. If she tests positive, antiretroviral drugs can be provided to help prevent the spread of HIV to the baby during birth.

Alcohol use and HIV

In many countries the age at which both boys and girls have their first sexual experience correlates with the age at which they have their first experience with alcohol and/or other mood-altering substances. Much drinking takes place in bars, at parties and in night-clubs where people are often searching for sexual partners. Research suggests that excessive alcohol and other drugs, including the so-called 'party drugs', are often linked to unsafe sex (penetrative sex without using a condom), and drinking has been associated with people having more than one sexual partner. Being drunk often provides the necessary excuse for inappropriate, unsociable or risky behaviour, such as having unintended or unprotected sex or being sexually aggressive. Peers may put pressure on their friends and convince them to have unsafe sex. Rape or other forms of sexual violence can result from excessive drinking.

Sports people are frequently the centre of social events surrounding matches, award dinners and fundraisers, and alcohol is very often prominent in the entertainment provided. Drinking in the flush of victory or the despondency of defeat can get out of hand. Responsible drinking behaviour should be encouraged and become part of the ethos of the club. After all, it is not the winning of a match that counts but good sportsmanship.

Prevent HIV infection

Sexual transmission
Sexual transmission of HIV can be prevented by abstaining from sexual activity, practicing mutual monogamy and/or by using condoms. These behaviour

are often called the "ABCs":
- A for abstinence (or delayed sexual initiation among young people)
- B for being faithful (or reduction in the number of sexual partners)
- C for correct and consistent condom use always.

Having sex in a monogamous (faithful) relationship is safe if: Both of you are uninfected (HIV-negative) both of you only have sex with your partner neither one of you gets exposed to HIV through drug use or other activities. This assumes that a relationship is between two people. In some cultures, for example in the Muslim faith, a man may have more than one wife. In this case, faithful relationships with all wives are safe if all are HIV-negative and remain that way. Otherwise, correct and consistent condom use should be practiced with all sexual partners. There are other sexual activities besides penetrative vaginal or anal sex that are safe, such as kissing, erotic massage, masturbation and mutual masturbation.

Injecting Drug Use

The only way to be sure you are protected against HIV is not to inject drugs at all. For people who inject drugs, certain steps can be taken to reduce the risk of HIV infection:
- Take drugs orally (changing from injecting to non-injecting drug use).
- Never reuse or share needles, syringes, water or drug-preparation equipment.
- Use a new syringe (obtained from a reliable source such as. a chemist or via a needle-exchange programme) to prepare and inject drugs each time.
- When preparing drugs, use sterile water or clean water from a reliable source.

Using a fresh alcohol swab, clean the injection site prior to injection. Even if cricket players generally do not use drugs, it is good to learn about injecting drug use. There are an estimated 13 million drug users worldwide, with injecting drug use reported in 130 countries and most of these also report HIV infection

among injecting drug users. It is a global problem.

Safe Sex

No sexual act is 100% safe, unsafe sex is penetrative sexual intercourse without using a condom. This puts each person at risk of transmitting or acquiring sexually transmitted infections (STIs), including HIV. Safer sex involves taking precautions that decrease the potential of transmitting or acquiring sexually transmitted infections (STIs), including HIV, while having sexual intercourse. Using condoms correctly and consistently during sexual intercourse is considered safer sex.

Types of condoms are available to prevent HIV

Two types of condoms are available to prevent the sexual transmission of HIV:

* The external condom, also known as the male condom, is a sheath made from polyurethane, latex or polyisoprene, which covers the penis during sexual intercourse. There are many types and brands of external condoms available (see fig b)

* The internal condom, also known as the female condom, is a pouch made of polyurethane or nitrile. The internal condom was designed for vaginal sex but can also be used for anal sex. The pouch is open at one end and closed at the other, with a flexible ring at both ends. The ring at the closed end is inserted into the vagina or anus to hold the condom in place. The ring at the open end of the pouch remains outside of the vagina or anus. (See fig a)

a. Female condom   b. Male condom

Condom are still the best, abstinence may be good but that's not the point

How condoms help prevent the sexual transmission of HIV

Condoms help prevent transmission by reducing the risk of an exposure to HIV during sex.

Laboratory studies show that the materials used to make most condoms (such as latex, nitrile, polyurethane and polyisoprene) do not let HIV pass through them. Condoms act as a barrier to HIV infection by preventing the vagina, penis, rectum and mouth from being exposed to bodily fluids (such as semen, vaginal fluid and rectal fluid) that can contain HIV.

Some condoms are made from a thin membrane of sheep intestine, and are also known as lambskin condoms. These condoms can be used to help prevent pregnancy but since HIV can pass through them, they should not be used as an HIV prevention strategy.

Correct procedure of using a male condom

Put the condom on before any contact is made.

•Unroll the condom over an erect penis to the base of the penis, (Uncircumcised men should pull back their foreskin before unrolling.) The unrolled ring should be on the outside. Leave about 1/2 inch of space in the tip so semen can collect there. Squeeze the tip to get the air out.

• Pull out after ejaculating and before the penis gets soft, holding the rim of the condom at the base of the penis to make sure it doesn't slip off.

• Don't reuse condoms.

Effectiveness of condoms

Condoms are a highly effective strategy to help prevent the sexual transmission of HIV when used consistently and correctly. Condoms have been well studied in laboratory tests and it has been determined that condoms are impermeable to HIV, meaning that HIV cannot pass through them.

Condoms can fail to prevent an exposure to HIV if they break, slip or leak during sex. These types of mechanical condom failure are relatively rare, with studies estimating that external condoms fail between 0.4% and 6.5% of the time, and that internal condoms fail between 0.1% and 5.6% of the time.

In studies of condom breakage, slippage and leakage, it was not possible to know how many participants were actually using condoms correctly. However, research suggests that rates of condom failure decrease with more frequent condom use and more experiences of previous failure. This evidence all points to the conclusion that over time people learn to use condoms correctly and this reduces failure rates. However, failure is never reduced to zero, even for experienced condom users who use condoms consistently and correctly.

When condom effectiveness is tested in serodiscordant couples (where one partner is HIV positive and the other is HIV negative), condom effectiveness can range considerably. This is because condoms are not always used consistently and correctly in real life. Observational studies of condom effectiveness have looked at the rates of HIV transmission among couples who reported always using condoms compared to couples who said they never use condoms. Subsequent analyses (meta-analyses) of many studies in heterosexual couples have estimated that the effectiveness of consistent condom use ranges between 69% and 94%. Similar results (70% to 91% effectiveness) have been observed in studies of gay, bisexual and other men who have sex with men (gbMSM). This wide range of estimates may have to do with the number of studies included and the different ways in which researchers have conducted the analyses. For example, in the most recent meta-analysis that found 91% effectiveness among gbMSM, four studies were included and the researchers looked at how effective condoms are per number of partners instead of per sex act. The authors suggest this type of analysis creates a more accurate estimate of condom effectiveness. No similar data exist for the effectiveness of internal condoms at reducing the risk of HIV transmission through vaginal or anal sex; however, because they are also made of material that does not let HIV pass through, and they have low rates of failure, they are likely to be of similar effectiveness.

The effectiveness of condoms is most likely higher than the above estimates, when used consistently and correctly, because there are three limitations to these observational studies:

• These studies did not ask people about whether they were using condoms correctly. We know that incorrect use can cause condoms to break, slip or leak, allowing HIV to enter the body.

• These studies relied on self-report of consistent condom use. Self-reports can be an unreliable way of measuring behaviors that may be considered socially undesirable such as sex without a condom. Couples may not have used a condom for every sex act, despite reporting consistent use.

- In observational studies, couples are not randomly assigned to use condoms or not. Without randomization, the two groups (those that used condoms consistently and those that did not) may be different in other ways that may contribute to a lower level of effectiveness.

Importance of using condoms correctly

It is important to use condoms correctly because incorrect use can cause a condom to break, slip or leak during sex. This can compromise condom effectiveness by allowing vulnerable body parts to come into contact with fluids containing HIV. Other types of incorrect use can also increase the risk of HIV transmission, such as putting a condom on too late or removing the condom too early.

To minimize the risk of condom failure and maximize the effectiveness of condoms, correct use includes:
- Finding an external condom with the right fit and feel (not too small or large).
- Storing condoms at room temperature and regularly replacing condoms that are kept in a wallet, purse or pocket.
- Checking the expiry date and discarding expired condoms.
- Making sure the packaging is not damaged, and carefully opening the package without using sharp objects.
- Using a new condom for every act of vaginal or anal sex.
- Using a new condom with every sex partner and when sharing sex toys.
- Using a condom for the entire act of sex, from start to finish.
- Putting the condom on and taking it off correctly.

The correct way to put on and take off an external condom is to:
- Carefully open the packaging so the condom does not tear.
- Ensure the condom is placed on the penis the right way around.
- Pull back the foreskin of an uncircumcised penis.
- Squeeze the tip of the condom (to remove air and leave space for semen to collect) and unroll it on to the erect penis, all the way to the base of the penis.
- Apply sufficient and appropriate lubrication (only water- or silicone-based lubricants should be used with latex condoms; saliva should not be used as lubrication).
- Immediately after sex, hold on to the condom while pulling the penis out of the vagina or anus.
- Carefully pull the condom from the penis only when there is no contact with the partner's body and take care that no semen spills out.
- Safely dispose of the condom.

The correct way to put on and remove an internal condom is to:
- Carefully open the packaging so the condom does not tear.
- Put lubricant on the outside of the closed end.
- Squeeze together the sides of the inner ring at the closed end of the condom and insert into the vagina or anus.
- Push the inner ring into the vagina or anus as far as it will go, with the outer ring lying outside the vagina or anus.
- If the outer ring is pushed inside the vagina or anus during sex, stop and put it back in the right place.
- Make sure the penis enters the condom and does not go between the condom and the wall of the vagina or rectum.
- Immediately after sex, slightly twist and pull the end of the condom to remove it, taking care not to spill any semen in the vagina or rectum.
- Safely dispose of the condom.

Advantages and Disadvantages of condoms

Condoms have several advantages compared to other HIV prevention strategies, examples are:
- Condoms are a highly effective strategy to help

prevent HIV transmission.

- Condoms reduce the risk of other STIs, such as gonorrhea, chlamydia, herpes and syphilis.
- Condoms are inexpensive and readily available.
- Condoms do not require medical intervention or follow-up.
- Condoms can reduce the risk of unintended pregnancy.

Condoms have several disadvantages and this can make it difficult for people to use them consistently and correctly. Some examples are:

- There are many ways in which condoms can be used incorrectly.
- Condom use can be difficult to negotiate with a sex partner.
- Condoms need to be available at the time of sex.
- Condoms can make it difficult for some people to maintain an erection.
- Condoms can be uncomfortable and can decrease sexual pleasure and intimacy.
- When condoms are used for HIV prevention, they do not allow conception.

HIV vaccine

The best long-term hope to control the HIV epidemic is to develop and distribute a preventive vaccine globally. Vaccines have already helped to stop or dramatically reduce epidemics such as polio and smallpox. There are scientists and organizations working to find and distribute a safe, effective, accessible AIDS vaccine. However, at this time, an AIDS vaccine appears to be many years away and will not be a 'magic bullet'.

Morning after' pill that prevents HIV infection

You may have heard about a 'morning after pill' for HIV. In fact, this is Post-Exposure Prophylaxis (PEP). It is not a single pill, and it does not prevent HIV. PEP is a four-week treatment which must begin within 72 hours of possible exposure to HIV and may reduce the risk of acquiring the virus. It does not eliminate the risk. PEP has mostly been used to treat health-

care workers who have been exposed to HIV at work and is not a solution to protecting yourself from HIV

HIV testing

An HIV test is a test that reveals whether HIV is present in the body. Commonly used HIV tests detect the antibodies produced by the immune system in response to HIV, as they are much easier (and cheaper) to detect than the virus itself. Antibodies are produced by the immune system in response to an infection. For most people, it takes three months for these antibodies to develop. In rare cases, it can take up to six months.

HIV test period

It is recommended that you wait three months after possible exposure before being tested for HIV. Although HIV antibody tests are very sensitive, there is a period of three to 12 weeks between a sexual encounter or possible infection and the appearance of detectable antibodies to the virus. Therefore, if you think you might have been at risk for HIV transmission during a sexual encounter you need to wait for twelve weeks to take the test, and in that span of time either abstain from sexual intercourse or always and correctly use condoms. What should you do if you think you have exposed yourself to HIV? If you think you may have been infected with HIV, you should get counselling and testing for HIV. Precautions should be taken to prevent spreading HIV to others.

Importance of HIV test

Knowing your HIV status has two vital benefits, if you:

- are HIV-infected, you can take necessary steps such as eating well, taking enough rest and, if available, appropriate drugs which slow down the progression of HIV, thereby potentially prolonging your life for many years.
- know you are infected, you can take all the necessary precautions to prevent the spread of HIV to others.

HIV test places

There are many places where you can be tested for HIV: in the offices of a private doctor, a local health department, hospitals, family-planning clinics and sites specifically set up for HIV testing. Always try to find testing at a place where counselling is provided about HIV and AIDS.

Confidentiality of test rest

All people taking an HIV test must give informed consent prior to being tested and the results of the test must be kept absolutely confidential.
Life style when HIV positive
Thanks to new treatments, many people with HIV are living longer, healthier lives. It is very important to make sure you have a doctor who knows how to treat HIV. A health-care professional or trained HIV counsellor can provide counselling and also help you to find an appropriate doctor. In addition, you can do the following to stay healthy:

- Follow your doctor's instructions. Keep your appointments. If you accept your doctor's advice and agree to take medications, then take them exactly as prescribed by your doctor.
- Get immunizations (shots) to prevent infections such as pneumonia and flu (after consultation with your physician).
- If you smoke or if you use drugs not prescribed by your doctor, quit.
- Eat healthy foods.
- Exercise regularly to stay strong and fit.
- Get enough sleep and rest.
- Contact a local support group of people living with HIV and AIDS.

Care and treatment

Care and treatment are available consist of a number of different elements, including:

- voluntary counselling and testing (VCT)
- support for the prevention of onward transmission of HIV
- follow-up counselling

- advice on food and nutrition
- treatment of sexually transmitted infections (STIs)
- prevention and treatment of opportunistic infections (OIs) and
- provision of antiretroviral drugs.

Antiretroviral drugs

Antiretroviral drugs (ARVs) are used in the treatment of HIV infection. They work against HIV infection itself by slowing down the reproduction of HIV in the body, but they are not a cure.

Other options available when ARVs are not accessible

Other elements of care can help maintain a high quality of life when ARVs are not available, these are adequate nutrition, counseling, prevention and treatment of opportunistic infections, and generally staying healthy

Care from community

The stigma and discrimination surrounding HIV and AIDS can be as destructive as the disease itself. Since AIDS can kill people who are HIV-infected, many people are afraid of people with HIV or AIDS. Silence, taboos and myths often surround HIV and AIDS because it is associated with private sexual behaviors. In many societies, AIDS is seen as shameful and people living with HIV or AIDS bring shame upon their family or community.

HIV has also affected people who are seen as different in our societies, minorities, such as men who have sex with men, sex workers and drug users as well as people of races and cultures other than our own. Many people are uncomfortable with difference, even afraid. It is important to remember, HIV does not discriminate and anyone can become infected and HIV is not spread through casual contact.

5.7 MANAGING DIVERSITY

Managing diversity is an on-going process that unleashes the various talents and capabilities which a diverse population bring to a place of work, community or society, so as to create a wholesome, inclusive environment, that is "safe for differences". It enables people to "reject rejection," celebrates diversity, and maximizes the full potential of all, in a cultural context where everyone benefits. Multiculturalism, as the art of managing diversity, is an Inclusive process where no one is left out.

Management

The organization and coordination of the individuals and their activities in a society in order to achieve a desired lasting solution for a country's needs.

Diversity

Diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. As people we are very diverse, we all look, sound and think differently. Diversity in society must be valued rather than discriminated against. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Key concepts of diversity
Integration:

People of all different faiths and beliefs work together in society and start to add and join the cultures. At a young age kids are integrated with other cultures at school and are taught about different people faiths and beliefs. This tactic cuts out stereotypes early in life as nobody is born racist. However, people enjoy going on holiday to experience other cultures and this defeats that purpose as they already live in a mixed cultural area.
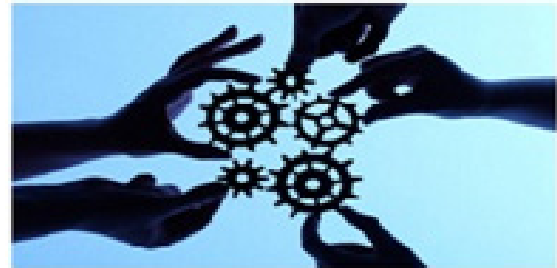
Tolerance:

It is the willingness of individuals to recognize and respect the cultural values, beliefs and practices of others. For example, people are free to worship where they like, dress how they see fit and practice any legal customs. People who cannot accept or attempt to understand anybody's different cultures, often turn into a trouble making in their local community. For example, making racist campaigns or comments to people.

Multiculturalism

This is the merging of different races and cultures within a society. It can be seen as similar to diversity in the basis of culture, beliefs and different backgrounds. For example, every State in the US has a different level of multiculturalism for example. Some people have argued that the United States of America US does not have a clear identity because of all the cultures and believe that no one can actually define what Americanism' is.

Rights and responsibilities of individuals:

Everybody in society has rights. Such as the however everyone in society has a responsibility to freedom of speech, rights to education, free movement. However, these rights and responsibilities can be taken away if they are found breaking law. However, all citizens must make sure they are involved and are acting appropriate in society.

Equal opportunities:

No matter anybody's age, color or gender they all have the same chance to the same things for example employment or education. Equality and equal opportunities are based around the ides of fairness and respect to all. For example, everyone can take part in political, social and cultural life in society. Being regardless of their personal traits and characteristics such as their gender, religion, sexuality, race, disability's and class.

Personal Perceptions of Peace

Consider and discuss pre-conceived ideas of peace and conflict. Through a creative exercise entitled "My Story, Our Story, Their Story", record observations of conflict, peace and violence in their lives, communities and the world.

Popular Images of Peace and Conflict

"What is common in the War," and iconic photographs to examine popular images of conflict, peace and violence and evaluate the impact of cultural influences from the media and other sources on perceptions of peace.

Origins, History of Peace Education
Early Peace Education: Religion and Folktales:

Learn about iconic religious figures; Jesus (Christianity), Buddha (Buddhism), Baha'u'llah (Baha'i), Mohammed (Islam), Moses (Judaism), Lao Tzu (Taoism) and evaluate the claim that the earliest written records of guidelines to achieve peace are from the world's greatest religions. Exploration of images and stories allow students to analyze peace in fables, folktales and myths from a variety of world cultures, including their own.

Modern Peace Education Theories

Consider "big ideas" associated with 20th and 21st century peace education.

Understanding Peace and Violence
Violence and Peace Trends

Examine evidence from reports Magazine, social scientist and the Centre for Systematic Peace, and debate the question "Has the world grown more peaceful or more violent over the last 50 years?"

Defining Peace

Working in small groups, use conflict scenarios to identify and define negative peace, absence or removal of direct violence and positive peace, presence of conditions of well-being and just social, economic, political and ecological relationships.

Measuring Violence and Peace

The Global Peace Index (GPI) introduces standards to evaluate conflict across nations, and ranks countries from most to least peaceful. Through a facilitated hands-on exercise, design peace index and evaluate conflict, peace and violence of community. Processes and Practices of Peace

Analyzing Conflict: Explore the intersection of conflict, violence, peace and power. Through facilitated dialogue, study various approaches and outcomes of conflict. The big idea that conflict is inevitable, but approaches to conflict can determine a peaceful or violent outcome.

Analyzing Conflict

After examining news stories and articles to research a relevant local, national or global conflict, use a Conflict Analysis Tool to complete a conflict analysis. Identify root causes, primary actors, and pathways to peace.

Exploring Peace Possibility
Peace and Human Rights:

Through an analysis of the Universal Declaration of Human Rights, identify connections between peace, particularly positive peace and human rights, and evaluate the human rights climate in school or community.

20th Century Visions of Peace:

Review various calls for peace from notable figures and organizations such as John F. Kennedy's Peace in All Time speech, the United Nations culture of peace movement, and the Millennium Development Goals.

21st Century Visions of Peace:

Use interactive exercise such as The Philosopher's Walk allows participants to explore varied definitions and philosophies of peace generated by peace activists and Nobel Peace Laureates including John F. Kennedy, Oscar Arias, Bertha von Suttner and Gandhi. After completing the Philosopher's Walk activity, develop visions for a peaceful world through a facilitated exercise.

Approaches to Creating Peace

Use written descriptions of conflicts to differentiate between the terms: peacemaking, peacekeeping and peacebuilding as approaches for conducive environment.

Spheres of Peace:

Using the Five Spheres of Peace framework designed by the National Peace Academy, action peace project teams analyze a conflict issue as well as opportunities to address that through their peace project.

Peace Project Criteria

In small groups, analyze occurrence of conflict and identify criteria of successful peace initiative, such as Peace One Day and Kony 2012, other related initiatives.

Initial Project Ideas

Peace project teams are facilitated to select an essential conflict and create an initial high-level plan for a team action peace project.

Inspiring Role Models
Peacebuilding Role Models:

Evaluate the contributions of various peace builders including infamous figures such as Mahatma Gandhi and Martin Luther King, Jr., Nobel Peace Laureates from around the world and controversial peacebuilders such as Nelson Mandela and Edward Snowden.

Youth as Peacebuilders

Study and present stories of young people committed to peace, identifying key traits and personal values of notable youth peace builders, such personality as Craig Kielburger, founder of nonprofit Free the Children, Sadako Sasaki, victim of the atomic bombing of Hiroshima and inspiration for peace cranes, Nobel Prize winner Malala Yousafzai, and others.

Dynamic Mind Practice

Review scientific and social benefits of meditation before practicing this skill, importance of calmness and quiet mind to reduce stress and create peace-building capacity

Active Listening, Negotiation, Conflict Resolution
Role play exercises help students develop active listening, negotiation and conflict resolution skills. Explore personal styles in conflict situations, and examine how to use negotiation and active listening to become daily peacebuilders.

Coordinating a Peace

Understanding Group Dynamics:
Through video and multimedia resources, peace project teams review Stages of Team Formation, Forming, Storming, Norming, Performing and discuss conflicts that may arise within teams.

Practicing Collaboration

Role-play activities like Crossing the River, an interactive leadership development exercise, help participants define and practice collaboration skills necessary for successful team work on action peace projects.

People-Centered Approaches to Peace

Learn the theory of people-centered approaches to community development and apply the model in context of team action peace projects.

Analyzing the Peace Project Conflict

Action peace project teams complete a Conflict Analysis of the essential conflict identified, explore root causes using a Roots of Conflict activity and conduct an appreciative inquiry exercise to solidify project ideas.

Developing a Theory of Change

Peace project teams are facilitated to develop a Theory of Change, using a tool that creates a direct link between project activities and creation of long-term, sustainable peace.

Assessing Project Results
Evaluating Peace Project Impact:
Peace project teams complete an Impact Report that evaluates the effectiveness of their action peace projects. Students qualitatively and quantitatively report project results based on criteria identified in the peace project planning session.

Presenting Peace Project Results

Students develop final presentations that include tangible, quantitative results of peace projects as well as qualitative observations that reflect students learning, personal growth and insights related to peace project planning and management.

Reflecting as a Peace builder

Students complete a written reflection on the topic, what does it really mean to be a youth peace builder. as well as a qualitative post-program survey.

Personal Stands for Peace

Through a facilitated process, review personal intentions, skills and goals related to the experience of being a peace builder. Summarize intentions and visions for peacebuilding into a short statement and creatively express stand for peace through a visual display and public presentation.

Celebrating Peace Publicly

Family, friends and supporters are invited to join in a celebration of peace, and learn about the impact of team action peace projects. Each peace project team gives a final presentation and each individual participant takes a stand for peace.

5.8 ENTREPRENEURSHIP

INTRODUCTION

Entrepreneurship is defined as an activity that involves the discovery, evaluation and exploitation of opportunities to introduce new goods and services, ways of organizing, markets, processes and raw materials through organizing efforts that previously had not existed definitions subscribe to the notion of innovation as a key attribute of entrepreneurship.

DESCRIPTION OF ENTREPRENEURSHIP

Kirzners perspective – the entrepreneur is an individual who is alert to opportunities for trade. The entrepreneur is capable of identifying suppliers and customers and acting as an intermediary where profit arises out of the intermediary

Deakins & Freel - Perspective By contrast, the Schumpeter perspective involves innovations that result in new combinations that spur creative destruction where the newly created goods, services or firms can hurt existing goods, services or firms (Shane, 2003).

Zimmerer and Scarborough - Holds that entrepreneurs are new business or combinations that arise in the face of risk and uncertainty for the purpose of achieving profit and growth.

FACTORS THAT AFFECT DEVELOPMENT OF AN ANTREPRENEUR

Entrepreneurship is influenced by four distinct factors: economic development, culture, technological development and education. In areas where these factors are present, you can expect to see strong and consistent entrepreneurial growth.

These conditions may have both positive and negative influences on the emergence of entrepreneurship. Positive influences constitute facilitative and conducive conditions for the emergence of entrepreneurship, whereas negative influences create inhibiting milieu to the emergence of entrepreneurship.

ECONOMIC FACTORS

Economic environment exercises the most direct and immediate influence on entrepreneurship. This is likely because people become entrepreneurs due to necessity when there are no other jobs or because of opportunity.

The economic factors that affect the growth of entrepreneurship are the following:

Capital

Capital is one of the most important factors of production for the establishment of an enterprise. Increase in capital investment in viable projects results in increase in profits which help in accelerating the process of capital formation. Entrepreneurship activity too gets a boost with the easy availability of funds for investment. Availability of capital facilitates for the entrepreneur to bring together the land of one, machine of another and raw material of yet another to combine them to produce goods. Capital is therefore, regarded as lubricant to the process of production. France and Russia exemplify how the lack of capital for industrial pursuits impeded the process of entrepreneurship and an adequate supply of capital promoted it.

Labor

Easy availability of right type of workers also effects entrepreneurship. The quality rather than quantity of labor influences the emergence and growth of entrepreneurship. The problem of labor immobility can be solved by providing infrastructural facilities including efficient transportation.

The quality rather quantity of labor is another factor which influences the emergence of entrepreneurship. Most less developed countries are labor rich nations owing to a dense and even increasing population. But entrepreneurship is encouraged if there is a mobile and flexible labor force. And, the potential advantages of low-cost labor are regulated by the deleterious

effects of labor immobility. The considerations of economic and emotional security inhibit labor mobility. Entrepreneurs, therefore, often find difficulty to secure sufficient labor.

Raw Materials

The necessity of raw materials hardly needs any emphasis for establishing any industrial activity and its influence in the emergence of entrepreneurship. In the absence of raw materials, neither any enterprise can be established nor can an entrepreneur be emerged. It is one of the basic ingredients required for production. Shortage of raw material can adversely affect entrepreneurial environment. Without adequate supply of raw materials, no industry can function properly and emergence of entrepreneurship to is adversely affected.

In fact, the supply of raw materials is not influenced by themselves but becomes influential depending upon other opportunity conditions. The more favorable these conditions are, the more likely is the raw material to have its influence of entrepreneurial emergence.

Market

The role and importance of market and marketing is very important for the growth of entrepreneurship. In modern competitive world no entrepreneur can think of surviving in the absence of latest knowledge about market and various marketing techniques. The fact remains that the potential of the market constitutes the major determinant of probable rewards from entrepreneurial function. Frankly speaking, if the proof of pudding lies in eating, the proof of all production lies in consumption, i.e., marketing. The size and composition of market both influence entrepreneurship in their own ways. Practically, monopoly in a particular product in a market becomes more influential for entrepreneurship than a competitive market. However, the disadvantage of a competitive market can be cancelled to some extent by improvement in transportation system facilitating the movement of raw material and finished goods, and increasing the demand for producer goods.

Infrastructure

Expansion of entrepreneurship presupposes properly developed communication and transportation facilities. It not only helps to enlarge the market, but expand the horizons of business too. Take for instance, the establishment of post and telegraph system and construction of roads and highways in India. It helped considerable entrepreneurial activities which took place in the 1850s. Apart from the above factors, institutions like trade/ business associations, business schools, libraries, etc. also make valuable contribution towards promoting and sustaining entrepreneurship' in the economy. You can gather all the information you want from these bodies. They also act as a forum for communication and joint action.

SOCIAL FACTORS

Social factors can go a long way in encouraging entrepreneurship. In fact, it was the highly helpful society that made the industrial revolution a glorious success in Europe. Strongly affect the entrepreneurial behavior, which contribute to entrepreneurial growth. The social setting in which the people grow, shapes their basic beliefs, values and norms.

The main components of social environment are as follows:

Family Background

This factor includes size of family, type of family and economic status of family. Family helped to gain access to political power and exhibit higher level of entrepreneurship. Background of a family in manufacturing provided a source of industrial entrepreneurship. Occupational and social status of the family influenced mobility. There are certain circumstances where very few people would have to be venturesome. For example, in a society where the joint family system is in vogue, those members of joint family who gain wealth by their hard work denied the opportunity to enjoy

the fruits of their labor because they have to share their wealth with the other members of the family.

Education

Education enables one to understand the outside world and equips him with the basic knowledge and skills to deal with day-to-day problems. In any society, the system of education has a significant role to play in inculcating entrepreneurial values.

Attitude of the Society

A related aspect to these is the attitude of the society towards entrepreneurship. Certain societies encourage innovations and novelties, and thus approve entrepreneurs' actions and rewards like profits. Certain others do not tolerate changes and in such circumstances, entrepreneurship cannot take root and grow. Similarly, some societies have an inherent dislike for any money-making activity. It is said, that in Russia, in the nineteenth century, the upper classes did not like entrepreneurs. For them, cultivating the land meant a good life. They believed that rand belongs to God and the produce of the land was nothing but god's blessing. Russian folk-tales, proverbs and songs during this period carried the message that making wealth through business was not right.

Cultural Value

Motives impel men to action. Entrepreneurial growth requires proper motives like profit-making, acquisition of prestige and attainment of social status. Ambitious and talented men would take risks and innovate if these motives are strong. The strength of these motives depends upon the culture of the society. If the culture is economically or monetarily oriented, entrepreneurship would be applauded and praised; wealth accumulation as a way of life would be appreciated. In the less developed countries, people are not economically motivated. Monetary incentives have relatively less attraction. People have ample opportunities of attaining social distinction by non-economic pursuits. Men with organizational abilities are,

therefore, not dragged into business. They use their talents for non-economic end.

PSYCHOLOGICAL FACTORS

Many entrepreneurial theorists have propounded theories of entrepreneurship that concentrate especially upon psychological factors. These are as follows:

Need for Achievement

The most important psychological theories of entrepreneurship were put forward in the early) 960s by David McClelland. According to McClelland 'need achievement' is social motive to excel that tends to characterize successful entrepreneurs, especially when reinforced by cultural factors. He found that certain kinds of people, especially those who became entrepreneurs, had this characteristic. Moreover, some societies tend to reproduce a larger percentage of people with high 'need achievement' than other societies. McClelland attributed this to sociological factors. Differences among societies and individuals accounted for 'need achievement' being greater in some societies and less in certain others.

The theory states that people with high need-achievement are distinctive in several ways. They like to take risks and these risks stimulate them to greater effort. The theory identifies the factors that produce such people. Initially McClelland attributed the role of parents, specially the mother, in mustering her son or daughter to be masterful and self-reliant. Later he put less emphasis on the parent-child relationship and gave more importance to social and cultural factors. He concluded that the 'need achievement' is conditioned more by social and cultural reinforcement rather than by parental influence and such related factors.

Withdrawal of Status Respect

There are several other researchers who have tried to understand the psychological roots of entrepreneurship. One such individual is Everett Hagen who stresses the-psychological consequences of social change. Hagen says, at some point many social groups experience a radical loss of status. Hagen attributed the withdrawal of status respect of a group to the genesis of entrepreneurship.

i.   The group may be displaced by force
ii. It may have its valued symbols denigrated;
iii. It may drift into a situation of status inconsistency; and
iv. It may not be accepted the expected status on migration in a new society.

Motives

Other psychological theories of entrepreneurship stress the motives or goals of the entrepreneur. Cole is of the opinion that besides wealth, entrepreneurs seek power, prestige, security and service to society. Stepanek points particularly to non-monetary aspects such as independence, persons' self-esteem, power and regard of the society.

i.   Managing entrepreneurs whose chief motive is security.
ii. Innovating entrepreneurs, who are interested only in excitement.
iii. Controlling entrepreneurs, who above all otter motives, want power and authority.

THE CONCEPT OF EMPLOYMENT AND ENTREPRENEURSHIP

Entrepreneurship and employment
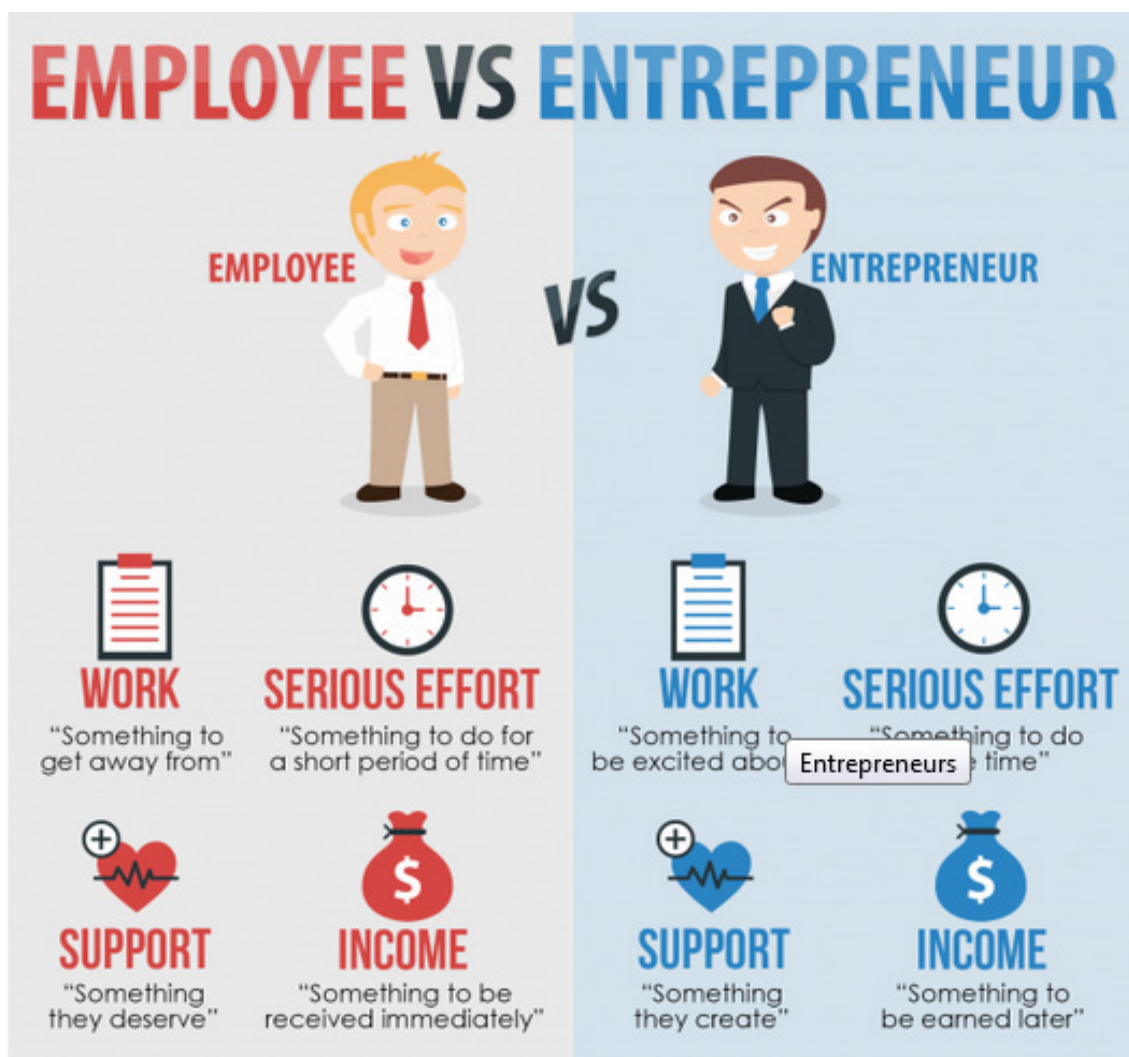
THE CONCEPT OF BUSINESS & ITS CHARACTERISTICE

Over the past few decades, entrepreneurial research has identified a number of personality characteristics that differentiate entrepreneurs from others.

They are:

The need for achievement (n Ach)

People with high levels of n Ach have a strong desire to solve problems, enjoy setting goals and achieving them through their own efforts and like receiving feedback on how they are doing. They are moderate risk takers.

Internal locus of control

Successful entrepreneurs believe in themselves. They do not believe that the success or failure of their businesses is as a result of luck, fate, chance or forces beyond their control. They believe that for the most part, the future is theirs to control through their own efforts. They believe that their accomplishments and setbacks are within their own control and influence and not forces beyond their control.

Calculated Risk takers

Start-up entrepreneurs face uncertainty compounded by constant changes that introduce ambiguity and stress into every aspect or their business. Setbacks and surprises are inevitable making the entrepreneurial environment a highly risky. However, successful entrepreneurs avoid taking unnecessary risks. When they decide to participate in a venture, they do so in a calculated, carefully thought out manner. They do everything possible to minimize the risk.

Innovative and creative

The role of an entrepreneur is to innovate. A successful entrepreneurial venture is usually based on significant innovation. This might be a technological innovation, for example a new product or a new way of producing something or it might be an innovation in offering a new service etc.

Growth oriented

One of the key characteristics of entrepreneurship is business growth. Entrepreneurs take the necessary risks that ensure business growth.

Hard work

Entrepreneurs put a lot of physical and mental effort into developing their ventures. They often work long and antisocial hours. After all, the entrepreneur is their own most valuable asset. Most of them are "married" to their businesses, resulting in health problems due to stress as well as family problems.

Setting of personal goals

Entrepreneurs to set themselves SMART goals. They benchmark their achievements against these personal goals. As a result, entrepreneurs tend to work to internal standards rather than look to others for assessment of their performance.

Resilience

Not everything goes right all the time. In fact, failure may be experienced more often than success. Entrepreneurs must not only pick themselves up after things have gone wrong, but also learn positively from the experience and use the lesson to increase the chances of success next time round.

Confidence

Entrepreneurs must demonstrate that they not only believe in themselves, but also in the venture they are pursuing in order for others to feel confident about the venture. However, there is the risk of entrepreneurs becoming overconfident which could result in various business problems such as being too sure of themselves to be receptive to good advice.

Highly optimistic

Entrepreneurs have ceaseless optimism (even during bleak time). This is a key factor of entrepreneurial success. They maintain a high enthusiasm level that allows others to believe in them during tough periods.

Receptiveness to new ideas and change

Entrepreneurs should not be over confident. They must recognize their own limitations and the possibilities that they have to improve their skills. They must be willing to revise their ideas in the light of new experience. They must be receptive to change by being willing to embrace the possibilities presented by change rather than resist them. Good entrepreneurs are always aware that they could do things better and are receptive to a chance to improve their skills and develop new ones.

Assertiveness

Entrepreneurs are usually clear regarding what they want to gain from a situation and are
not shy to express their wishes. This does not mean being aggressive, nor does it mean
adopting a situation and refusing to budge. It means being committed to outcomes, not
means. True assertiveness relies on mutual understanding and is founded on good
communication skills.

Information seeking

Entrepreneurs are not, on the average, more intelligent than other people. They are, however, characterized by inquisitiveness. They are never satisfied by the information at any one time and constantly seek more. Good entrepreneurs tend to ask more questions than making statements during communication.

Seeking feedback

Effective entrepreneurs are often described as quick learners. Unlike many people, however, they also have a strong desire to know how well they are doing and how they might improve their performance. Hence, they actively seek out and use feedback. Feedback

is also central to their learning from their mistakes and setbacks.

Attuned to opportunity
Successful entrepreneurs are constantly scanning the environment to identify gaps left there by various players, including themselves. They are never really satisfied with the way things are at any moment in time.

Good at networking

It has been established that businesses need to establish networks if they are to become more competitive. Networking is the process of creating alliances with people and alliances beyond the immediate boundaries of the venture. It is the process of linking up with the right people to get things done and the success of a business depends, to a certain extent, in knowing the right people in the right places.

Integrity and reliability

These two are a key factor to successful entrepreneurship. It is what makes successful personal and business relationships to endure. Investors, partners, and creditors and customers value them highly. They help build and sustain trust and confidence in the enterprise.

Commitment, determination and perseverance

More than any other, total dedication to success as an entrepreneur can overcome obstacles and setbacks. Sheer determination and an unwavering commitment to succeed often win out against odds that many people would consider insurmountable. They can also compensate for personal shortcomings.

Persistent problem solving

Entrepreneurs are not intimidated by difficult situations. Yet they are neither relentless nor foolhardy in their relentless attack on a business problem or an obstacle that is impeding business operations. Simple problems bore them; unsolvable ones do not warrant their time. However, they are realistic in recognizing

what they can or cannot do and where they can get help in difficult but unavoidable problems

AND ITS CHALLENGES

The following are challenges faced by small and medium enterprises:

Lack of adequate managerial training.

More often than not small and medium enterprises establish managerial strategies through trial and error mechanism. Their managerial techniques only focus on operational plans rather than strategic plans of their organization. In addition, these managerial techniques are not standard with those of other global managers. Consequently, managers of small and medium enterprises are not able to adequately handle challenges facing enterprises.

Lack of adequate finance and limited access to credit.

Many small and medium enterprises do not have access to finance and credit especially from financial institutions such as commercial banks. This is because of the lending conditions given to them such as collateral for the loan. These enterprises may not be able to provide collateral such as immovable assets due to their small asset base. Consequently, most of these enterprises resort to borrowing from friends and relatives. However, this type of finance is inadequate to cater for all the needs of the medium and small enterprises. As a result, lack of credit forces the management to use cheap and local technology which most times are inappropriate.

Rapid technology changes.

Technology change poses a big challenge to the growth of small and medium enterprises. Most of these enterprises are not able to adopt new technology due to its high initial and installation costs. In addition, this new technology, more often than not, does not suit the needs of these enterprises. For instance, a small enterprise located in a rural area cannot reap the full benefits of internet connection due to lack of

rural electrification. Adapting to new technology has also been hampered by the slow rate of economic growth in Kenya.

New laws and regulations.

Every day, the government and other stakeholders continue to introduce new regulations for industries and enterprises in Kenya. New laws are being enacted in a bid to regulate the operations of enterprises. These laws are also meant to spearhead sustainable economic growth in the country. However, such regulations sometimes pose tremendous threat to the growth of small and medium enterprises in Kenya. This is because some of these laws are too tough.

Inadequate knowledge and skills.

Every managerial position regardless of whether in a small shop, supermarket chain or an enterprise warrants for adequate education and skill. However, research reveals that most of the managers of these enterprises in Kenya lack adequate education. In addition, they are not well informed in terms of managerial knowledge and skills.

THE BUSINESS ENVIRONMENT

The term 'business environment' means external forces, factors and institutions that are beyond the control of the business and they affect the functioning of a business enterprise. These include customers, competitors, suppliers, government, and the social, political, legal and technological factors etc. While some of these factors or forces may have direct influence over the business firm, others may operate indirectly. Thus, business environment may be defined as the total surroundings, which have a direct or indirect bearing on the functioning of business. It may also be defined as the set of external factors, such as economic factors, social factors, political and legal factors, demographic factors, technical factors etc., which are uncontrollable in nature and affects the business decisions of a firm.
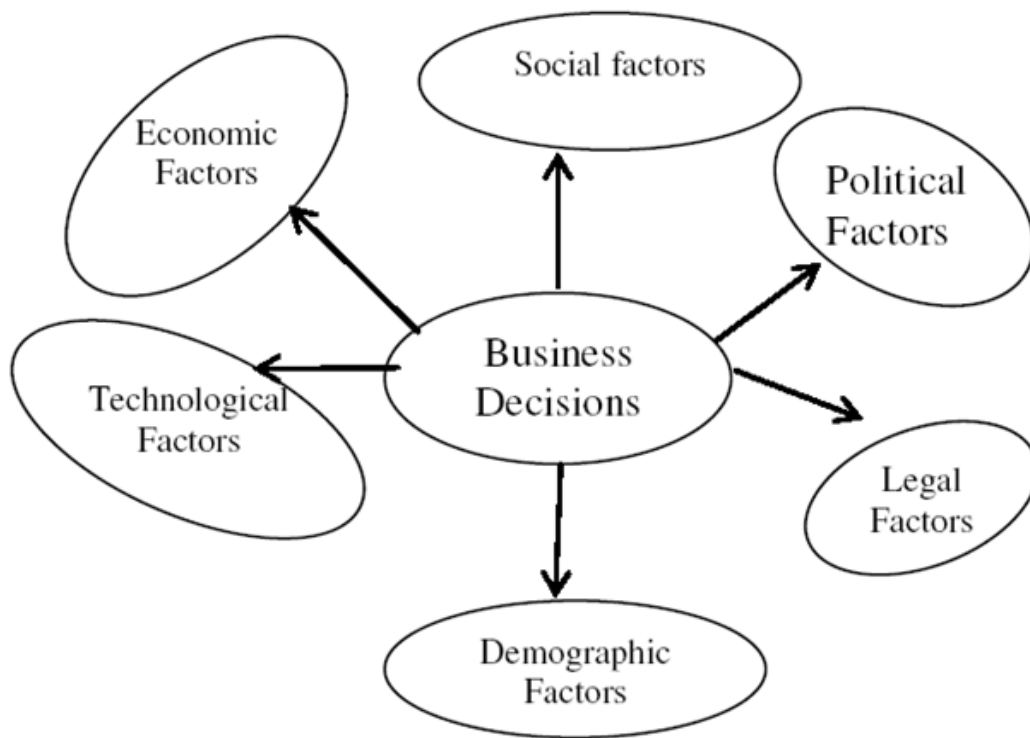
Importance of a business environment

a. Determining Opportunities and Threats: The interaction between the business and its environment would identify opportunities for and threats to the business. It helps the business enterprises for meeting the challenges successfully.

b. Giving Direction for Growth: The interaction with the environment leads to opening up new frontiers of growth for the business firms. It enables the business to identify the areas for growth and expansion of their activities.

c. Continuous Learning: Environmental analysis makes the task of managers easier in dealing with business challenges. The managers are motivated to continuously update their knowledge, understanding and skills to meet the predicted changes in realm of business.

d. Image Building: Environmental understanding helps the business organizations in improving their image by showing their sensitivity to the environment within which they are working. For example, in view of the shortage of power, many companies have set up Captive Power Plants (CPP) in their factories to meet their own requirement of power.

e. Meeting Competition: It helps the firms to analyze the competitors' strategies and formulate their own strategies accordingly.

f. Identifying Firm's Strength and Weakness: Business environment helps to identify the individual strengths and weaknesses in view of the technological and global environment

BUSINESS DEVELOPMENT SERVICE PROVIDER IN SOUTH SUDAN

INTRODUCTION

Service provider is an Organization or business individual or individual who offers service to others in exchange for payment.

Examples include: Castor Networks, IPTECH South Sudan, Smart Networks Limited, Bank of South Sudan, Cooperative Bank of South Sudan, Feeder Airlines, Southern Star Airlines
Business development process

Entrepreneur Business Development Process

These are the seven stages that IGNITE! recommends that most entrepreneurs follow. Stages 1- 3 are the foundational stages; Stages 4 & 5 are the building stages ; Stage 6 is the open the door stage; Stage 7 is expansion stage. See the following pages for more details.
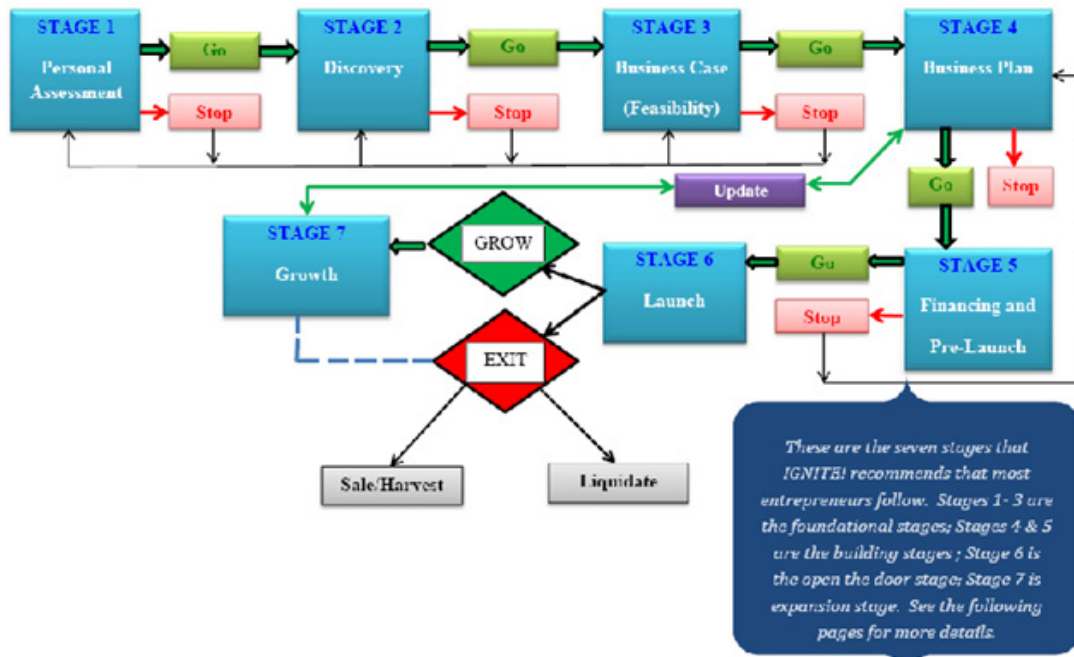
Use this information as a checklist and guide, with assistance from your trainer representative,
to help step through the stages or phases of a successful new business launch.

Stage 1: Personal Assessment

- What's your personal vision?
- How long have you had this vision about your life?
- Why is this vision important to you?
- What are your personal goals in next 3, 5, 10 or 25 years?
- Think about your skills, attributes, beliefs, etc.

Passion

- What is the passion of your heart and life?
- Do you believe that you can make the world better and why?
- What excites and energizes you?
- Are you a dreamer, planner or does?
- What would you do if you knew that it was impossible to fail?

Motivation

- What are the reasons for wanting to start a business?
- Are you a person that likes conformity?
- What excites and energizes you?
- When you were young, did you have a business-like lawn cutting?
- Would you rather sacrifice time and money to produce something that makes a difference or just get by without it?

Creativity or Access to Creative Resources

- Provide examples where you were creative and how the creativity made a difference.
- What magazines do you like to read regularly?
- What are your hobbies?

Intention

- What are your plans for the next 2, 5 and 10 years?

Conviction

- Owning and operating a business is hard. Why is it important to you?
- What do you fear the most about starting a business?

Commitment

- What are you willing to give-up to make a business successful?
- Describe how you are a self-starter.
- How many times have you had an idea but later heard that someone that taken the idea and developed a business around it?

Beliefs

- Describe what risk means to you.
- How does chaos and uncertainty make you feel?
- Have you ever failed miserably? What did you do?
- Which of the following attributes apply to you?
  - Large aspirations
  - Procrastinator
  - Takes responsibility for your own actions
  - Belief that what you set to do will be done
  - Focus on the "here and now"
  - Makes decisions on facts and data
  - Excellent work under set deadlines
  - Big picture approach

Abilities

- What are your abilities that would contribute to the success of a business venture?
- What are any unique abilities you possess?
- Personal and professional strengths and weaknesses

- Decision to Go or Stop (Adjust by adding team members that address weaknesses)

Stage 2: Discovery

- Problem-Solving Basics
- Step 1: Define the problem
- Step 2: Gather relevant information
- Step 3: Generate possible ideas or alternatives
- Five Questions to ask when exploring new ideas or opportunities
  - What am I (or not) seeing that is new or different?
  - Where am I (or not) seeing it?
  - When am I (or not) seeing it?
  - Why am I (or not) seeing it?
  - Why am I not seeing more of it?

Sources of Discovery/Opportunity/Problem-Solving/Idea Development

- New goods, services, raw materials, markets, and methods that can be introduced
- through the formation of new means, ends, or relationships
- Exploitation of inefficiencies
- Unmet demand
- Some good ideas can come from bad ideas
- Advancing knowledge and technology changes a product or service
- Knowledge acquired through individual circumstances
- Look for familiar patterns in unrelated subjects
- Cater to people's laziness
- Look to nature for business ideas Zig rather than zag-go an opposite direction. Look for new or different applications for something already successful
- Find ideas in diverse places-be aware of the world around you
- Finds ideas that leap over current applications or are inferior

Inside the Box" Innovation:

1. Subtraction: Removing a component that was previously thought essential to a product or service, such as the elimination of the record function in the Sony Walkman. Can you simplify, streamline, or miniaturize it?

2. Substitution: Can there be a substitution for something that already exists? Who else? What else? When else? Where else?

3. Adaptation: Can you adapt what others have done? Any analogies or connections from other fields? What is the most unconventional or unusual new use? What is now being wasted that could be put to use?

4. Modify or Rearrange: Make something more useable, attractive, and appealing? Task unification: Combining tasks within a product or service, such as warmth and deodorizing in Odor-Eaters socks. Can you create an ensemble? A collection?

5. Multiplication or Magnification: Copying an existing component, such as "picture-in picture" TVs. What can be added? Add value?

6. Division: Separating a component from the product, such as the remote control.

7. Reverse: What are any opposites or reverse relationships, uses or functions?

8. Attribute dependency: Making two previously independent attributes dependent in a meaningful way, such as a baby bottle that changes color when the liquid inside reaches the proper temperature.

Stage 3: Business Case/Feasibility (Validation of idea, market, and approach)

Business Feasibility Study = Will this work? A Business Feasibility Study is a controlled process of identifying problems and opportunities, determining objectives, describing situations, defining successful outcomes and assessing the range of costs and benefits associated with alternatives for solving a problem.

Feasibility Studies Typically Include:

Introduction (name of proposed business, founders and short summary of the business)

Product/Service Feasibility
- Desirability
- Demand
- Industry/Market Feasibility
- Industry Attractiveness
- Target Market Attractiveness
- Timeliness of Entry
- Organizational Feasibility
- Management expertise
- Resource Sufficiency
- Financial Feasibility
- Total Start-Up Cash Needed
- Financial Performance of Similar Businesses
- Financial Attractiveness of Proposed Venture
- Summarize the Assessment and Identify Strengths and Weaknesses of the Proposed
- Business

Stage 4 Business Plan

Business Plan = How will this work? Take the information from your personal assessment, discovery and feasibility study to complete your business plan.
- Business Plan Key Components
- Executive Summary
- Company Overview
- Strategic Plan
- Business Goals
- Business Model
- Industry Analysis
- Market Analysis
- Competitive Analysis
- Legal Structure
- Marketing and Promotions Plan
- Operations Plan (hours, HR, policies etc.)
- Team Structure, Has talent, experience and knowledge in sector

- Seeks important opportunities with challenges and returns
- Proactive to addressing opportunities
- Creative in addressing problems or needs
- Can convert ideas to marketable endeavors
- Achievement-oriented
- Uncertainty and ambiguity aren't an obstacle
- Flexible
- Evaluates and mitigates risks
- Focus on a vision
- Multidisciplinary
- Skilled at selling ideas

Other Resources to Support Business (networks, mentors, attorney, accountant, etc.)
- Financial Plan, Three-Year Projections and Budget
- What personal financial assets are you bringing to the business? How much and
- what percentage of the total?
- Are there family investments in the business? How much and what percentage of
- the total?
- Have you discussed the financial needs with your nker or investors?
- What is your financial "safety net" or contingency plan?
- Non-Financial Resources (mentors, board of advisors, business support services, etc.)
- Sustainability Plan
- Exit Strategy
- Appendices
- Investor/Elevator Pitch (for potential investors, banks or other funding sources, no more than two minutes)
- Decision to Go or Stop (Adjust

Business proposal

A business proposal is perhaps one of the most critical documents you need to learn how to write. It is what spells the difference between success and failure, whether you're a freelancer or you have a company of your own. In today's cut-throat business world, entrepreneurs find themselves spending hours upon hours submitting business proposals to potential clients, and not get any results. On the other hand, there are those that are like snipers, able to get the contract after just submitting one business proposal.

So how do they do it?

1. The Basics of a Business Proposal

Before you even go and start writing that business proposal, you must first understand what it is and learn the basics. A business proposal is a written document that offers a particular product or service to a potential buyer or client. There are generally two kinds of business proposals: solicited business proposals (which are submitted in response to an advertisement published by the buyer or client) and unsolicited proposals (submitted or given out to potential buyers or clients even though they are not requesting for one).

2. Business Proposal vs. Business Plan

Quite often, the terms "business proposal" and "business plan" are used interchangeably, giving you the impression that they are one and the same. But they are not. A business proposal is created to offer a product or service to a buyer or client. On the other hand, a business plan is a "formal statement of a set of business goals" and how these would be achieved. The latter is only part of what is included in a business proposal.

3. 'P's of a Winning Business Proposal

The secret behind writing a winning business proposal and one that will just be set aside is the presence of the 3 'P's: Problem Statement, Proposed Solution, and Pricing Information

4. Problem Statement:

A successful business proposal must be one that is able to describe to the client what their needs are in a plain and simple manner. This is extremely vital because how can you expect the client to believe that

you can help them solve their problems if you don't even know are these problems? Here's an example of a well-written problem statement of a business proposal: With the presence of social media in today's advancing world, Puffin Media Inc. hesitated to make the leap from traditional marketing to social media marketing. Their marketing tactics seem to be losing effectiveness and the company feels as if they are missing out on a large segment of their market. In addition, their competition has begun acquiring the majority of the business in the market and has brought Puffin Media's growing revenues to a halt.

5. Proposed Solution

The main objective of submitting a business proposal is to offer a solution to a problem faced by a prospective client. This part should be as detailed as possible, and able to address each and every need you have discovered.

Here's an example: The solution that is recommended for Puffin Media Inc. is to deploy their company on all of the major social media channels; however, there is a major difference in creating social media platforms versus creating a brand you can promote on those platforms. A marketing campaign must be created utilizing these media channels and creating immediate engagement with your audience. In order for this to be successful, you know how to make sales. Initially, acquire some fans, followers, subscribers, and connections and invite them to join you in particular discussion or attend a specific event. The purpose of this is not only to promote Puffin Media Inc., but also to solicit feedback from the target audience.

6. Pricing Information

For many clients, the pricing information is what will make them decide whether they would offer you the contract or not. How to write this part greatly depends on the solution or solutions you included in the previous segment. If the solution proposed will only entail a short period of time, a Fee Summary will

suffice. For longer projects, segment these payments to specific milestones in a Fee Schedule list.

Things to Remember When Writing a Business Proposal Now that you know the essentials of a winning business proposal, it's time to go ahead and start writing, right? Well, not exactly the next part is to be able to find out what to put under the 3 Ps so that you can develop a business proposal that gets their attention and awards you that contract.

7. Do Your Research

Not all clients and buyers will give you the explicit details of their wants and needs, especially if you're submitting an unsolicited business proposal. Extend your research[6] to include the competitors of your potential client, and their customers as well. This will ensure that your business proposal will be as comprehensive and as detailed as possible.

8. Put Yourself in their Shoes

Another thing to remember when writing a business proposal is to always put yourself in the shoes of your potential clients. Doing this will help you provide information on things that they would most likely ask, such as "Why should we pay you this much amount for the solutions you're offering" and "How can these changes benefit me?"[2]

9. Why You?

If you determined that a company or client has certain needs, chances are others would have done the same. That means that there will be others that have submitted their respective proposals to the company or client. That being said, it is important to make sure to highlight your talents, experience and other qualifications to convince the client why they should choose you or your company.

Writing that Business Proposal

When you got all of these, then you're finally able to start writing your business proposal. One of the best

ways on how to write a persuasive business proposal is to use a business proposal software162.

Business proposal software programs helps you write your business proposal without having to worry about how they should be put together and the content that you need to include. These programs contain two kinds of proposal templates that you can use and re-use, depending on which one you need to write. In addition to the stored templates, you can create your own proposal templates through these programs based on previous proposals you've created, making it even more convenient for you and your business.

A Final Word…

Although business proposals present the same information and have the same layout, it's important to take time and make each one unique. Each project is different, even if it's with the same company. Remember, a business proposal must show how you or your company can help a potential client.

Sample Proposal Cover Letter Summary:

A cover letter to convince the recipient company to award the desired contract or job to the proposing company. There should be a clearly stated intention by the proposing company, with relevant impressive information, in the contents of the letter to the recipient for a favorable consideration in awarding the contract.

Nicholas Gatpany
Meteor Organization Ltd
84 Noalimba Avenue
Juba, AB T0A 1Z0

Dear Mr. Nicholas,

 Further to our earlier discussion on Meteor Organization's current project, we now submit a proposal from Forever Young Ltd. for your consideration. We believe Forever Young Ltd. is your right candidate to collaborate with Meteor Organization in marketing your products globally, with its high-quality services, commitment, and expertise. From our enclosure, you will approve of Forever Young Ltd.'s impressive business strategies, which have heaped outstanding feedback from our clients in past projects for the outstanding services rendered to Forever Young's esteemed clients. Enclosed is a listing of our esteemed clientele for your perusal. Forever Young is capable in adjusting and focusing on current and effective strategies while tracking the current market sentiments to benefit Meteor Organization in your sales strategies for your new product launch. We look forward to hearing positively from you for further collaboration.

Yours Sincerely,
Source: www.letters.org

Stage 5: Financing and Pre-Launch

i.   Identification of Potential Financing
ii. Finalization of Financing and Resources

- Legal -Business structure finalized (sole proprietorship, partnership, C-corporation or S-Corporation,
- limited liability company (LLC))
- Registration and Licenses (Federal, State and Local)
    - o   Articles of Incorporation
    - o   Business name
    - o   Trademark business name
    - o   Employer Identification Number (EIN) from the IRS
    - o   Identify state tax obligations and processes
- Site Location and Zoning Verification
- Any product/service adjustments
- Decision to Go or Stop

If Go:
- Obtain Site Location Lease or Purchase Property
- Develop and finalize website
- Purchase Equipment, Supplies and Signage
- Implement Marketing Plan

Stage 6: Launch

- Opening Promotions
- Opening
- Post-Launch Review
- Periodic Business Review
- Business Plan Adjustments
- Implementation of Growth or Exit Plan

If Exit:
- Business Sale?
- Business Liquidation?
- Merger?
- Bankruptcy?

If Growth, go to Stage 7
Stage 7 Growth

10%+ annual growth rate correlates to sustainability
Growth Factors:

- Financing Resources
- Personnel Resources
- System Resources
- Business Resources

BUSINESS REGISTRATION AND GENERATION OFA BUSINESS PLAN

INTRODUCTION

A business plan is a document which spells out the goals and objective of a business and clear outlines how and when they will be achieved.

a.   aWhy Write a Business Plan?
- To obtain financing.
- Guide for opening a business.
- Guide for business expansion
- Guide for managing a business.
- To communicate clearly with interested parties.

b.   When is a Business Plan Written?
- After deciding to go into business.
- Before starting the business.
- When an entrepreneur wants to expand.

c.   What Are the Types of Business Plans?
- For retail businesses.
- For wholesale businesses.
- For service businesses.
- For manufacturing businesses.
- For a spare part which may any other business

d.   Who Writes the Business Plan?
- Each prospective business owner/manager writes a business plan for the business he/she wants to open.

e.   How Is a Business Plan Organized?
- Top page
- Cover page
- Table of contents
- Executive summary

- Business description
- Marketing Plan
- Organizational Plan
- Operational/production Plan
- Financial Plan
- Potential risks and problems Appendices

THE BUSINESS PLAN TOP PAGE (COVER PAGE)

- Name of business:
- Logo
- Mission
- Vision
- Address and telephone, Email address, website
- Prepared by:
- Signature of owner
- Name of owner:
- Date
- Contact details

CHAPTER ONE EXECUTIVE SUMMARY

Summarized statement on:

- Business description
- Opportunity and entry
- Target market
- Competitive advantage
- Management team
- Financial plan
- Critical risks and problems
- And solutions

NB: Please note that the executive summary should be strictly ONE page, single spaced, with different paragraphs representing the different chapters. There should be no subheadings.

CHAPTER TWO BUSINESS DESCRIPTION

a. Owner Details
- Name:
- Age:
- Address:

- Occupation:
- Education/Professional Qualifications:
- Business Experience:
- If none, how do you plan to make up for this?

NB: In a partnership, this information should be provided for all the partners in a company, it should be provided for all the principals.

b. **The Business Venture**
- Name of business:
- Location of business:
- Justify the choice of location
- Form of business ownership:
- Major activity of business:
- Principal customers:
- Location of customers:
- Amount to be invested by owners:
- Amount to be borrowed:
- Total amount needed for the venture:

c. **The product/Service**
- Name of product/service:
- Features of product/service:
- Benefits obtained from product/service:
- Unique features of product/service

d. **Entry Plan**
- Competitive advantage of the business:
- Weakness of competition:
- Pricing plan:
- Plans to attract customers:

e. **Growth Plan**
- Trends which signal business growth:
- Opportunities arising from this trend:
- Plans to take advantage of the opportunities:
- State at least three short term goals
- State at least three medium term goals
- State at least one long term goal

NB: The goals must be SMART goals

f. The industry
- Describe the industry under which your proposed business will fall
- What is the trend of the industry?
- What is the general size of businesses in the industry?

CHAPTER THREE THE MARKETING PLAN

a. Potential Customers
- Type of customers (individuals, institutions):
- Total target market population:
- Number of customers who can buy product/service:

b. Competition
- Names of the key competitors:
- Location in relation to your business:
- Size of the competitors:
- Comparisons between your product(s) or service(s) and those of the competitors:
- Strengths and weakness of the competitors:
- Plans to capitalize on the weakness of the competitors:

c. Pricing
- Methods of calculating the selling price of your product/service:
- Factors which will influence your price setting, e.g. competitor's prices:

d. Selling price(s) of your product(s) or service(s):
- Credit terms to be offered:
- Discounts to be allowed:
- Any after-sales service(s) and relevant costs:

e. Sales Tactics
- Method of direct selling or personal selling:
- Method of indirect selling:
- Method of recruitment and retention of the sales force:

- Utilization of distributors or agents:
- Ways of selecting and motivating distributors or agents:
- Geographical area you intend to serve:

f. Advertising and Promotion
- Media to be used:
- Product/service image to be portrayed:
- Image to be projected regarding business:
- Frequency of advertisements:
- Cost per advertisement placement:
- Measuring effectiveness of the advertisements:
- Plans for initial promotional campaign:
- Plans for regular promotional methods:
- Cost for each promotional event:
- Measuring effectiveness of promotional campaigns:

g. Distribution
- Channels to be utilized:
- Means of transport you will use:
- Transport cost per month:
- Anticipated distribution problems:
- Overcoming distribution problems:

CHAPTER FOUR
Draw the organizational chart of the business

a. Key Personnel
- Number of positions:
- Title of positions:
- Duties of positions:
- Remuneration level:
- Incentive package:

b. Ordinary Employees
- Numbers required:
- Titles and duties:
- Remuneration:
- Incentive package:

c. Support Services
- Banking:
- Bookkeeping:

- Legal:
- Postal:
- Management advice:
- Other:

CHAPTER FIVE OPERATIONAL PLAN

a. Draw the ground plan of the proposed workshop/ business premises
b. Production facilities: Give a detailed description of the machinery/tools/equipment which will be used in the business, their cost, source, repair and spare part which may be required in future and other fixed assets to be used in future
c. Production cost

INTRODUCTION

Small businesses are prone to failure and therefore the need for incubation. Business incubation starts on a very fundamental level, often with a single individual who comes up with a concept he or she thinks should be further explored. This individual brings others in on the idea incubation process, making the idea stronger and more viable. Ultimately, the idea may be turned into a product, assuming that funding can be secured and that the idea is commercially viable.

Many companies foster idea incubation by clustering workers together in collaborative environments. Cooperative groups work best for idea incubation because other members of the group can identify strengths and weaknesses of the idea, resulting in a stronger finished product. Some companies offer their services as professional idea incubators. These companies use a staff of individuals who are trained to think innovatively. Idea incubation firms often provide support for product development all the way through the process from the initial vague concept to commercial production.

Successful idea incubation can result in products ranging from clothespins to computers.
Ultimately, strong leadership and executive skills are required along with an entrepreneurial spirit. Once an idea has been incubated, it needs to be developed, prototyped, and commercially presented. Appointing a team leader can encourage this, along with creating a work environment in which all employees are encouraged to make contributions.

Business incubators are designed to accelerate the successful development of entrepreneurial companies through an array of business support resources and services, developed and orchestrated by incubator management and offered both in the incubator and through its network of contacts.

Incubators vary in the way they deliver their services, in their organizational structure, and in the types of clients they serve. Successful completion of a business incubation program increases the likelihood that a start-up company will stay in business for the long term: Historically, 87% of incubator graduates stay in business.

Major sources include:
- Coaching and mentoring
- Intellectual property
- Marketing assistance
- High-speed Internet access/infrastructure
- Help with accounting/financial management
- Access to bank loans, loan funds and guarantee programs
- Help with presentation skills
- Law, regulations and policy
- Provision of a business premise
- Referrals/networking
- Financing
- Comprehensive business training programs

- Advisory boards and mentors
- Management team identification
- Help with business etiquette
- Technology commercialization assistance
- Help with regulatory compliance
- Intellectual property management

Entrepreneurs who wish to join a business incubation program must apply for admission. Acceptance criteria vary from program to program, but in general only those with feasible business ideas and a workable business plan are admitted. It is this factor that makes it difficult to compare the success rates of incubated companies against general business survival statistics.

Although most incubators offer their clients office space and shared administrative services, the heart of a true business incubation program is the services it provides to start-up companies. The amount of time a company spends in an incubation program can vary widely depending on a number of factors, including the type of business and the entrepreneur's level of business expertise. Life science and other firms with long research and development cycles require more time in an incubation program than manufacturing or service companies that can immediately produce and bring a product or service to market.

5.9 FINANCING A BUSINESS

INTRODUCTION

Note that the source and type a business finance you are likely to choose will influence the nature of business enterprise you intend to start. Business finance is the amount of money you need to start your business. It enables you either to buy the machinery and equipment, build your business premises, hire our or meet daily obligations of your business. Finance needed to start your business is commonly known as capital.

As an entrepreneur the primary types of capital you are likely to arrange for included start-up capital, working capital and expansion capital. Start -up capital is the capital you will require to begin a business while working capital is the amount of money you will need to meet the day to day activities of the business. Expansion capital is the capital you require to help your business grow.

The source of business finance

The source of business finance refers to where the capacity you need for starting your business come from. Such sources may include personal savings, inheritance, borrowing from friends, banks, Co-operatives, government organizations, non-government organizations, among others.

Criteria for evaluating sources of business finance selection

One of your most important decisions is to select the right source of financing. The choice affects the future of your business activities. The key decision that you will be forced to make is to determine which is appropriate source of financing for your current needs. Receiving a short-term bank loan, when a long-term loan is required, can soon create crisis for your business. Selling part of your business to raise capital that could have been borrowed may be extremely costly. When you select the right source of finance, the capital obtained is free from un- necessary costs, risks and possibilities of losing control of your own business.

Primary evaluation factors

To determine the most suitable source of raising capital for your business, you may consider the following factors.

1. Costs

Which source exposes your business to the lowest degree of risk? The cost of your capital source is measured by its impact on your earnings and not the increased expenses incurred by the business. You should be able to know

that each capital source has its own cost. Internal sources such as the sale or the liquidation of assets could lead to loss of revenue following inventory disposal or added operation costs if machinery were sold to generate costs. If you use trade credit, discount is forfeited. In reaching a decision, it is important that you consider all relevant costs for each source.

2. Risk

You take general risks when raising capital. Use of trade credit could lead to supplier dissatisfaction and possible damage to your credit worthiness. Because borrowed money must be repaid with interest, debt capital imposes obligations upon the cash flow of your business which must be paid to avoid default. A default could cause you a number of actions such as forfeiture of collateral or forced bankruptcy. The only money source that frees your business from the risk is equality capital because the equity investor is the risk taker but not the business.

3. Flexibility

If you rely upon asset management to meet your capital needs then deny your business credit extensions or inventory purchases which leads to lost sales. Use of trade credit as a major capital source makes your business depend on a few suppliers which denies you the chance to buy from other suppliers who charge low prices. Loans carry conditions that prevent your business from securing additional debts because the assets are tied as security.

4. Control

The use of internal financing and trade credit, is unlikely to have an impact upon the control of the business exercised by you. If you are an equity investor you are entitled to some degree of control in the company operations. Shares issued to your partners usually carry voting rights in proportion to the number of shares purchased. Lenders do not ordinarily participate in the affairs of the business but are legally entitled to a vote in corporate matters as are common share-holders. However, major loans from banks, insurance companies, or others may require that the lenders interest in keeping abreast of corporate affairs could affect your control of the business.

5. Availability

Your business may be restricted in its abilities to raise capital due to non-availability of preferred resources. Regardless of the source considered most feasible, your business only has access to whatever is available.

Types of business Finance.

Being an entrepreneur exposes you to many types of business finance. Some of these include:

Short term funds

These are funds from external sources used in your business but are repayable within a year. Such funds include trade credit, bank overdraft, bank loan, borrowing from private sources e.g. family, friends, relatives etc.

Medium term funds

These are external funds used in your business and are repayable within a period of five years. For example, you may use bank loans and loans from non-banking institutions such as small enterprise finance company (SEFCO).

Long term funds

Funds from external sources used in your business and are repayable for a period exceeding five years are called long term funds. They may include bank loan and loans from non-bank financial institutions such as ICDC, IDB, KIE, AFC, etc.

Factors in selecting types of business finance

Your ability as entrepreneur to obtain the finance needed is necessary for the operation of your business. Some of these factors which may assist you in deciding the types of finance to use are as the amount of money required. When you set out to

borrow money for your firm it is important to know the amount of money you need from a bank or any lending institution. For huge sums of money, you can borrow from banks and non-bank financial institutions. However, for little funds you can borrow from traders, friends, relatives, etc

The purpose of money

In financing your new business, it is necessary to determine what you need the money for. There are many costs and expenses to consider. Some of these may include: -

1. Start-up costs

These are expenses which occur once when beginning your business. Some examples of start-up costs are costs on fixtures and equipment, starting inventory, deposits for rent and utilities, business license and permits, legal fees, and advertising for the grand opening. If you were opening a restaurant, you would have many start-up costs. You would have to buy tables and chairs, for your customers to sit on, ovens and fryers to cook food, plates, knives, spoons and forks. You would also have to buy or lease a building, pay for a business license and restaurant permit and get your menu printed.

2. Operating expenses

These are expenses incurred daily to make the business operational/functional e.g. payments for inventory, advertising, wage/salary, insurance, repairs to equipment, monthly rents and other utilities. Once your restaurant is open you will have to incur regular operating expenses. For example, you will continually have to buy food pay the cooks and the waitresses, pay sales tax (VAT), monthly rents, replace stock, etc.

3. Personal expenses

These are the costs that are necessary for you to live. Although the money you need to start and operate the business is important, do not overlook the money you need for personal of living expenses, some examples include food, transportation, clothing insurance cover, utilities, medical bills and entertainments. Some businesses take between 1-3 years to be able to generate profits. Hence there will be very little for personal expenses. You must plan for these expenses when thinking about your money needs. Sometimes people will start a new business while working on another job or they have a spouse who earns money from an outside job. This helps to limit the money needed to finance the business.

Conditions of borrowing

When you want to borrow money from banks or other lending institutions certain conditions and terms may be put to you so as to protect the financiers against unnecessary risk and poor management practices by borrowers.

Some limitations which you will encounter when you borrow money are: -
a. Repayment terms should the money be repaid monthly or yearly, in large sum or by instalments
b. Security requirements
c. Periodic reporting of business progress

Collateral

Sometimes your signature is the only security the bank needs when requesting for a loan. At times, the bank requires additional assurance that you will repay the money. The kind and amount of security depends on the bank and on your situation.

If your financial statements cannot justify the amount of loan you need then the bank may require you to produce any of the following security types:
a) Title deed
b) Share certificate
c) Insurance policies
d) Fixed bank deposits
e) Log book
f) Jewellery and precious stones

Sometimes the bank may require you to look for a guarantor.

Other factors:

There are additional factors you may consider when making a decision on the type of finance to use:

a. External influence e.g. when heavy borrowing makes lenders control your business

b. The alternative sources of finance

c. The risk involved e.g. possibilities of losing your business in case of on- repayment of debts, receivership.

Debt and equity financing -

Debt financing refers to the borrowed funds used in the operation of your business which are repayable in future. There are many types of debt financing. Some of them include:

a. Trade credit

b. Short term credit

c. Long term credit

Trade credit: This is money you owe your suppliers who permit you to carry inventory on open account. A good credit experience determines your ability to repay borrowed money

Short term credit:

Banks and other lenders will provide this type of money to make purchases of inventory for special reasons such as buying inventory for the next selling season. Such funds are useful because they increase sales which improves repayment rate. You pay short term credit in less than one year.

Long term credit:

Loans for more than a year are used for expansion or modernization of your business. They are repaid out of accumulated profits.

DOCUMENTS USED IN A BUSINESS

The documents are:

• Invoice

• Leger book,

The common books kept by small business traders include:

• Cash book

• Cheque book

5.10 TEAM WORK

Teamwork is when workers combine their individual skills in pursuit of a goal. Important teamwork skills in the workplace include helping and guiding, persuading, sharing openly and willingly, being an active participant, being flexible, and showing commitment. A teamwork environment promotes an atmosphere that fosters friendship and loyalty. These close-knit relationships motivate employees in parallel and align them to work harder, cooperate and be supportive of one another. Individuals possess diverse talents, weaknesses, communication skills, strengths, and habits

REASONS FOR TEAM WORK IN A WORK PLACE

1. **Teamwork motivates unity in the workplace**

• A teamwork environment promotes an atmosphere that fosters friendship and loyalty. These close-knit relationships motivate employees in parallel and align them to work harder, cooperate and be supportive of one another.

• Individuals possess diverse talents, weaknesses, communication skills, strengths, and habits. Therefore, when a teamwork environment is not encouraged this can pose many challenges towards achieving the overall goals and objectives.

• This creates an environment where employees become focused on promoting their own achievements and competing against their fellow colleagues. Ultimately, this can lead to an unhealthy and inefficient working environment.

2. Teamwork offers differing perspectives and feedback

- Good teamwork structures provide your organization with a diversity of thought, creativity, perspectives, opportunities, and problem-solving approaches. A proper team environment allows individuals to brainstorm collectively, which in turn increases their success to problem solve and arrive at solutions more efficiently and effectively.
- Effective teams also allow the initiative to innovate, in turn creating a competitive edge to accomplish goals and objectives. Sharing differing opinions and experiences strengthens accountability and can help make effective decisions faster than when done alone.
- Team effort increases output by having quick feedback and multiple sets of skills come into play to support your work. You can do the stages of designing, planning, and implementation much more efficiently when a team is functioning well

3. Teamwork provides improved efficiency and productivity

- When incorporating teamwork strategies, you become more efficient and productive. This is because it allows the workload to be shared, reducing the pressure on individuals, and ensure tasks are completed within a set time frame. It also allows goals to be more attainable, enhances the optimization of performance, improves job satisfaction and increases work pace.
- Ultimately, when a group of individuals works together, compared to one person working alone, they promote a more efficient work output and are able to complete tasks faster due to many minds intertwined on the same goals and objectives of the business.

4. Teamwork provides great learning opportunities

- Working in a team enables us to learn from one another's mistakes. You are able to avoid future errors, gain insight from differing perspectives, and learn new concepts from more experienced colleagues.
- In addition, individuals can expand their skill sets, discover fresh ideas from newer colleagues and therefore ascertain more effective approaches and solutions towards the tasks at hand. This active engagement generates the future articulation, encouragement and innovative capacity to problem solve and generate ideas more effectively and efficiently.

5. Teamwork promotes workplace synergy

- Mutual support shared goals, cooperation and encouragement provide workplace synergy. With this, team members are able to feel a greater sense of accomplishment, are collectively responsible for outcomes achieved and feed individuals with the incentive to perform at higher levels.
- When team members are aware of their own responsibilities and roles, as well as the significance of their output being relied upon by the rest of their team, team members will be driven to share the same vision, values, and goals. The result creates a workplace environment based on fellowship, trust, support, respect, and cooperation.

ELEMENTS FOR EFFECTIVE TEAMWORK

1. Commitment and Trust

All members of a high-impact team must be fully committed to achieving the team's mission and goals. Each member must devote a reasonable amount of time and energy to advancing the team's mission and must be able to trust that all other team members are doing the same. Mistrust stemming from unbalanced workloads can lead to petty political moves, such as high performers slacking off to close the gap between team member outputs.

2. Communication

Effective teams must have open lines of communication. Communication must be honest and flow between all team members equally. Team members who understand each other's unique communication styles, or who agree on a single style of communication from the outset, are more likely to move the team in a productive direction that everyone understands and supports. Team members must never be hesitant to communicate with other members about issues and concerns, as well as new ideas or personal observations.

3. Diversity of Capabilities

Teams that possess a wide range of professional competencies can be more fully equipped to meet a wide range of challenges. When building teams, take time to ensure that each team member possesses skills and strengths that complement the skills, strengths and weaknesses of other team members. Bringing together people with common skill-sets can lead to a great deal of discussion with little subsequent action. Ensuring that each team member possesses a unique specialty allows team members to trust each other for certain aspects of performance, while fully understanding what their own contribution is expected to be.

4. Adaptability

High-powered teams must be flexible and adaptable to changing conditions. Team strategies, goals, tasks, workflows and even members can change over the life of the team. Team members should be able to rally together and meet new challenges head-on, rather than splintering into ideological factions or banding together to resist change. Change is an unavoidable part of modern business, and the most effective teams have the ability to roll with the punches and change the way they work together on the fly.

5. Creative Freedom

All team members should feel free to think creatively--to try new things and fail without the fear of consequences. This aspect of teamwork brings together all of the other elements for effective teamwork. Team members must trust that others will listen openly to their ideas, they must be able to confidently and openly communicate their new ideas, they must be trusted enough in their area of expertise to lead the way in new initiatives and they must be adaptable enough to accommodate the changes inherent in bringing new ideas to realization

Benefits of team work in work place

- Fosters Creativity and Learning. Creativity thrives when people work together on a team.
- Blends Complementary Strengths
- Builds Trust.
- Teaches Conflict Resolution Skills. ...
- Promotes a Wider Sense of Ownership. ...
- Encourages Healthy Risk-Taking

HOW TO BE A GOOD TEAM PLAYER

a. Lead by example

- If you want your team to communicate with each other, work hard, produce strong results and keep the business moving forward then you must lead by example and do the same.
- Treat your own roles, responsibilities and relationships with coworkers the same way you want others to.

b. Build up trust and respect

- Nothing is going to get done within a team, or company as a whole, if there isn't mutual trust and respect among employees and with management.
- Team members must trust each other to each do their part as well as trust their leaders to be guiding them in the right direction

c. Encourage socializing

Set aside time for team members to get to know one another on a more personal level to increase mutual trust, respect and understanding. This can be as simple as after-hour drinks or a laidback office party, just get people talking!

d. Cultivate open communication

Encourage team members to speak open, share ideas, make suggestions and voice their opinions across all aspects of the business. Communication is a two-way street and employees should feel like they can add to the conversation both with superiors and peers.

e. Clearly outline roles and responsibilities

Everyone in a team should have a crystal-clear understanding of what their role and responsibilities within the group are. This will help limit confusion or time spent organizing and delegating work so individuals can simply focus on their task at hand.

f. Organize team processes

Along with establishing clear roles, there should be set team processes in place for working on a project, mitigating setbacks, communicating with each other and providing feedback. Again, these guidelines will help employees spend less time on logistics and more on their actual work.

g. Set defined goals

- Each team should know exactly what they're working toward including what goals they need to be hitting and when.
- Set measurable goals within a specific timeframe that group members can measure themselves against both individually and as a team.
- Knowing where they stand in relation to the outlined benchmarks will provide added motivation and incentive to work together.

h. Recognize good work

Praising and recognizing a job well done will boost confidence and morale, encouraging teams and individuals to keep up the good work.

i. Mediate conflict quickly and efficiently

- It's normal for conflict to arise in a team setting – there may be a communication breakdown at some point or people may have personal issues.
- How conflict is managed should be clear under the team processes. If a team member has an issue how should they handle it? Who should they speak to first?
- Make these practices and expectations clear from the beginning then handle situations quickly to help a team move on and maintain a good working environment.

j. jAllow team members to actively take part in decision-making

Having a sense of personal involvement in the decision-making process will solidify individuals' connection and investment in the team, making them feel like they are an integral part of something rather than just a piece of the puzzle.

k. Use Azendoo for task management

Collect and streamline team tasks, progress, deadlines and updates with a project management system like. The application allows teams to gather information and conversations in one place with real time syncing across the board.

l. Maintain the balance of work

Of course, different team members will be working on different tasks, but try to ensure that everyone still has similar workloads. There shouldn't be any single person bearing the brunt of the work. The point of being in a team is to work together to share the load and create something one couldn't do on their own.

m. Meet regularly… and mix it up

- Meetings shouldn't get in the way of productivity or be a waste of time, but teams should still meet

regularly to touch base, check in on progress and goals, throw ideas around and build awareness about what each member is working on.

- Plan regular meetings to reconnect, but make sure the time is used efficiently and effectively and consider switching things up by trying a walking meeting or meeting in a different place, like a coffee shop.
- Taking things outside of the workplace has been shown to increase productivity and let communication flow more naturally.

n. Don't micromanage

- While teams should be meeting regularly together and with their supervisors, it's still important not to micromanage.
- Give your team the time, space and independence to produce work on their own without feeling like they're always been watched or judged.

o. Create space

Give your team the physical and mental space to create and work in peace. This may mean setting specific times where group members only work alone or are not allowed to send or check email. Things can get done more quickly as a team, however individuals still need their personal time to focus on their part of the project.

p. Start team traditions

This goes for teams and the company as a whole – create traditions to help bring people together and establish a sense of unified culture and solidarity. They can be silly and simple, such as a running inside joke, or serious and elaborate, like offering a large incentive for when a team has reached their goals, but find a way for the team to connect on another level that isn't just work-related.

q. Use size to your advantage

Both big and small teams have their own advantages. Larger teams have more manpower, but smaller groups often tend to show more personal investments and take individual responsibility for getting things done. Whatever the size of your team is, consider what it needs to work best and use its size to your advantage.

r. Make hiring a team responsibility

When adding someone new to the company or team, have the existing team weigh in on the final decision, especially if they're a small group. One person's skills, attitude and work ethic can easily affect overall group dynamics. By having the opportunity to weigh in on newcomers, the existing team will be able to help choose the best fit.

s. Give frequent feedback

Teams should receive frequent feedback from their leaders and each other. This can mean feedback on completed work but also include sharing any questions, insight, praise or problems the team may be having.

t. Take time to celebrate

Acknowledge and honor team wins. Not only is celebrating simply fun, but it also helps reinforce a team's willingness to work together and work hard for the company when their effort is clearly appreciated and celebrated.

TEAM WORK SKILLS

1. Conflict Management. An important teamwork skill is being able to mediate problems between team members. ...
2. Listening. Another important part of communication is listening well.
3. Reliability. You want to be a reliable team member so that your coworkers can trust you.
4. Respectfulness. Have respect for one another for this help in building trust and work performance
5. Effective teamwork is an important aspect of any organization's success. To keep the teamwork fire going, you need to establish regular and open lines

of communication and monitor how the group interacts. Learning to communicate effectively is not a simple one step process and requires work from all sides.

CHALLENGES OF TEAMWORK AND MEASURES TO OVERCOME THEM

i. Lack of trust

Trust is crucial to teamwork, and it starts with team members knowing each other. Team members absolutely need to know each other, both professionally and personally. Otherwise they won't understand each other and they won't want to engage because they haven't made that human connection – and they won't fully trust each other.

ii. Conflict and tension

Conflict, a difference of opinion, can be healthy and if carefully managed it can trigger useful debates. It can make people think differently, expanding knowledge and insight, and innovation can happen and results flourish. Different opinions are not a bad thing. It's how we handle the conflict that makes a difference.

iii. Not sharing information

Knowledge is not power. Teams members all bring their unique set of skills, knowledge, experience and wisdom to the table. Effective teams fearlessly share regularly and generously for the benefit of everyone. This makes the capability of the whole team grow and gives the team more power.

iv. Low engagement

Team engagement is crucial to business success. Team members who are engaged are interested in what they do, committed to the team mission, willing to going the extra mile. They are there in body as well as mentally and emotionally. The key to engagement is involvement; by involving others you make it impossible to stay detached.

v. Lack of transparency

Without transparency, trust will suffer. Transparency is becoming the expected norm in business and expectations are growing. It starts at the top, the more senior you are the more responsibility you have to be a role model for this. Employees will follow the leader's behaviour, good or bad. When this is done well it can have a positive cascade effect throughout the organization.

NOTE: Discover more challenges – and how to overcome them in order to ensure your teams keep working well together.

vi. No long-term thinking

Businesses have to get beyond day-to-day urgencies, be able to take a holistic view, see the big picture and how all the parts fit together. For a team this means being able to think beyond your own area; how you fit into the wider organization and how you impact the customer experience and value proposition. This is about business sustainability, long-term success. Everyone is busy but just being busy is not enough. Long-term success requires long-term thinking.

vii. Badly perceived, not delivering

A team has a team brand, an image and a reputation, created by the actions and behaviours of the team members. A large part of the perception is driven by how well the team delivers on expectations and promises made. As a team you need to make sure that everyone understands and takes responsibility for their role in creating the perception of the team. This includes both what is delivered and how it is delivered.

viii. Poor change management

Change is constant, and unless carefully managed it can be detrimental to teamwork and results. Change starts and ends with communication. Whenever you think you've communicated enough, you need to communicate some more –and it needs to be inter-

active; listen, talk and involve. Be aware of the change curve, the four predictable stages of change; Denial/ resistance, Emotional, Hopeful, Commitment. Each stage is needed but how long someone stays at each stage can be managed and kept to a minimum.

ix. Working in silos

Silo working is a reality for many teams. Team members may sit side by side but not really working together. A great team can be like the three musketeers – all for one and one for all. If you are in a team you may as well be really in it. Working together in earnest is about making the most of the fact that you are a team. Honor your time and efforts by seeing yourself as a full-time member of the team, not just an individual contributor. Imagine how great it would feel to be part of a team where everyone is thinking of the team and not just themselves.

x. Not going in the same direction

To walk in the same direction, a team needs to know where they are going or what they are contributing to (vision) and why (purpose). Spend time on this with your team. This clarity provides a framework and "reason to be" that can rally a team to work together. Keep in mind that visions need to be compelling and purposes meaningful. People respond to the importance of both.

3.11 LEARN TO LEARN STUDY SKILLS

Learning strategies
Learning strategies or study skills determine the approach for achieving the learning objectives. The strategies are usually tied to your needs and interests to enhance learning and are based on many types of learning styles.

This includes the following:
1.   Time management skills,
2.   Goal setting,
3.   Prioritizing the goal,
4.   Self-awareness,
5.   Self-motivation,
6.   Focus and
7.   Decision making.

LEARNING STYLES

Visual: The occipital lobes at the back of the brain manage the visual sense. Both the occipital and parietal lobes manage spatial orientation.

Aural: The temporal lobes handle aural content. The right temporal lobe is especially important for music.

Verbal: The temporal and frontal lobes, especially two specialized areas called Brocaï¿½s and Wernickeï¿½s areas (in the left hemisphere of these two lobes).

Physical: The cerebellum and the motor cortex (at the back of the frontal lobe) handle much of our physical movement.

Logical: The parietal lobes, especially the left side, drive our logical thinking.

Social: The frontal and temporal lobes handle much of our social activities. The limbic system (not shown apart from the hippocampus) also influences both the social and solitary styles. The limbic system has a lot to do with emotions, moods and aggression.

Solitary: The frontal and parietal lobes, and the limbic system, are also active with this style.

NOTE TAKING SKILLS

Concept Mapping
Concept Mapping is a technique used to organize information, facts, concepts, equations, theories, etc. Concept mapping can be used to make connections between key concepts, even when those connections were not made during lectures. Mapping can also help you identify fewer familiar concepts. Begin by writing

the main idea in the center of a page, and from there, place related ideas on branches radiating from the center.   After your initial brainstorm of information, look at ways to reorganize and group related concepts, and consider integrating other visual cues, such as diagrams, arrows, or colors, to emphasize concepts and connections. There are also apps and software to facilitate concept mapping.

The Cornell Method

The Cornell Method is an organizational framework to take notes, either in class or from textbooks. Designed to save time and be efficient, the method emphasizes three aspects of note taking: recording information (from the lecture or text); recording extra comments, questions, or thoughts that you had about the information; and summarizing the main ideas of the notes.

Matrix note-taking

Matrix note taking converts linear notes into a chart format. To create matrix notes, take your notes from lectures and readings and simplify them into topics and categories. For example, a course on human development may include readings on three major theories about stages of development. Place the three theories in columns at the top of your chart, and place questions, such as "Who are the major theorists?" or "What are the stages?" in the left-hand column. Non-linear note-taking encourages you to be concise in your note-taking, emphasizes relationships and patterns among concepts, and enables you to identify gaps and integrate information in your notes (Kauffman, Zhao, & Yang, 2011).

Paper or Laptop

Be selective about what you record, as if you were writing by hand:

- Using a tablet can reduce the distractions associated with laptops but are less comfortable to type on
- Consider using a note-taking organizer or template such as the Cornell note-taking method on your

laptop to help focus your notes
- Some courses require writing many equations and diagrams that can be time consuming and difficult in word processing programs. To avoid missing key lecture points, draw these by hand and incorporate them later. Some apps for tablets and laptops also allow you to draw by hand/mouse on existing notes
- Resist the urge to copy and paste from online PDFs, notes or textbooks. Copying and pasting does not have the same benefits as creating your own notes because you are not actively sifting and processing information.

Effective note taking

1. Start each new lecture on a new page, and date and number each page. ...
2. Write on one side of the paper only. ...
3. Leave blank spaces. ...
4. Make your notes as brief as possible. ...
5. Develop a system of abbreviations and symbols you can use wherever possible

Important things on note taking

1. **Record:** During the lecture, write all meaningful information legibly.
2. **Reduce:** After the lecture, write a summary of the ideas and facts using key words as cue words. Summarizing as you study helps to:
   o   Clarify meanings and relationships of ideas
   o   Reinforce continuity
   o   Strengthen memory retention
   o   Prepare for exams in advance
3. **Recite:** To study properly, you must recite all the information in your own words without looking at our notes or the text.
4. **Reflect:** Think about your own opinions and ideas as you read over your notes. Raise questions, then try to answer them creatively. Record original ideas in your notebook and review them regularly. Use your creative ideas when answering exam questions, in classroom discussions, and

when writing papers.

5. **Review: B**efore reading or studying new material, take ten minutes to quickly review your older notes. Skim over the main ideas and details. Review enhances your retention of old material while adding new material to your memory.

5.12 READING SKILLS

1. Phonemic awareness

Phonemes are the smallest units making up spoken language. English consists of about 41 phonemes. Phonemes combine to form syllables and words. For example, the word stop has four phonemes (s-t-o-p), while shop has three phonemes (sh-o-p). Phonemic awareness refers to the ability to identify and manipulate these phonemes in spoken words. It is also the understanding that the sounds of spoken language work together to make words.

2. Phonics

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). Readers use these relationships to recognize familiar words and to decode unfamiliar ones. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to use this knowledge in reading and spelling. The goal is to help children understand that there is a systematic and predictable relationship between written letters and spoken sounds

3. Vocabulary development

Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Vocabulary development is important for beginning reading in that when a student comes to a word and sounds it out, he or she is also determining if the word makes sense based on his or her understanding of the word. If a student does not know the meaning of the word, there is no way to check if the word fits, or to make meaning from the sentence. Vocabulary development is also a primary determinant of reading comprehension. Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text.

4. Reading fluency, including oral reading skills

Fluency is the ability to read words accurately and quickly. Fluent readers recognize words and comprehend them simultaneously. Reading fluency is a critical factor necessary for reading comprehension. If children read out loud with speed, accuracy, and proper expression, they are more likely to comprehend and remember the material than if they read with difficulty and in an inefficient way.

5. Reading comprehension strategies

Reading comprehension is the culmination of all of the reading skills and the ultimate goal of learning to read. The purpose of mastery of each of the four previous skills is to enable comprehension. Likewise, reading comprehension facilitates mastery of the other four skills. For example, the NRP found that reading comprehension is clearly related to vocabulary knowledge and development. The NRP also found that comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text that can be explicitly taught through text comprehension instruction.

6. Vocabulary
7. Writing and listening skills

Here are some strategies that can help you be successful in your studies.

Set small, achievable goals

Start with small steps to reach higher targets.

1. For example, try to learn 5 new English vocabulary items every day.
2. Set a 30 minutes study session every day.
3. Learn the lyrics of an English song every now

and then.

4.   Read a short English text every day.

Setting small targets is much better than setting huge goals that you cannot achieve. Remember that "small drops of water make the mighty ocean"

Plan your studies

Planning your studies gives meaning to your work. If you know all the steps necessary to achieve a goal and these steps are written down on a piece of paper, it will be easy for you, then, to see the whole picture.

Be motivated

The secret to success is that you should be motivated to learn. Try to avoid boredom by having fun in what you do. Try to find a positive aspect to studying English.

1. Read about what you are interested in (hobbies, fields of interest...)
2. Watch your favorite films in English
3. Listen to your favorite English songs and learn the lyrics
4. Write your diary in English.
5. Read about your favorite stars in...
6. Remember, we learn better and fast things we really want to learn.

Manage your time

In order to manage your time successfully, having an awareness of what your goals are will assist you in prioritizing your activities. Time management provides you with the opportunity to create a schedule that works for you, not for others. This personal touch gives you the flexibility to include the things that are most important to you.

Set a reward for yourself

Set a reward for yourself that you can look forward to. For example, when you reach a goal, give yourself a reward:

1. Watch a movie.
2. have a delicious snack.
3. Meet your friends.
4. Go to the café.

5.13 JOB SEEKING SKILLS

When it comes to a job seeker's skills/qualities, employers are looking for team players who can solve problems, organize their work, and communicate effectively.

Types of job searching skills

1. Traditional job searching skills

They consist of scanning newspapers, using the phone, walking into establishments with your own two legs, and generally having a hard-nosed sense of purpose to find employment

2. Modern job search skills

Modern job search skills are quickly becoming an absolute necessity to successfully apply to major corporations, and especially modern types of business-like web companies and app developers. By "modern" we are, of course, talking about the Internet and its various jobs search tools and aides. Currently, the defining characteristic of Internet-based job search tools is how rapidly they change.

3. Job search engines

Job search engines are especially useful for international searches, as that is where many recruiters will go first when seeking a particular employee with a unique set of skills.

There are several online job search engines you can use to seek out employment

4. Self-improvement methods

The Internet offers a generous range of gifts in the form of websites, that teach you valuable skills you'd normally have to pay tens of thousands of dollars for in structured college courses.

o   A self-introduction and purpose statement

o   A brief description of why you feel like you are qualified for the position, include evidence you

have knowledge of the company's business

o   An advance "thank you" to the person you are sending the resume to and a description of how you plan to follow up

o   Should the employer require you post your resume profile on-line, be sure to include a brief summary in place of the cover letter before your resume.

o   Use a few blank lines to separate the summary from your resume.

PREPARING FOR THE INTERVIEW

o   Do Your Homework!

o   Practice Answering Commonly Asked Questions

o   Consider Role-Playing an Interview Situation

o   Develop Your Own Set of Questions to Ask the Interviewer

o   Do your homework

Tips for the interview day

o   Dress appropriately

o   Wear conservative colors

o   Limit Jewellery, perfume and accessories

Time:

o   Arrive on time, 10 minutes to time, good thumb rule

o   Don't be too punctual

o   Don't be too late

Introduction

o   Greet the interviewer

o   Smile and use a firm handshake

o   Make good eye contact

5.14 SELF EMPLOYMENT SKILLS

Creating a job of your own by starting a business can be an attractive alternative when you can't find a new job – or just can't stand the job you have. Taking the route of self-employment presents a new set of challenges even for experienced professionals. Self-discipline, motivation, and the ability to adjust to pursue real opportunities are all necessary to run a successful business of your own.

Skills for self-employment

1.   You Have to Be Flexible to Be Self-Employed

•   If you start a business, you no longer have "one" job with clearly defined duties and responsibilities. You'll suddenly have multiple jobs, which will be often interrupted by unforeseen crises (particularly in the startup phase). Many employees are used to having days filled with predictable activities; many self-employed people don't.

•   And once you start a business, there's nowhere to pass the buck. As an employee, you may be used to passing problems up along the food chain or not being very involved in decision making. As a self-employed business owner, you're the one who will have to deal with whatever the crisis is and solve the problem. You're the one who will have to make the decisions.

2.   You Have to Be a Self-Motivated Initiator

•   When you're an employee, other people tell you what to do, either directly or indirectly. You get used to having others direct your actions.

•   When you are self-employed, you have sole responsibility for taking charge of what happens next. Creating a plan of action and setting goals are your responsibility.

•   No one's going to schedule appointments for you or point out what needs to be done. For many people who try to become self-employed and start businesses after having a long-term full-time job, this is the hardest adjustment to make.

3.   You Must Be Able to Recognize Opportunities and Pursue Them

•   Apart from sales-driven positions, most employees are not specifically trained to look out for opportunities. Many jobs focus on the creation of a product or providing a service while a sales department or a managerial team tackles the search for new customers and ways to grow the business.

- If you start a business, you need to be the one constantly seeking out fresh opportunities and recognizing them when you see them. It might be a small opportunity, such as the chance to pick up a new client, or a large one, such as getting your product on the shelves in a large retail chain. As a small business owner, you have to keep scanning the horizon and positioning yourself to benefit from the opportunities that you find.

When You're Self-Employed, You Have to Be Able to Plan Ahead

- Your last job may have involved no planning at all, as that was someone else's job. Or perhaps your job involved planning on a localized level, such as planning a particular project. If you want to start a business, you need to develop expertise in both short-term and long-range planning; it's about to become a big part of your life.

- When you start a business, one of your first tasks will be to work on a business plan. As your business becomes operational, you'll find that this plan—however detailed—needs to be revised and that other plans need to be created, as you work toward the long-range goals that you've set for your business. From following someone else's plan as an employee, you have to learn how to create the plans yourself and adapt the plans to changing circumstances.

You Must Be Prepared to Put in a Constant and Consistent Effort

- We've all seen employees who are just going through the motions, or who were just putting in the time until retirement. You don't need to be a co-worker to know who these people are. As a customer or client, you can tell, too.

- Bluntly, starting a business takes energy, and you need to be able to give it 100 percent. You can't afford to just coast along or go through the motions if you're running a business. Your customers or clients need to know that you are devoting 100 percent of your talent, skill, or attention to them, and they will go elsewhere if they don't feel this is the case.

You Have to Be Able to Deal with Uncertainty

- As a self-employed entrepreneur, there's no guarantee that the products or services you offer will be in demand six months from now. Customers might not pay their bills on time or even pay you at all. Even if you have a big client, who regularly patronizes your business and seems to be perfectly happy with your work, they could drop you with little notice.

- Revenue and actual income can drastically fluctuate from month to month. For many ex-employees who are used to having a paycheck arrive regularly every two weeks, the uncertainty of being self-employed is very difficult to deal with.

Make good sales: Sway customers and make products that are preferred by customers

Check list for self-employment

Researching information and networking
The research and acquisition of information as well as the establishment of networks are key factors in understanding the feasibility of your business idea.

Generating business ideas
A business idea is a short and precise description of the basic operations of a business. It explains what the business is about, the clients and how the products and services reach the market.

Analyzing the market
The most important step in determining the feasibility of the business idea is to look closely at the market. The success of a business largely depends on how well this has been targeted.

Human resources

Market research gives you a fairly good idea of the resources – inputs such as material, equipment, labour and cash – that your business requires for its operations. After having verified the feasibility of your business idea, you should analyze business requirements and match them with your skills. This analysis allows you to plan for the external support you need, identify your training needs and determine the most suitable form for your enterprise

Draw a business plan

5.15 FIRST AID SKILLS

Knowledge of basic first aid could mean the difference between life and death. Consider doing a first aid course, so that you will be able to manage if someone is injured or becomes ill. CPR is a life-saving skill that everyone should learn. Keep a range of first aid kits handy at home, in the car and at work.

FIRST AID SKILLS ONE SHOULD KNOW

Communication skills / interpersonal ability

- First aid is all about people! First aiders should have good communication skills. Emergency situations can be stressful and distressing for those involved, therefore a first aider needs to have a calm & reassuring manner.
- In addition, a good first aider needs to be able to ask appropriate questions about signs and symptoms. This can be a challenge if a patient is scared or in pain!

Confidence

We believe a certain amount of confidence is required to be a first aider. You need to be confident in the skills and techniques learnt during training and be able to apply these to a real-world emergency situation.

Qualities That Make a Good First Aider

- Quick in Action. First aiders are required to face a variety of emergency situations and this call for immediate action and wise thinking.

- Keeping Your Cool. Ideal first aiders don't panic in emergency situation.
- Excellent Decision Makers.
- Skillful.
- Good Communication Skills.
- Kind and Comforting.

Responsibilities of a first aider

- First Aid is the help given to someone who is injured or ill, to keep them safe until they can get more advanced medical treatment by seeing a doctor, health professional or go to hospital.
- The role of a first aider is to give someone this help, while making sure that they and anyone else involved are safe and that they don't make the situation worse.
- A first aider has various responsibilities when dealing with an emergency situation.

A first aider should:

- Manage the incident and ensure the continuing safety of themselves, bystanders and the casualty
- Assess casualties and find out the nature & cause of their injuries
- Arrange for further medical help or other emergency services to attend
- If trained, priorities casualties based upon medical need
- Provide appropriate first aid treatment as trained
- If able, make notes/observations of casualties
- Provide a handover when further medical help arrives
- Fill out any paperwork as required
- The first aider is to provide immediate, lifesaving, medical case before the arrival of further medical help. This could include performing procedures such as:
- Placing an unconscious casualty into the recovery position
- Performing Cardiopulmonary resuscitation (CPR) Using an automated external defibrillator (AED) Stopping bleeding using pressure and elevation

- Keeping a fractured limb still

A first aider's overall aim should be to preserve life. Other aims of first aid include preventing the worsening of the patient's condition and to promote recovery.

The Health and Safety (First Aid) Regulations 1981 require employers to provide adequate and appropriate first aid equipment, facilities and people so your employees can be given immediate help if they are injured or taken ill at work. What is 'adequate and appropriate' will depend on the circumstances in your workplace. The minimum first aid provision on any work site is a suitably stocked first aid kit and an appointed person to take charge of first aid arrangements. It is important to remember that accidents and illness can happen at any time. Provision for first aid needs to be available at all times when people are at work. This includes when driving or working away from site.

Stopping heavy bleeding

If someone is bleeding heavily, they will not be able to form a clot—and they could bleed out. You can stop the bleeding by putting pressure on the wound—ideally with a sterile cloth, although you can also use ripped pieces of T-shirt or anything else you have on hand. Raising the wounded limb over the heart will also help to slow down heavy bleeding. It's important to recognize the signs of arterial bleeding, as someone with an arterial wound could bleed out and die within minutes. Arterial wounds pulsate as they bleed, and the blood is usually bright red. It is essential to put pressure on the wound right away, add cloth if the cloth you use soaks through, and do not remove the pressure for any reason until medical professionals arrive

Nosebleeds

Nosebleeds are very common in both children and adults and can be caused by trauma to the nose or simple irritation of the mucus membranes. Do not make a nosebleed victim raise their head or lie down, as this can actually make the bleeding worse. Instead, pinch the nostrils closed for as many as ten minutes, allowing the broken vein in the nose to close.

Hands-free CPR. Nowadays, the American Heart Association doesn't mandate that everyone learn rescue breathing—all you have to do is put your hands over the victim's heart and push, to the beat of "Stayin' Alive" by the Bee Gees. It's a simple technique that could mean the difference between life and death, and the American Heart Association's statistics demonstrate this in stark terms. Consider these fact

- Approximately 88% of all cardiac arrests happen at home—not in a hospital or healthcare facility, and nowhere near a healthcare professional.
- A large percentage of cardiac arrest victims appear perfectly healthy just before their attack.
- It takes approximately 8-12 minutes on average for an ambulance to arrive on the scene of an emergency, depending on where in the country you are.
- It takes approximately four minutes for brain death to start after a cardiac arrest—with the chance of survival going down dramatically for every minute the victim does not get car.
- Bystander CPR could increase the victim's chance of survival by as much as 300.
- Only about 32% of cardiac arrest victims get CPR from a bystander.

If you are ever in a situation where you might have to provide CPR to a cardiac arrest victim, it is statistically most likely that this will happen at home, and the person you save—or don't save—will be a loved one.

The Heimlich maneuvers

Not to be confused with CPR, the Heimlich maneuver is supposed to help someone who is choking on a foreign object. First, ask the victim if they are choking; in an emergency situation, the person will usually not be able to talk.

Stand behind the victim, wrap your arms around them, place a fist between the person's ribcage and belly button, and place your other hand over the fist. Deliver a quick thrust upward, and keep doing this until the foreign object is dislodged. This technique is only for adults; there is a special technique for children and infants. Knowing the Heimlich could potentially help you save someone's life as well

Using an Automatic External Defibrillator (AED)

An AED is the pair of electric paddles that doctors use to restart hearts after a cardiac arrest. They can dramatically improve the survival rate of victims, and luckily, they're easy to use if you've had the proper training. Most public places—restaurants, malls, stores, and places of business—have AED's on the premises, and most CPR training companies offer classes in using an AED.

Treating shock

Shock occurs when there is not enough blood getting to the brain. A victim of shock may feel faint, dizzy, or disoriented; they may also look very pale. Shock usually happens after a serious loss of blood and fluid, or after an infection, allergic reaction, illness, or accident.

To treat shock, have the victim lie on their back with their feet elevated. Cover the person with a blanket and make sure they are warm. Do not let them drink anything, as this could result in choking; move the person on their side if they vomit or bleed from the mouth. Call a doctor immediately!

Hypothermia treatment

When a person is so cold that their core temperature drops to a dangerously low level, their muscular and brain function will be seriously impaired. Symptoms include uncontrollable shivering, bad coordination, drowsiness, or abnormally slow breathing.
First, get a hypothermia victim inside or to a warm

place. Help them take off wet clothing, and wrap them in blankets. A hot drink will help their temperature rise, but be sure there is no caffeine or alcohol in the drink.

Knowing the signs of a stroke

While strokes are usually associated with older people, anyone can get a stroke at any time. A stroke is caused by a small blood clot or blockage in the delicate veins that bring blood to the brain, and when a person is suffering from stroke, every second counts.

Signs of a stroke include severe headaches, dizziness and disorientation, numbness or sudden drooping on one side of the body, difficulty seeing out of one or both eyes, and difficulty walking. The symptoms may be sudden and dramatic, or subtle and gradual. To tell if a person is having a stroke, ask them to smile and note if part of their face droops; or ask them to raise their arms and note if the arms are uneven.

First Aid for bleeding

Before providing care, put on protective gloves or use a barrier between you and the victim, to reduce the chance of disease transmission while assisting the injured person. Cleanse your hands thoroughly with soap and water when finished.

Basic first aid treatment:

- For medical assistance.
- Keep victim lying down.
- Apply direct pressure using a clean cloth or sterile dressing directly on the wound.
- DO NOT take out any object that is lodged in a wound; see a doctor for help in removal.
- If there are no signs of a fracture in the injured area, carefully elevate the wound above the victim's heart.
- Once bleeding is controlled, keep victim warm by covering with a blanket, continuing to monitor for shock.

Cleaning and bandaging wounds
- Wash your hands and cleanse the injured area with clean soap and water, then blot dry.
- Apply antibiotic ointment to minor wound and cover with a sterile gauze dressing or bandage that is slightly larger than the actual wound.

Eye injury
- If an object is impaled in the eye, and DO NOT remove the object.
- Cover both eyes with sterile dressings or eye cups to immobilize.
- Covering both eyes will minimize the movement of the injured eye.
- DO NOT rub or apply pressure, ice, or raw meat to the injured eye.
- If the injury is a black eye, you may apply ice to cheek and area around eye, but not directly on the eyeball itself.

How to flush the eyes: If chemical is in only one eye, flush by positioning the victim's head with the contaminated eye down. . . to prevent flushing the chemical from one eye to another. Flush with cool or room temperature water for 15 minutes or more. Remove contact lenses after flushing.

BURNS
First Degree Burn: Skin will appear red and may be swollen or painful. Generally, does not require medical attention.

Second Degree Burn: Skin will appear red, blistered and swollen. May require medical attention.

Third Degree Burn: Skin will be visibly charred and may be white. Usually very painful. REQUIRES MEDICAL ATTENTION

Basic first aid treatment for 1st degree & some 2nd degree burns:
Submerge burn area immediately in cool water until pain stops. If affected area is large, cover with cool wet cloths. Do not break blisters if they are present.

If pain persists but no medical assistance is needed, apply medicated first aid cream or gel and cover with sterile dressing. If medical attention is needed, do not apply any cream. Just cover with a dry, sterile dressing and seek medical help immediately. basic first aid treatment for 3rd degree & some 2nd degree burns: Third degree burns MUST RECEIVE MEDICAL ATTENTION IMMEDIATELY! DO NOT try to remove any clothing stuck to the burned area. Cover with sterile dressing or clean sheet. DO NOT apply any creams or gels.

Chemical burns
- Flush the affected area with cool running water for at least 15 minutes.
- Remove all clothing and jewelry that has been contaminated.
- Monitor victim for shock and seek medical assistance.
- If chemical burn is in the eyes, flush continuously with water and seek medical attention immediately.

Sunburn
- Avoid any further exposure to direct sunlight.
- Drink plenty of water to prevent dehydration.
- Do not apply cold water or ice to a severe burn.
- Use over-the-counter remedies to remove discomfort.
- If burn is severe and blisters develop, seek medical attention.

Unconsciousness
- Do not leave an unconscious victim alone except to call 911 for medical help.
- Assess victim's state of awareness by asking if they are OK.
- Check the victim's Airway, Breathing, and Circulation (ABC's).
- If the victim's ABC's are not present, perform CPR. IMPORTANT: only a trained & qualified person should administer CPR.

- If ABC's are present and spinal injury is not suspected, place victim on their side with their chin toward the ground to allow for secretion drainage.
- Cover the victim with blanket to keep warm and prevent shock. If victim communicates feeling warm, remove blanket.

Chocking
- Ask the victim, "Are you OK?"
- do not interfere or give first aid if the victim can speak, breathe, or cough.
- If the victim cannot speak, breathe, or cough, ask for someone to call 911 and then perform the Heimlich maneuver (abdominal thrust).
- How to perform the Heimlich maneuver: Position yourself behind the victim with your arms around victim's stomach. Place the thumb-side of your fist above the victim's navel and below the lower end of the breastbone. Take hold of your fist with your free hand and pull fist upward and in, quickly and firmly. Continue with thrusts until the object is dislodged or airway is clear.

Infant chocking
- Place infant face down on your forearm supporting the head and neck with your hand. Rest your hand on your knee with the infant's head lower than its body.
- With the heel of your hand give four blows between the infant's shoulder blades.
- Turn infant over, place two fingers on the center of the infant's chest (just below the nipples) and perform up to five chest thrusts.
- Repeat until obstruction is clear.
- seek medical attention after any choking incident, since complications may arise.

Poison
- Call your local Poison Control Center or 911 for immediate medical attention.
- Antidotes on labels may be wrong!! do not follow them unless instructed by a physician.

- never give anything by mouth (milk, water, Ipecac, etc.) until you have consulted with a medical professional.
- Keep a one-ounce bottle of Ipecac on hand at all times in case of an emergency, and give only when instructed by a physician.
- If the poison is on the skin, flush skin with water for 15 minutes, then wash and rinse with soap and water.
- If poison is in the eye, flush with lukewarm water for 15 minutes. Adults can stand under the shower with eyes open. always consult medical professionals after any eye injury has occurred.

Animal bites
- Control any bleeding by applying direct pressure or with elevation. To avoid risk of infection, do not close wound.
- Rinse the bite thoroughly, holding it under running water. Cleanse with soap and water and hold under water again for five minutes.
- do not put ointments or medicines on wound. Cover with dry sterile bandage or gauze.
- seek medical assistance immediately.
- note: report animal and human bites to local police and/or health authorities.

Bee sting
- If possible, remove stinger by scraping it off with a blunt edge (e.g. credit card).
- Clean wound and apply cold compress to reduce swelling.
- Remove tight clothing and jewelry from areas near the bite in case swelling occurs.
- Watch for signs of shock or allergic reaction. Signs include swelling or itching at the wound site, dizziness, nausea or difficulty breathing. Seek medical attention immediately if any of these signs occur.
- Continue monitoring victim for shock until medical help arrives.
- Check victim's Airway, Breathing, and Circulation (ABC's). call ambulance

5.16 PROBLEM SOLVING AND DECISION-MAKING SKILLS

1. Define the problem

This is often where people struggle. They react to what they think the problem is. Instead, seek to understand more about why you think there's a problem.

Define the problem: (with input from yourself and others). Ask yourself and others, the following questions:

1. What can you see that causes you to think there's a problem?

2. Where is it happening?

3. How is it happening?

4. When is it happening?

5. With whom is it happening? (HINT: Don't jump to "Who is causing the problem?" When we're stressed, blaming is often one of our first reactions. To be an effective manager, you need to address issues more than people.)

6. Why is it happening?

7. Write down a five-sentence description of the problem in terms of "The following should be happening, but isn't ..." or "The following is happening and should be: ..." As much as possible, be specific in your description, including what is happening, where, how, with whom and why. (It may be helpful at this point to use a variety of research methods.

Defining complex problems:

If the problem still seems overwhelming, break it down by repeating steps 1-7 until you have descriptions of several related problems.

Verifying your understanding of the problems:

It helps a great deal to verify your problem analysis for conferring with a peer or someone else.

Prioritize the problems:

If you discover that you are looking at several related problems, then prioritize which ones you should address first.

Note the difference between "important" and "urgent" problems. Often, what we consider to be important problems to consider are really just urgent problems. Important problems deserve more attention. For example, if you're continually answering "urgent" phone calls, then you've probably got a more "important" problem and that's to design a system that screens and prioritizes your phone calls.

Understand your role in the problem:

Your role in the problem can greatly influence how you perceive the role of others. For example, if you're very stressed out, it'll probably look like others are, too, or, you may resort too quickly to blaming and reprimanding others. Or, you are feeling very guilty about your role in the problem, you may ignore the accountabilities of others.

2. Look at potential causes for the problem

*   It's amazing how much you don't know about what you don't know. Therefore, in this phase, it's critical to get input from other people who notice the problem and who are affected by it.

*   It's often useful to collect input from other individuals one at a time (at least at first). Otherwise, people tend to be inhibited about offering their impressions of the real causes of problems.

*   Write down what your opinions and what you've heard from others.

*   Regarding what you think might be performance problems associated with an employee, it's often useful to seek advice from a peer or your supervisor in order to verify your impression of the problem.

*   Write down a description of the cause of the

problem and in terms of what is happening, where, when, how, with whom and why.

3. Identify alternatives for approaches to resolve the problem

At this point, it's useful to keep others involved (unless you're facing a personal and/or employee performance problem). Brainstorm for solutions to the problem. Very simply put, brainstorming is collecting as many ideas as possible, then screening them to find the best idea. It's critical when collecting the ideas to not pass any judgment on the ideas -- just write them down as you hear them. (A wonderful set of skills used to identify the underlying cause of issues is Systems Thinking.)

4. Select an approach to resolve the problem

- When selecting the best approach, consider:
- Which approach is the most likely to solve the problem for the long term?
- Which approach is the most realistic to accomplish for now? Do you have the resources? Are they affordable? Do you have enough time to implement the approach?
- What is the extent of risk associated with each alternative?
- (The nature of this step, in particular, in the problem-solving process is why problem solving and decision making are highly integrated.)

5. Plan the implementation of the best alternative (this is your action plan)

1. Carefully consider "What will the situation look like when the problem is solved?"

2. What steps should be taken to implement the best alternative to solving the problem? What systems or processes should be changed in your organization, for example, a new policy or procedure? Don't resort to solutions where someone is "just going to try harder".

3. How will you know if the steps are being followed

or not? (these are your indicators of the success of your plan)

4. What resources will you need in terms of people, money and facilities?

5. How much time will you need to implement the solution? Write a schedule that includes the start and stop times, and when you expect to see certain indicators of success.

6. Who will primarily be responsible for ensuring implementation of the plan?

7. Write down the answers to the above questions and consider this as your action plan.

8. Communicate the plan to those who will involve in implementing it and, at least, to your immediate supervisor.

(An important aspect of this step in the problem-solving process is continually observation and feedback.)

6. Monitor implementation of the plan

Monitor the indicators of success:

1. Are you seeing what you would expect from the indicators?

2. Will the plan be done according to schedule?

3. If the plan is not being followed as expected, then consider: Was the plan realistic? Are there sufficient resources to accomplish the plan on schedule? Should more priority be placed on various aspects of the plan? Should the plan be changed?

7. Verify if the problem has been resolved or not

One of the best ways to verify if a problem has been solved or not is to resume normal operations in the organization. Still, you should consider:

1. What changes should be made to avoid this type of problem in the future? Consider changes to policies and procedures, training, etc.

2. Lastly, consider "What did you learn from this problem solving?" Consider new knowledge, un-

derstanding and/or skills.

3. Consider writing a brief memo that highlights the success of the problem-solving effort, and what you learned as a result. Share it with your supervisor, peers and subordinates.

Rational Versus Organic Approach to Problem Solving

Rational

A person with this preference often prefers using a comprehensive and logical approach similar to the guidelines in the above section. For example, the rational approach, described below, is often used when addressing large, complex matters in strategic planning.

1. Define the problem.
2. Examine all potential causes for the problem.
3. Identify all alternatives to resolve the problem.
4. Carefully select an alternative.
5. Develop an orderly implementation plan to implement that best alternative.
6. Carefully monitor implementation of the plan.
7. Verify if the problem has been resolved or not.

A major advantage of this approach is that it gives a strong sense of order in an otherwise chaotic situation and provides a common frame of reference from which people can communicate in the situation. A major disadvantage of this approach is that it can take a long time to finish. Some people might argue, too, that the world is much too chaotic for the rational approach to be useful.

Organic

Some people assert that the dynamics of organizations and people are not nearly so mechanistic as to be improved by solving one problem after another. Often, the quality of an organization or life comes from how one handles being "on the road" itself, rather than the "arriving at the destination." The quality comes from the ongoing process of trying, rather than from having fixed a lot of problems. For many people it is an approach to organizational consulting. The following quote is often used when explaining the organic (or holistic) approach to problem solving.

"All the greatest and most important problems in life are fundamentally insoluble … They can never be solved, but only outgrown. This "outgrowing" proves on further investigation to require a new level of consciousness. Some higher or wider interest appeared on the horizon and through this broadening of outlook, the insoluble lost its urgency. It was not solved logically in its own terms, but faded when confronted with a new and stronger life urge."

From Jung, Carl, Psychological Types (Pantheon Books, 1923)

A major advantage of the organic approach is that it is highly adaptable to understanding and explaining the chaotic changes that occur in projects and everyday life. It also suits the nature of people who shun linear and mechanistic approaches to projects. The major disadvantage is that the approach often provides no clear frame of reference around which people can communicate, feel comfortable and measure progress toward solutions to problems.

5.17 CRITICAL THINKING IN A WORK PLACE

Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. Critical thinking has been the subject of much debate and thought since the time of early Greek philosophers such as Plato and Socrates and has continued to be a subject of discussion into the modern age, for example the ability to recognize fake news. The skills that one need in order to be able to think critically are varied and include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making

- Critical thinking might be described as the ability to engage in reflective and independent think-

ing. In essence, critical thinking requires one to use his/her ability to reason. It is about being an active learner rather than a passive recipient of information.

- Critical thinkers rigorously question ideas and assumptions rather than accepting them at face value. They will always seek to determine whether the ideas, arguments and findings represent the entire picture and are open to finding that they do not.
- Critical thinkers will identify, analyze and solve problems systematically rather than by intuition or instinct.

Skills required for critical thinking

The skills that we need in order to be able to think critically are varied and include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making.

Specifically, we need to be able to:

- Think about a topic or issue in an objective and critical way.
- Identify the different arguments there are in relation to a particular issue.
- Evaluate a point of view to determine how strong or valid it is.
- Recognize any weaknesses or negative points that there are in the evidence or argument.
- Notice what implications there might be behind a statement or argument.
- Provide structured reasoning and support for an argument that we wish to make.

Examples of critical thinking

The circumstances demanding critical thinking vary from industry to industry. Some examples include: A triage nurse analyzes the cases at hand and decides the order by which the patients should be treated. A plumber evaluates the materials that best would suit a particular job

Skills for critical thinking

1. Identification

The first step in the critical thinking process is to identify the situation or problem as well as the factors that may influence it. Once you have a clear picture of the situation and the people, groups or factors that may be influenced, you can then begin to dive deeper into an issue and its potential solutions.

How to improve: When facing any new situation, question or scenario, stop to take a mental inventory of the state of affairs and ask the following questions:

- Who is doing what?
- What seems to be the reason for this happening?
- What are the end results, and how could they change?

2. Research

When comparing arguments about an issue, independent research ability is key. Arguments are meant to be persuasive—that means the facts and figures presented in their favor might be lacking in context or come from questionable sources. The best way to combat this is independent verification; find the source of the information and evaluate.

How to improve: It can be helpful to develop an eye for unsourced claims. Does the person posing the argument offer where they got this information from? If you ask or try to find it yourself and there's no clear answer, that should be considered a red flag. It's also important to know that not all sources are equally valid.

3. Identifying biases

This skill can be exceedingly difficult, as even the smartest among us can fail to recognize biases. Strong critical thinkers do their best to evaluate information objectively. Think of yourself as a judge in that you want to evaluate the claims of both sides of an argument, but you'll also need to keep in mind the biases each side may possess.

It is equally important—and arguably more difficult—to learn how to set aside your own personal biases that may cloud your judgement. "Have the courage to debate and argue with your own thoughts and assumptions," Potrafka encourages. "This is essential for learning to see things from different viewpoints."

How to improve: "Challenge yourself to identify the evidence that forms your beliefs, and assess whether or not your sources are credible. First and foremost, you must be aware that bias exists. When evaluating information or an argument, ask yourself the following:

- Who does this benefit?
- Does the source of this information appear to have an agenda?
- Is the source overlooking, ignoring or leaving out information that doesn't support its beliefs or claims?
- Is this source using unnecessary language to sway an audience's perception of a fact?

4. Inference
The ability to infer and draw conclusions based on the information presented to you is another important skill for mastering critical thinking. Information doesn't always come with a summary that spells out what it means. You'll often need to assess the information given and draw conclusions based upon raw data.

The ability to infer allows you to extrapolate and discover potential outcomes when assessing a scenario. It is also important to note that not all inferences will be correct. For example, if you read that someone weighs 260 pounds, you might infer they are overweight or unhealthy. Other data points like height and body composition, however, may alter that conclusion.

How to improve: An inference is an educated guess, and your ability to infer correctly can be polished by making a conscious effort to gather as much information as possible before jumping to conclusions. When faced with a new scenario or situation to evaluate, first

try skimming for clues—things like headlines, images and prominently featured statistics—and then make a point to ask yourself what you think is going on.

5. Determining relevance
One of the most challenging parts of thinking critically during a challenging scenario is figuring out what information is the most important for your consideration. In many scenarios, you'll be presented with information that may seem important, but it may pan out to be only a minor data point to consider.

How to improve: The best way to get better at determining relevance is by establishing a clear direction in what you're trying to figure out. Are you tasked with finding a solution? Should you be identifying a trend? If you figure out your end goal, you can use this to inform your judgement of what is relevant.

Even with a clear objective, however, it can still be difficult to determine what information is truly relevant. One strategy for combating this is to make a physical list of data points ranked in order of relevance. When you parse it out this way, you'll likely end up with a list that includes a couple of obviously relevant pieces of information at the top of your list, in addition to some points at the bottom that you can likely disregard. From there, you can narrow your focus on the less clear-cut topics that reside in the middle of your list for further evaluation.

6. Curiosity
It's incredibly easy to sit back and take everything presented to you at face value, but that can also be also a recipe for disaster when faced with a scenario that requires critical thinking. It's true that we're all naturally curious—just ask any parent who has faced an onslaught of "Why?" questions from their child. As we get older, it can be easier to get in the habit of keeping that impulse to ask questions at bay. But that's not a winning approach for critical thinking.

How to improve: While it might seem like a curious mind is just something you're born with, you can still train yourself to foster that curiosity productively. All it takes is a conscious effort to ask open-ended questions about the things you see in your everyday life, and you can then invest the time to follow up on these questions.

"Being able to ask open-ended questions is an important skill to develop—and bonus points for being able to probe."

How to become a better critical thinker

- Thinking critically is vital for anyone looking to have a successful college career and a fruitful professional life upon graduation. Your ability to objectively analyze and evaluate complex subjects and situations will always be useful. Unlock your potential by practicing and refining the six critical thinking skills above.

- Most professionals credit their time in college as having been crucial in the development of their critical thinking abilities. If you're looking to improve your skills in a way that can impact your life and career moving forward, higher education is a fantastic venue through which to achieve that.

Stages of critical thinking
STAGE ONE:

- **Defining Feature:** Unreflective thinkers are largely unaware of the determining role that thinking is playing in their lives and of the many ways that problems in thinking are causing problems in their lives. Unreflective thinkers lack the ability to explicitly assess their thinking and improve it thereby.

- **Knowledge of Thinking:** Unreflective thinkers lack the knowledge that high-quality thinking requires regular practice in taking thinking apart, accurately assessing it, and actively improving it. In fact, unreflective thinkers are largely unaware of

thinking as such, hence fail to recognize thinking as involving concepts, assumptions, inferences, implications, points of view, etc. Unreflective thinkers are largely unaware of the appropriate standards for the assessment of thinking: clarity, accuracy, precision, relevance, logicalness, etc.

- **Skill in Thinking:** Unreflective thinkers may have developed a variety of skills in thinking without being aware of them. However, these skills are inconsistently applied because of the lack of self-monitoring of thought. Prejudices and misconceptions often undermine the quality of thought of the unreflective thinker.

- **Some Implications for Instruction:** We must recognize that in the present mode of instruction it is perfectly possible for students to graduate from high school, or even college, and still be largely unreflective thinkers. Though all students think, most students are largely unaware of how their thinking is structured or how to assess or improve it. Thus, when they experience problems in thinking, they lack the skills to identify and "fix" these problems. Most teachers do not seem to be aware of how unaware most students are of their thinking. Little is being done at present to help students "discover" their thinking. This emphasis needs shifting.

Stage Two: The Challenged Thinker

- Defining Features: Thinkers move to the "challenged" stage when they become initially aware of the determining role that thinking is playing in their lives, and of the fact that problems in their thinking are causing them serious and significant problems.

- Principal Challenge: To become initially aware of the determining role of thinking in one's life and of basic problems that come from poor thinking.

- Knowledge of Thinking: Challenged thinkers,

unlike unreflective thinkers are becoming aware of thinking as such. They are becoming aware, at some level, that high quality thinking requires deliberate reflective thinking about thinking (in order to improve thinking). They recognize that their thinking is often flawed, although they are not able to identify many of these flaws. Challenged thinkers may develop an initial awareness of thinking as involving concepts, assumptions, inferences, implications, points of view, etc., and as involving standards for the assessment of thinking: clarity, accuracy, precision, relevance, logicalness, etc., though they have only an initial grasp of these standards and what it would take to internalize them. Challenged thinkers also develop some understanding of the role of self-deception in thinking, though their understanding is limited. At this stage the thinker develops some reflective awareness of how thinking operates for good or ill.

- **Skill in Thinking:** Most challenged thinkers have very limited skills in thinking. However, like unreflective thinkers, they may have developed a variety of skills in thinking without being aware of them, and these skills may (ironically) serve as barriers to development. At this stage thinkers with some implicit critical thinking abilities may more easily deceive themselves into believing that their thinking is better than it actually is, making it more difficult to recognize the problems inherent in poor thinking. To accept the challenge at this level requires that thinkers gain insight into the fact that whatever intellectual skills they have are inconsistently applied across the domains of their lives.

- **Relevant Intellectual Trait:** The fundamental intellectual trait at this stage is intellectual humility, in order to see that problems are inherent in one's thinking.

- **Some Implications for Instruction:** We must recognize the importance of challenging our students — in a supportive way — to recognize both that they are thinkers and that their thinking often goes awry. We must lead class discussions about thinking. We must explicitly model thinking (e.g., thinking aloud through a problem). We must design classroom activities that explicitly require students to think about their thinking. We must have students examine both poor and sound thinking, talking about the differences. We must introduce students to the parts of thinking and the intellectual standards necessary to assess thinking. We must introduce the idea of intellectual humility to students; that is, the idea of becoming aware of our own ignorance. Perhaps children can best understand the importance of this idea through their concept of the "know-it-all," which comes closest to their recognition of the need to be intellectually humble.

Stage Three: The Beginning Thinker

- **Defining Feature:** Those who move to the beginning thinker stage are actively taking up the challenge to begin to take explicit command of their thinking across multiple domains of their lives. Thinkers at this stage recognize that they have basic problems in their thinking and make initial attempts to better understand how they can take charge of and improve it. Based on this initial understanding, beginning thinkers begin to modify some of their thinking, but have limited insight into deeper levels of the trouble inherent in their thinking. Most importantly, they lack a systematic plan for improving their thinking, hence their efforts are hit and miss.

- **Principal Challenge:** To begin to see the importance of developing as a thinker. To begin to seek ways to develop as a thinker and to make an intellectual commitment to that end.

- Knowledge of Thinking: Beginning thinkers, unlike challenged thinkers are becoming aware not only

of thinking as such, but also of the role in thinking of concepts, assumptions, inferences, implications, points of view, etc. Beginning thinkers are also at some beginning stage of recognizing not only that there are standards for the assessment of thinking: clarity, accuracy, precision, relevance, logicalness, etc., but also that one needs to internalize them and thus begin using them deliberately in thinking. They have a beginning understanding of the role of egocentric thinking in human life.

- **Skill in Thinking:** Beginning thinkers are able to appreciate a critique of their powers of thought. Beginning thinkers have enough skill in thinking to begin to monitor their own thoughts, though as "beginners" they are sporadic in that monitoring. They are beginning to recognize egocentric thinking in themselves and others.

- **Relevant Intellectual Traits:** The key intellectual trait required at this stage is some degree of intellectual humility in beginning to recognize the problems inherent in thinking. In addition, thinkers must have some degree of intellectual confidence in reason, a trait which provides the impetus to take up the challenge and begin the process of active development as critical thinkers, despite limited understanding of what it means to do high quality reasoning. In addition, beginning thinkers have enough intellectual perseverance to struggle with serious problems in thinking while yet lacking a clear solution to those problems (in other words, at this stage thinkers are recognizing more and more problems in their thinking but have not yet discovered how to systematize their efforts to solve them).

- **Some Implications for Instruction:** Once we have persuaded most of our students that much of their thinking — left to itself — is flawed and that they, like all of us, are capable of improving as thinkers, we must teach in such a way as to help them to see that we all need to regularly practice good thinking to become good thinkers. Here we can use sporting analogies and analogies from other skill areas. Most students already know that you can get good in a sport only if you regularly practice. We must not only look for opportunities to encourage them to think well, we must help them to begin to understand what it is to develop good HABITS of thinking. What do we need to do regularly in order to read well? What must we do regularly and habitually if we are to listen well? What must we do regularly and habitually if we are to write well? What must we do regularly and habitually if we are to learn well? We must recognize that students are not only creatures of habit, but like the rest of us, they are largely unaware of the habits they are developing. They are largely unaware of what it is to develop good habits (in general), let alone good habits of thinking. If our students are truly "beginning" thinkers, they will be receptive to the importance of developing sound habits of thought. We must emphasize the importance of beginning to take charge of the parts of thinking and applying intellectual standards to thinking. We must teach students to begin to recognize their native egocentrism when it is operating in their thinking.

Stage Four: The Practicing Thinker

- Defining Feature: Thinkers at this stage have a sense of the habits they need to develop to take charge of their thinking. They not only recognize that problems exist in their thinking, but they also recognize the need to attack these problems globally and systematically. Based on their sense of the need to practice regularly, they are actively analyzing their thinking in a number of domains. However, since practicing thinkers are only beginning to approach the improvement of their thinking in a systematic way, they still have limited insight into deeper levels of thought, and

thus into deeper levels of the problems embedded in thinking.

- **Principal Challenge:** To begin to develop awareness of the need for systematic practice in thinking.

- **Knowledge of Thinking:** Practicing thinkers, unlike beginning thinkers are becoming knowledgeable of what it would take to systematically monitor the role in their thinking of concepts, assumptions, inferences, implications, points of view, etc. Practicing thinkers are also becoming knowledgeable of what it would take to regularly assess their thinking for clarity, accuracy, precision, relevance, logicalness, etc. Practicing thinkers recognize the need for systematicity of critical thinking and deep internalization into habits. They clearly recognize the natural tendency of the human mind to engage in egocentric thinking and self-deception.

- **Skill in Thinking**: Practicing thinkers have enough skill in thinking to critique their own plan for systematic practice, and to construct a realistic critique of their powers of thought. Furthermore, practicing thinkers have enough skill to begin to regularly monitor their own thoughts. Thus, they can effectively articulate the strengths and weaknesses in their thinking. Practicing thinkers can often recognize their own egocentric thinking as well as egocentric thinking on the part of others. Furthermore, practicing thinkers actively monitor their thinking to eliminate egocentric thinking, although they are often unsuccessful.

- **Relevant Intellectual Traits:** The key intellectual trait required to move to this stage is intellectual perseverance. This characteristic provides the impetus for developing a realistic plan for systematic practice (with a view to taking greater command of one's thinking). Furthermore, thinkers at this stage have the intellectual humility required to realize that thinking in all the domains of their lives must be subject to scrutiny, as they begin to approach the improvement of their thinking in a systematic way.

- **Some Implications for Instruction:** What are the basic features of thinking that students must command to effectively become practicing thinkers? What do they need to do to take charge of their thinking intellectually, with respect to any content? We must teach in such a way that students come to understand the power in knowing that whenever humans reason, they have no choice but to use certain predictable structures of thought: that thinking is inevitably driven by the questions, that we seek answers to questions for some purpose, that to answer questions, we need information, that to use information we must interpret it (i.e., by making inferences), and that our inferences, in turn, are based on assumptions, and have implications, all of which involves ideas or concepts within some point of view. We must teach in such a way as to require students to regularly deal explicitly with these structures (more on these structures presently).

Students should now be developing the habit — whenever they are trying to figure something out — of focusing on: purpose, question, information, inferences, assumptions, concepts, point of view, and implications. The result of this emphasis in instruction is that students begin to see connections between all the subject matter they are learning. In studying history, they learn to focus on historical purposes and questions. When studying math, they clarify and analyze mathematical goals and problems. When studying literature, they reflect upon literary purposes and questions. They notice themselves making historical, mathematical, and literary assumptions. They notice themselves tracing historical, mathematical, and literary implications. Recognizing the "moves" one

makes in thinking well is an essential part of becoming a practicing thinker.

Students should be encouraged to routinely catch themselves thinking both egocentrically and sociocentric ally. They should understand, for example, that most of the problems they experience in learning result from a natural desire to avoid confusion and frustration, and that their inability to understand another person's point of view is often caused by their tendency to see the world exclusively within their own egocentric point of view.

Stage Five: The Advanced Thinker

- **Defining Feature:** Thinkers at this stage have now established good habits of thought which are "paying off." Based on these habits, advanced thinkers not only actively analyze their thinking in all the significant domains of their lives, but also have significant insight into problems at deeper levels of thought. While advanced thinkers are able to think well across the important dimensions of their lives, they are not yet able to think at a consistently high level across all of these dimensions. Advanced thinkers have good general command over their egocentric nature. They continually strive to be fair-minded. Of course, they sometimes lapse into egocentrism and reason in a one-sided way.

- **Principal Challenge:** To begin to develop depth of understanding not only of the need for systematic practice in thinking, but also insight into deep levels of problems in thought: consistent recognition, for example, of egocentric and sociocentric thought in one's thinking, ability to identify areas of significant ignorance and prejudice, and ability to actually develop new fundamental habits of thought based on deep values to which one has committed oneself.

- **Knowledge of Thinking:** Advanced thinkers are actively and successfully engaged in systematically monitoring the role in their thinking of concepts, assumptions, inferences, implications, points of view, etc., and hence have excellent knowledge of that enterprise. Advanced thinkers are also knowledgeable of what it takes to regularly assess their thinking for clarity, accuracy, precision, relevance, logicalness, etc. Advanced thinkers value the deep and systematic internalization of critical thinking into their daily habits. Advanced thinkers have keen insight into the role of egocentrism and sociocentrism in thinking, as well as the relationship between thoughts, feelings and desires. They have a deep understanding of the powerful role that thinking plays in the quality of their lives. They understand that egocentric thinking will always play a role in their thinking, but that they can control the power that egocentrism has over their thinking and their lives.

- **Skill in Thinking:** Advanced thinkers regularly critique their own plan for systematic practice, and improve it thereby. Practicing thinkers regularly monitor their own thoughts. They insightfully articulate the strengths and weaknesses in their thinking. They possess outstanding knowledge of the qualities of their thinking. Advanced thinkers are consistently able to identify when their thinking is driven by their native egocentrism; and they effectively use a number of strategies to reduce the power of their egocentric thoughts.

- **Relevant Intellectual Traits:** The key intellectual trait required at this stage is a high degree of intellectual humility in recognizing egocentric and sociocentric thought in one's life as well as areas of significant ignorance and prejudice. In addition the thinker at this level needs: a) the intellectual insight and perseverance to actually develop new fundamental habits of thought based on deep values to which one has committed oneself, b) the intellectual integrity to recognize areas of inconsistency and contradiction in one's life, c) the intellectual empathy necessary to put one-

self in the place of others in order to genuinely understand them, d) the intellectual courage to face and fairly address ideas, beliefs, or viewpoints toward which one has strong negative emotions, e) the fair-mindedness necessary to approach all viewpoints without prejudice, without reference to one's own feelings or vested interests. In the advanced thinker these traits are emerging, but may not be manifested at the highest level or in the deepest dimensions of thought

- **Some Implications for Instruction: F**or the foreseeable future most of our students will not become advanced thinkers — if at all — until college or beyond. Nevertheless, it is important that they learn what it would be to become an advanced thinker. It is important that they see it as an important goal. We can help students move in this direction by fostering their awareness of egocentrism and sociocentrism in their thinking, by leading discussions on intellectual persever- ance, intellectual integrity, intellectual empathy, intellectual courage, and fair-mindedness. If we can graduate students who are practicing think- ers, we will have achieved a major break-through in schooling. However intelligent our graduates may be, most of them are largely unreflective as thinkers, and are unaware of the disciplined habits of thought they need to develop to grow intellectually as a thinker.

Stage Six: The Accomplished Thinker

- Defining Feature: Accomplished thinkers not only have systematically taken charge of their thinking, but are also continually monitoring, revising, and re-thinking strategies for continual improvement of their thinking. They have deeply internalized the basic skills of thought, so that critical thinking is, for them, both conscious and highly intuitive. As Piaget would put it, they regularly raise their thinking to the level of conscious realization. Through extensive experience and practice in engaging in self-assessment, accomplished thinkers are not only actively analyzing their thinking in all the significant domains of their lives, but are also continually developing new insights into problems at deeper levels of thought. Accomplished thinkers are deeply committed to fair-minded thinking, and have a high level of, but not perfect, control over their egocentric nature.

- Principal Challenge: To make the highest levels of critical thinking intuitive in every domain of one's life. To internalize highly effective critical thinking in an interdisciplinary and practical way.

- Knowledge of Thinking: Accomplished thinkers are not only actively and successfully engaged in systematically monitoring the role in their thinking of concepts, assumptions, inferences, implications, points of view, etc., but are also regularly improv- ing that practice. Accomplished thinkers have not only a high degree of knowledge of thinking, but a high degree of practical insight as well. Accom- plished thinkers intuitively assess their thinking for clarity, accuracy, precision, relevance, logicalness, etc. Accomplished thinkers have deep insights into the systematic internalization of critical thinking into their habits. Accomplished thinkers deeply un- derstand the role that egocentric and sociocentric thinking plays in the lives of human beings, as well as the complex relationship between thoughts, emotions, drives and behavior.

- Skill in Thinking: Accomplished thinkers regularly, effectively, and insightfully critique their own use of thinking in their lives, and improve it thereby. Accomplished thinkers consistently monitor their own thoughts. They effectively and insightfully articulate the strengths and weaknesses inherent in their thinking. Their knowledge of the qualities of their thinking is outstanding. Although, as hu-
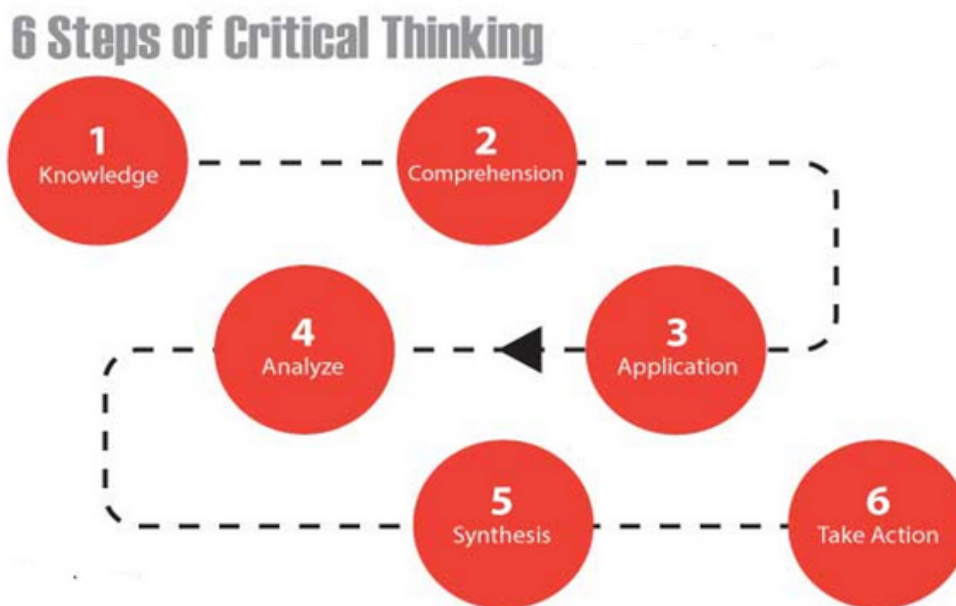
mans they know they will always be fallible (because they must always battle their egocentrism, to some extent), they consistently perform effectively in every domain of their lives. People of good sense seek out master thinkers, for they recognize and value the ability of master thinkers to think through complex issues with judgment and insight.

• Relevant Intellectual Traits: Naturally inherent in master thinkers are all the essential intellectual characteristics, deeply integrated. Accomplished thinkers have a high degree of intellectual humility, intellectual integrity, intellectual perseverance, intellectual courage, intellectual empathy, intellectual autonomy, intellectual responsibility and fair-mindedness. Egocentric and sociocentric thought is quite uncommon in the accomplished thinker, especially with respect to matters of importance. There is a high degree of integration of basic values, beliefs, desires, emotions, and action.

Steps in critical thinking

• **Knowledge**

For every problem, clear vision puts us on the right path to solve it. This step identifies the argument or the problem that needs to be solved. Questions should be asked to acquire a deep understanding about the problem. In some cases, there is no actual problem, thus no need to move forward with other steps in the critical thinking model. The questions in this stage should be open-ended to allow the chance to discuss and explore main reasons. At this stage, two main questions need to be addressed: What is the problem? And why do we need to solve it?

6 Steps of Critical Thinking

1 Knowledge
2 Comprehension
3 Application
4 Analyze
5 Synthesis
6 Take Action

• **Comprehension**

Once the problem is identified, the next step is to understand the situation and the facts aligned with it. The data is collected about the problem using any of the research methods that can be adopted depending on the problem, the type of the data available, and the deadline required to solve it.

• **Application**

This step continues the previous one to complete the understanding of different facts and resources required

to solve the problem by building a linkage between the information and resources. Mind maps can be used to analyze the situation, build a relation between it and the core problem, and determine the best way to move forward.

• Analyze

Once the information is collected and linkages are built between it the main problems, the situation is analyzed in order to identify the situation, the strong points, the weak points, and the challenges faced while solving the problem. The priorities are set for the main causes and determine how they can be addressed in the solution. One of the commonly used tools that can be deployed to analyze the problem and the circumstances around it is the cause effect diagram, which divides the problem from its causes and aims to identify the different causes and categorize them based on their type and impact on the problem.

• Synthesis

In this stage, once the problem is fully analyzed and all the related information is considered, a decision should be formed about how to solve the problem and the initial routes to follow to take this decision into action. If there are number of solutions, they should be evaluated and prioritized in order to find the most advantageous solution. One of the tools that contribute choosing the problem solution is the SWOT analysis that tends to identify the solution's strength, weakness, opportunity, and threats.

• Take Action

The final step is to build an evaluation about the problem that can be put into action. The result of critical thinking should be transferred into action steps. If the decision involves a specific project or team, a plan of action could be implemented to ensure that the solution is adopted and executed as planned.

Benefits of work place critical thinking

Critical thinking "does not make any assumptions, and using the process of critical thinking in the workplace:

1. removes the temptation to immediately classify every issue under something that has happened in the past."
2. Allows innovation to thrive. Employees explore new solutions for common problems, and employees are forced "to look beyond conventional solutions and look for new ideas that can help to efficiently address problems."
3. Critical thinking in the workplace fosters teamwork. Employees must work together to find not only the right solutions, but also the right resources. By working together, coworkers find more avenues to explore than they would on their own.

5.18 WORKPLACE CREATIVITY AND INNOVATION

Creativity is the mental and social process used to generate ideas, concepts and associations that lead to the exploitation of new ideas. ... For example, by supporting an open exchange of ideas among employees at all levels, organizations are able to inspire personnel and maintain innovative workplaces.

To some, Creativity is an inborn trait, though it may be true in most cases, there is no denying that to flourish a creative environment in the workplace employees should be given space and opportunities to showcase their talents.

Ways of promoting creativity in workplace

- Rewarding employees for their ingenuity is one way to motivate them to come forward with innovative ideas. The rewards can be tangible like monetary incentives or recognition by the management to make employees think out-of-the-box. Once the ideas are put forward it is also the management's job to consider those ideas and implement the best one chosen, so as to not discourage employees to showcase their creativity in future.
- A more pragmatic system of promoting creativity

in the workplace is to assemble an innovation team tasked with coming up with ideas to improve a more distinctive aspect of the workplace. The best solution can also be rewarded. This will illustrate the organization's value towards work related creativity. On the downside, this can also come out "deliberate" to some employees, as creativity should be instinctive and not premeditated.

- Another cause of employees not coming forward with their inventive ideas could be because of them not knowing whether the organization supports creativity. A major incentive to bring in innovative ideas forward is the fear of repercussions of making mistakes. Risk-taking should be encouraged by the organization to develop a creative culture. It starts with the management being more receptive and open-minded towards their employee's suggestions.

- A homogeneous work environment can not contribute to flourishing creative solutions to a problem. Hiring employees with diverse background, knowledge, and experiences will instigate a varied number of creative ideas to come out. Getting these employees to mingle in social events and projects will bring out interchanging thoughts and original ideas forward.

- All work and no fun have a true meaning. Hence, a bit of fun and mischief can go a long way into keeping the employees fresh and in a good mood before a crucial project. It also helps employees' bond and elevates confidence among coworkers. As a drab working environment will only make employees look forward to the end of the day and not work things differently.

It is understandable that every organization is defined by its employees and its growth depends on the uniqueness of the product the company is selling. Hence the importance of creativity cannot be excluded from the organization's perspective, be it in sales or product design

How to promote innovation in a workplace

1. Be easygoing.
- A relaxed and flexible work environment increases your team's productivity by letting ideas flow. Encourage an atmosphere where the boss is more likely to make you a coffee than expect you to make them one.
- Let go of the traditional 9-5 work week and have team members come in to work when they are rested and at their best. Not everyone is an early-bird, and that's good! Embrace your employees' natural rhythm, they'll show up to work fresh and ready to go.

2. Hire for culture.
- Look for team members who understand your vision and align with your culture. Having a team that shares one vision and works together helps the organization run smoothly.
- This doesn't mean only hiring people who always agree with you, though. Encourage different perspectives -- it will help your company stay ahead of the curve.

3. Bring on people who love what they do.
- Hire people that are passionate about their work. You want people at your company who really care; people who are excited to go to work every day because they believe in the product.
- Adding people that want to improve your product will be the most beneficial for your company.
- Point #2 goes hand-in-hand with this one. It's far more pleasant to work alongside interesting, friendly, and driven people working towards the same goals.

4.   Encourage diversity.
- Put together a team with different backgrounds, passions, and capabilities. Having a group with a diverse set of ideas and problem-solving approaches helps push your product forward.

- Embrace and celebrate your team members' individuality -- out of the box ideas and problem-solving approaches helps push your product forward.

5. Incorporate sprints
- The hustle and bustle of daily office life can wreak havoc on your concentration: emails, phones, meetings -- the distractions are endless. That's where a "sprint," a set amount of time in which your team works to finish a project, can be the solution.
- Startups develop quickly in the early stages because everyday interruptions are at a minimum. When your company has started to grow into individual teams, having them work in a remote location surrounded by nature is a great way to center your focus and take-up a project from start to finish.

6. Take ample time off.
Communicate how important taking vacation is. Our brains are constantly on and connected, taking time off for some R&R is crucial for a healthy work/life balance. Wore-down workaholics don't produce the highest quality content, you want your employees to be fresh and excited to be at work. Convey to your employees how important time off is -- and make it non-nego.

Importance of creativity and innovation to society
- Innovation is important to the advancement of society. New and innovative products have increased the standard of living and provided people with opportunities to improve their lives. Breakthroughs in medicine and technology have had dramatic impact to individuals and communities alike.
- There's no denying the importance and inspiration of these large-scale innovations. But it's understandable if you're wondering why innovation is important for organizations that aren't saving the world every day.
- Well, the importance of innovation can be condensed into 2 key areas: Efficiency & Increased Value and Competitive Advantage. Allow me to explain this for you.

Efficiency & Increased Value
- Organizations need more than good products to survive; they require innovative processes and management that can drive down costs and improve productivity. Innovation not only improves productivity by allowing greater efficiencies in production but also through increasing the value of products and services that an organization produces.
- Increasing global competition and the steadily rising rate of global technological change means that competing through efficiencies delivered by structural reform and competition is no longer enough.

Competitive advantage
- Innovation is one of the primary ways to differentiate your product from the competition. If you can't compete on price, you'll need innovative products and ideas to make your business stand out from the crowd.
- Innovation has the potential to create competitive advantage by providing new technologies, products and services. Competitors that offer alternative customer solutions to your products range can erode your business. Your company must be on the lookout for new opportunities and be able to get there first.
- Innovation is important, in any context, on any scale, for any organization. The efficiency & increased value for your organization, as well as the competitive advantage you will gain through innovation is not something you can afford to overlook.

3.15 Workplace motivation

The term motivation is derived from the word 'motive". The word 'motive' as a noun means an objective, as a verb this word means moving into action. Therefore, motives are forces which induce people to act in a way, so as to ensure the fulfillment of a particular human need at a time. Behind every human action there is a motive. Therefore, management must provide motives to people to make them work for the organization.

- Motivation may be defined as a planned managerial process, which stimulates people to work to the best of their capabilities, by providing them with motives, which are based on their unfulfilled needs.
- "Motivation means a process of stimulating people to action to accomplish desired goods." —William
- "Motivation is the process of attempting to influence others to do your will through the possibility of gain or reward." —
- Motivation is, in fact, pressing the right button to get the desired human behaviour.

5.19   MOTIVATION AT WORK PLACE

1. FEATURES OF MOTIVATION
2. 2Motivation is a personal and internal feeling: Motivation is a psychological phenomenon which generates within an individual.
3. Motivation is need based: If there are no needs of an individual, the process of motivation fails. It is a behavioral concept that directs human behaviour towards certain goals.
4. Motivation is a continuous process: Because human wants are unlimited, therefore motivation is an ongoing process.
5. Motivation may be positive or negative:
6. Motivation is a planned process: People differ in their approach, to respond to the process of motivation; as no two individuals could be motivated in an exactly similar manner. Accordingly, motivation is a psychological concept and a complex process.
7. Motivation is different from job satisfaction:

SIGNIFICANCE OF MOTIVATION

1. High Efficiency: A good motivational system releases the immense untapped reservoirs of physical and mental capabilities. A number of studies have shown that motivation plays a crucial role in determining the level of performance. "Poorly motivated people can nullify the soundest organization." said Allen. By satisfying human needs motivation helps in increasing productivity. Better utilization of resources lowers cost of operations. Motivation is always goal directed. Therefore, higher the level of motivation, greater is the degree of goal accomplishment.
2. Better Image: A firm that provides opportunities for financial and personal advancement has a better image in the employment market. People prefer to work for an enterprise because of opportunity for development, and sympathetic outlook. This helps in attracting qualified personnel and simplifies the staffing function.
3. Facilitates Change: Effective motivation helps to overcome resistance to change and negative attitude on the part of employees like restriction of output. Satisfied workers take interest in new organizational goals and are more receptive to changes that management wants to introduce in order to improve efficiency of operations.

4.   **Human Relations:**
- Effective motivation creates job satisfaction which results in cordial relations between employer and employees. Industrial disputes, labour absenteeism and turnover are reduced with consequent benefits. Motivation helps to solve the central problem of management, i.e., effective use of human resources. Without motivation the workers may not put their best efforts and may seek satisfaction of their needs outside the organization.
- The success of any organization depends upon the optimum utilization of resources. The utilization of physical resources depends upon the

ability to work and the willingness to work of the employees. In practice, ability is not the problem but necessary will to work is lacking. Motivation is the main tool for building such a will. It is for this reason that Rensis Likert said, "Motivation is the core of management." It is the key to management in action.

Types of motivation

1. Achievement Motivation:
It is the drive to pursue and attain goals. An individual with achievement motivation wishes to achieve objectives and advance up on the ladder of success.

2. Affiliation Motivation:
It is a drive to relate to people on a social basis. Persons with affiliation motivation perform work better when they are complimented for their favorable attitudes and co-operation. This motivation is of greater use where money cannot be used to motivate, especially minimum-wage employees and contingent professionals.

3. Competence Motivation:
It is the drive to be good at something, allowing the individual to perform high quality work. Competence motivated people seek job mastery, take pride in developing and using their problem-solving skills and strive to be creative when confronted with obstacles. They learn from their experience. Specialists, like heart surgeons would feel motivated if they get chances to operate upon unique cases.

4. Power motivation
It is the drive to influence people and change situations. Power motivated people create an impact on their organization and are willing to take risk to do so. Ms. Mayawati, Chief Minister of UP, is power motivated.

5. Attitude Motivation:
Attitude motivation is how people think and feel. It is their self- confidence, their belief in themselves, and their attitude to life. It is how they feel about the future and how they react to the past.

6. Incentive Motivation:
It is where a person or a team reaps a reward from an activity. It is "you do this and you get that", attitude. It is the type of rewards and prizes that drive people to work a little harder. Most of the unorganized job workers get motivated when they are offered more money.

7. Fear Motivation:
Fear motivation coercions a person to act against will. It is instantaneous and gets the job done quickly. It is helpful in the short run. Managers following Theory x come into this category. In Indian army, this kind of motivation is very popular.

1) Labor Laws and Codes in South Sudan
Meaning of Labor Laws and Act in South Sudan
It is a legal framework for the minimum conditions of employment, labour relations, labour institutions, dispute resolution and provision for health and safety at the workplace, in accordance with the Constitution of the Republic of South Sudan, 2011, and in conformity with the international and regional obligations of South Sudan.

The provisions of the labor laws and Acts excludes the following categories:
a. Army
b. Organized forces;
c. National security service;
d. Judges;
e. Government Legal Counsels;
f. Diplomatic service; and
g. Constitutional post holders.

Basic salary - means the salary plus the cost of living allowance excluding other allowances.

Collective bargaining - means a written agreement concerning terms and conditions of work or any other matter of mutual interest concluded by one or more registered trade unions with their respective employers;

Conciliation - means a hearing process where the office of the Labour Commissioner or a panel meets with parties to the dispute and explores ways to settle the dispute by mutual agreement

Contract of service - means any contract, whether oral or in writing, whether express or implied, where a person in turn agrees for remuneration, to work for an employer and includes a contract of apprenticeship;

Employee - means a person who works in the service of another person under an express or implied contract of hire for pay;

Employer - means any person who employs an employee under a contract of employment, verbal or written;

Employment contract - means a contract of service whether expressed or implied, and expressed orally or in writing;

Forced labor means any work or service which is:
i.   i.   Exacted from any person under the threat of a penalty, including the threat of loss of rights or privileges; and
ii. ii. Not being offered voluntarily by such Person.

Hazardous work - means any type of employment or work, which by its nature or the circumstances in which it is carried out, is likely to jeopardize the health, safety or morals of the persons performing that work.

Labor Court - specialized division of the high court set up to deal with matters of labour in nature as referred to in section 108 of this Act;

Minimum Working age in South Sudan

Child labor - means a dangerous and hazardous work, which exposes children to physical, psychological or sexual abuse, and unhealthy environment.

Sexual harassment - Deliberate sexual comments and gestures of any conduct of sexual nature that is unwanted, embarrassing, demeaning or compromising. It can be implicit or explicit and may be a single incident or occur over a period of time. It may consist of any or all of the following acts:
a.   Sexual or insensitive jokes, lewd suggestions, whistling, foul language, slurs, innuendos, leering and obscene gestures;
b.   Belittling comments on a person's anatomy or persistent demands for dates;
c.   Asking for sexual favors, asking about personal/sex life, explicit sexual suggestions in return for "rewards".
d.   Unwanted physical contact of any sort, including touching, brushing and kissing.
e.   Display of pornographic and sexually suggestive pictures and/or sexual objects.
f.   Offensive written, telephonic or electronic communications.
g.   Indecent exposure or dressing.
h.   Sexual assault and rape
i.   Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature also constitute sexual harassment.

Fundamental rights of a work place

2) Non-Discrimination

a. No person shall discriminate, directly or indirectly, against an employee or job applicant in any work policy or practice.

b. No trade union, Employers' Association or federation shall discriminate, directly or indirectly in any:

c. Admission, representation or termination of membership;

d. Work policy or practice;

e. Collective Agreement.

3) For the purpose of this section, discrimination includes any distinction, exclusion or preference with the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation, based on any of the following grounds:

a. Race;

b. Tribe or place of origin;

c. National extraction;

d. Colour;

e. Sex;

f. Pregnancy or childbirth;

g. Marital status;

h. Family responsibilities;

i. Age;

j. Religion;

k. Political opinion;

l. lDisability or persons with special needs

m. m. Health and HIV/AIDS; or

n. n. Membership in a trade union or participation in Trade union activities.

4. The ground of discrimination set out in sub-section (3) (n) above does not apply to the prohibition on discrimination under sub-section (2) above.

5. Any distinction, exclusion or preference in respect of a particular job shall not constitute discrimination for the purposes of this section if it is:

• Based on the inherent requirements of the particular job; or

• In accordance with special measures adopted by the government to assist persons generally recognized as requiring special assistance.

6. Where, in proceedings relating to an alleged contravention of this section:

• It is alleged that a person took, or is taking, action for a particular reason; and

• Taking that action for that reason would constitute a contravention of this section,

• It is presumed that the action was, or is being, taken for that reason, unless the person against whom the allegation is brought proves otherwise.

7. Sexual Harassment

a. aNo person shall sexually harass an employee or an employer. This shall be an offense against an employee and which by its nature has a detrimental effect on that employee's job performance or satisfaction.

b. An employer shall ensure that no person shall sexually harass an employee in the course of such employee's work for the employer.

c. An employer who employs twenty or more employees shall, after consulting with the employees' representatives, issue a policy statement on sexual harassment. The policy statement shall contain, at a minimum:

d. The definition of sexual harassment as specified in section 5 above; and a statement:

• That every employee is entitled to work that is free of sexual harassment;

• That the employer shall take steps to ensure that no employee is subjected to sexual harassment;

• That the employer shall take such disciplinary measures as the employer deems appropriate against any person under the employer's direction who subjects any employee to sexual harassment;

• That provides the process for bringing complaints of sexual harassment to the attention of the employer;

• That the employer will not disclose the name of a complainant or the circumstances related to the complaint to any person except where disclosure is necessary for the purpose of investigating the

complaint or taking disciplinary measures in relation thereto; and

- That an employee who brings a complaint of sexual harassment in good faith shall not be disciplined, demoted, dismissed or otherwise prejudiced in such employee's employment with the employer as a consequence.

e. Sexual harassment does not refer to behaviour that is mutually acceptable to the parties involved. Friendships, whether sexual or otherwise, are a private concern and should be kept out of the workplace.

f. An Employer shall make rules and regulations against sexual harassment to govern employer and employees in the place of work. The employer shall bring the policy statement to the attention of each person under the employer direction.

8. Equal Remuneration for Work of Equal Value

a. Every employee shall be entitled to equal remuneration for work of equal value.

b. Every employer shall take steps to guarantee equal remuneration for every employee for work of equal value.

c. Work of equal value is work, which requires of workers a comparable amount of knowledge attested to by a qualification, or work experience, capacities derived from acquired experience, responsibilities and physical or intellectual effort.

d. Any unilateral decision by an employer or group of employers and any provisions of any agreement of whatever nature, which contravenes the provisions of this section shall be deemed null and void.

e. The rate of remuneration of employees who have been prejudiced by any discriminatory decision or agreement shall be replaced by the rate of remuneration attributed by virtue of that decision or agreement to the other employees.

f. An employee who has been paid remuneration at less than the rate to which such employee is entitled in keeping with the equal pay rule, shall have the right to recover from the employer the amount by which such employee has been underpaid.

g. The Ministry of Labour, Public Service and Human Resources Development has the right to apply this section without prejudice to sub-section (6) above.

9. Freedom of Association

a. All employees and employers, without restriction whatsoever, shall have the right to establish and, subject only to the rules of the trade unions or Employers' Association concerned, join trade unions or Employers' Association of their own choosing.

b. Trade unions, or Employers' Associations shall have the right to:

- Draw up their constitution, rules, regulations and circulars;
- Establish rules and regulations for election of their officers and representatives and hold such elections in full freedom;
- Organize their administration and activities;

c. Establish, join federations and affiliate with regional, continental and International Organizations of employees and employers.

d. Any provision of employment contract or Collective Agreement that contravenes or limits this provision shall be deemed, null and void.

10. Prohibition of Forced Labour

a. No person shall engage in the recruitment or use of forced labour or assist any other person to engage in such activities.

b. For the purpose of this sub-section, the following shall not constitute forced labour:

- Any work or service exacted by virtue of compulsory military service laws or for work of a purely military character, provided that the recruitment of children for use in armed conflict shall be deemed to be forced labour;
- Any work or service which forms part of the

normal civic obligations of citizens in South Sudan;

- Any work or service exacted from any person as a consequence of a conviction in a court of law, provided that the work or service is carried out under the control and supervision of a public authority and that the person is not hired out to or placed at the disposal of any private person, company or association;
- Any work or service exacted in case of emergency, such as in the event of war, natural disaster or threat of natural disaster or calamity, or any other circumstance that may endanger the existence or the wellbeing of the population or part of it; or
- Minor community service performed by any member of a community in the direct interest of the community, provided that the members or the representatives of such community are consulted.

c. Without prejudice to sub-section (1) above, it is forbidden to make use of any form of forced labour as a means of:

- Political coercion;
- Economic development;
- Labour discipline;
- Punishment for participation in Strikes; and
- Discrimination based on any ground listed inSection6 of this Act.