



Ethiopian TVET-System



BASIC CLERICAL WORKS

LEVEL-I

Based on August 2012GC Occupational standard

Module Title: planning skill developments

TTLM Code: EISBCW1TTLM0919V1

This module includes the following Learning Guides

LG52: Seek advice on future career directions

LG Code: EIS BCW1 MO 15 LO-1 LG-52

LG53: Conduct self-assessment of skills

LG Code: EIS BCW1 MO 15 LO-2 LG-53

LG54: Prepare portfolio of evidence

LG Code: EIS BCW1 MO 15 LO-3 LG-54

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Instruction Sheet	LG52: Seek advice on future career directions
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- ❖ Identifying possible Career directions in organization
- ❖ Identifying and prioritizing personal work goals
- ❖ Discussing future work/career directions with *appropriate people*
- ❖ Taking into account personal values and attitudes regarding work and business in planning future work directions
- ❖ Identifying additional skills required
- ❖ determining appropriate *methods* to acquire skills

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, you will be able to:

- ❖ Identify possible Career directions in organization
- ❖ Identify and prioritizing personal work goals
- ❖ Discuss future work/career directions with *appropriate people*
- ❖ Take into account personal values and attitudes regarding work and business in planning future work directions
- ❖ Identify additional skills required
- ❖ determine appropriate *methods* to acquire skills

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
4. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” in **page -6, 9, 12 and 14** respectively.



5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 ”in page -15.
6. Do the “LAP test” in page – 16 (if you are ready).

Lo1:Information Sheet-1	Identifying possible Career directions in organization
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1.1 Identifying possible Career directions in organization

Where to start

Not sure about what you want to do? Your first step is to understand who you are and what you want - both from your work and your life. Here are some key questions you can ask yourself to help decide on your next steps.

Who am I?

Whether your mid-career or still in study, you need to approach any career move in the same way. Your first step is to understand who you are and what you want - both from your work and your life

Consider your interests, skills, values and qualities. You should also ask yourself:

- ❖ What am I good at?
- ❖ What do I like to do in my spare time?
- ❖ What have I achieved already?
- ❖ What things am I passionate about?

Use our online quizzes and tools to help get started. They'll help you to understand what's important to you, and give you some ideas for where your career should head next.

You don't have to do all the activities, just those that seem most useful to you now. You can print off your answers, or save most of your results and information to our website.



Review your interests

Looking at the broad areas of work that interest you is an important first step when planning your career or thinking of making changes to it. Take these interests into account when considering jobs or study. If you are able to find an environment that suits your interests, you are likely to be happier in what you do.

Review your values

Your personal values can play a part in your career decisions. Knowing what is important to you in a job can help you narrow down your career options. And finding a career that fits with your values can help you feel more satisfied in your work.

Review your skills

Working out what skills you have, then matching them to different jobs, can open up career options you may never have thought of.

Think of broad areas of skills, and what level of skill you have in each area. Then try to think of examples of how you have used those skills at work, or in some other area of your life.

Where am I?

The people around you and your personal circumstances also play a part in your career choices. Being aware of this will help you in your decision-making.

Things to consider include:

- ❖ Family expectations - perhaps your parents have a strong opinion about what career you should pursue, or want you to follow a course that they think will make you the best person you can be.
- ❖ Your commitments outside work - this could include anything from sporting or community group activities that mean you have to be free at certain



times, to family commitments such as needing to look after or financially support family members.

- ❖ Where you are in your career journey - if you're just starting out, you may be willing to spend more time and effort on training or studying than if you've been working for 15 years already. Knowing where you're at, and what you're willing to commit, will help you with your career decisions.
- ❖ Obstacles or challenges you might face - these may be big or small. Maybe you feel your age is a barrier to moving into a new job, or maybe you live in a rural area, so have fewer training or study options.

Where do I want to be?

Where do you see yourself in five years' time, and beyond? What do you want to be doing, and what do you want to be like as a person? Knowing this can affect your choices, for example:

- ❖ Do you want a job that earns you a lot of money?
- ❖ Do you want a job that will allow you a certain amount of free time, so you can continue to take part in other activities?
- ❖ Do you like being in charge, giving advice, or having people come to you for help?

Thinking about the type of thing that you want to be doing will help you with your career ideas, but so will thinking about how you will get there. What's involved in getting to the place that you want to go? Are you prepared to take the necessary steps to get there?

For example, do you have the drive to devote yourself to a long training period? Can you afford to not be working while you study toward your goal? Can you put in the long hours needed to be successful in certain types of jobs



Where can I go for help?

Once you've explored your own ideas about yourself, and narrowed down some career options, it's good to talk through your thoughts with others. Bouncing your ideas off someone else can help things become clearer to you.

Other people may also have some insights into your character or situation that you had not considered.

- ❖ Talk to people who know you well and who you can trust. Ask them what they think are your strengths and skills. These may include family, friends, church leaders, teachers.
- ❖ If you have a part-time job, or if you do volunteer work, think about asking your employer what parts of the job they think you do well.
- ❖ These people may even have career suggestions based on what they know of you.

Remember, you can revisit these steps at any time, as no career decision you make is ever permanent. You'll always have options, and as your life changes you may find that what you want from your career changes.

Lo1:Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. which one of the following is knowing this can affect your choices?

- A. earns you a lot of money
- B. to take part in other activities
- C. A and B
- D. All



Lo1:Information Sheet-2	Identifying and prioritizing personal work goals
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2.1 Identifying and prioritizing personal work goals

Many people feel as if they're adrift in the world. They work hard, but they don't seem to get anywhere worthwhile.

A key reason that they feel this way is that they haven't spent enough time thinking about what they want from life, and haven't set themselves formal goals. After all, would you set out on a major journey with no real idea of your destination? Probably not!

Goal setting is a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality.

The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that can, so easily, lead you astray.

Why Set Goals?

Goal setting is used by top-level athletes, successful business-people and achievers in all fields. Setting goals gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge, and helps you to organize your time and your resources so that you can make the very most of your life.

By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals, and you'll see forward progress in what might previously have seemed a long pointless grind. You will also raise your **self-confidence** , as you recognize your own ability and competence in achieving the goals that you've set.

2.2 Starting to Set Personal Goals

You set your goals on a number of levels:

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- ❖ First you create your "big picture" of what you want to do with your life (or over, say, the next 10 years), and identify the large-scale goals that you want to achieve.
- ❖ Then, you break these down into the smaller and smaller targets that you must hit to reach your lifetime goals.
- ❖ Finally, once you have your plan, you start working on it to achieve these goals.

This is why we start the process of goal setting by looking at your lifetime goals. Then, we work down to the things that you can do in, say, the next five years, then next year, next month, next week, and today, to start moving towards them.

Lo1:Self-Check -2	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List the Starting to Set Personal Goals? 10 points

Lo1:Information Sheet-3	Discussing future work/career directions with <i>appropriate people</i>
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3.1 Discussing future work/career directions with *appropriate people*



appropriate people may include:

- ❖ assessors
- ❖ colleagues
- ❖ mentors
- ❖ supervisors
- ❖ trainers

The first step in setting personal goals is to consider what you want to achieve in your lifetime (or at least, by a significant and distant age in the future). Setting lifetime goals gives you the overall perspective that shapes all other aspects of your decision making.

3.2 categories of your own

To give a broad, balanced coverage of all important areas in your life, try to set goals in some of the following categories (or in other categories of your own, where these are important to you):

- ❖ **Career** – What level do you want to reach in your career, or what do you want to achieve?
- ❖ **Financial** – How much do you want to earn, by what stage? How is this related to your career goals?
- ❖ **Education** – Is there any knowledge you want to acquire in particular? What information and skills will you need to have in order to achieve other goals?
- ❖ **Family** – Do you want to be a parent? If so, how are you going to be a good parent? How do you want to be seen by a partner or by members of your extended family?
- ❖ **Artistic** – Do you want to achieve any artistic goals?
- ❖ **Attitude** – Is any part of your mindset holding you back? Is there any part of the way that you behave that upsets you? (If so, set a goal to improve your behavior or find a solution to the problem.)
- ❖ **Physical** – Are there any athletic goals that you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve this?
- ❖ **Pleasure** – How do you want to enjoy yourself? (You should ensure that some of your life is for you!)
- ❖ **Public Service** – Do you want to make the world a better place? If so, how?



Spend some time **brainstorming** these things, and then select one or more goals in each category that best reflect what you want to do. Then consider trimming again so that you have a small number of really significant goals that you can focus on.

As you do this, make sure that the goals that you have set are ones that you genuinely want to achieve, not ones that your parents, family, or employers might want. (If you have a partner, you probably want to consider what he or she wants – however, make sure that

you also remain true to yourself!)

Lo1:Self-Check -3	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List the **categories of your own? 10 points.**



Lo1:Information Sheet-4	Taking into account personal values and attitudes regarding work and business in planning future work directions
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4.1 Taking into account personal values and attitudes regarding work and business in planning future work directions

Methods to acquire additional skills may include:

- ❖ attendance at workshop or demonstration
- ❖ formal course participation
- ❖ on-the-job coaching or mentoring
- ❖ work experience

Once you have set your lifetime goals, set a five-year plan of smaller goals that you need to complete if you are to reach your lifetime plan.

Then create a one-year plan, six-month plan, and a one-month plan of progressively smaller goals that you should reach to achieve your lifetime goals. Each of these should be based on the previous plan.

Then create a daily **To-Do List** of things that you should do today to work towards your lifetime goals.

At an early stage, your smaller goals might be to read books and gather information on the achievement of your higher level goals. This will help you to improve the quality and realism of your goal setting.



Finally review your plans, and make sure that they fit the way in which you want to live your life.

Staying on Course

Once you've decided on your first set of goals, keep the processes going by reviewing and updating your To-Do List on a daily basis.

Periodically review the longer term plans, and modify them to reflect your changing priorities and experience. (A good way of doing this is to schedule regular, repeating reviews using a computer-based diary.)

4.3 SMART Goals

A useful way of making goals more powerful is to use the SMART mnemonic. While there are plenty of variants (some of which we've included in parenthesis), SMART usually stands for:

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

For example, instead of having "to sail around the world" as a goal, it's more powerful to say "To have completed my trip around the world by December 31, 2015." Obviously, this will only be attainable if a lot of preparation has been completed beforehand!

4.4 Further Goal Setting Tips

The following broad guidelines will help you to set effective, achievable goals:

- ❖ **State each goal as a positive statement** – Express your goals positively – "Execute this technique well" is a much better goal than "Don't make this stupid mistake."



- ❖ **Be precise:** Set precise goals, putting in dates, times and amounts so that you can measure achievement. If you do this, you'll know exactly when you have achieved the goal, and can take complete satisfaction from having achieved it.
- ❖ **Set priorities** – When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by having too many goals, and helps to direct your attention to the most important ones.
- ❖ **Write goals down** – This crystallizes them and gives them more force.
- ❖ **Keep operational goals small** – Keep the low-level goals that you're working towards small and achievable. If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for reward.
- ❖ **Set performance goals, not outcome goals** – You should take care to set goals over which you have as much control as possible. It can be quite dispiriting to fail to achieve a personal goal for reasons beyond your control!

4.5 Achieving Goals

When you've achieved a goal, take the time to enjoy the satisfaction of having done so. Absorb the implications of the goal achievement, and observe the progress that you've made towards other goals.

If the goal was a significant one, reward yourself appropriately. All of this helps you build the self-confidence you deserve.

With the experience of having achieved this goal, review the rest of your goal plans:

- ❖ If you achieved the goal too easily, make your next goal harder.
- ❖ If the goal took a dispiriting length of time to achieve, make the next goal a little easier.
- ❖ If you learned something that would lead you to change other goals, do so.
- ❖ If you noticed a deficit in your skills despite achieving the goal, decide whether to set goals to fix this.



Goal Setting Example

For her New Year's Resolution, Susan has decided to think about what she really wants to do with her life.

Her lifetime goals are as follows:

- ❖ **Career** – "To be managing editor of the magazine that I work for."
- ❖ **Artistic** – "To keep working on my illustration skills. Ultimately I want to have my own show in our downtown gallery."
- ❖ **Physical** – "To run a marathon."

Now that Susan has listed her lifetime goals, she then breaks down each one into smaller, more manageable goals.

Let's take a closer look at how she might break down her lifetime career goal – becoming managing editor of her magazine:

- ❖ **Five-year goal:** "Become deputy editor."
- ❖ **One-year goal:** "Volunteer for projects that the current Managing Editor is heading up."
- ❖ **Six-month goal:** "Go back to school and finish my journalism degree."
- ❖ **One-month goal:** "Talk to the current managing editor to determine what skills are needed to do the job."
- ❖ **One-week goal:** "Book the meeting with the Managing Editor."

Lo1:Self-Check -4	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List and Define Further Goal Setting Tips? 10 points



Information Sheet-5	Identifying additional skills required
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5.1 Identifying additional skills required

In order to acquire new knowledge, students need to be able to make sense of new information. Often, students need specific skills that can help them do this. These skills or learning strategies (e.g., note-taking, outlining, learning information from a text, library reference skills) are "technical methods of studying" that helps us process, and ultimately retain, information. (Bos& Vaughn, 1998, taken from Lock, 1981 (p. 305)



Students also benefit from teacher intervention and instruction that models the use of learning strategies and helps make new information more accessible to all students. Teachers can use instructional techniques that will complement the strategies students are learning to use on their own. This combined approach will reinforce concepts and foster the confidence all students need to continue meeting the learning challenges they face.

5.2 Methods to acquire additional skills may include:

- ❖ attendance at workshop or demonstration
- ❖ formal course participation
- ❖ on-the-job coaching or mentoring
- ❖ work experience

Self-Check -5	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List the methods to acquire additional skills? 10 points



Information Sheet-6	determining appropriate <i>method/s</i> to acquire skills
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6.1 determining appropriate *method/s* to acquire skills

So, have you reached a decision on what you want to do? If you have made a decision, you now need to research that decision to ensure you can achieve it. If you have not made a decision, you still have to research your range of options to see if they are achievable.

A plan of attack

Once you've done the hard yards and decided on a career direction, you next have to plan how you're going to get there. For example, you might plan to do a course at university, followed by several years of full-time employment before undertaking a post-graduate degree in a specialist area. Your plan needs to cover how you're going to get to university or other type of college if you don't yet have the pre-requisites or grades required for the course you want to do, and how you're going to support yourself while you're there.

You must be prepared to be flexible. You might find you get the opportunity to live and travel overseas, meaning a change of plan. Or, as you get older and experience new things, you might want to change your career direction in line with your new interests. Remember, changing your mind is perfectly OK. The earlier in life you make these changes, the longer you have to steer in your new direction.



Self-Check -6

Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. determining appropriate method/s to acquire skills? 10 points



This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- ❖ Identifying work, life and study Experiences relating to business
- ❖ Assessing current SKA against a **checklist of relevant competencies**
- ❖ Discussing results of self-assessment with trainer or assessor
- ❖ Identifying further skills development needs

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, you will be able to:

- ❖ Identify work, life and study Experiences relating to business
- ❖ Assess current SKA against a **checklist of relevant competencies**
- ❖ Discuss results of self-assessment with trainer or assessor
- ❖ Identify further skills development needs

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
4. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” in **page -6, 9, 12 and 14** respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 ”in **page -15**.
6. Do the “LAP test” in **page – 16** (if you are ready).



1.1 Identifying work, life and study Experiences relating to business

Experiences relating to business may include:

- ❖ family responsibilities
- ❖ study including formal or informal learning
- ❖ volunteer or recreational experience
- ❖ work experience

What Is a Self-Assessment?

A self-assessment is the first step in the Career Planning Process. During it one uses a variety of tools, sometimes erroneously referred to as career tests, to gather information about himself or herself. The purpose of obtaining this data is to use it to find occupations that are a good fit for the individual. People sometimes work with career development professionals who can help them with this.

1.2 Types Anatomy of a Self-Assessment

In order to be effective, a self-assessment must take into account an individual's values, interests, personality and aptitudes. Let's take a look at the types of tools you can use to accomplish this.

❖ Value Inventories

Value inventories measure how important different values are to you. Examples of these values, which play an important role in one's job satisfaction, include autonomy, prestige, security, interpersonal relationships, helping others, flexible work schedule, outdoor work, leisure time and high salary.

❖ Interest Inventories

The questions in an interest inventory ask about your likes and dislikes regarding various activities. The premise of this self-assessment tool is that people who share



similar interests will also enjoy the same type of work. Examples of interests are reading, running, playing golf and knitting.

❖ **Personality Inventories**

A personality inventory looks at an individual's traits, motivational drives, needs and attitudes. A very popular one is The *Myers-Briggs Type Indicator (MBTI)*. A qualified person such a career development professional or psychologist must administer it.

❖ **Aptitude Assessment**

Aptitude tests can help you figure out what your natural talents are. One may have an aptitude for math or writing or may have manual dexterity or good spatial abilities, for example. It is important to keep in mind that even if you have an aptitude for something, that doesn't mean you will automatically like it. When you are choosing a career, pick one that requires skills that you have and that you enjoy using.

People rarely start out in any career or job with all of the skills, experience, & knowledge they need to truly excel in that position. But by conducting self-assessment exercises, you can establish your baseline early. This will help you see where your strengths lie, what your weaknesses are, and to plan ahead so you can prepare for your promotion potential or make yourself more saleable in future job hunting.

If you are interested in changing careers, you can research what credentials are needed for the new career direction, match them to your most recent self-assessment, then look to fill in gaps by gaining the needed education, training, and experience.

There are 2 common uses of self-assessment:

- ❖ As a reference to career planning (the topic of this article). It focuses on a person's values, interests, skills, experience, education, accomplishments, and goals.
- ❖ As an evaluation of how either an organization or a person in the organization functions over a period of time.

A self-assessment is NOT a test that will tell you outright what career or job is right for you. Rather, it is a set of tools, focusing on everything from personality to job skills, to help steer you in a direction in which you could likely be successful. The tools include self- or professionally administered evaluations through online, agencies or books.



Check list may include:

- ❖ personal skills and attributes
- ❖ practical skills
- ❖ strengths and weaknesses

Relevant competencies may include:

- ❖ academic results
- ❖ interpersonal skills
- ❖ organization skills
- ❖ personal attributes
- ❖ personal skills
 - ✓ e.g. demonstrated leadership
 - ✓ team work
 - ✓ practical skills directly related to a workplace

Training needs can be sorted broadly into three types

- ❖ those you can anticipate
- ❖ those that arise from monitoring
- ❖ those which result from unexpected problems.

2.2 Ensure that the identification of training needs is integrated across the organization

1. Training Needs

Training needs discovered in one department are likely to exist in others. It is pointless for individual managers to throw their own limited resources at each problem as it arises, duplicating efforts and dissipating energy. Most organizations have a personnel function which organizes training delivery. You may not be the person responsible for coordinating the system, but you have an important role to play in collecting the best



information you can on the training needs of the people who work for you and passing it up the line. At the very least, liaise with other managers to aggregate training needs information, so that a range of appropriate training and development activities can be planned.

2. Anticipate future needs

Training needs often appear at the organizational or activity level. For example, the arrival of a new office or workshop equipment may well have training implications for everyone using it. Alternatively, an organization that decides to enhance its level of customer service as part of a corporate strategy knows that a program of training and development is essential for its success.

3. Develop monitoring techniques

Some training needs can go unnoticed because they creep up on the organization gradually. Active monitoring systems are essential to spot these and can make a valuable contribution to the process of collecting information on performance gaps and training needs.

Variance analysis is one approach to monitoring. This sounds technical but is a simple tool used by managers to monitor budgets. It translates neatly to the identification of training needs. When a budget is agreed, expected monthly expenditure is detailed. Any major variance from the forecast - upwards or downwards - triggers an investigation into why it happened and what the implications will be.

In TNA, the budget numbers are replaced by performance standards and indicators which are as specific as possible. It could be, for instance, that even in a 'soft' issue like customer satisfaction, a standard can be set that says 95% of customers feel they received excellent service (the 5% allows for the small number who will always find fault, and those who always rate an experience as less than 100%, on principle). Carrying out customer satisfaction surveys allows you to measure any deviation.

Asking questions at appraisal interviews can act as a form of survey, as the same issues are being addressed throughout the organization. Identifying training needs is one purpose of appraisal.



In addition to training needs that emerge as a result of an appraisal interview, a worthwhile approach to investigating one-off problems is to interview staff and customers. Regularly ask a random sample of people for their views on the same set of questions relating to general performance - for instance customer satisfaction levels.

4. Investigate unexpected problems with care

Monitoring will indicate where gaps and problems exist. However, it is possible to make the wrong assumption when faced with a particular set of circumstances. For instance, unusually rapid staff turnover in a small section may lead to a conclusion that unsocial hours worked there are the issue. However, staff exit interviews may indicate that turnover is a result of cramped working conditions and poor ventilation – issues that training cannot resolve, even though the monitoring process has helped identify the problem.

Self – Check- 2	Written Test
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Name: _____ Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher.

1. List and Explain Ensure that the identification of training needs is integrated across the organization? 10 points



Information Sheet- 3	Discussing results of self-assessment with trainer or assessor
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3.1 Discussing results of self-assessment with trainer or assessor

When to Conduct a Self-Assessment

You need to re-evaluate yourself periodically. Typical times to do this include:

- ❖ After significant progression in your experience level, training or education.
- ❖ When you start considering a major change in your career direction. As mentioned above, this can help you fill in gaps to help you make that career change.
- ❖ Any time a job, promotion, or employer change is possible, you need to understand your potential to meet the demands of the new position. A self-assessment can help in that preparation.

Using Self-Assessment Results for the Transition

Once a transition is considered, your self-assessment results will play an important role in tasks and events that will take place in making the change. First, make sure that your 3 matches what you are qualified for. Then, once in the hiring process, an employer will want to know why they should hire you. You have to be able to provide them with that answer.

With a comprehensive understanding of your make-up, abilities and accomplishments, especially as these relate to the job position opening being considered, you can better develop a compelling cover letter and a great resume, which can lead to a fruitful interview and eventual job offer. Don't underestimate the value of self-assessments. The results they deliver make all the difference in your cover letter, resume and job interviews. And the interview is what is going to get you the job, so you need to be clear and confident about what you say.

Help yourself be part of the top 10% by conducting a self-assessment and get to know yourself!



3.2 Identifying training needs

Training is the process of gaining skills (competencies) and knowledge to perform an activity effectively. Training usually has a practical focus.

Rarely does someone walk into a job with all the skills, knowledge and attributes required to do their work to an optimum level from day one. Often there is a requirement for some form of

training or knowledge development. Training and development is also useful to up-skill your existing employees into higher positions or to take on different roles in your business.

Training needs analysis (TNA)

Training is an investment in your business and can lead to increased productivity, enthusiastic staff, higher morale, increased profit and a positive business reputation.

You will need to determine what training employees need, particularly new employees, to ensure that they are able to complete the work you need them to do. This process is commonly referred to as a training needs analysis (TNA).

A TNA will help you to identify what training might be required to bridge the gap between an employee's current skill level and the skill level that you need them to have. To make sure your training investment is properly targeted, consider:

- ❖ the role of each staff member and what you want them to achieve and contribute to your business; and
- ❖ whether each staff member has the skills and knowledge to do what you need them to do. If not, identify what skills or knowledge they need and put in place training in these areas to up skill them

A training need is a shortage of skills or abilities, which could be reduced or eliminated by means of training and development. Training needs hinder employees in the fulfillment of their job responsibilities or prevent an organization from achieving its objectives. They may be caused by a lack of skills, knowledge or understanding, or arise from a change in the workplace.



Training needs analysis identifies training needs at employee, departmental or organizational level in order to help the organization to perform effectively. The aim of training needs analysis is to ensure that training addresses existing problems, is tailored to organizational objectives, and is delivered in an effective and cost-efficient manner.

3.3 Training needs analysis involves:

- ❖ monitoring current performance using techniques such as observation, interviews and questionnaires
- ❖ anticipating future shortfalls or problems
- ❖ identifying the type and level of training required and analyzing how this can best be provided.

Self – Check- 3	Written Test
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Name: _____ Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher.

1. What are the training needs analysis? 5 points

Information Sheet- 4	Identify further skills development needs
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4.1 Identifying further skills development needs



1. Identify the level of need

It could be that a training need is limited to a single individual or activity but it is more likely to be relevant for a number of people, a whole department or across the organization. For example, if the organization traditionally treats customers as a nuisance, it needs to change its overall approach. In this case, giving one or All rights reserved. No part of this publication may be reproduced in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher. Two people training would address the training need at the wrong level; organization development is needed rather than individual training sessions.

2. Consider what type of training will be most appropriate

Consider whether the training needs can be met by using internal expertise or whether external assistance will be necessary. Will informal training be suitable or are formal training courses required? Take into account the number of people to be trained and the resources available.

3. Take appropriate action

If the training needs are within your own span of control, probably at individual or maybe at activity level, you can plan action to meet the needs. If the needs are broader, you will need to make recommendations and proposals to those responsible for planning and implementing training interventions in your organization. This may involve drawing up a report specifying the training needs you have identified, your recommendations for meeting them and the expected benefits of the training.

Managers should avoid:

- ❖ making snap assumptions about performance problems
- ❖ organizing training without first establishing a need
- ❖ taking a one size fits all approach. A course which one person found helpful will not necessarily meet the needs of a diverse group of individuals
- ❖ focusing on obvious training needs at the expense of those which may only be discovered through systematic monitoring.



Instruction Sheet

LG54: Preparing portfolio of evidence

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- ❖ *Identifying and discussing Types of evidence required*
- ❖ *Developing a clear understanding of the Purposes of evidence*
- ❖ Collecting examples of evidence for portfolio
- ❖ Completing application for recognition of current competencies
- ❖ Completing personal resume with assistance from assessor

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, you will be able to:

- ❖ *Identifying and discussing Types of evidence required*
- ❖ *Developing a clear understanding of the Purposes of evidence*
- ❖ Collecting examples of evidence for portfolio
- ❖ Completing application for recognition of current competencies
- ❖ Completing personal resume with assistance from assessor

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described
3. Read the information written in the “Information Sheet”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks”.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-check).



6. Submit your accomplished Self-check. This will form part of your training portfolio.

Information Sheet-1	<i>Identifying and discussing Types of evidence required</i>
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1.1 Identifying and discussing Types of evidence required

Types of Evidence can take many forms including

- + samples, photographs or videos of your work
- + a practical 'on the job' assessment by a previous supervisor
- + answers to questions in an interview
- + a simulation of a work activity
- + letters from your employers
- + performance management reports
- + copies of documents you have completed at work
- + certificates
- + any other evidence that is valid, sufficient, authentic and current
- + You need to work out which types of evidence best demonstrate your competence.
- + letter of application or cover letter
- + resume
- + certified copies of qualifications
- + references
- + referees
- + examples of projects or personal/work achievements

1.2 Examples Types of Evidence

Personal Particulars (Personal Back Ground)

- ❖ *Name:* Mursal Mohammed
- ❖ *Address:* Jigjiga, Kebele: hawelti (03)
- ❖ *Telephone:* +2519142315....



❖ Email: Xpress@gmail.com

❖ Health: Excellent

Educational Back Ground

Level	Grade	Name of school/college/university	Award
Elementary			
Secondary			
Preparatory			
University/college			

Language

Language	Listening	Speaking	Reading	Writing
Oromo				
Amharic				
English				
Somali				

Communication skills

- ❖ *I am able to interact with people of all ages*
- ❖ Attentive listening skills



- ❖ Friendly telephone manner
- ❖ Ability to accurately record messages
- ❖ Polite to customers
- ❖ Ability to handle difficult customers
- ❖ Excellent presentation

Computer/Administration skills

- ❖ Able to use all Microsoft programs
- ❖ Internet and email skills
- ❖ Accurate typing
- ❖ General filing duties
- ❖ Experience in using a fax machine, photocopier and binder
- ❖ Operation of cash register
- ❖ Money handling skills

PERSONAL QUALITIES

- ❖ *Positive attitude*
- ❖ Excellent time management skills
- ❖ Self-motivated
- ❖ Good team worker
- ❖ Good sense of humour
- ❖ Honest and trustworthy
- ❖ Punctual
- ❖ Able to show initiative
- ❖ Eager to learn
- ❖ Confident

Club Involvement/ Experience



- ❖ 4years – member of Axum Basketball – junior player
- ❖ 10 years – member of Axum athletics Club
- ❖ 2 years – member of Axum district Tennis Association Club
- ❖ 27 years – member of Jigjiga University
- ❖ 13 years – member of manager of UN

Voluntary Work

- ❖ 2011 -2002 Somali development association
- ❖ 2000 – 2004 Door Knocking for Cancer
- ❖ 1998 – 2000 Ethiopian red cross association

Hobbies and Interest

- ❖ Watching Foot Ball
- ❖ Basketball
- ❖ Tennis
- ❖ Athletics
- ❖ Fishing
- ❖ Poems
- ❖ Journals
- ❖ History Books

Reference

- ❖ Mr. X instructor at Jigjiga college management and public service (0912.....)
- ❖ Mr. X Outcome based training in Jigjigacollegemanagement (0912.....)



❖ Mr. X (MBA) Ass. Professor in Jigjiga university (091118.....)

Application Letter (Cover Letter)

The following is an example of a covering letter to be included with your resume, when applying for a job

XYZ Detergent Factory

Jigjiga

30 January 2019

Mr. Mursal

ABC Company Factor

HRM Manager

Dear Madam

I would like to be considered an applicant for the position of “Retail Assistant” which was advertised in Addis Haile magazine on Monday, 30 January 2019.

I have the necessary qualifications and experience that would make me an asset to your organization. (Expand on your skills and experience that relate to this job).

Mention your personal qualities that you could offer the employer (being honest and reliable, motivated, your willingness to undertake further training).

Further detailed information about my suitability to this position may be found in the attached resume, along with names of referees. I would welcome an opportunity to further discuss this position and I may be contacted after 3.30 pm on telephone number 091419.....

I look forward to hearing from you soon.

Yours faithfully

Mr. X



Information Sheet- 2	Developing a clear understanding of the Purposes of evidence
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2.1 Developing a clear understanding of the Purposes of evidence

Purpose of evidence may include:

- ❖ assessment of current competencies
- ❖ building a picture of personal attributes
- ❖ documentation of competencies relevant to the workplace
- ❖ identification of areas for further skill development
- ❖ identification of strengths and weaknesses

Recognition of prior learning (RPL), prior learning assessment (PLA), or prior learning assessment and recognition (PLAR), describes a process used by organizations, training institutions, colleges and universities around the world to evaluate skills and knowledge acquired outside the classroom for the purpose of recognizing competence against a given set of standards or learning objectives. RPL is practiced in any country employing vocational education and training processes as a means of training individuals in competencies required in the workplace. It is also used in some private and public sector organizations for the purpose of recruitment, performance management, career and succession planning.

Methods of assessing prior learning are varied and include: evaluation of prior experience gained through volunteer work, previous paid or unpaid employment, standardized exams or observation of actual workplace behavior. The essential element of RPL is that it is an assessment of evidence provided by an individual to support their claim for competence against a given set of standards or learning objectives.

Self-Check -2	Written Test
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provider informs the candidates if RPL can be applied in their case. If the process of assessment has to be very complex there may be some fee involved, it is wise to enquire at the beginning.

3.2 Steps to obtaining Recognition for your Prior (RPL)

- 1) The first step is to make contact with the programme provider of your choice.
- 2) The provider will put you in touch with someone who deals with this area, or you may be able to find out a lot of what you need from their website.
- 3) Initially, the applicant generally provides appropriate outline information in support of their application. An RPL Application Form may be used by the applicant to provide this information.
- 4) Consultation with an RPL advisor will be arranged. Applicants receive advice and support for preparation of evidence and verification of prior learning in the required format. In the VEC adult PLC Courses you start by contacting the school. Enrolling in your chosen course is often the only step you have to take. In some courses you may need previous experience e.g. Advanced Computers.
- 5) The learning evidence plus the completed RPL Application form will be presented to the College for assessment by the relevant academic unit.
- 6) The outcome of the assessment process will be transmitted to the applicant within a reasonable period of time.

Self-Check -3	Written Test
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Name: _____ Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher.

1. Write the Steps to obtaining Recognition for your Prior (RPL? 5 points



Information Sheet- 4	Completing application for recognition of current competencies
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4.1 Completing application for recognition of current competencies

Personal resume may include to:

- ❖ contact details
- ❖ education and extra-curricular activities
- ❖ past employment and/or volunteer work
- ❖ personal attributes, skills, strengths
- ❖ professional development i.e. formal or informal courses undertaken
- ❖ work experience
- ❖ work related or personal references

Here are some tips to help with compiling your recognition application:

Proving your strengths

- ❖ Show reasons why you believe you are competent. E.g. I have been working on the job for two years - indicate some of the responsibilities you had on the job.
- ❖ Use examples to show you are competent. e.g. Before I begin a training session I always make sure computer wires are taped to the floor. then training begins, I let



people know where the fire exits are and advise people to drink water during the day.

- ❖ Get external support for your examples. Wherever possible, back up your claims by reports from witnesses or supervisors, or maybe even prizes, awards, qualifications or newspaper items. It is not good to rely on your own word to prove your ability.
- ❖ Explain the results or outcomes of your competent performance. Were there any obvious benefits arising from things you did.

4.2 Benefits of recognition of prior learning

RPL is a very simple and straightforward process of assessing someone’s skills or knowledge, regardless of where and how these were learned. Unlike other forms of assessment, it doesn’t judge someone’s evidence of competence by the qualifications they have achieved, although this can form part of their claim. Nor does it consider where a person worked, their age, gender or physical attributes.

Self-Check -4	Written Test
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Name: _____ Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher.

1. Write the Steps to proving your strengths? 5 points



Information Sheet- 5	Completing personal resume with assistance from assessor
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5.1 Completing personal resume with assistance from assessor

The purpose of a personal resume, professional qualifications statement or curriculum vitae generally is the same: to get an interview. However, a professional resume generally focuses solely on work-related experience. A personal resume is more of a well-rounded view of your work-related and non-work-related accomplishments and experiences. You can use your personal resume for a variety of reasons, from applying for volunteer positions to providing the information an emcee needs to introduce you as keynote speaker. You may also use your personal resume to convince recruiters to select you for an interview based on how you present your professional skills and abilities on paper.

5.2 Steps the purpose of a personal resume, professional qualifications statement

Step 1: Set normal margins for your document, usually one inch on the sides and one inch for the header and footer. Use a common font -- Arial or Times New Roman works well -- in black, with no italics and no bold type. Keep your personal resume understated.

Step 2: Type your header, centered at the top of the page. If you're considering jobs outside your current location, or if you don't need to provide all of your contact information to the person you're giving your personal resume to, consider omitting your mailing address and just using your email address and telephone numbers. Use a larger size font, such as 16 or 18 points, for your name.

Step 3: Compose an introduction that says who you are and what you have to offer in two to three sentences. Describe the kind of organization that would benefit the most from your talents and qualifications. For example, you could write, "Accomplished, classically trained pianist and high school music teacher with undergraduate and



graduate degrees from The Juilliard School of Music and 10-plus years' experience teaching secondary school students. Looking to join a private or independent school that embraces a progressive teaching philosophy and rewards educators who can engage students while building relationships with students, parents, colleagues and school administrators."

Step 4: Create a table for a visual presentation of your areas of expertise. A table that's three columns wide with two to three rows will have enough space for six to nine phrases. Choose six to nine of your areas of expertise, such as industry knowledge, language skills and computer proficiency. For example, a global marketing professional's areas of expertise might include supply chain management, multilingual skills, vendor relations and social media advertising. If you need to keep your personal resume compact, you needn't list every one of your areas of expertise.

Step 5: Draft the chronology of your work history -- paid and volunteer positions -- including the company name, location, employment dates and your title or position. For every job you've held, describe your job duties in three to four bullet points. For your current job, use present tense action verbs to begin each description. Use past tense verbs when you describe your previous jobs. For example, if you are an administrative assistant, type your job title below your employer's name and briefly describe your duties as "Coordinate logistics for chief executive team members' international and domestic travel," "Monitor departmental budget for executive officers' expenses and perks," "Reconcile monthly expense reports," "Train and supervise receptionist and floating secretaries," and "Maintain time records for junior support staff." If you have several jobs, or a long work history, limit your number of bullet points to keep your resume to one page.

Step 6: Combine your paid and unpaid work in one chronology if you have long periods of unemployment, or if your work experience is limited. Otherwise, you can separate your volunteer work and put it in another section that you combine with your professional affiliations entitled, "Volunteer and Professional Affiliations."

Step 7: Create a subheading entitled, "Education and Training," for your post-secondary education, training and professional development. If you don't have



education or training beyond high school, or if you're a recent high school graduate, list your school name, city and state and graduation year.

Step 8: List your community involvement and professional affiliations. Omit groups and organizations that denote religious or political affiliation. For example, include membership and activities in professional organizations like the American Medical Association.

Self-Check -5	Written Test
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Name: _____ Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher.

