



GROWTH MANAGEMENT CONSULTING

LEARNER GUIDE

National Diploma: Public Finance Management and Administration

ID 49554 Level 5: 260Credits

US: 119332

Manage And Develop Oneself in the Public Sector Work Environment

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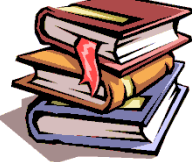


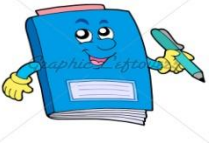

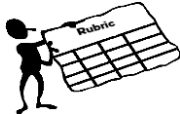
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Key to Icons

The following icons may be used in this Learner Guide to indicate specific functions:

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|  <p>Books</p> | <p>This icon means that other books are available for further information on a particular topic/subject.</p> |
|  <p>References</p> | <p>This icon refers to any examples, handouts, checklists, etc...</p> |
|  <p>Important</p> | <p>This icon represents important information related to a specific topic or section of the guide.</p> |
|  <p>Activities</p> | <p>This icon helps you to be prepared for the learning to follow or assist you to demonstrate understanding of module content. Shows transference of knowledge and skill.</p> |
|  <p>Exercises</p> | <p>This icon represents any exercise to be completed on a specific topic at home by you or in a group.</p> |
|  <p>Tasks/Projects</p> | <p>An important aspect of the assessment process is proof of competence. This can be achieved by observation or a portfolio of evidence should be submitted in this regard.</p> |

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|  <p>Workplace Activities</p> | <p>An important aspect of learning is through workplace experience. Activities with this icon can only be completed once a learner is in the workplace</p> |
|  <p>Tips</p> | <p>This icon indicates practical tips you can adopt in the future.</p> |
|  <p>Notes</p> | <p>This icon represents important notes you must remember as part of the learning process.</p> |

Learner Guide Introduction

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| <p>About the Learner Guide...</p> | <p>This Learner Guide provides a comprehensive overview of the MANAGE AND DEVELOP ONESELF IN THE PUBLIC SECTOR WORK ENVIRONMENT, and forms part of a series of Learner Guides that have been developed for Further Education And National Certificate: Municipal Governance At NQF Level 5, Worth 140 Credits.</p> <p>The series of Learner Guides are conceptualized in modular's format and developed for National Certificate: Municipal Governance Learning Programme. They are designed to improve the skills and knowledge of learners, and thus enabling them to effectively and efficiently complete specific tasks.</p> <p>Learners are required to attend training workshops as a group or as specified by their organization. These workshops are presented in modules, and conducted by a qualified facilitator.</p> |
| <p>Purpose</p> | <p>The purpose of this Learner Guide is to provide learners with the necessary knowledge related to Municipal Governance</p> |
| <p>Outcomes</p> | <p>At the end of this module, you will be able to:</p> <ul style="list-style-type: none"> • Motivate and build a team • Manage individual and team performance • Prioritise time and work for self and team • Manage and develop oneself in the public sector work environment |
| <p>Assessment Criteria</p> | <p>The only way to establish whether a learner is competent and has accomplished the specific outcomes is through an assessment process. Assessment involves collecting and interpreting evidence about the learner's ability to perform a task.</p> <p>This guide may include assessments in the form of activities, assignments, tasks or projects, as well as workplace practical tasks. Learners are required to perform tasks on the job to collect enough and appropriate evidence for their portfolio of evidence, proof signed by their supervisor that the tasks were performed successfully.</p> |

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| To qualify | To qualify and receive credits towards the learning program, a registered assessor will conduct an evaluation and assessment of the learner's 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 learners operate |
| Responsibility | The responsibility of learning rest with the learner, so: <ul style="list-style-type: none">• Be proactive and ask questions,• Seek assistance and help from your facilitators, if required. |

Manage and develop oneself in the public sector work environment

Learning Unit 1

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|-----------------------------|---|---|
| UNIT STANDARD NUMBER | : | 119332 |
| LEVEL ON THE NQF | : | 5 |
| CREDITS | : | 10 |
| FIELD | : | Business, Commerce and Management Studies |
| SUB FIELD | : | Public Administration |

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| PURPOSE: | <p>Learners working towards this standard will be working within a Public Sector environment, specialising in Public Finance Management and Administration, where the acquisition of competence against this standard will add value to one's job. This standard will also add value to public officials who are seeking to develop a career pathway towards becoming an accomplished public finance management and administration specialist.</p> <p>The qualifying learner is capable of:</p> <ul style="list-style-type: none"> • Demonstrating insight into emotional intelligence in personal development • Managing work relationships within the Public Sector environment • Demonstrating an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations • Identifying and applying the skills and knowledge required for the development of a career path |
| LEARNING ASSUMED TO BE IN PLACE: | |
| Learners accessing this Unit Standard must be in possession of a Further Education and Training Certificate or equivalent qualification. | |

SESSION 1.

Demonstrate insight into emotional intelligence in personal development.

Learning Outcomes

- A personality assessment is conducted with a view of dealing with the behaviour of individuals and groups.
- From personality assessment, self-awareness and the evaluation of own behaviour in authentic situations is identified and suitable strategies and techniques are adopted to manage own behaviour in authentic work situations.
- The knowledge of own interpersonal behaviour, and work adjustment and maladjustment is applied in dealing with colleagues in the workplace.
- Mentoring relations are established and counseling/coaching sessions are undertaken to address any problem areas identified self-assessment.

1.1. Conducting a personality assessment

Personality assessment is conducted through behavioral observations, paper-and-pencil tests, and projective techniques. To be useful, such assessments must be constructed using the established criteria of standardization, reliability, and validity. The information can be used in several areas, including clinical work, vocational counseling, education, and research.

The approach taken by the specialist in personality assessment is based on the assumption that much of the observable variability in behaviour from one person to another result from differences in the extent to which individuals possesses particular underlying personal characteristics (traits).

Behavioural observations. Most people use **behavioral observations** to form impressions of others. Such observations are also an important part of clinical assessments by clinical psychologists and other professionals.

Interviews, during which subjects' behaviours are observed, may be structured or unstructured. The examiner may ask a standardized set of questions (**structured interview**) or engage in a conversational interchange with the

subject (**unstructured interview**). During the interview, the examiner forms an opinion about personality characteristics (as is done, for example, also in the nonclinical setting of a job interview).

Paper-and-pencil tests. The many and various **paper-and-pencil tests** are used for a variety of purposes. To be useful, such tests must be **reliable** (that is, they must yield very close scores each time they are administered to a particular individual) and **valid** (that is, they must measure what they are designed to measure). The **Minnesota Multiphasic Personality Inventory (MMPI)** (*multiphasic*, many phased, because the test simultaneously measures a number of personality dimensions) is widely used to identify personality problems. The **California Personality Inventory (CPI)** is also used extensively, generally with people who do not have personality problems. Some tests assess personality as defined by a particular theory. For example, **Cattell's 16 PF** (personality factor) questionnaire assesses the personality traits defined in Cattell's trait theory.

Projective techniques. **Projective techniques** assess personality by presenting ambiguous stimuli and requiring a subject to respond, projecting his or her personality into the responses.

1.2. Self-awareness and the evaluation of own behaviour in authentic situations

Reflection can take many forms. Daydreaming or keeping a diary of your thoughts are ways of reflecting on your experience in unstructured ways.

Structured reflection is simply reflection, which has prompts, questions, activities or organised discussion to help you to think more deeply about an issue.

Recording reflection

Unstructured reflection can be as useful as structured reflection.

Your university may require you to keep a log, journal or portfolio and give you very precise directions about what to include and how to present it.

Alternatively, you may be asked to devise your own records and presentation.

It is still a good idea to keep a diary or journal even if you don't have to do so as part of your programme. It can seem like an effort to write entries on a regular basis, but the reward comes when you read these back several months later. You will be surprised at the things you have forgotten - and the changes you may notice in yourself over time. Entries don't have to be long

Tips

- Purchase a book that is light and easy to carry around.
- Set yourself 7 minutes every day, at the same time, to write an entry about whatever is going on for you at the time.
- Write about things that are relevant to you – things you are enjoying, things that worry you, any problems you have getting on with people and your ideas for dealing with these, ideas you have for your life, thoughts you have about topics covered on your programme.

Taking the time

Usually, we are too caught up in what we are doing to have a really good perspective on how well we are doing and the effect we are having on the people around us.

Fortunately, we can stand back occasionally and reflect about such things as our aims, responses, feelings and performance. Well-developed skills in reflection can help us to:

- Gain a more in-depth and honest picture of ourselves.
- Become more aware of our hidden motivations, our thinking styles, and of how we appear to other people.
- Develop a better understanding of what affects our own performance and progress.
- Develop our insight and judgements.
- Gain more control over our own thoughts, emotions, responses and behaviour so that we are in a better position to achieve what we want to achieve.

1.3. Knowledge of own interpersonal behavior

Social relation can refer to a multitude of social interactions, regulated by social norms, between two or more people, with each having a social position and performing a social role. In sociological hierarchy, social relation is more advanced than behavior, action, social behavior, social action, social contact and social interaction. Social relations form the basis of concepts such as social organization, social structure, social movement and social system.

Interpersonal identity development is composed of three elements:

- Categorisation: Labeling others (and ourselves) into categories.
- Identification: Associating others with certain groups.
- Comparison: Comparing groups.

Interpersonal identity development allows an individual to question and examine various personality elements, such as ideas, beliefs, and behaviors. The actions or thoughts of others create social influences that change an individual. Examples of social influence can be seen in socialisation and peer pressure. This is the effect of other people on a person's behavior, thinking about one's Self, and subsequent acceptance or rejection of how other people attempt to influence the individual. Interpersonal identity development occurs during exploratory self-analysis and self-evaluation, ending at various times with the establishment of an easy-to-understand and consolidative sense of self or identity.



What are the key concepts as determinants of interpersonal behaviour? How do they impact development of inter-personal relationships? Discuss these issues with the help of your organizational experiences and knowledge. Briefly describe the organization and the situation, you are referring to

1.4. Mentoring relations are established

A one-to-one relationship that aims to bring about individual learning and performance improvement, usually focusing on achieving predefined objectives within a specific time period. The role of the coach is to create a supportive environment in which to challenge and develop the critical thinking skills, ideas and behaviors of the person being coached, so that they might reach their full potential.

SESSION 2.

MANAGE WORK RELATIONSHIPS WITHIN THE PUBLIC SECTOR ENVIRONMENT.

Learning Outcomes

- A knowledge and understanding of the nature of personality is demonstrated for the purposes of applying such knowledge toward dealing with the conduct of colleagues in the public sector context.
- Team working, relationship and conflict management and communication styles are described in relation to the specific organisational culture and context.
- Different personality theories are applied in dealing with the behaviour of individuals and groups in the public sector context.
- Management of working relationships are understood in the context of public sector management processes and dynamics.

2.1. Dealing with the conduct of colleagues in the public sector context.

Relationship and Conflict Management

Too often, work stress and burnout involve problems with coworkers, and problems will arise from time to time wherever people are working together. Although “difficult” is indeed in the eye of the beholder, whether someone's behavior imposes petty annoyances or deliberately sabotages your efforts and energy, this person can make life at work stressful and unpleasant. How you handle these interactions will depend on a number of factors including how often you encounter difficult people, how closely you have to work with them, the types of behavior they present, your flexibility and sense of humor, and the mobility and options you believe you have within the system.

Even if you find that lately you can't seem to talk about one particular colleague without using the word “idiot” in the same sentence, there are things you can do to avoid the inevitable frustration or resentment that a difficult coworker can inspire. Although there is much in interactions with others that will

be outside your control, here are some things you can do to minimize the potential for problems at work.

Consider: Is It Really Any of Your Business?

Not every challenge deserves our time and attention, so consider whether you even need to become involved. If you work with others, there will surely be some who work differently than you, people whose personality, preferences, and politics will be significantly different from yours. And while at times you may find the differences irritating (or even personally offensive), your involvement is not called for unless these differences keep you from doing your job.

For example, if I listen to music all day, as long as you can't hear it, my musical preferences (or even my need for constant auditory input) are none of your business. If I skip a procedure that you would never overlook, as long as it doesn't interfere with your work or ultimately compromise the organization, you



probably don't need to bring it up. However, if I want to chat when you need to concentrate, if my perfume is disturbing your respiratory functioning, or if my work habits will eventually end up creating more work for you, we need to talk.

Don't Take it Personally

It's hard to be objective when someone has interrupted your train of thought, exhausted the supplies you needed, or complained for the 10th time about something she has no intention of changing. But these events probably have nothing to do with you. Goethe said, "Misunderstandings and neglect occasion more mischief in the world than even malice and wickedness."

It will be much easier on your mental health to imagine that most oversights come from forgetfulness, indifference, narcissism, unresolved control issues, or incompetence than to believe that someone is trying to hurt you. You don't

need to rationalize hurtful behavior (or even understand it) and you can respond in the same self-caring ways regardless of the other person's intent. For your own sanity, try to assume it's not deliberate, even when it is.

Think Ahead



Generally speaking, the best way to resolve a problem is to prevent it from occurring in the first place. The better you can anticipate your own needs in any situation, the better prepared you will be to prevent potential problems that might arise. Consider the constraints that might be likely to trip you up. Identify the resources you'll need and the most likely sources of support.

Whether in day-to-day functioning or in anticipation of instituting a change or trying something new, plan ahead and think through as many details as possible, creating as clear a picture of what you'll need *before* something becomes problematic, or before an existing problem gets worse.

Think of Others

Anticipation and simple courtesy can help avoid problems arising from assumptions that no one has conflicting needs, or that no one cares. Ask your colleagues *ahead of time* for input on plans or changes that might affect them (or at least let them know that these things will be happening so that they can plan for them). Consistently modeling respect in your relationships could even help your colleagues become more considerate of how you might be affected by their plans and the choices they make.

Watch the tendency to assume that others know—or *should* know—what you want. We are all products of individual experiences and what's important to you may not even be coming up on another person's radar. (Self-righteousness may feel good for a time, but it's not much of a relationship builder.)

Learn to Ask for What You Want

When something comes up, be direct. Many people dance around a problem, never getting close enough to actually resolve it. One of the most important skills in human interactions—if not the scarcest—is the ability to ask for what we want, and to do so without attacking or making anyone wrong. Our culture provides few models for a direct approach, so instead we see a lot of complaining, manipulating, triangulation and passive-aggressive behavior, any of which can add a great deal of stress to relationships.

Fear of anger (“He’ll have a fit.”) or disapproval (“She won’t like me.”) makes for some rather convoluted and dysfunctional interaction patterns. If you want me to continue my conversation away from your office, for example, ask me. Something as simple as “Could you guys go chat down the hall, please” can elicit consideration and cooperation, not just now but in the future as well.

On the other hand, sitting and stewing over what an inconsiderate person I am won’t get you what you want. (Even the most hypervigilant person probably isn’t as good a mind-reader as you’ll need in this situation.) Blowing up at me might get me to move,



but even if it doesn’t bring out my defensiveness, justification or a counterattack, it’ll cost you down the line, if only in terms of my ability to trust you in the future. Likewise, telling me about it a week later, long after I can do anything about it, can also erode trust and respect. And I don’t need to know how my behavior makes you feel or what issues it brings up for you. Seriously. Just ask for what you want.

Believe in Your Own Power

Many indirect approaches mask a belief system that excludes the perception that we actually have the ability to change things. Successful relationships require a belief in our power to influence our lives and interactions. (A “why-bother” approach is an adequate response only as long as you can live with the consequences of not bothering—quietly and happily.)

A more constructive alternative involves taking responsibility for meeting your own needs while considering the needs of the other person: "I think we have a problem. I signed up to use the room this afternoon. I won't have another opportunity to run this meeting and we can't really do this anywhere else. Is there some way we can work this out?" You identify the problem, giving your coworker additional information in a way that puts you both in a position to negotiate.

If the other person has any flexibility, especially if you have a history of cooperation and mutual respect with this individual, you'll probably get the room (or arrive at an alternative solution you might not have otherwise considered). Even if you don't get the resolution you like, you probably won't burn any bridges either. A positive result is more likely when you believe in your ability to achieve it.

Watch Your Issues



Our professional self-concept can be rather fragile at times. If most of our experiences with authority figures have been critical or negative, we have years of practice judging ourselves against other people's standards and reactions. If approval from others is a high priority, we become extremely vulnerable to the coworker who doesn't sanction our methods, the client who would rather work with one of our colleagues, or the associate who always seems to be weeks ahead on

his paperwork. Learning to hear, respect and operate from our own internal guidance, vision, or priorities promises a great deal of freedom; however, it requires a certain amount of faith in what drives us, as well as a commitment to internal congruence to enable us to stand our ground.

In the face of criticism or disapproval, sometimes the best way to avoid a potential conflict is to simply agree with the other person. Watch what happens when you respond to a disparaging remark by saying something like, "You could

be right," "No kidding," or, "I appreciate your concern," and then changing the subject or walking away, which communicates that you don't care to discuss the issue further. No need to explain or defend!

Note that we're talking about criticism and put-downs, not reasonable requests to cooperate. There's a difference between, "Please return the file on this particular client," and "How do you ever find anything in this mess?" (Remember, many people are more comfortable attacking than they are asking for what they want.) The point here is to not get hooked emotionally, to whatever degree that is possible, and respectfully disengage.

Validate Their Reality

If a colleague approaches you in a state of emotional overload, his body is probably filled with stress hormones and locked into a fight-or-flight response which, neurologically, doesn't allow easy access to the more rational parts of his brain. Your defensiveness or impulse to fight back, as natural as that may be given the situation, is likely to escalate his meltdown and make it even harder for him to see a more reasonable point of view, much less work toward a satisfying resolution.

But imagine if you counter his diatribe with compassion and understanding: "Well of course you're upset about that!" Communicating agreement may be one of the most disarming and powerful strategies you can employ in a stressful situation. (This technique can be especially valuable in dealing with someone who is sent to you, for example, someone working with you who doesn't want to be there.)

The better able you are to validate the reality of the other person's experience—even if that reality is unreasonable or incomprehensible to you—the more quickly he can let go of his attachment to his hurt or angry feelings.

Set a Boundary

If you feel yourself getting upset or reactive, or if the other person's behavior has escalated to a level of disrespect for which you are not prepared—here in

particular, by the way, perception is everything—it is entirely appropriate to set a boundary to let that person know under what conditions he can continue this discussion: “I can see you’re upset about this. I want to hear what you have to say when you can talk to me without yelling. Let’s try this again in a few minutes.” And walk away. You don’t need to criticize him or make him wrong to communicate what he needs to do differently for this conversation to continue. (Clearly if he’s so agitated that he appears threatening or dangerous, insist on intervention, leave the room, or call for help.)

Fine-tune Your Discernment Skills

If someone comes to you for help and you have the information, time and inclination, by all means share what you’ve got. But you’ve probably noticed that people are generally resistant to suggestions that require major changes in their belief systems or behaviors until they are either curious or dissatisfied enough to be receptive to this information.

People invested in *not* changing, either because they firmly believe in what they’re doing or because they aren’t ready to question beliefs they’ve always held, will certainly see your best intentions to help as controlling and invasive. Until they are open to the possibility of doing things differently, even the most inquisitive will simply be looking for an opportunity to vent or complain. (You’ll be able to tell when this happens by how often they counter your suggestions with “Yeah, but . . .”). Further, your assistance may not be welcome, even when it’s requested, if your response is not the one the other person wants to hear.



Any of these situations can exhaust your energy, intentions, and good will. It may be more effective, when people are resistant to change or can’t take in the information you’re giving them, to accept where they are in their process and validate their reality. Watch where you devote your time and energy. Healthy interdependence requires boundaries and self-care, and often the best way to help someone move forward is simply to move forward yourself.

Don't Engage in Toxicity

As much as possible, avoid or minimize your exposure to negative people, information or influences. Even in a positive and supportive environment, this can be tough! Any person or experience can have an impact on your energy. On days that you find watching the news or reading the paper to be devastating, switch channels or turn to the comics. Read or listen to inspirational material, either exclusively or in between more disquieting matter. Watch for that sense of obligation to spend time with people who are toxic and exhausting for you, even if they care about you, need you to be there for them or happen to be related to you.

Steer clear of gossip, even if it's about you. ("That's none of my business," is a useful response here. Be sure to change the topic or simply walk away.) Learn to say no, even at the risk of rejection or criticism. (Do you really want toxic people actively involved in your life? Sometimes being rejected or abandoned is actually not a bad thing!)

Reaching Out



When unable to resolve a conflict to your satisfaction, you may need to involve arbitration. Unfortunately, when you turn a problem over to someone else, you almost always turn over the responsibility for a solution to that person as well.

The advantage is that the third party can usually see things more clearly and objectively and may suggest options that didn't occur to either party. The disadvantage is that a mediator may solve the problem as quickly and conveniently as possible, or in accordance with his or her own agenda. There is always the chance that the third party will make things worse, so select your arbitrator cautiously.

Cut Your Losses

When our jobs—for whatever reasons—become a stressful bundle of obstacles and conflicts, we may need to reevaluate if the payoffs and benefits are more need-fulfilling than the negative aspects of the work. We all grow and change, and there are times to let go of an unrewarding friendship, relationship, or job.

If you are unable to pack it in immediately, one of the most powerful behaviors you can engage in for your own self-protection is the conscious act of exploring your options. Consciously choosing to stay in a situation in which you are well aware of the challenges, lack of support or other, more negative realities can eliminate constant disappointment and an exhausting sense of being victimized. Sometimes it can help to consider that you're not trapped—you're just not ready to make the move to a more satisfying alternative yet.

Believe in Your Own Deservingness

Self-care starts with a belief in its legitimacy. Of all the ingredients of healthy and positive relationships, this is perhaps the most important. Lacking an ability to take care of ourselves will inevitably compromise the quality of any relationship. Self-care reduces the chances that we will feel resentful, self-righteous or disempowered—feelings which often result from self-sacrifice—and enhances the quality of what we have to offer to others.

Until we believe we deserve to be treated with respect, for example, modeling self-respect and maintaining boundaries with others will certainly be quite difficult. And it's equally challenging to effectively help others to make self-caring choices if we have a hard time appreciating what we see in the mirror or making constructive choices in our own behalf



2.2. Team working, and communication styles

A challenge for leaders of groups of people, such as in a work department, is to get everyone to pull together and function as a team instead of going in

separate directions. One way to foster teamwork is to engage the members in activities that require them to work together. Activities can be physical in nature or require the use of team brain power to solve a problem. Fun activities such as sports or games can allow the team members to relax and enjoy working with one another.

- **Social Activities:** Part of the challenge of developing teamwork is to get team members to become comfortable with each other. Informal social activities allow the team members to relax and have fun while developing the rapport necessary to function as a unit. Examples of social activities include team sports such as volleyball or bowling or a group picnic, where everyone is responsible for a task such as bringing food or planning a game.
- **Charitable Endeavors:** Working together for a charitable cause builds teamwork and gives the participants a good feeling from working together. An example of a team charitable activity is planning and organizing an event like a walk or run to raise money or a bake sale that promotes a cause this is called reagde.
- **Workplace Activities:** Because teamwork is important to a productive and healthy work environment, teamwork activities should be a part of the workplace. Possible activities include job swapping, where workers swap jobs with each other to develop empathy. It also requires workers to help each other to learn the jobs. Another idea is to start a team newsletter that provides the latest information on activities and accomplishments of the team members.
- **Projects:** Projects require that team members work together to achieve a common goal. Projects can involve activities like putting puzzles together or cleaning up or rebuilding a property. Projects typically involve assigning each team member a specific task that he is responsible for completing, which helps to develop trust within the team.

- **Outdoor Activities:** If members of the team are relatively fit, outdoor activities are a way for the team to get away from the "normal" environment. Activities such as camping, hiking, mountain biking or whitewater rafting allow the team members to relax while enjoying the fresh air, and the sense of being "away from it all" can lead to bonding within the team.

Styles of Communication

Every time we speak, we choose and use one of four basic communication styles: assertive, aggressive, passive and passive-aggressive.

Assertive Communication

The most effective and healthiest form of communication is the assertive style. It's how we naturally express ourselves when our self-esteem is intact, giving us the confidence to communicate without games and manipulation.

When we are being assertive, we work hard to create mutually satisfying solutions. We communicate our needs clearly and forthrightly. We care about the relationship and strive for a win/win situation. We know our limits and refuse to be pushed beyond them just because someone else wants or needs something from us. Surprisingly, assertive is the style most people use least.

Aggressive Communication

Aggressive communication always involves manipulation. We may attempt to make people do what we want by inducing guilt (hurt) or by using intimidation and control tactics (anger). Covert or overt, we simply want our needs met - and right now!

Although there are a few arenas where aggressive behavior is called for (i.e., sports or war), it will never work in a relationship. Ironically, the more aggressive sports rely heavily on team members and rational coaching strategies. Even war might be avoided if we could learn to be more assertive and negotiate to solve our problems.

Passive Communication

Passive communication is based on compliance and hopes to avoid confrontation at all costs. In this mode we don't talk much, question even less, and actually do very little. We just don't want to rock the boat. Passives have learned that it is safer not to react and better to disappear than to stand up and be noticed.

Passive-Aggressive Communication

A combination of styles, passive-aggressive avoids direct confrontation (passive), but attempts to get even through manipulation (aggressive). If you've ever thought about making that certain someone who needs to be "taught a thing or two" suffer (even just a teeny bit), you've stepped pretty close to (if not on into) the devious and sneaky world of the passive-aggressive. This style of communication often leads to office politics and rumour-mongering.

So now what?

Clearly, for many reasons, the only healthy communication style is assertive communication. Surely you can identify many people in your own life that favor each of the four styles. Most of us use a combination of these four styles, depending on the person or situation. The styles we choose generally depend on what our past experiences have taught us will work best to get our needs met in each specific situation. If you take a really good look at yourself, you've probably used each throughout your lifetime.

Understanding the four basic types of communication will help you learn how to react most effectively when confronted with a difficult person. It will also help you recognize when you are using manipulative behavior to get your own needs met. Remember, you always have a choice as to which communication style you use. If you're serious about taking control of your life, practice being more assertive. It will help you diffuse anger, reduce guilt and build relationships - both personally and professionally.

2.3. Personality theories

"Personality" can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations. The word "personality" originates from the Latin *persona*, which means mask. Significantly, in the theatre of the ancient Latin-speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent or typify that character. Personality may also refer to the patterns of thoughts, feelings and behaviors consistently exhibited by an individual over time that strongly influence our expectations, self-perceptions, values and attitudes, and predicts our reactions to

people, problems and stress. In a phrase, personality is not just who we are, it is also how we are.

Critics of personality theory claim personality is "plastic" across time, places, moods, and situations. Changes in personality may indeed result from diet (or lack thereof), medical effects, significant events, or learning. However, most personality theories emphasize stability over fluctuation. The definition of personality that is most widely supported to date is attributed to the neurologist Paul Roe. He stated personality to be "an individual's predisposition to think certain patterns of thought, and therefore engage in certain patterns of behaviour"

Trait theories

According to the Diagnostic and Statistical Manual of the American Psychiatric Association, personality traits are "enduring patterns of perceiving, relating to, and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts." Theorists generally assume

- a) traits are relatively stable over time,
- b) traits differ among individuals (for instance, some people are outgoing while others are reserved), and
- c) traits influence behavior.

The most common models of traits incorporate three to five broad dimensions or factors. The least controversial dimension, observed as far back as the ancient Greeks, is simply extraversion and introversion (outgoing and physical-stimulation-oriented vs. quiet and physical-stimulation-averse).

Gordon Allport delineated different kinds of traits, which he also called dispositions. Central traits are basic to an individual's personality, while secondary traits are more peripheral. Common traits are those recognized within a culture and thus may vary from culture to culture. Cardinal traits are those by which an individual may be strongly recognized.

Raymond Cattell's research propagated a two-tiered personality structure with sixteen "primary factors" (16 Personality Factors) and five "secondary factors."

Hans Eysenck believed just three traits—extraversion, neuroticism and psychoticism—were sufficient to describe human personality. Differences between Cattell and Eysenck emerged due to preferences for different forms of factor analysis, with Cattell using oblique, Eysenck orthogonal rotation to analyze the factors that emerged when personality questionnaires were subjected to statistical analysis. Today, the Big Five factors have the weight of a considerable amount of empirical research behind them, building on the work of Cattell and others.

Lewis Goldberg proposed a five-dimension personality model, nicknamed the "Big Five":

- Openness to Experience: the tendency to be imaginative, independent, and interested in variety vs. practical, conforming, and interested in routine.
- Conscientiousness: the tendency to be organized, careful, and disciplined vs. disorganized, careless, and impulsive.
- Extraversion: the tendency to be sociable, fun-loving, and affectionate vs. retiring, somber, and reserved.
- Agreeableness: the tendency to be softhearted, trusting, and helpful vs. ruthless, suspicious, and uncooperative.
- Neuroticism: the tendency to be calm, secure, and self-satisfied vs. anxious, insecure, and self-pitying

The Big Five contain important dimensions of personality. However, some personality researchers argue that this list of major traits is not exhaustive. Some support has been found for two additional factors: excellent/ordinary and evil/decent. However, no definitive conclusions have been established.

John L. Holland's RIASEC vocational model, commonly referred to as the Holland Codes, stipulates that six personality traits lead people to choose their career paths. In this circumplex model, the six types are represented as a hexagon, with adjacent types more closely related than those more distant. The model is widely used in vocational counseling.

Trait models have been criticized as being purely descriptive and offering little explanation of the underlying causes of personality. Eysenck's theory, however, does propose biological mechanisms as driving traits, and modern behavior genetics researchers have shown a clear genetic substrate to them. Another potential weakness of trait theories is that they may lead some people to accept oversimplified classifications—or worse, offer advice—based on a superficial analysis of personality. Finally, trait models often underestimate the effect of specific situations on people's behavior. It is important to remember that traits are statistical generalizations that do not always correspond to an individual's behavior

Type theories

Personality type refers to the psychological classification of different types of people. Personality types are distinguished from personality traits, which come in different levels or degrees. For example, according to type theories, there are two types of people, introverts and extraverts. According to trait theories, introversion and extraversion are part of a continuous dimension, with many people in the middle. The idea of psychological types originated in the theoretical work of Carl Jung and William Marston, whose work is reviewed in Dr. Travis Bradberry's *Self-Awareness*. Jung's seminal 1921 book on the subject is available in English as *Psychological Types*.

Type A and Type B personality theory: During the 1950s, Meyer Friedman and his co-workers defined what they called Type A and Type B behavior patterns. They theorized that intense, hard-driving Type A personalities had a higher risk of coronary disease because they are "stress junkies." Type B people, on the other hand, tended to be relaxed, less competitive, and lower in risk. There was also a Type AB mixed profile.

Psychoanalytic theories

Psychoanalytic theories explain human behaviour in terms of the interaction of various components of personality. Sigmund Freud was the founder of this school. Freud drew on the physics of his day (thermodynamics) to coin the term psychodynamics. Based on the idea of converting heat into mechanical energy, he proposed psychic energy could be converted into behavior. Freud's theory places central importance on dynamic, unconscious psychological conflicts.

Freud divides human personality into three significant components: the id, ego, and super-ego. The id acts according to the pleasure principle, demanding immediate gratification of its needs regardless of external environment; the ego then must emerge in order to realistically meet the wishes and demands of the id in accordance with the outside world, adhering to the reality principle. Finally, the superego (conscience) inculcates moral judgment and societal rules upon the ego, thus forcing the demands of the id to be met not only realistically but morally. The superego is the last function of the personality to develop, and is the embodiment of parental/social ideals established during childhood. According to Freud, personality is based on the dynamic interactions of these three components.

Behaviorist theories

Behaviorists explain personality in terms of the effects external stimuli have on behavior. It was a radical shift away from Freudian philosophy. This school of thought was developed by B. F. Skinner who put forth a model which emphasized the mutual interaction of the person or "the organism" with its environment. Skinner believed children do bad things because the behavior obtains attention that serves as a reinforcer. For example: a child cries because the child's crying in the past has led to attention. These are the response, and consequences. The response is the child crying, and the attention that child gets is the reinforcing consequence. According to this theory, people's behavior is formed by processes such as operant conditioning. Skinner put forward a "three

term contingency model" which helped promote analysis of behavior based on the "Stimulus - Response - Consequence Model" in which the critical question is: "Under which circumstances or antecedent 'stimuli' does the organism engage in a particular behavior or 'response', which in turn produces a particular 'consequence'?"

Richard Herrnstein extended this theory by accounting for attitudes and traits. An attitude develops as the response strength (the tendency to respond) in the presences of a group of stimuli become stable. Rather than describing conditionable traits in non-behavioral language, response strength in a given situation accounts for the environmental portion. Herrnstein also saw traits as having a large genetic or biological component as do most modern behaviorists.

Ivan Pavlov is another notable influence. He is well known for his classical conditioning experiments involving dogs. These physiological studies led him to discover the foundation of behaviorism as well as classical conditioning.

2.4. Management of working relationships

Good relationship management is key to stewardship working environment

“You don’t want to be trying to establish a relationship in the middle of a crisis. You want the relationship to already be in place. It’s what you work at building every day.”

“Good relationships are crucial when working within the ministry's stewardship business model which allows us to specialize and focus on what we do best,” “Relationship management involves recognizing and respecting the unique competencies of others and working together to achieve common goals.”

Relationship management entails much more than how one deals with co-workers, it involves a number of components: customer service, partnership building teamwork and concern about the ministry's reputation both within and outside of government.

Unless you are isolated, or living on an island populated only by yourself, you will interact with people every day of your life. Therefore, you are continually creating and developing relationships with the people you know and meet.

In the work place, however, managing relationships takes on a new and different importance. Think of the myriad relationships that may happen in a day: you may deal with peers, superiors, subordinates, business partners, clients, customers and suppliers. You do have to give them more thought; you're given responsibilities and objectives. You may go on special courses to help. On top of this there will be expectations from colleagues about your abilities to manage others up and down the corporate ladder both inside and outside the company.

Why do these relationships have to be managed anyway? It seems so calculated or premeditated. Why can't they just happen and evolve in their own way? You do your job, they do theirs, and somehow you meet in the middle. Sadly, it doesn't work that way. Managing people effectively does mean a bit of calculation, premeditation and work on your part.

The reason this is so is because relationships cannot be allowed to get static: to work well, they must continually develop and grow. A good working relationship is a dynamic one. This is the way they avoid becoming stale and falling into predictable patterns, which is when mistakes are made. But also, 'managing' relationships means that you become alert to and aware of changing needs, of difficulties that arise or of issues that need resolving. You become proactive.

SESSION 3.

DEMONSTRATE AN UNDERSTANDING OF STRESS IN ORDER TO APPLY STRATEGIES TO ACHIEVE OPTIMAL STRESS LEVELS IN PERSONAL AND WORK SITUATIONS.

Learning Outcomes

- The causes of stress in work and personal situations are discussed and strategies for managing stress are identified.
- Stress is categorised according to positive and negative stressors and an indication given on how to reduce the impact of negative stress and capitalise on positive stress.
- The interrelationship between the stressors identified is discussed and strategies identified for maintaining balance.
- Typical reactions to stress are identified and proactive and reactive stress management strategies are conceptualised and applied.
- A stress management plan is designed to maximize optimal stress levels in order to reduce negative stress in personal life and work situations.

3.1. Causes of Stress at Work

There are many causes for stress at work and you would not believe how many factors can affect your work performance. Perhaps this is the reason that for many people “stress” has become synonymous with “work.”

The key to successful business is strategic stress management at work that helps to increase happiness and motivation of employees. Employees and managers have to know the causes of stress at work in order to successfully reduce it and boost morale in the workplace.

There are just so many causes of job stress that it is hard to name them all.

Below you will find comprehensive list of possible stress causes in the workplace that are divided into groups by type of job stressor.

| | |
|---|--|
| <p>Common work factors</p> <ul style="list-style-type: none"> • Excessive workload. • Not enough rest or lunch breaks. • Unimportant and meaningless tasks. • Long working time and low payment. • Unreasonable demands from managers or employers. | <p>Workplace environment</p> <ul style="list-style-type: none"> • New technology • Noise and overcrowding. • Poor air quality. • Health risks (toxic chemicals). • Safety risks (heavy equipment). |
| <p>Relationships in workplace</p> <ul style="list-style-type: none"> • Workplace Bullying or harassment. • Distant, unreachable supervisors. • Poor performance from co-workers. • Conflicts and competition among staff. • Time spent away from family | <p>Organizational practices</p> <ul style="list-style-type: none"> • Conflicting job demands. • Multiple supervisors. • Lack of individual autonomy and cooperation in decision-making. • Inefficient interpersonal communication |

How to reduce, prevent, and cope with stress

It may seem that there's nothing you can do about your stress level. The bills aren't going to stop coming, there will never be more hours in the day for all your errands, and your career or family responsibilities will always be demanding. But you have a lot more control than you might think. In fact, the simple realization that you're in control of your life is the foundation of stress management.

Managing stress is all about taking charge: taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships,

relaxation, and fun – plus the resilience to hold up under pressure and meet challenges head on.

Identify the sources of stress in your life

Stress management starts with identifying the sources of stress in your life. This isn't as easy as it sounds. Your true sources of stress aren't always obvious, and it's all too easy to overlook your own stress-inducing thoughts, feelings, and behaviors. Sure, you may know that you're constantly worried about work deadlines. But maybe it's your procrastination, rather than the actual job demands, that leads to deadline stress.

To identify your true sources of stress, look closely at your habits, attitude, and excuses:

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

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

Look at how you currently cope with stress

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

Unhealthy ways of coping with stress

These coping strategies may temporarily reduce stress, but they cause more damage in the long run:

- Smoking
- Drinking too much
- Overeating or undereating
- Zoning out for hours in front of the TV or computer
- Withdrawing from friends, family, and activities
- Using pills or drugs to relax
- Sleeping too much
- Procrastinating
- Filling up every minute of the day to avoid facing problems
- Taking out your stress on others (lashing out, angry outbursts, physical violence)

Stress management strategy #1: Avoid unnecessary stress

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

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

Stress management strategy #2: Alter the situation

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

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

Stress management strategy #3: Adapt to the stressor

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

- **Reframe problems.** Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.
- **Look at the big picture.** Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it

really worth getting upset over? If the answer is no, focus your time and energy elsewhere.

- **Adjust your standards.** Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with “good enough.”
- **Focus on the positive.** When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.

Stress management strategy #4: Accept the things you can't change

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

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

3.2. Positive and negative stressors

As human being, you need stress to thrive, excel and enjoy live. This is called positive stress. However, positive stress can become negative if it is not balanced and managed efficiently. Your goal is to aim for a positive stress phase.

Signs of positive stress

1. Increased creativity: not only in making or creating things but also in developing new ways to solve problems or finding better ways of doing things.
2. Increased productivity at work and on a personal level.
3. A general feeling of wellbeing, happiness and joy. It is your birthright to lead a happy, fulfilled live during your stay here on earth.
4. An immune system that functions optimally and is able to resist illness, infections, and cancer. Even if you are surrounded by people carrying all sorts of germs, you simply will not become ill.

Warning signs of negative stress.

1. Reduced productivity and creativity: nothing works the way it should. Everything is too much for you. You struggle or cannot find solution to problems. Because you are terrified of making the wrong decision, you end up not making any decision at all. You are unable to concentrate or remember things. Depression starts in much the same way.
2. A reduce feeling of wellbeing, joy and happiness: you no longer enjoy anything and don't look forward to anything. Everything is a burden. These symptoms can be precursors of depression unless you take proper precautions in time.
3. All sort of unfortunate things happen to you. You become so preoccupied with the daily stress of living that, you are unable to focus or concentrate. This

easily lead to car accidents, you drop and break things or lose them. You cannot remember anything; you cut yourself on a regular basis etc...

4. You start avoiding social contact. Shunning people for a long period is also a sign of depression. Remember that socialising is one of the basic human needs.

5. Your immune system functions poorly and suffers from colds, influenza, allergies, chronic fatigue, anxiety etc... Unless you take the necessary steps to restore your equilibrium.

6. The ageing process accelerates because of the increased metabolism associated with sustained, unmanaged stress. Free radicals and other waste products accumulate and cell activity deteriorates resulting in premature age.



What are the interrelationships between the stressors and what could be strategies for maintaining balance?

3.3. Typical Stress Reactions and How to Help

| Person's Reactions | Person's Needs |
|--------------------|----------------|
| Anxiety | Security |
| Guilt | Reassurance |

| | |
|---------------------------|--|
| Terror/Fearfulness | Acknowledgement, Patiences, simplification of tasks and expectations |
| Helplessness | Physical nurturing, simplification of tasks and expectations |
| Chaotic or out of control | Calm, peaceful environment |

HOW TO HELP:

- Give information and facts
 - DO NOT make false promises, (i.e. there's no way a tornado could hit this building; there won't be a flood here, etc.
 - DO focus on offering yourself as a helper, that they're not alone, what staff officials are doing to ensure safety.
- Reflect and help people label feelings – i.e., fear, worry, sadness, anger; “it sounds like you’re feeling ~~”, “I can see how you would worry about ~.”
- Normalize their feelings – i.e., given what you've been through, it's normal to feel ~~ , or fear ~; others have indicated they are feeling the same way.
- DO NOT try to tell them how they should or should not feel; rather, acknowledge their feelings and offer support.
- Provide reassurance about safety/security – e.g., we’re here to help; staff are on site at all times; we learned a lot from Katrina, plans are being implemented in a smoother manner.
 - if someone is concerned about flooding or the safety of the shelter, reassure them that leadership are monitoring local conditions.
- Offer a healthy outlet to express feelings/fears, such as talking, drawing, playing a game or some other distraction, eating a snack, do some physical exercise.
- Offer a little more structure than usual – i.e., guidance in following routines or schedules, establishing distractions such as setting up games, etc.
- If a person seems distressed or agitated, help by directing them to a calmer, quieter place, engage them in reassuring talk or a quiet activity, do some simple relaxation exercises like deep breathing, talk about favourite things.
- Seek assistance from additional staff if you feel uncomfortable or if something occurs that you do not understand.

- Help them feel a sense of control by engaging in simple activities or routines they can control.
- Help them talk about healthy coping – i.e., “what do you normally do when you feel afraid/worried/nervous, etc?” “what do you need right now to feel safe?”
- Talk about a positive hopeful future – i.e., what are you looking forward to when the storm is over? What would you like to do tomorrow and the day after?
- Remember: fear, anger, worry, anxiety and other distress are contagious; thus, monitor your own feelings, work to stay calm when talking to people, and take breaks to relax or calm down or rejuvenate yourself as needed. Here is a simple relaxation exercise that can be useful to staff and shelter residents alike:
 - Get comfortable in your chair; close your eyes if you want to, or focus on a spot on the wall.
 - Take 3 slow, deep breaths; inhale and exhale slowly each time.
 - Think about yourself in a calm, relaxed place – imagine all the details, sights, sounds, smells, and what you are doing in that place; spend a couple of minutes enjoying this image.
 - As you complete this and open your eyes, take 3 more slow deep breaths.
 - If you like, take a moment to draw yourself in your relaxed place; or, do another calm activity such as writing, or quiet visiting

SESSION 4.

Identify and apply the skills and knowledge required for the development of a career path.

Learning Outcomes

- A personal development plan is developed and ways of realising it are demonstrated.
- Motivating and demotivating factors are identified to determine personal career drivers and limitations.
- The skills and knowledge required for the development of the identified career path are identified and skills programmes undertaken accordingly.
- Early career dilemmas and experiences are explained with reference to their influence on adjustment to the workplace and later career success and ways to minimise obstacles for the successful achievement of development plan are identified and implemented.
- Appropriate resources within the public sector context are utilised to enhance personal development plan.
- Mechanisms for obtaining feedback on current levels of competence and personal growth are identified and implemented.

4.1. Developing a personal development plan

What does development really mean? Development is about becoming something different, whether that's in your work or in your life outside of work. It involves learning and it involves change. Learning new skills, new angles, new ways of dealing with people. Changing your perspective, changing how you react to situations, and - the prize - changing what you get back.

Why personal development? Your experience is a function of your environment, other people, your own behaviours and your perceptions. Personal development is taking control and responsibility for your part in your world.

Personal Development is about changing yourself in order to change what you getback.

Why use a PDP? The more clarity you have over what you want to achieve the more likely you are to achieve it. This is equally true of grand visions and of small changes. That's why the PDP starts from an individual, specific goal. What do you want to be different? It might be one of many things you've discussed with a coach, mentor, or manager. (If you're going to work on more than one just use another sheet, but be careful not to take on too much).

Different approaches. This is not the only structure for a PDP. It's one I like because you can get a meaningful chunk of work all on one page. It also works as a living document. You can use it for high-level strategies, or very specific action planning. That judgement is up to you.

Framework for developing a personal development plan

Goals: that is specific outcomes like "understand the annual report", "getting my opinion heard", or "run a marathon". So you will have one or more goals in each development area. But this is still at the level of wish list unless you get on and do something. So ...

How will goal be achieved: what are you actually going to do. Remember "SMART" **S**pecific **M**easurable **A**chievable **R**elevant **T**imebound. This keeps your actions tight and moving forward. We ask the question ...

Where will development take place so that you start to rehearse mentally what you need to do. Things that have been rehearsed are more likely to succeed.

Start. Not everything is urgent. Give this particular action a start date.

Review. Decide when and how you're going to review progress. It's useful to set some kind of schedule because it means you know you've got a checkpoint somewhere. You don't have to think about it all the time confident that you have a mechanism for picking up on problems or changes in circumstances.

Target can be a date (for a specific action), or a quantitative or qualitative measure of something you are building (20 miles/week).

The **Reviews** section gives you enough space to record progress. It's really useful to have this assessment on the same bit of paper. It creates a better picture of both what has been achieved and, perhaps, what you need to alter on your plan.

There's nothing in the world stopping you from drawing a line under a goal that turns out, when you review it, to be less relevant than you thought. Or adding a different one. As you make progress it's almost inevitable that you learn more about what you need to do. That's what learning's like.

4.2. Motivating and demotivating factors

Many factors are important for motivating someone to return to work. When people felt they could do a good job and help others they were more motivated to return to work. Good relationships in and out of the workplace also helped motivation.

As an employee

The people in this study say relationships with colleagues, how they feel about their work and how they are generally coping with their health influences whether they return to work.

Pain prevents people returning to work, but when the right motivation is present people can return to work despite their pain. Work then becomes therapy in which pain management is learnt, a return to normal activities is achieved and over time health improves.

It has been said that habits take one month to establish. Once a habit is established it is difficult to change even if you are keen to alter the situation. When people are out of work for a month, not working becomes their habit and a return to work becomes more difficult. As these interviews show, there are other influences such as the job, the manager and relationships with work colleagues that can positively influence and support your return to work.

In today's workplaces, there are unfortunately, many strong de-motivators at work. These can include:

- Inadequately Prepared and Equipped Leaders, Managers and Supervisors
- Poor Communication
- Out-Moded Employee Review & Evaluation Practices
- Boring, Dismal Work Environments
- Lack of Coaching and Mentoring
- Poorly Defined Career Paths
- Lack of Performance Recognition

These are but a few of the problems that are rampant within modern organizations, whether corporate, government or non-profit.

It is sad to realize that most (seventy percent) of the workforce 'feels' under appreciated and dissatisfied with their present employment and employer. This need not be the case. Most modern work does not need to be miserable, bland, or boring, after all, few people today labor in coal mines, steel mills or other such highly undesirable working environments.

4.3. Early career dilemmas and experiences

Case study 1: Career Dilemmas

I'm going into the 10th grade this year and I'm at that point in life where I have to start making some decisions on what I'm going to do after high school. Thing is, I don't have a clue what I want to do for a career. Is there any advice?

You are wise in asking for advice. There are so many opportunities available to us in America that it can be overwhelming. There are so many teenagers at a crossroad where they are being encouraged to determine a career path for the rest of their lives. Some young people that I talk with have known for a long time what they want to be,

but to be quite honest, you are not alone. Many, if not most students are in the same boat as you are when it comes to planning their future.

There are many practical things you can do to help determine what direction you want to go in. Talk to your school counselor and do a career assessment or aptitude test to show where your natural interests and abilities are. In our area there is a technical college that actually offers a course to help gauge your interests. Plus,

many local colleges offer the same services. From there you can research what kind of education you may need.

Each person is created to be unique. A friend of mine loves creative writing, the arts and photography and she writes newsletters, comes up with marketing ideas and does event planning. Still, her brother is totally the opposite: a whiz at math, science and has gone on to be a pilot. One career is creative, unstructured and is constantly changing, while the other is very structured. Let's face it; there's not a lot of creative liberty when you're flying an airplane!

Because of these differences, there are many things to consider when looking at career paths: Do you like working in groups or alone? Do you like more technical projects like fixing things or solving mathematical problems, or do you prefer those that require more creative liberties like writing or graphic arts? Are you more satisfied working in a structured atmosphere or one that is constantly changing with new challenges? These are things that a good career counselor or program will use to help determine the most suitable career path for you.

Still, there are other things that we suggest you try, and they are not only good for you, but provide valuable information for future resumes or college applications. Plus, you'll be helping others around you at the same time.

It's a win-win for everyone involved. Volunteer! There are many organizations looking for people who are willing to help out. Is there a group that you're passionate about and respect their mission? Volunteer and find out more about different types of jobs within the organization and what education the various people have.

Most of all, find something that you are passionate about. I am saddened every time I hear of someone who pursued a career with money as their only motive. They are often the most unfulfilled people I know. There's nothing wrong with pursuing a career that earns lots of money, but it shouldn't be the primary goal. A career is not meant to only

fulfill your own desires; more importantly, it is meant to be a service to others and your community. Find who the people are that you want to serve, and chances are you will find your career there as well.

Seek the counsel of others in your life. Speak with your parents, your friends and your youth pastor. Ask questions like, "What do you picture me doing in ten years?" Or "What type of job do you think I'd be good at?" Many times, others are more perceptive at seeing our gifts than we are. Another really good idea is to ask your

youth pastor about taking a spiritual gift analysis. This will often reveal things that might not show up on the aptitude test.

And lastly, do not be discouraged. There is a beautiful path ahead of you that no one but God could know. He has plans for you that are beyond your own, and he will use your life experiences to form who you are becoming. Yes, He will even use our mistakes to teach us incredible lessons about life. Trust that no matter what direction life takes you, he will be there to guide you. There are a lot of plans that we can make, but to be all that God created us to be means holding on to our plans loosely and letting Him direct our paths. He has plans for your future that are good! (Jeremiah 29:11) Seek Him and be obedient to Him and your life will leave a legacy of beauty and righteousness.

"In his heart a man plans his course, but the Lord determines his steps." – Proverbs 16:9

Case study 2: Career Dilemmas

Q: I am concerned about my future. I strive to be technical, but my job has changed and now focuses on project planning and managerial concerns. I am not the managerial type.

I am the EDI analyst for our organization. I love doing EDI, but I am concerned about the future of this career, and I have not completed my four-year degree. I don't know if I should augment my skill set with XML and middleware knowledge or finish my degree. Where do I go next?—DH

Rosenberg: Your challenges, although multidimensional, are not uncommon. Let's address your concerns piece by piece.

First, your job is evolving into something you dislike. This is a frequent issue, especially for the technical professional. Techies often withdraw from management responsibility. However, the transformation of your job from a technical position to a leadership role is testament to the faith your company has in your ability to lead.

Your employer may see a bright future for you in management, but if that's not something you seek, it is your responsibility to address this with your employer. My advice is to not simply address your concern—also suggest a remedy. Come to the

table with a plan, not a problem. Perhaps you can craft a role that lets you take a technical path parallel to a management path. Oftentimes, we see companies creating job tracks exclusively for the technically minded that offer the same rewards, challenges, and incentives as those afforded to employees on the management track.

Your second concern involves obsolescence of technology, and you are trying to weigh the value in learning a new technology (XML) or obtaining a four-year degree. If you are a regular Career Compass reader, you know my posture on college degrees: Regardless of how long it takes, that degree can be one of the most lucrative investments you make—in yourself.

When addressing the potential obsolescence of EDI, you will have to look at the future direction of your organization. Sure, the Web is a burgeoning environment, where more and more business is being transacted. However, good, old-fashioned EDI is still alive and well. Moreover, to many companies, EDI is the precursor of B2B e-commerce. Your company most likely values you and your 16 years of knowledge about the company's business.

My assumption is that whatever technical direction the company takes—Web, XML, and so on—it will probably take you along with it. As for the XML training, buy a book, take a class, or play with it on your own time. Who knows, perhaps you can recommend this new standard to your employer.



Distinguish between the dilemmas within the above two case studies?

4.4. Resources within the public sector that enhance personal development plan.

READ THROUGH APPENDIX 1 BELOW



What are the resources within the public sector that can enhance a personal development plan of an individual?

4.5. Mechanisms for obtaining feedback on current levels of competence and personal growth are identified and implemented

As an investment, personal development programs have the goal of increasing human capital or improving productivity, innovation or quality. Proponents actually see such programs not as a cost but as an investment with results linked to an organization's strategic development goals. Employees gain access to these investment-oriented programs by selection according to the value and future potential of the employee, usually defined in a talent management architecture including populations such as new hires, perceived high-potential employees, perceived key employees, sales staff, research staff and perceived future leaders.

Organizations may also offer other (non-investment-oriented) programs to many or even all employees. Typical programs [which?] focus on career-development, personal effectiveness, teamwork, and competency-development. Personal development also forms an element in management tools such as personal development planning, assessing one's level of ability using a competency grid, or **getting feedback from a 360 questionnaire** filled in by colleagues at different levels in the organization.

Feedback and evaluation

Employees should be provided with specific performance-related feedback to help them determine if they are achieving their goals. Frequent feedback is beneficial because it allows employees to adjust their level of effort to achieve their goals. Feedback from management should consistently be provided. However, feedback can also come from coworkers or customers. It may be in the form of tallies, charts, or graphs that depict performance over time. Feedback not only allows employees to assess their accomplishments, but it also provides them with the continued motivation to achieve their goals.

Not only should the employees be evaluated, but goals should be evaluated periodically. Because organizations face many changes, goals need to be flexible enough so that organizations can respond to dynamic environments. Goals that were set at the beginning of the year may not be realistic at the end of the year. When organizations set goals that are unattainable or unrealistic in the long or short run, employees become unmotivated. When evaluating the appropriateness of a goal, managers should determine whether or not the goal covers the most important aspects of performance. Are the goals realistic yet ambitious enough to motivate employees? Objectives should be measurable and specific. Objectives that are not measurable are often not directly tied to the organization's overall mission. They should be linked to rewards that are valued by employees and associated with specific time period.

