

# LEARNER GUIDE



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## **Induct a New Member Into a Team**

Unit Standard 242812

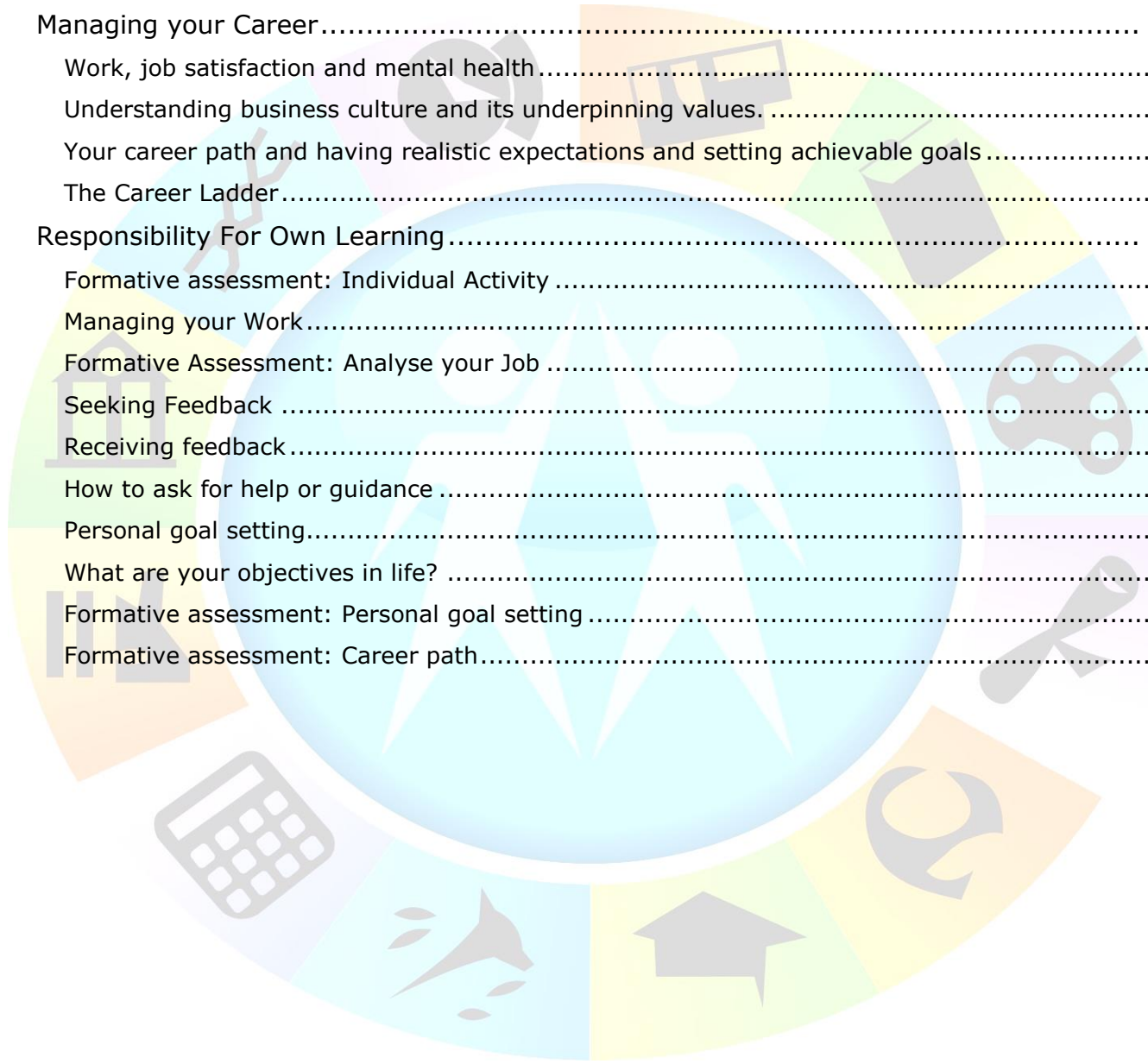
Level 3 Credits 4



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## INTRODUCTION

This module belongs to you. It is designed to serve as a guide for the duration of your course and as a resource for after the time. It contains readings, activities, and application aids that will assist you in developing the knowledge and skills stipulated in the specific outcomes and assessment criteria.

Follow along in the guide as the facilitator takes you through the material, and feel free to make notes and diagrams that will help you to clarify or retain information. Jot down things that work well or ideas that come from the group. Also note any points you'd like to explore further.

Participate actively in the skills practice activities as they will give you an opportunity to gain insights from other people's experiences and to practice the skills. Remember to share your own experiences so that others can learn from you too.

Each section will be preceded by outcomes and assessment criteria taken from the South African Unit Standards, where available. These will describe what you must know and be able to do in order to successfully complete the course. If the course is aligned to Unit Standards, you will be able to receive credits towards a National Qualification upon successful assessment.

### *Programme Overview*

#### ***Purpose***

In order to achieve the credits and qualify for the this appropriate registered standard, determined by the Sector of Education Training Authority, you are expected to have demonstrated specific learning outcomes.

#### ***Specific Outcomes***

Specific Outcomes describe what the learner has to be able to do successfully at the end of this learning experience.

#### ***Assessment Criteria***

The only way to establish whether a learner is competent and has accomplished the specific outcomes, is through the assessment process. Assessment involves collecting and interpreting evidence about the learners' ability to perform a task. This module includes assessments in the form of self-assessments, group tasks, quizzes, projects and a practical training programme whereby you are required to perform tasks and collect, as portfolio of evidence, proof signed by your facilitator that you have successfully performed these tasks.

### **To Qualify**

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

### **Range of Learning**

This describes the situation and circumstance in which competence must be demonstrated and the parameters in which the learner operates.

### **Responsibility**

The responsibility of learning rests with you, so .....

- Be proactive and ask questions
- Seek assistance and help from your facilitator, if required.

### **How You Will Learn**

The programme methodology includes facilitator presentations, readings, individual activities, group discussions and skill application exercises. Know what you want to get out of the programme from the start and start applying your new skills immediately. Participate as much as possible so that the learning will be interactive and stimulating.

### **How you will be assessed**

This programme has been aligned to registered unit standards. You will be assessed against the outcomes of the unit standards by completing a assessments that cover the essential embedded knowledge stipulated in the unit standards, and by compiling a portfolio of evidence that provides proof of your ability to apply the learning to your work situation. When you are assessed as competent against the unit standards, you will receive 10 credits towards your National Qualification.

## **Personal Objectives And Expectations**

You will get much more out of the programme if you take some time to think about the things you would like to achieve as a result of the training.

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## UNIT STANDARD

### ***Unit standard number***

242812

### ***Unit standard title***

Induct a member into a team

### ***NQF level***

3

### ***Credits***

4

### ***Purpose of unit standard***

This unit standard introduces the team or group leader to the preparation and procedures necessary to induct a team member

### ***Learning assumed to be in place***

Learners should be competent in Communication and Mathematical Literacy at NQF Level 2

### ***Unit standard range***

- ✓ 'Area of responsibility' includes, but is not limited to, cost centre, section, department or team
- ✓ 'Junior managers' include, but are not limited to, team leaders, supervisors, foremen and section heads
- ✓ 'Standard Operating Procedures' (SOPs) may comprise formal written documents or accepted practices in the organisation
- ✓ 'Organisation' includes but is not limited to, workplace, work context, work unit, company, department or section

### ***Specific outcomes and assessment criteria***

***Specific outcome 1:*** Prepare to receive a member into a team

#### ***Assessment criteria***

- ✓ Documents that a new team member requires are listed according to standard operating procedures
- ✓ The resources required by a new team member are listed and sourced as required by standard operating procedures
- ✓ The workstation is identified according to standard operating procedures

**Specific outcome 2:** Introduce the new member of the team

**Assessment criteria**

- ✓ A new member is welcomed and introduced to the team
- ✓ Policies, processes and procedures of the team are explained according to organisational requirements
- ✓ The role of the team is explained according to its contribution to the organisation

**Specific outcome 3:** Explain how the performance of a team is monitored

**Assessment criteria**

The performance targets and responsibilities of the team and each of its members are explained according to organisational requirements

**Specific outcome 4:** Create awareness of career opportunities in an organisation

**Assessment criteria**

- ✓ Opportunities for development are outlined according to organisational requirements
- ✓ The team member's responsibility for his/her own learning is discussed with reference to the enhanced performance of the team and organisation

**CCFO**

- ✓ The learner is able to identify and solve problems and make decisions when receiving a new member into a team
- ✓ The learner is able to work as a member of a team through completing the induction process
- ✓ The learner is able to organise activities by planning and executing an induction process
- ✓ The learner is able to collect, organise and critically evaluate information by ensuring the required documentation is assembled for the new team member
- ✓ The learner is able to see the world as a set of related systems by explaining the role the team has in contributing to the organisation as a whole

## RECEIVE A MEMBER

**Specific outcome 1:**

Prepare to receive a member into a team

**Assessment criteria**

At the end of this section you will be able to:

- ✓ Documents that a new team member requires are listed according to standard operating procedures
- ✓ The resources required by a new team member are listed and sourced as required by standard operating procedures
- ✓ The workstation is identified according to standard operating procedures

## The Induction Process

The actual hiring of a person by an organisation involves more than the new staff member merely reporting for work.

The new employee has then to go through the process of induction. This is a programme designed to absorb the newcomer into the working environment of the organisation with the least trauma. Experience has shown that when the new employees are not





given an induction course, it takes far longer for them to settle down and to begin working productively.

## Defining induction:

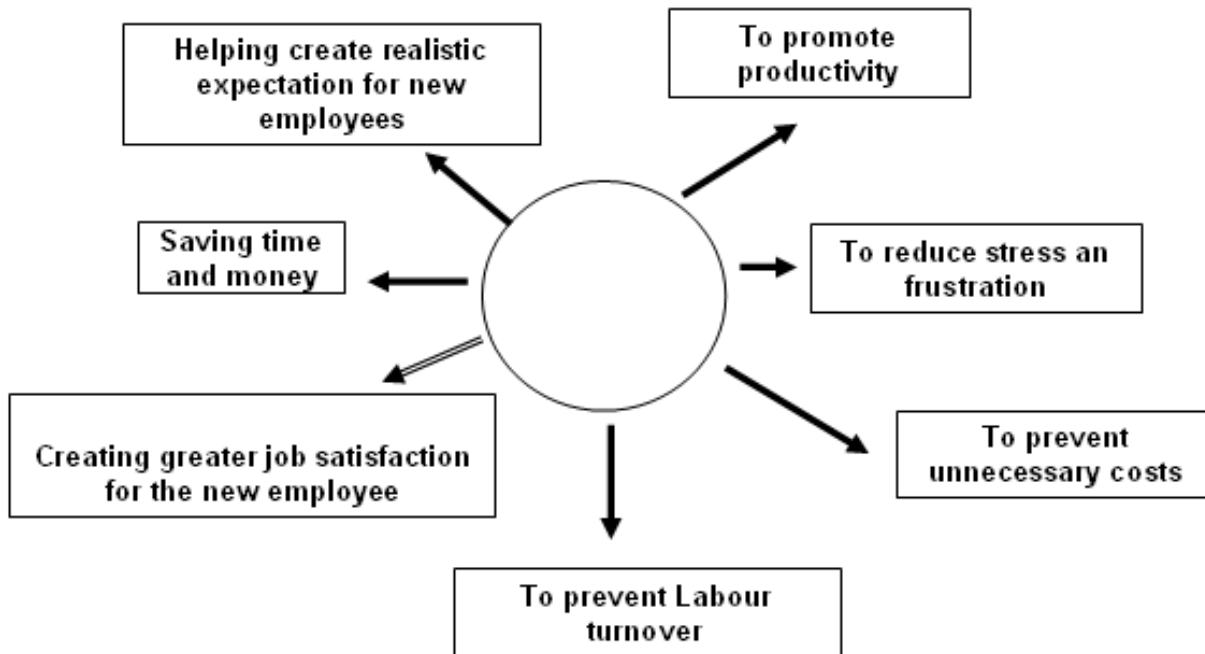
***'The process through which a new employee learns how to function efficiently within a new organisational culture by getting information, values and behavioural skills associated with his or her new role in the organisation.'***

- HALL AND GOODALE

## Objectives of Induction

The objectives of an induction programme can be summarised as follows:

- ✓ To reduce fear and uncertainty
- ✓ To create realistic expectations
- ✓ To make an employee productive more rapidly
- ✓ To reduce labour turnover
- ✓ To improve job satisfaction and attitudes
- ✓ To save the time of supervisors and colleagues



### ***To promote productivity***

- ✓ The faster an employee can receive relevant information about the company, the sooner the employee will become productive.
- ✓ Absenteeism is also reduced.
- ✓ Anxiety and frustration is also prevented.

### ***To prevent Labour turnover***

- ✓ The faster the employee identifies and understands their work, the less chance there is that the employee will resign.
- ✓ It is important that the employee is familiar with the work methods and procedures a.s.a.p.
- ✓ Early success in a job creates long-term commitment and dedication to a position by the employee.

### ***To prevent unnecessary costs***

These costs include production costs that is lost, additional overtime that must be paid to other employees, and having to re-advertise the position.

### ***Helping create realistic expectation for new employees***

- ✓ The employee must be helped to have a positive self-Image.
- ✓ Saving time and money
- ✓ Creating greater job satisfaction for the new employee



***The aim of an induction programme is to help the employee become productive as soon as possible and to make the employee aware of the benefits and conditions of employment.***

## ***Induction Programme***

### ***A check list for the induction programme***

- ✓ Tell people that need to know about the new appointment.
- ✓ Arrange for all equipment, tool and clothing the employee may require
- ✓ Make a list of documents that the new team member will need, including documents that have to be completed for UIF and tax and other documents per your organisation's standard operating procedures.
- ✓ Make a list of resources that will be required by the new employee, including uniform, stationery, tools and so on.
- ✓ Allocate the employee's working space (workstation)
- ✓ Allocate locker space (if required)
- ✓ Appoint a mentor
- ✓ Provide the H.R department with all required information for pay, Tax, UIF etc.
- ✓ Decide who must induct new employee, and make arrangements
- ✓ Set someone aside to welcome the new employee if you are not available.

## What must be included in an induction programme?

- ✓ An overview of the organisation
- ✓ An overview of policy and procedures of the organisation
- ✓ Compensation
- ✓ Fringe Benefits
- ✓ Safety
- ✓ Labour Relations
- ✓ Facilities
- ✓ Functions of the employee's department/section
- ✓ The employee's tasks and responsibilities
- ✓ Viewing of the workplace
- ✓ Introductions to other organisational employees



A good induction programme will attempt to introduce new employees:

- ✓ To their colleagues and to expedite and facilitate the induction process.
- ✓ To the history of the organisation, the products, and prestige in the market.
- ✓ To the policies and procedures of the organisation
- ✓ To practical arrangements regarding payment procedures, overtime payment, incentive systems, eating arrangements and leave benefits.
- ✓ To inform new employees about the organisational structure of the firm. To tell them where they fit in and which communication channels are available to them.
- ✓ To an overview of the organisation's labour relations practices: the disciplinary and grievance procedures and the employee's rights
- ✓ To the working areas and the facilities available: canteen or cafeteria, coffee and tea times, the toilets, entrances and exits, fire exits
- ✓ To an orientation of departmental functions
- ✓ To an explanation of tasks and responsibilities

### Induction Officer

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In a large organisation the responsibility for induction is given to a special induction officer. This officer will keep a "watching eye" on all new employees. If they do not show any interest in employee activities, he will try to find out the reason.



would be by a special induction officer. If they do not show any interest in employee activities, he will try to find out the reason.

It is imperative, however, that the induction officer does not give the impression that compulsion is being applied. There may be perfectly good reasons why workers do not take part in employee activities. It may be that they have outside interests which take up most of their spare time. On the other hand, it may be that the employee in question is not too happy in his present setting, and it may be necessary for some adjustments to be made.

not give the impression that good reasons why workers do not have outside interests which take up most of their spare time. On the other hand, it may be that the employee in question is not too happy in his present setting, and it may be necessary for some adjustments to be made.

The personnel department is, moreover, continuously interested in ensuring that the new employee is doing his work satisfactorily without hindrances, real or imaginary, to effective performance. An occasional chat with the employee by either the induction or employment officer may help to remove misunderstandings and/or give further encouragement for greater participation in all employee activities, and in any schemes for the further success of the organisation.



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However, the induction officer will only oversee the induction process. The practical, day to day implementation will be the duty of his colleagues.

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It has been proved by statistics, that the highest turnover of staff occurs among newly hired employees, so the successful implementation of the induction process is very important.

that the highest turnover of staff occurs among newly hired employees, so the successful implementation of the induction process is very important.

## Formative Assessment 1

Prepare to induct a new employee to your organisation. If you are not employed, prepare to induct a new student to the college. Make a list of the documents needed by the new employee. Also make a list of the resources needed by the employee.

Discuss your lists with your supervisor – did you include everything? If not, add the extra items to your lists.

Attach your lists to the assessment

*Check learner's lists – are most documents included?*

## INTRODUCE A NEW MEMBER

### **Specific outcome two:**

Introduce a new member of the team

### **Assessment criteria**

- ✓ A new member is welcomed and introduced to the team
- ✓ Policies, processes and procedures of the team are explained according to organisational requirements
- ✓ The role of the team is explained according to its contribution to the organisation

## ***Introducing The New Employee***

- ✓ Welcome the employee to the organisation
- ✓ Introduce the employee to his fellow-colleagues, the supervisor, the manager and the staff of other departments



- ✓ Show the employee where the facilities are: the cafeteria or canteen, the toilets, where to get coffee and tea, where to take lunch
- ✓ Explain the working hours and lunch hours
- ✓ Advise the employee about staff activities outside working hours, in case he wants to participate
- ✓ Do whatever else is necessary to make the employee feel comfortable and part of the organisation

### ***Policies And Procedures***

- ✓ Explain the company's procedure to answer the phone
- ✓ Explain the policies, processes and procedures of the team according to the requirements of the organisation
- ✓ Explain the role of the team and the contribution the team makes to the organisation
- ✓ Show the employee what to do. Explain the organisation's procedure for specific tasks.
- ✓ Ensure that you have a printed job description to give the employee. A job description is a list of the tasks that he will be expected to perform
- ✓ Explain why the task is important and why it is done according to a specific procedure
- ✓ Ensure that the employee knows where to find the files and stationery he will require in order to do the job
- ✓ Let the employee practice
- ✓ Encourage him to ask questions
- ✓ Review his efforts, always giving positive feedback
- ✓ Once you are sure that the employee can tackle the task on his own, let him do it
- ✓ Check his work to ensure correctness – at this stage, if there is an error you will still be held responsible
- ✓ Once the employee has performed the task correctly a number of times, leave him on his own to do the job
- ✓ Report to the supervisor that the employee can now function on his own
- ✓ Check back on his progress now and then, until he has the self-confidence to take over the job from you
- ✓ Do not try to teach every task that the employee has to perform on one day. Each person can only handle a certain amount of new information in any given time.
- ✓ Remember how you felt when the job was still new to you and do not repeat the same mistakes. Do not do things that made you feel uncomfortable or inferior. If the new employee can do the job well, you can move on to a new job.
- ✓ Ensure that the employee knows what to do in case he makes a mistake

### **Other organisation procedures**

- ✓ Ensure that the employee knows that he has to clock in or sign in
  - ✓ Ensure that the employee knows where to find the disciplinary code and grievance procedures
  - ✓ Ensure that the employee knows where to find leave application forms and knows how to complete them, as well as who the forms are to be given to
  - ✓ Explain the employee's position in terms of the department's hierarchy, the branch's hierarchy and the organisation's hierarchy



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- ✓ Explain the communication channels to the employee
- ✓ Ensure that the employee is aware of regular and where they are held
- ✓ Explain the company's dress code
- ✓ Explain the company's code of conduct
- ✓ Any other organisational procedures that the should be aware of

meetings

employee

## Formative Assessment 2

Prepare to induct a new employee to your organisation. If you are not employed, prepare to induct a new student to the college. Make lists of everything that has to be done. Prepare and give a presentation to your group where you introduce a new person to the organisation.

After the presentation, discuss the presentation with your group:

- ✓ Did you prepare lists of documents needed as well as resources needed?
- ✓ Was a workstation allocated to the new employee?
- ✓ Was the new person welcomed to the organisation, familiarised with relevant site facilities and introduced to fellow workers/students
- ✓ Were basic work routines and organisational procedures in the area of work explained in sufficient detail for the new person to understand what is required?
- ✓ Were the location of facilities, responsibilities and work procedures explained?
- ✓ Was the new person assisted with the performance of work activities?

After the introduction, discuss your process by explaining the following:

- ✓ the importance of familiarising new staff with the workplace
- ✓ the importance of checking that new staff understands their responsibilities
- ✓ the importance of explaining the policies, processes and procedures of the team to the new employee
- ✓ the importance of explaining the role of the team to the employee

*.Check that learner performed all the required activities*

## MONITOR THE PERFORMANCE OF THE TEAM

### ***Specific outcome three***

Explain how the performance of a team is monitored

### ***Assessment criteria***

The performance targets and responsibilities of the team and each of its members are explained according to organisational requirements

## ***Performance Targets Of The Team***

We will first discuss the dynamics of working in a team.

A team is a group of 3 – 12 people who ***work together to achieve a common goal***. It is not necessarily a group of selected staff members working on a specific, project. The staff members in your department are a team and if they can function as an interacting group your department will be successful.

In fact the entire workforce of the company all work together as a team towards achieving a common goal

### **Teams**

The following takes place in successful teams:

- ✓ Members recognise their interdependence and understand both personal and team goals are best accomplished with mutual support. Time is not wasted struggling over territory or seeking personal gain at the expense of others.
- ✓ Members feel a sense of ownership for their jobs and unit because they are committed to goals they have helped to establish.
- ✓ Members contribute to the organisation's success by applying their unique talent and knowledge to team objectives.
- ✓ Members working in a climate of trust and are encouraged to express openly ideas, opinions, disagreement and feelings. Questions are welcomed.
- ✓ Members practise open and honest communication. They make an effort to understand each other's point of view.
- ✓ Members are encouraged to develop skills and apply what they learn on the job. They receive the support of the team.
- ✓ Members recognise conflict is a normal aspect of human interaction but they view such situations as an opportunity for new ideas and creativity. They work to resolve conflict quickly and constructively.
- ✓ Members participate in decisions affecting the team but understand their leader must make a final ruling whenever the team cannot decide, or when an emergency exists. Positive results, not conformity, are the goal.

Teams are therefore

- ✓ United around a common purpose and goal
- ✓ Depend on each other to achieve this purpose and/or goal
- ✓ Structured to work together in synergy
- ✓ Empowered to implement decisions
- ✓ Jointly responsible for the outcome of the task

**[POKRAS, S. \(1995\) BUILDING HIGH PERFORMING TEAMS. LONDON: KOGAN PAGE.](#)**

### **How to manage team behaviours**

Anticipate that members will perform one or more of the above mentioned team behaviours in any team situation. The facilitator or the team leader should ideally be the person who manages these team behaviours by ensuring that all team members perform a constructive role as opposed to a destructive role.

If you are a facilitator or find yourself in a team where the facilitator is struggling to manage the team behaviours effectively, support the facilitator by doing the following:

#### ***Purpose***

In order for teams to be high performing, all members should understand the purpose and goals of the team. A clear purpose assists members to know why they are part of the team, how every one fits in to the bigger picture and ensures that the needs and objectives of the individual, team, organisation and tasks are aligned with each other.

The level of commitment and ownership will be higher the more involved team members are in co-developing the purpose and goals of the team.

***A purpose therefore ensures that every member will be able to recognise the important contributions their actions have to the greater whole, regardless of whether they perceive their roles as ‘important’ or ‘insignificant’.***

If the team has already developed its purpose, but members are not working in synergy, remind all the members of why they are there. If there is confusion regarding the purpose, clarify the reason for being together and the need to perform the task. Discuss and clarify the significant contribution that each member has in the successful completion of the task.

If the discussion is not progressing, remind all the members of the purpose of the task. Link the key points made by members to the purpose of the task.

### **Ground Rules**

All teams must have ground rules to ensure that a conducive environment is created for constructive discussion and effective actions.

Ground rules should cover the following broad categories:

- ✓ **Values** – the values that will govern the team, e.g. trust, honesty, respect, etc.
- ✓ **Processes** – how issues will be discussed, how feedback will be given; how the meeting will be chaired; how decisions will be made, etc.
- ✓ **Responsibilities** – the roles that people will perform, e.g. chair, scribe, etc. and what is expected of each role; who will take responsibility for the actions arising from the discussions, etc.
- ✓ **Communication** – the way in which issues will be discussed, processes to resolve conflict, etc.
- ✓ **Logistics** – time of meetings, venue, length of meeting, etc.
- ✓ **Management of Ground Rules** – what will be the consequences of a member not respecting the ground rules, etc.

### **Effective Communication**

Listen attentively to everyone’s opinions – regardless of whether you agree or disagree.

Allow people to express themselves freely, especially if they appear to be angry or upset. Remember if you suppress people from expressing themselves, they might remain quiet temporarily, but they might explode later on. For example, when you place a lid on a boiling pot the water will boil over.

Miscommunication can be prevented if you summarise, paraphrase, repeat or rephrase certain points.

Ask questions to elicit effective results, for example, ask closed ended questions if you want to reduce the amount of discussion, and ask open-ended questions when you want someone to contribute to the discussions.

The facilitator should instead attempt to direct the individual’s comments so that they add value to the discussions. You could say the following statements to address common communication problems brought about by group behaviours.

Being Successful Means  
**Being Successful Means  
 Working Together for the  
 Good of the Company**



### **To summarise the procedure to follow for an effective team**

- ✓ A meeting is held to clarify the purpose of the team.
- ✓ A common goal is identified.
- ✓ Basic rules are identified for working together.
- ✓ Effective communication channels are put into place
- ✓ A plan of action is drawn up containing the processes that have to be worked through to achieve the goal.
- ✓ Specific tasks are identified and allocated to team members. D dates are proposed.
- ✓ Objectives and strategies are identified for each task.
- ✓ Specialist tasks can be carried out. Group becomes effective

### **Explain performance targets to the new employee**

It is therefore important that you explain the performance targets of the team to a new employee. These targets depend on the type of work that the team engages in and could include:

- ✓ Sales targets
- ✓ Delivering satisfactory customer service that is measured through customer satisfaction polls
- ✓ Number of accident free hours worked
- ✓ Number of units produced
- ✓ Correct reporting of incidents
- ✓ Correct completion of forms as required by the organisation

### ***Responsibilities Of The Team And Team Members***

How do you play the part of a successful team player? Easy, be there! Be there every step of the way. Commit yourself to be the best team player and never lose sight of your goals.

Showing management and colleagues that you are a positive and motivated team player will not only create positive relationships in your department, but will also help your company with its objectives.

### **Tips for successful teamwork**

For any team member to operate successfully in a team, the following should be adhered to:

- ✓ Know what the goal is you are working towards.
- ✓ Know the processes that have to be worked through before your task is completed
- ✓ Know what your tasks are and how you can interact with the other members of the group.
- ✓ Communicate with other team members: continuously: share ideas, suggestions and opinions to get input from team members.
- ✓ Remember you are part of a team and not working on our own.
- ✓ Listen to the suggestions, opinions and advice from other team members.
- ✓ Keep in mind it is not only your needs and input that count.
- ✓ Be aware of time schedules don't delay the processes by too much talking or by procrastination.
- ✓ Always deliver your best don't be counterproductive.

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- ✓ Focus on the common goal you share and the fact that you have been tasked to achieve this goal.
- ✓ Assist other team members when needed
- ✓ Do not gossip

### **Explain the responsibilities of the team**

When inducting a new employee, you will have to explain:

- ✓ The dynamics of the team, the ground rules, etc.
- ✓ The responsibilities of the team
- ✓ The individual responsibilities of the team members
- ✓ The tasks that the new employee will be responsible for
- ✓ How the employee can contribute to the work of the team

### **Formative Assessment 3**

Discuss the performance targets and responsibilities of your team at work and each of its members – what does the organisation expect from your team and how should you complete your tasks? Explain your findings verbally to the rest of the class.

*It is important that learner understands what the organisation expects from the team/department.*

## **CAREER OPPORTUNITIES**

### **Specific outcome four:**

Create awareness of career opportunities in an organisation

### **Assessment criteria**

- ✓ Opportunities for development are outlined according to organisational requirements
- ✓ The team member`s responsibility for his/her own learning is discussed with reference to the enhanced performance of the team and organisation

## **Career Development**

### **Definition of careers**

**GREENHAUS AND CALLANAN (1994, P.5) DEFINE CAREER AS**

***“the pattern of work-related experiences that span the course of a person’s life.”***

In their definition, work-related experiences include objective events such as a number of job positions or job activities and subjective interpretations of work-related events. This definition does not require that a person’s work roles be professional or stable within a single occupation or characterised by upward mobility”.

A more contemporary definition sees careers as

***the significant learnings and experiences that identify an individual's professional life, direction, competencies and accomplishments through positions, jobs, roles and assignments.***

To create meaning and purpose in living and develop the maturity and confidence to contribute productively to society irrespective of life/career stage is a contemporary career development task.

### **Career challenges facing organisations today**

With the changing world of work and a more diverse workforce demanding an improved quality of work life, career development and career management has become very important. Career management systems must be created to address both the needs of the organisation to survive and the needs of the employee for career growth and development.

Career management systems must maintain and develop a reasonable match between the individual and the organisation as the needs of both change in response to changing environmental circumstances and to internal developmental processes.

***“The problem for society, for organisations and for people is how to match their respective needs, not only at the point of entry into an organisation, but also throughout the entire career or life history of the person or the organisation”***

***(SCHEIN, 1978, P.1).***

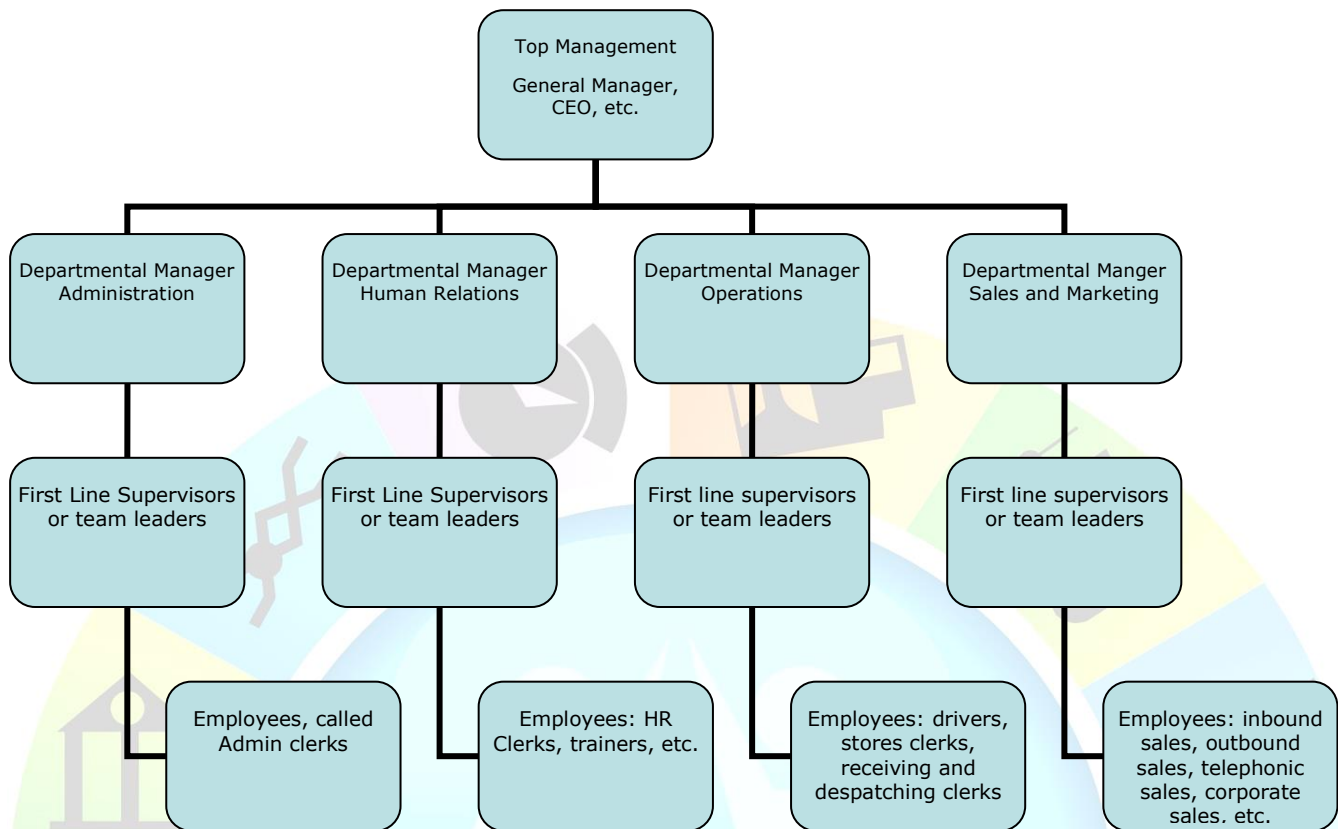
Some specific challenges facing organisations include:

- ✓ creating a career culture that encourages and rewards **lateral** and **cyclical** career moves in addition to **upward** career moves
- ✓ encouraging **employees to take ownership** of their careers while the organisation plays a supportive role and provides the career structures for employee growth and development
- ✓ encouraging the idea of 'employability' rather than 'employment' as a source of security
- ✓ focusing on career development from a more holistic perspective

### **Career paths**

Typically, a career path would follow the structure of the organisation. For example, in the administration department, you would start as an admin clerk, then become a first line supervisor and eventually a departmental manager.

Here is an example of a possible organisation structure:



### ***Lateral (horizontal) career moves***

In order to advance up the hierarchy, you would need to learn all the work that is done in your section or team. For example, as an admin clerk, you would have to learn about filing, invoicing, collecting monies, reporting, customer service, etc.

If you are in the operations department, you have to learn what the stores clerk does, what the receiving and despatching clerk does and how to organise the routes for drivers.

In the HR department, you would have to learn about wages and salaries, conditions of employment, negotiations with unions and general HR admin.

Employees in Sales and Marketing have to learn about inbound and outbound sales, telephonic sales, corporate sales, customer service, etc.

### ***Upwards (vertical) career moves***

Once you are able to do all the work in the section, you can be considered for promotion to team leader or first line supervisor.

Before this can happen, however, you will need supervisory skills:

- ✓ How to plan the work for your section,
- ✓ how to delegate work to the employees,
- ✓ how to control the employees and their work in order to meet deadlines and objectives
- ✓ how to handle problems that happen on a daily basis
- ✓ how to evaluate the work and the employees
- ✓ how to allocate resources so that the employees can do their work, etc.

Once you have become a first line supervisor, the next upward career move is to become a departmental manager. In order for this to happen, you first have to prove that you can manage people, work, resources, processes and procedures – in other words, you have to be able to supervise.

Then you will have to learn about the work that is done in other sections in your department.

It is also possible that you will need a specific skill or knowledge in order to perform the work of a departmental manager.

If you want to become a departmental manager, you will need to get the knowledge and skills necessary to do the job before you can be considered.

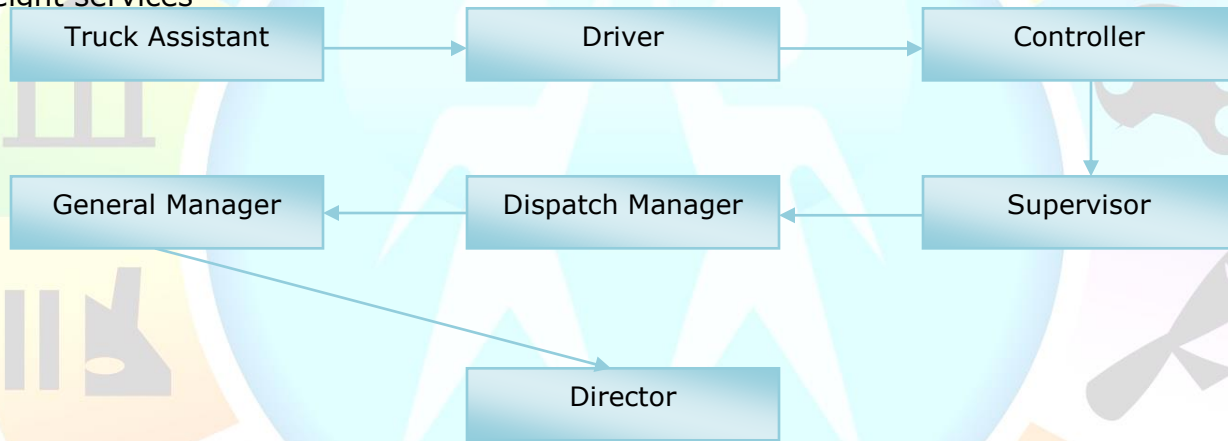
From this, you can see that a career is something you have to plan for and prepare yourself by acquiring the necessary knowledge and skills at the right times in order to be promoted.

We will now look at a couple of typical career paths to give you a better understanding of the process involved in planning your career.

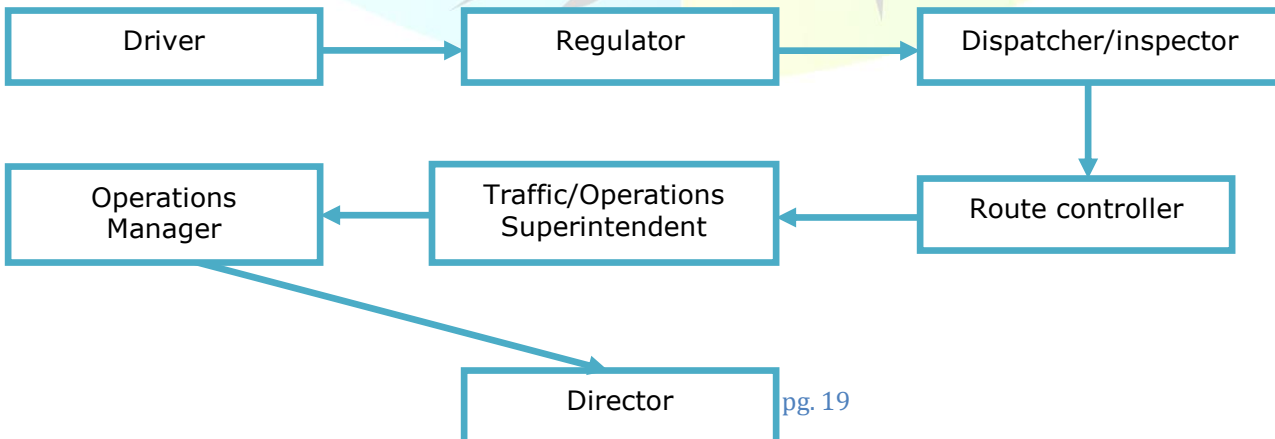
### Career paths in the transport industry

A typical career path is shown below.

#### Freight services

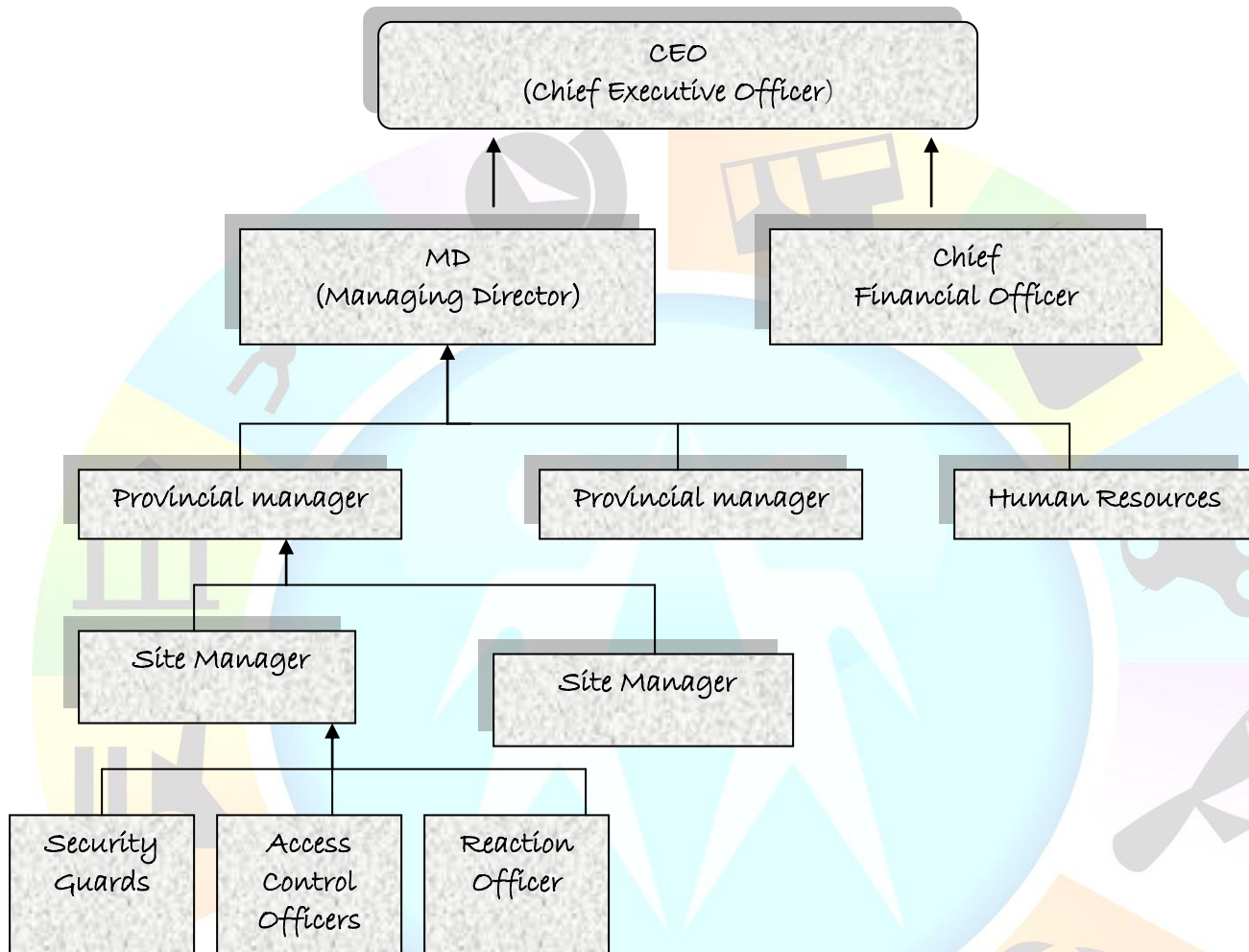


#### Passenger Services

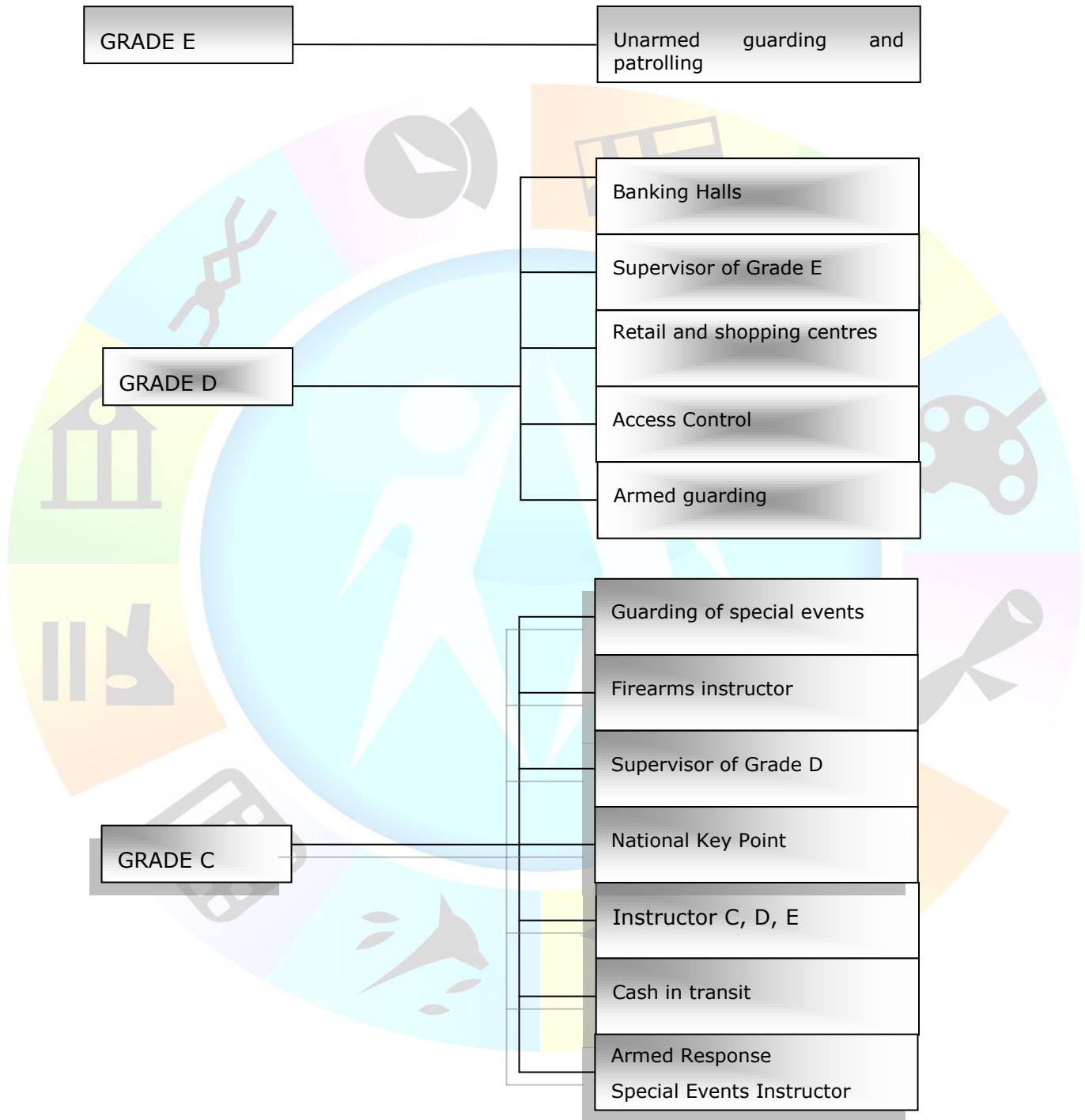


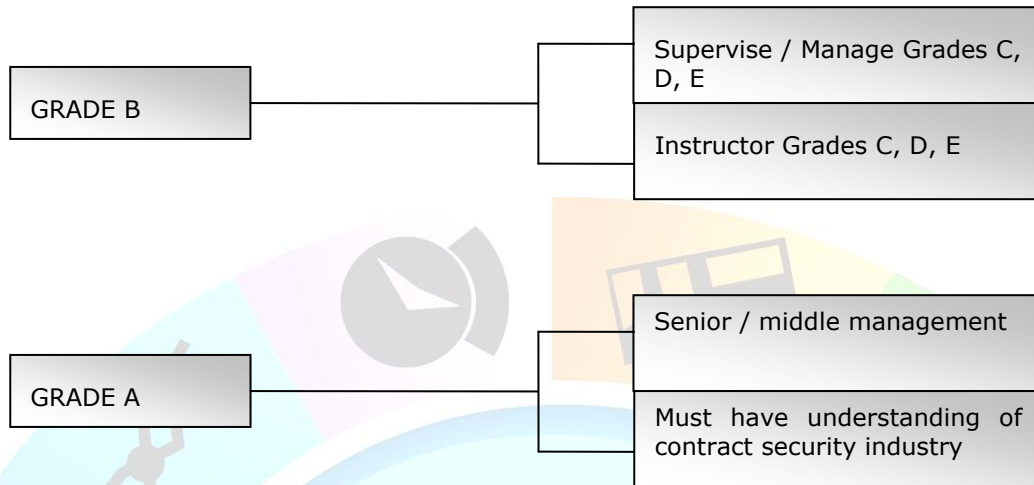
### Career paths in the security industry

The structure of a typical business in the security industry would look something like this:



### Security officer career paths





## Career paths in freight forwarding and clearing

To illustrate the structure of a typical freight forwarding and clearing company, we will discuss the positions and roles of the various employees in the company.

In a typical freight forwarding company, there are many duties that have to be performed and many rules and regulations that have to be complied with. In our example, the functions of the jobs have been separated, but it could happen that one person does two jobs or that two people do one job. For example, it could happen that the cargo dues and landing and delivery duties are done by one person. It could also happen that a company has two or more cargo dues clerks to cope with the work load.

### **Cargo Dues Clerk**

- ✓ Prepares cargo dues clearances for submission and payment of cargo dues to SA Port Operations in terms of the SA Port Operations tariff.
- ✓ Works closely with the entry clerk. Cargo dues are calculated according to the customs value declared on the bill of entry.

### **Landing and Delivery Clerk**

- ✓ Prepares Landing Forwarding and Delivery Orders (LDFO's) for submission and payment of cargo dues and landing dues to SA Port Operations in respect of breakbulk cargo together with delivery instructions.
- ✓ Prepares Container Terminal Orders (CTO's) for either carrier or merchant haulage of FCL's.

### **Entry Clerk**

- ✓ Prepares bills of entry for submission to Customs.

### **Adjustments Clerk**

- ✓ Prepares Vouchers of Correction to bring underpayments of duty to account or to effect other amendments or corrections to bills of entry.
- ✓ Prepares refund claims on behalf of the importer when duty has been overpaid.
- ✓ Prepares provisional payments (form DA 70).



### **Customs Stop Clerk**

- ✓ Attends to Stop Notes issued by Customs.
- ✓ Arranges Customs examination of goods.
- ✓ Communicates Customs requirements to importer, entry clerk and tariff consultant.
- ✓ Expedites resolution of query and release by Customs.

### **Channel Assistant**

- ✓ Assists Channel Controller with all functions.

### **Senior Entry Clerk**

A person with several years experience in preparing bills of entry and fully conversant with Customs procedures. An expert in tariff classification.

- ✓ Quality control of work produced by entry, adjustments, cargo dues and landing clerks.
- ✓ Liaison with Tariff consultant in tariff classification matters.
- ✓ Assists Customs Stop Clerk in resolving Customs Stop Notes.

### **Channel Controller**

- ✓ This person is the focal point or hub of the department and must have some knowledge of everybody else's job.
- ✓ Communicates directly with the client (importer), carriers, transporters, container operators, groupage operators, port authorities, depots and government departments and insurance companies.
- ✓ The person who hears the words "Where's my cargo?" most frequently.
- ✓ Receives shipping documentation and importers clearing instructions from client.
- ✓ Opens a shipment file in accordance with company procedure and registers incoming documents and information into the computer.
- ✓ Calls for any outstanding documents and information required to facilitate customs clearance and release from custodian of cargo.
- ✓ Analyses the documentation and determines if charges are due to third parties e.g. Shipping line, Airline, SA Port Operations, groupage operator, depot etc.
- ✓ Records all communication relating to the shipment on the file or in computer system.
- ✓ Passes instructions to entry clerk, cargo dues and landing clerks to commence Customs clearing and release procedures.
- ✓ Updates computer shipment tracking system.

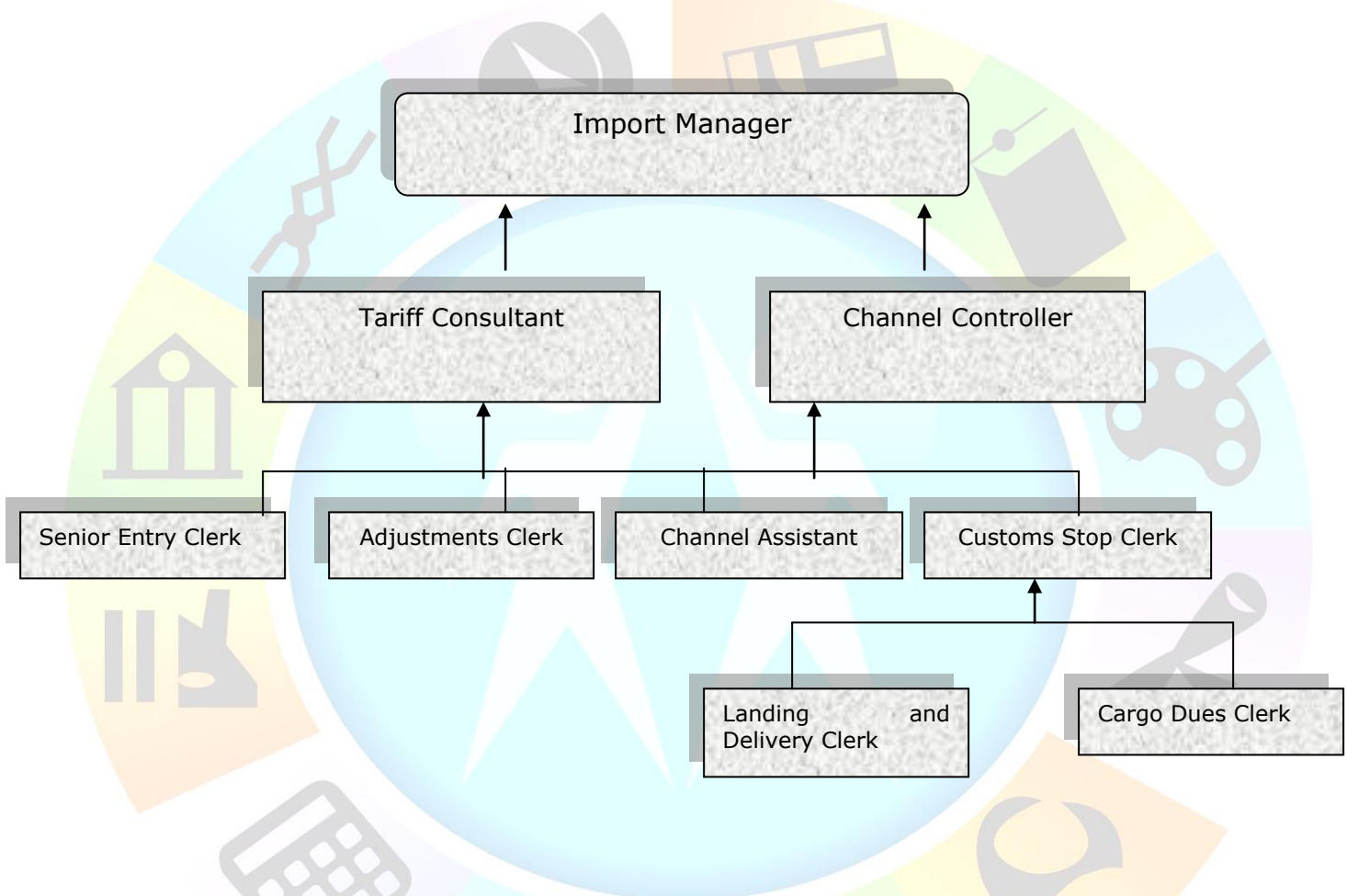
### **Tariff Consultant**

- ✓ An expert with many years experience in the classification of goods according to the Harmonised Commodity Description and Coding System (Customs tariff).
- ✓ Advises clients on how to classify their goods and utilise the Customs tariff to best advantage.
- ✓ Obtains tariff determinations from Customs.
- ✓ Challenges dubious determinations and rulings.
- ✓ Plans staged consignments for clients.
- ✓ Assists in resolving Customs Stop Notes involving tariff issues.

### **Import Manager**

- ✓ A person with several years experience who has probably done most of the jobs in the department at some stage of their career.
- ✓ Responsible for the overall management and administration of the department.
- ✓ Ensures that the import department meets its budget.
- ✓ Communicates at senior level with internal management, carriers, government departments

We can graphically illustrate a typical freight forwarding company as follows:



### **Managing your Career**

#### **Work, job satisfaction and mental health**

Work is a central part of life and a satisfying career can promote feelings of fulfillment, a sense of purpose and self-efficacy and be a prime source of personal definition and growth. Work maintains self-esteem, a positive self-image and provides a means for satisfying needs for affiliation, prestige and competence.

Correct person-job fit creates job satisfaction where the employee's skills, abilities, interests, and values are matched to jobs in the work environment.

Job satisfaction is a significant concept for career development and career counselling. The importance of the concept of job satisfaction is evident in **PALMORE'S (AS CITED IN HERR AND CRAMER, 1992, P.75)** fifteen year study that indicated that:

***“job satisfaction is the best predictor of longevity, better than physicians’ ratings of physical functioning, use of tobacco, or even genetic inheritance.”***

Job dissatisfaction is related to mental and physical health problems including psychosomatic illnesses, depression, anxiety, impaired interpersonal relationships and suicide. Feelings of hopelessness, despair and dissatisfaction may, therefore, be the direct consequences of a work life that is unsatisfying or mismatched to an individual's aspirations and inherent abilities. This further provides evidence and support for appropriate career management systems in organisations today.

### **Understanding business culture and its underpinning values.**

For most of us, our careers will take shape in the world of business. In South Africa today, even government departments are talking about putting themselves on a business footing and applying a more democratic and participative approach to management.

If you are going to be successful in your organisation you have to take the trouble to understand its culture and underpinning values. If you wish to advance in your organisation you will have to go a stage further and show commitment to them and align yourself to the company's objectives.

This does not mean that you have to give up your individuality, your own culture or your own values, but it makes sense to realise that if you are continuously at odds with your organisation you will obviously be happier elsewhere.

### **Your career path and having realistic expectations and setting achievable goals**

You must have clearly defined goals and objectives. These are the keys to managing your career.

However, before we start drawing up a career plan for ourselves, we have to investigate **where** we want to go and **what** is important to us.

In determining the career path you wish to follow, it is important to remember that you will spend most of your adult life working.

***To feel trapped in a job or position you hate is soul destroying.***

This is your career, so although you will listen to the advice of others and must be open to direction, you must not allow yourself to be pushed into doing something you do not want to do.

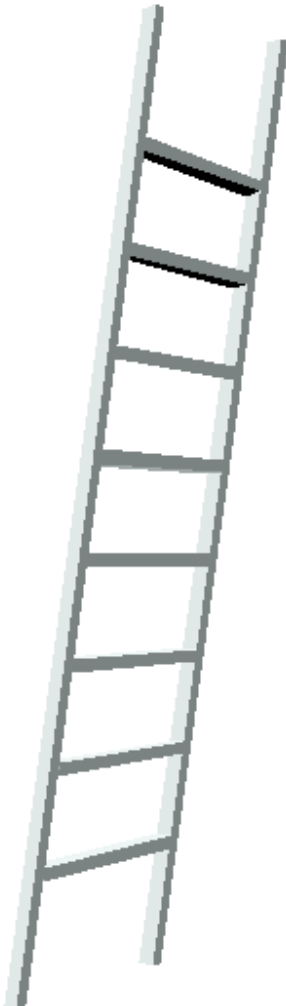
One of the greatest blessings in life is to enjoy your work and to be happy. As such we must regard all work as a privilege and we must learn to take pride in what we do.

Because we are all different, we have different needs and goals. As such our choices and expectations will be different.

In this section we are going to explore what is right for us. This requires us to be honest and realistic about our abilities and ourselves.

# GOAL

## The Career Ladder



Where would you like to be?

Are you sure this is where you want to be?

If yes, why?

📌 Identify the position between where you are and where you would like to be in 12-15 years

📌 Draw the steps onto this page

Where are you now?

In order to proceed to the next level on the ladder you have to:

1. Make sure that you are performing well at your present job
2. Make sure that you have identified the
  - ✓ Technical competence
  - ✓ Qualifications
  - ✓ Behavioural skills
  - ✓ Lifeskills
  - ✓ Experience
3. You will need to carry out the tasks and responsibilities associated with the next position to prove you can do it
4. Very important: you have to prove that you have actually started to prepare yourself to acquire the above knowledge

***An example of different requirements of knowledge and skills at various job levels***

|                      | <b><i>Personnel officer</i></b>  | <b><i>HR Manager</i></b>  | <b><i>HR Director</i></b>  |
|----------------------|--|---|--|
| General Knowledge    | <ul style="list-style-type: none"> <li>✓ Co. Disciplinary code + grievance procedure</li> <li>✓ Co. policies</li> <li>✓ Life circumstances of staff</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Industrial Relations Act + current legislation</li> <li>✓ Understanding of business sector and labour market</li> <li>✓ Understanding of trends in HR</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Understanding of economic environment and government policy</li> <li>✓ Thorough knowledge of company products, business, etc</li> </ul>                           |
| Technical competence | <ul style="list-style-type: none"> <li>✓ Ability to interview junior staff</li> <li>✓ Ability to fill in HR + Admin documents</li> <li>✓ Knowledge of LRA + various acts</li> <li>✓ Co. Disciplinary code + grievance procedure</li> </ul> | <ul style="list-style-type: none"> <li>✓ Interview senior staff</li> <li>✓ Knowledge of psychometric testing</li> <li>✓ Conduct personnel reviews</li> <li>✓ Analyse + interpret data</li> <li>✓ Control staff</li> <li>✓ Write management reports</li> <li>✓ Knowledge of current legislation</li> </ul> | <ul style="list-style-type: none"> <li>✓ Interview executive staff</li> <li>✓ Knowledge of current legislation</li> <li>✓ Design of HR policy</li> <li>✓ Assist with company strategic planning</li> </ul> |

|                  |  |  |   |
|------------------|--|--|---|
| Qualifications   | <ul style="list-style-type: none"> <li>✓ Matric + Personnel Diploma</li> <li>✓ -IPM or - Technikon</li> <li>✓ Appropriate B Degree</li> </ul>                    | <ul style="list-style-type: none"> <li>✓ Post-graduate degree M.IPM</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Post Graduate Degree</li> <li>✓ Generalist with SABPP</li> <li>✓ M.IPM</li> <li>✓ Business qualifications</li> </ul>   |
| Behaviour skills | <ul style="list-style-type: none"> <li>✓ Counsel + advise</li> <li>✓ Handle conflict at shop floor level</li> <li>✓ Listen, good communication skills</li> </ul> | <ul style="list-style-type: none"> <li>✓ Manage + lead staff</li> <li>✓ Handle interpersonal skills effectively</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Counsel at senior level</li> <li>✓ Present yourself at executive level</li> <li>✓ Interact with dignitaries</li> </ul> |
| Life skills      | <ul style="list-style-type: none"> <li>✓ Handle a calculator, telephone + fax</li> <li>✓ Research information</li> <li>✓ Interact in meetings</li> </ul>         | <ul style="list-style-type: none"> <li>✓ Handle office equipment + computer system</li> <li>✓ Interpret data</li> <li>✓ Research and analyse</li> <li>✓ Analytical problem solving</li> <li>✓ Communication skills</li> <li>✓ Presentation skills</li> <li>✓ Negotiation skills</li> </ul> | <ul style="list-style-type: none"> <li>✓ Ability to communicate at Board level</li> <li>✓ PR skills</li> <li>✓ Conduct yourself at senior functions</li> </ul>  |
| Experience       | <ul style="list-style-type: none"> <li>✓ 1 - 2 years hands on experience in a company as a personnel officer</li> </ul>  | <ul style="list-style-type: none"> <li>✓ 3 - 5 years experience as a personnel officer</li> <li>✓ ± 2 years as a senior personnel officer or project leader</li> <li>✓ ± 2 years experience as HR manager in similar industry</li> </ul>   | <ul style="list-style-type: none"> <li>✓ ± 10 years in various personnel positions</li> </ul>   |

## ***Responsibility For Own Learning***

As adults, we are all responsible for our own career development and this includes our own learning. *Explain the opportunities for training and education that are available in the organisation as well as the industry to the learner and make it clear to the learner that s/he is ultimately responsible for his/her own learning.*

### Formative assessment: Individual Activity

Indicate the competencies you need

|                      | Your present position | Are these in place or do you need to acquire them? | The next position you can work towards |
|----------------------|-----------------------|--|--|
|                      | Job Title             |  | Possible next position                 |
| General Knowledge    |                       |  |  |
| Technical Competence |                       |  |  |
| Qualifications       |                       |  |  |

|                    |  |  |  |
|--------------------|--|--|--|
| Behavioural Skills |  |  |  |
| Life Skills        |  |  |  |
| Experience         |  |  |  |

***You are responsible for your own success. All a company can do is try to create the right environment and give you opportunities.***

### Managing your Work

If you wish to grow further in your organisation, you have to demonstrate that you are able to competently handle your present situation. Statements like the following will not be believed.

*'This job is boring. Give me a job with some excitement and then I will show them what I can do.'*

*'This is not what I want to do, so I am not going to put any effort into it so that they will end up moving me.'*

***None of us can command the perfect job.*** There are aspects of every job which we like and dislike. However poor performance is not going to get you promoted or obtain you a salary increase.





In order to be noticed, valued as a good worker and in the end to be promoted, you have to

- ✓ Do everything to the best of your ability.
- ✓ Win trust in small things so that you can be trusted with bigger things.



***In managing your work it is important to see the big picture.*** It is useful to develop a helicopter ability where you can put some distance between yourself and your job and view it objectively.

What is the reason for your organisation's existence?

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What is the main purpose of your department?

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What is your job and what part does it play in assisting your department meet its objectives?

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Who are your external and internal clients?

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### Formative Assessment: Analyse your Job

What are the key areas where you must produce results? What would be the consequences for your department and organisation if you failed to produce satisfactory results in these areas?

| Key areas | Consequences of failure |
|-----------|-------------------------|
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Let us look at these key areas again and determine what would be acceptable standards of performance in each area.

| Key Area | Sub-tasks | Standards of Performance |
|----------|-----------|--------------------------|
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Action Plans: What elements should be included in your action plan?

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### Seeking Feedback

A key ingredient of managing your work is seeking feedback from your superior and your internal and external customers. The work you have done on analysing your key areas and standards will help you evaluate your own performance, but jobs are dynamic and you must continuously seek input on how you can improve or meet additional needs, otherwise you will lose your relevancy.

### Receiving feedback

|   |  |
|---|--|
| Did I seek it? Yes / No<br>If yes, what were my objectives? | If no, how might I have sought it? If yes, what were the 'feeder-back's' objectives? |
| What was the outcome?                                       |  |
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| What went well and why?                                     |  |
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|---------------------------------------|--|
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| What went less well and why?          |  |
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| What have I learned?                  |  |
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|                                       |  |
| What will I do differently next time? |  |
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### How to ask for help or guidance

- ✓ Describe the situation to your manager and explain why you need his help.
- ✓ Tell your manager what you have done and how you would like him to help you.
- ✓ Listen carefully to what he has to say.
- ✓ Discuss the matter constructively by asking questions and making suggestions.
- ✓ If he is unable to help you, ask him whom you may approach for help.
- ✓ Agree on a plan of action and if necessary, set a date to report back to him on your progress.
- ✓ Thank him for his help.

All of us need help or guidance at some stage, however many of us do nothing about it because we feel too embarrassed or too scared of appearing stupid. This is self-defeating behaviour and as such gets us nowhere.

***Let us look at the steps to see how we should go about it.***

Describe your situation to your manager and explain why you need his help.

*Before you speak to your manager think very carefully about the situation. Organise your thoughts so that when you speak to him, he is able to grasp your problem quickly.*

Tell your manager what you have done and how you would like him to help you.

*Give him an up-to-date report on what you have done. This will show him that you have tackled the problem logically and that you are not just trying to pass the buck.*

*Be specific in telling him the type of help you need. As he is a busy person this will help him to concentrate on the problem areas.*

Listen carefully to what he has to say.

*Pay attention to what he has to say. Concentrate with your eyes, ears and mind, to ensure that you understand fully.*

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*Discuss the matter constructively by asking questions and making suggestions.*

*You are not passive in this discussion. Do not be afraid to ask questions if you do not understand what he is saying. Make your own suggestions where possible, to show him that you want to help solve the problem with him.*

If he is unable to help you, ask him whom you may approach for help.

*It may be that he cannot solve your problem because it is outside his area of expertise. (e.g. domestic problem)*

*However he may be able to refer you to someone who can help you. He may even be able to set up a meeting with the other person, or arrange time for you to seek help outside.*

*Agree on a plan of action and if necessary, set a date to report back to him on your progress.*

*To avoid misunderstanding, make sure that he has agreed to the course of action you intend to take.*

*Where the problem is work related, it may be necessary to have a report-back session. In all instances however, it is courteous to let him know when the problem has been resolved.*

Thank him for his help.

*He has given of his time to help you, so good manners dictate that you say thank you.*

*By doing so he will be more willing to help you in future.*

## Personal goal setting

What are your objectives in life?

| Personal Objective  | Work Objective  |
|---|---|
| What is your long-term objective regarding your personal life?  | What is your long-term objective regarding your career? |
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| What do you wish to accomplish in your personal life this year? | What do you wish to accomplish in your job this year?   |
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| List the things you need to do to meet your objective for this year  | What are the skills you need to obtain to reach your objective? |
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| List the things you need to do to meet your objectives for this year |   |
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***You've removed most of the roadblocks to success when you've learned the difference between motion and direction.***

**BILL COPELAND**

You will enhance your career and effectiveness by focusing on yearly, monthly, weekly and even daily goals. Your goals are your road-map to a successful future. They will determine the direction in which you are headed and ensure you reach your destination.

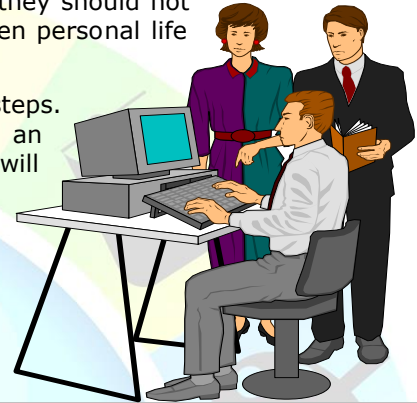
***How to set your goals:***

1. ***Write down your goals.*** Do not rely on your memory. Writing them down makes a commitment to yourself
2. Determine your goals. Make sure that they are ***SMART:***
  - ✓ Specific
  - ✓ Measurable

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- ✓ Achievable
- ✓ Realistic
- ✓ Time-based

3. Break your goals into **short, medium and long range plans**. This will allow you to remain focused and in touch with your final goal
4. **Make people aware** of your goals. Tell a friend, mentor and even your worst enemy. Contract with someone who will meet with you regularly to ensure that you remain on track
5. **Visualise achieving your goal**. Your vision will give you a sense of excitement and encourage you to keep on trying. At the same time, although your goals are important, they should not become an obsession. If they do, you will upset the equilibrium between personal life and work, resulting in physical and mental deterioration.
6. **Act on your goals regularly**. True success comes from taking small steps. It is unlikely that you will make immediate quantum gains without an enormous amount of luck. Therefore, focus on short-term goals that will lead to the longer goal.
7. **Review your goals regularly**. For example, monthly goals should be reviewed daily to keep you focused.
8. **Celebrate your achievements**, no matter how small they are.



Formative assessment: Personal goal setting

Decide on a goal

My long term goal is:

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The short range plan for achievement of my goal is:

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The medium range plan for achievement of my goal is:

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The long range plan for achievement of my goal is:

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The person with whom I will contract to ensure that I stay on track is:

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**Action Plans**

My Work Plan

First Month

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Third Month

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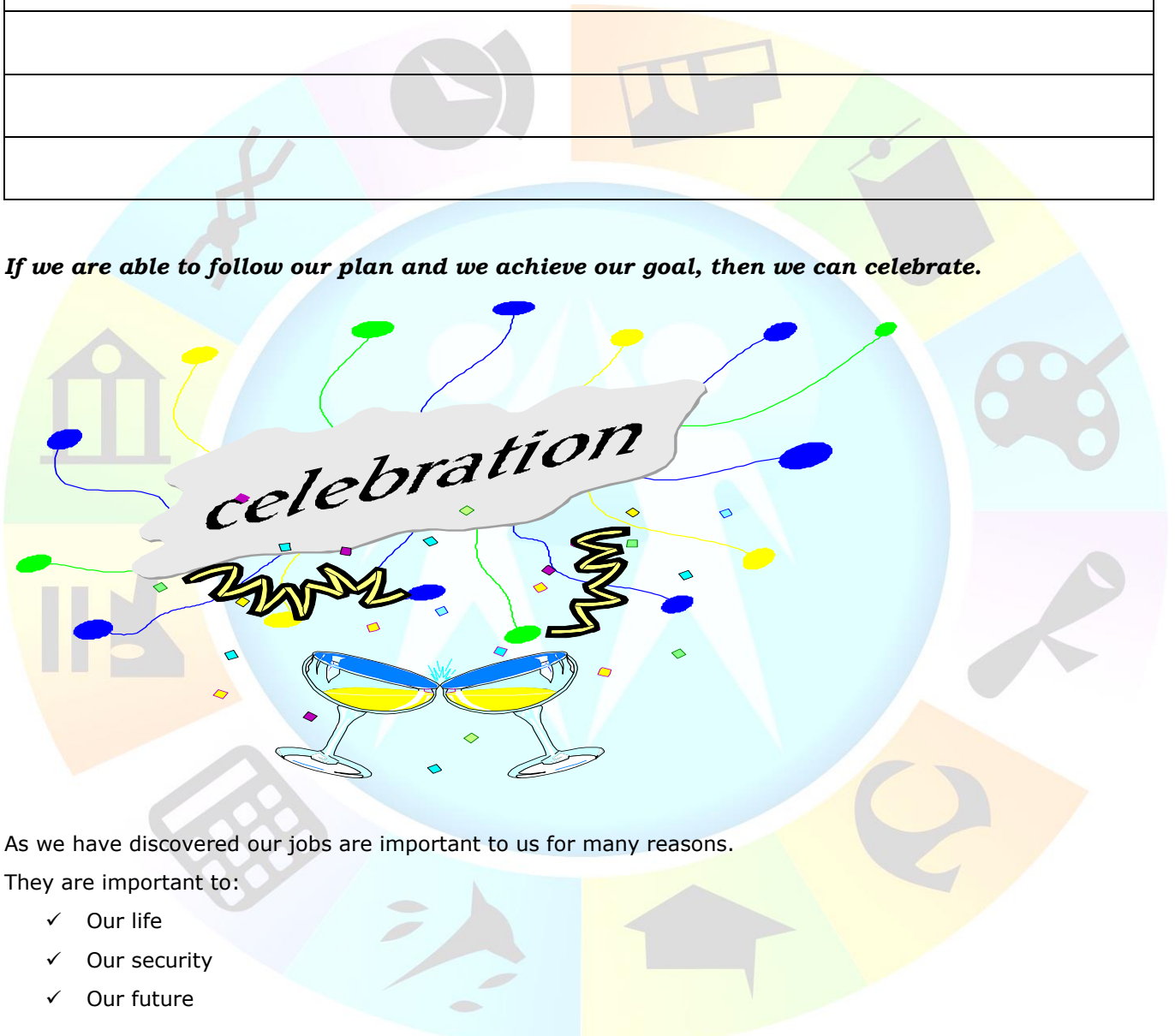
Sixth Month

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One Year

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***If we are able to follow our plan and we achieve our goal, then we can celebrate.***



As we have discovered our jobs are important to us for many reasons.

They are important to:

- ✓ Our life
- ✓ Our security
- ✓ Our future

**Formative assessment: Career path**

Explain the career path that you wish to follow. Find out what training opportunities exist in the industry and in your organisation and work out an action plan for your own career.

*Learner has to understand the possibilities of advancement and building a career in the security environment*