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**Occupation: - *Apparel Fashion Designing and Technology Supervision***

**NTQF Level – IV**

**Learning Guide # 01**

**Unit of competence: - Plan and Organize Work**

**Module Title: - Planning And Organizing Work**

bd07067_



**LG Code:** TXT FDT4 M01 **LO1, LO2 & LO3**

MODULE CODE: TXT FDT4 M01 06 1206

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| **Instruction Sheet - 1** | **Learning Guide#01Lo1** |

This learning guide is developed to provide you the necessary information regarding the following learning outcome and content coverage –

1.1 Set objectives

1.2 Plan and schedule work activities

1.3 Implement work plans

1.4 Monitor work activities

1.5 Review and evaluate work plans and activities

**Learning Instructions**

1. Read the specific objective of this learning guide.

2. Follow the instruction describes.

3. Read the information, and try to understand what are being discussed. Ask your teachers for assistance if the content is hard.

4. Accomplish the self-check.

5. Ask Key answers from your teachers or you can request your teacher to correct. Answer. You are to get the key answer only after you finished answering the self-check.

6.If you earned a satisfactory evaluation proceed to operation sheet 1.However if your rating is see your teacher for further instruction or go back to learning activity#1.

7. Submit your accomplished self-check. This will from part of your training portfolio

**Objectives of the course**

* To bring certainty in future event
* To provide specific direction
* Forecasting
* To bring economy in managerial operation
* To attain predetermined goals
* To get victor over competitions

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| **Information Sheet – 1** | **Learning guide #01Lo1** |

**Definition**

* ***Planning*** is the process of selecting and identifying appropriate organizational goals and course of action. It is the management of the organization future in an uncertain environment identifies the goals or objectives to be achieved, formulates strategies to achieve them. It is the process of setting [goals](http://www.investorwords.com/2187/goal.html), [developing](http://www.investorwords.com/14214/developer.html)  [strategies](http://www.investorwords.com/4775/strategy.html), and outlining tasks and [schedules](http://www.investorwords.com/4405/schedule.html) to accomplish the goals.
* **Organizing:** is an activity that establishes a structure of tasks and authority Operation managers establish a structure of roles and the flow of information within the operations subsystem. They determine the activities required to achieve the goals and assign authority and responsibility for carrying them out.

**LO1. Set objectives**

***“Objectives Are Necessary If Performance, Results, Influence, Company Survival & Growth”*** Peter Drucker



* **General objective** is a statement of the trend of the learning activity that describes the general orientation of a learning curriculum
* **A specific objective** also defines the trend of the learning activity, but it is formulated in terms of observable behaviors. The general objective is the first level of specification derived from an aim.
* **How do you start setting objectives?**
* **Be Realistic:-**Sometimes resources are not available.
* **Concentrate on what is important:-**Not all objectives have equal importance Prioritize.
* **Ask relevant questions**:-You must know exactly what is to be accomplished How, When, Who & Why.
* **Be results oriented**:-Be clear with your goals & communication Know what exactly you want to achieve**.**
* **Assign responsibility:-**Give specific responsibility for assignment areas.
* **Fix time frames**:-Set deadlines for results to be achieve.
* **Measure & Monitor**:-Evaluate & compare - seek / give feedback - revise plan if necessary - develop future objectives & plans**.**

**LO2. Plan and schedule work activities**

* ***Planning*** is the process of selecting and identifying appropriate organizational goals and course of action. It is the management of the organization future in an uncertain environment identifies the goals or objectives to be achieved, formulates strategies to achieve them.
* It is the process of setting [goals](http://www.investorwords.com/2187/goal.html), [developing](http://www.investorwords.com/14214/developer.html)  [strategies](http://www.investorwords.com/4775/strategy.html), and outlining tasks and [schedules](http://www.investorwords.com/4405/schedule.html) to accomplish the goals.
* **Scheduling** is determination of timing of events in the project i.e., When tasks will be performed? Simplistically, it’s a reflection of plan. In other words, ***planning*** is how, what and who whereas, ***Scheduling*** is When and Why. Schedule can also be defined as detailed plan of the project work tasks with respect to time.

**Scheduling** serves as catalyst to communications i.e., Scope, Work Definition, Sequencing & Logic, Resource Allocation and What if Analysis. Scheduling also provides comparison of actual progress against plan and help identify deviations from plan. Scheduling also enables early corrective actions and adjustments to plan.

Project scheduling is defined as *the process of determining when project activities will take place depending upon defined durations and precedent activities,*

Schedule constraints specify when an activity should start or end, based on duration,

Predecessors, external predecessor relationships, resource availability, target dates or other time constraints.

**Project scheduling** is a complex and iterative task which typically involves:

There are four main types of task dependency:

* ***Finish-to-Start (FS)***- a task must finish before the next can start;
* ***Start-to-Start (SS)***- a task must start before the next can start;
* ***Finish-to-Finish (FF)***- a task must finish before the next may finish; and
* ***Start-to-Finish (SF)***- a task must start before the next may finish.

**2.1 Allocate resources**

* Determine workload requirements, ***Resources*** are allocated as per requirements of the activity’
* Assigning resources based on the individuals available or skills required;
* Assigning equipment and facilities based on the performance and capacity;
* Determining workload requirements by individual or function for each week of the project; and
* Assessing training requirements - the extent to which resources have the required skills or expertise may significantly affect training estimates.

Prepare a workload analysis report which may be graphical or tabular in format.

The resource plan is only an estimate of the workload distribution. Automated resource planning

tools that link the schedule to the resource requirements may be used so that as the schedule

changes, the resource plan is updated automatically. Project planning and scheduling tools generally provide this functionality.

* **Six (6) Steps to Successful Schedules**

## Define the Schedule Activities

## Sequence the Activities: - This step is where we look at the different types of schedule dependencies such as finish-to-start, start-to-start, finish-to-finish, and start-to-finish to figure out how each of these activities relate to each other.

## Estimate the Resources Needed for the Activity

## Schedule Development: - This step is the process where the sequence of activities, resources needed for the activities, and the duration of each activity is used to optimize the overall project schedule.

## Monitoring and Controlling the Schedule: - The final step is monitoring and controlling the schedule. This step is performed throughout the life of the project and ensures that the work results lines up with the schedule plan. Schedule control requires the use of progress reporting, schedule change control systems, such as the use of project change requests, performance management, and variance analysis to determine if additional action is required to get the schedule back in line with the plan.

The statements below indicate how these processes may be applied in a workplace related to effectively planning daily work in completing your daily work tasks, activities and summative assessments you must be able to demonstrate competent employability skills in the workplace.

* **Teamwork**
* Working as an individual and as a member of a team
* Completing individual tasks to support team goals
* Participating in workplace communications toward team solutions
* Ability to develop effective work relationships
* **Problem Solving**
* Developing creative, innovative and practical solutions.
* Showing independence and initiative in identifying and solving problems.
* Solving problems in teams.
* **Initiative and Enterprise**
* Initiating innovative solutions.
* Demonstrating individual responsibility for completing tasks.
* Adapting to new situations.
* Identifying the need to refer tasks which fall outside scope of job/role to others.
* **How to Planning and Organizing the Work?**
* Being resourceful
* Taking initiative and making decisions
* Collecting, analyzing and organizing information
* Planning and organizing own work schedule for the day
* Manage time and priorities to complete work
* Participating in priority and goal setting
* **Self-Management**
* Articulating own ideas .
* Obtaining feedback on work performance and identifying opportunities for improvement.
* Take responsibility for planning and organizing own work priorities and completing assigned tasks.
* **Learning**
* Being open to learning new ideas and techniques.
* Encouraging, acknowledging and acting on constructive feedback from team members.
* **Technology**
* Using technology to plan with team members or clients.
* Using equipment as required to support daily work plans.

**LO3. Implement work plan**

***Implementation*** is the stage where all the planned activities are put into action. Before the implementation of a project, the implementers (spearheaded by the project committee or executive) should identify their strength and weaknesses (internal forces), opportunities and threats (external forces).

* 1. **Identify *Work methods and practices*  in consultation**
* **Legislated regulations and codes of practice**
* ***Legislation*** is a directive placed by a government or governing body on either an industry, a section of community or placed on people of a [country](http://www.differencebetween.net/tag/country/" \o "comparison of different countries) which must be complied with in order to remain within the legal boundaries of that particular country, community or industry. In industry, legislation acts as an external driver which must be met by all players in order to be compliant.
* **A *regulation*** refers to a specific requirement that can take on various forms, such as industry specific regulation or regulations that are much broader in scope. They are basically the way the legislation is enforced by regulators and they support the requirements of the legislation. In industry, they specify the particular formal (legal) requirements that need to be followed by organizations, workers and employers alike so as to create a level playing field within the competitive environment of the organizations as well as within a particular organization. This is so because regulations address product safety, consumer protection and other factors in public interest. The thing with regulations is that they could either be internally or externally developed so as a means of compliance, they may be developed through technical specifications or may be through some standards in the private sector.
* **Codes of practice**;- **It**  is a document prepared to provide practical guidance on how to comply with a general duty or specific duties *under Western Australian occupational safety and health laws.*

**A code of practice** may include explanatory information, recommendations for best practice, or references to occupational safety and health laws. While duty holders must comply with the underlying occupational safety and health laws, the preventative strategies outlined do not represent the only acceptable means of achieving a certain standard. **A code of practice** does not have the same legal force as a regulation and is not sufficient reason, of itself, for prosecution under the Act.

* **Codes of practice**:-
* Should be followed, unless there is another solution which achieves the same or better result; and
* Can be used to support ***prosecution*** for ***non-compliance.***
* **Industry regulations and codes of practice**
* Regulations can be defined as the rules which are authorized by the Government and approved by the public. They are made after taking into consideration the whole public at large, and so they must be followed by them. Violation of any regulation may cause severe penalty or punishment or both. In the parliament, when both the houses pass a bill it becomes an Act, and on the basis of the Act, regulations come into force.

**3.2 Implement Work plans in accordance with set time frames, resources and standards Work plan**

**Work Plan for a Product/Project**

Planning is determining the board lines that will direct the operations and preparing the basis and methods by which it is to be carried out. It is a frame work within which other tasks such as designing can be under taken. The word design means to plan something. It is usually done by drawing or sketching. Before attempting to construct a Product/project of your own design or others, you should prepare a work plan. A Work plan generally includes the following items.

1. A working drawing of the product

2. A bill of materials

3. A list of tools and equipment needed.

4. A list of the steps of procedure, in proper order, for making the product.

5. Approval by your instructor (if required) before making the product .

**1. Working Drawing**

A working drawing is a description of an object with all the information needed to make it, and it is a drawing from which you work. To read a working drawing one must know what certain kinds of lines, signs, and abbreviations mean. To become a production manager, a person must first learn to read this language.

The Working drawing must show:-

a. Shape of every part of the object/product

b. Sizes of all parts

C. Kind of material

d. Kind of finish

e. How many pieces of each part are wanted?

**2. Bill of Materials**

Bill of material is a list of the things a worker needs when he makes an object/product. The bill of material should show:-

a. The parts, identified by numbers or letters

b. The number of pieces needed for each part

c. The size of the materials

d. The shape and the kind of material

e. The unit cost of the material

f. The total cost of the object/product

**3. Work plan form sheet**

It is often easier to prepare a work plan if you use a form sheet

a. Bill of materials

b. Tools and equipment

c. Steps or procedure

When you prepare a work plan for a project which you wish to construct, you will be using procedures similar to those used in industry. The proper materials must be selected for each part, and the costs must be analyzed.

**4. Tools and Equipment**

Tools, machinery, and equipment must be provided, which are used to manufacture the product.

**5. Steps or Procedure**

The procedures must be carefully analyzed for most economical production. Your work plan, therefore, involves some of the kinds of activities which are performed by manufacturing engineers, industrial technicians, and skilled workers.

**Work Plan Form Sheet Example**

Example: - work plan form sheet for jacket

Name:- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level IV

Project: - jacket

Source of project idea, if not your own design

Estimated Time: - 3 hrs Actual Time: - 3 hrs

Approved By: - \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:- \_\_\_\_\_\_\_\_\_

**Bill of Materials**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Materials | Description | Unit | Quantity | Remark |
| 1 | fabric | Denim blue | meter | 3 |  |
| 2 | interlining |  | meter | 1 |  |
| 3 | Pattern paper (hard ) | Hard ( ብሩክቶን) | pieces | 5 |  |
| 4 | Pattern paper | standard | meter | 5 |  |
| 5 | buttons | For jacket | meter | 10 |  |
| 6 | Sewing thread | 100% polyester | roll | 1 |  |
| 7 | Pins | standard | packet | 1 |  |

**Tools and Equipment’s** is Scissors, sewing machine, seam reaper hand needle, ruler, pattern paper …

**Project operation/ steps/ procedures:**

* Prepare design and flat drawing
* Carryout and analyze body measurement
* Select raw materials
* Prepare pattern
* Lay, mark, and cut fabric
* Label and bundle cut fabrics
* Sewing preparation
* Sew/assemble the product pieces
* Apply Quality standards and finishing
* Packing

### Steps in Program Planning

1. [Analyze The Situation](http://www.omafra.gov.on.ca/english/rural/facts/96-007.htm" \l "2a)
2. [Identify Your Organization's Needs, Problems, Purpose and Goals](http://www.omafra.gov.on.ca/english/rural/facts/96-007.htm" \l "2b)
3. [State Program Objectives and Solutions](http://www.omafra.gov.on.ca/english/rural/facts/96-007.htm" \l "2c)
4. [Take Stock of Your Resources and Select Methods](http://www.omafra.gov.on.ca/english/rural/facts/96-007.htm" \l "2d)
5. [Plan the Details](http://www.omafra.gov.on.ca/english/rural/facts/96-007.htm" \l "2e)
6. [Do It!](http://www.omafra.gov.on.ca/english/rural/facts/96-007.htm" \l "2f)
7. [Evaluate](http://www.omafra.gov.on.ca/english/rural/facts/96-007.htm" \l "2g)

* **Daily work plans**:-it is routine work plan and prepare daily work plane from the main work plan.
* **Project plans:-**
* **Program plans: -** is deciding what needs to be done, and who does what, when and where. The two key elements in successful program planning are the program or project itself and the interest and involvement of group members. Following are seven steps which will help your organization choose and plan a successful program which will interest and involve the membership.

* **Resource plans:-**
* **Skills development plan: -** is a useful strategy for achieving professional growth. The ideal plan identifies long-term goals and outlines a detailed approach for developing job skills. A professional development plan may be created by a supervisor who works closely with his employee. Career counselors use job skills development plans to help clients achieve their career aspirations. New college graduates and career seekers can develop their own plans. Use these steps to create a job skills development plan.
* **Management strategies and objectives *Standards***

***Management strategies*** help senior leadership make better use of a company’s resources, whether financial, human or knowledge-based. A management strategy functions as a kind of road map or blueprint, guiding managers in the best ways to manage employees, implement change and oversee the organization’s long-term business and growth strategies. Some management strategies focus on specific aspects of a company’s operation, such as growth or employee relations, while others concentrate on integrating all aspects for the good of the company, its employees and its customers.

***Strategy***" is a word that is often thrown around in the business world, but it can mean different things to different people. Some experts define strategy as the science of creating and implementing a unique market position.

***Performance management****: -* is the process of creating a work environment or setting in which people are enabled to perform to the best of their abilities. Performance management is a whole work system that begins when a job is defined as needed. It ends when an employee leaves your organization.

***Evaluation systems***:-An employee evaluation is the assessment and review of a worker’s job performance. Most companies have an employee evaluation system wherein employees are evaluated on a regular basis (often once a year).

### Why Employers Use Employee Evaluations

* Regular employee evaluation helps **[remind workers what their managers expect](https://www.thebalance.com/what-s-the-big-deal-about-clear-performance-expectations-1919253)** in the workplace. They provide employers with information to use when making **[employment](https://www.thebalance.com/what-is-employment-1918114)** decisions, such as **[promotions](https://www.thebalance.com/a-promotion-rewards-an-employee-for-work-contributions-1918231)**, and **[pay raises](https://www.thebalance.com/what-is-a-raise-1918241)**.
* In a traditional employee evaluation, the manager or supervisor writes and presents the **[employee's contributions and shortcomings to the employee](https://www.thebalance.com/performance-improvement-plan-contents-and-sample-form-1918850).** The manager and employee then discuss improvements.
* The performance evaluation process in organizations is ongoing - every day - as the manager or supervisor observes and **[coaches each employee's performance](https://www.thebalance.com/tips-for-effective-coaching-1917836).**
* In many organizations with a formal employee evaluation process, employees are ranked and rated in comparison to other employees. Raises are assigned based on both the assessment ranking and the rating - usually 1-5 - that the manager assigns to the employee's performance.

**LO4 Monitor work activities**

* 1. **Monitor and compare Work activities**

***Monitoring*** is important at this implementation phase to ensure that the project is implemented as per the schedule. This is a continuous process that should be put in place before project implementation starts. It is routine or continuous measurement of progress while the performance is ongoing.

1. Checking and measuring progress
2. Analyzing the situation
3. Reacting to new events, opportunities, and issues

There are three distinct times when monitoring can occur:

* Before an event
* During an event and
* After an event
  1. **Monitor Work performance**
* **Easy Ways To Measure Employee Performance**
* Punctuality
* Quality of work
* Observe personal habits
* Check their attitude
* Review personal presentation
* Carry out a client survey
* Carry out random checks

The SAMIE model is a simple tool which can be used to monitor and evaluate your operational performance.

SAMIE stands for:

* S = Select
* A = Analyze
* M = Measure
* I = Improve
* E = Evaluate
* **Monitoring methods include:**
* **Observation** – your own plus feedback from other staff or contractors
* Review of records kept by management and staff
* Review of records received from other companies
* **Reporting** – regular reporting by the employee on agreed topics
* Regular discussions with your employees
  1. **Report deviations from work activities and recommendations are coordinate**
  2. **Compile reporting requirements**
* **Reporting Tips - How to compile (Prepare) a written report**

The purpose of a report is to communicate, your job, therefore, is to create a straight-forward piece of writing which, step by step, conveys to the readers clearly and unambiguously what happened, why and your recommendations. An investigation is pointless if you do not do this.

***PLAN*** the structure of your report using either the TOP-SET headings or by deciding the sections you require and writing each on a Post-it. Fill in the details of each section using smaller or different colored Post-its (you can stick them all on a wall/board and do this gradually, giving your self time to think). The Post-it method allows you to move stuff around and be flexible.

***WRITE*** your report working from your planned structure. This method of working cuts out many time consuming edits and results in a clean, clear, well constructed report.

***JUST DO IT*** or ‘Don’t get it right, get it written’. Even experienced writers can sit there paralysed trying to think of the right word/spelling/structure. It is hard just to get on with it but, if you do, the chances are it will be pretty close to what you want first time and you can edit it, tidy it up, get someone else to have a look later on. This works best if you create your skeleton plan with Post-its first and write from that.

***CLARITY*** is very important; you want your meaning to be crystal clear. So steer clear of jargon, big words and long, rambling sentences. You are not aiming for elegant writing here; remember it is all about communication and getting your message across.

The ***SUMMARY*** is an important part of your report; many more people will read it than will read the full thing. Basically you are providing the information Who, What, When, Where followed by Why (the underlying and root causes uncovered by the investigation) and then your recommendations based on these. A summary is often placed at the beginning so that it is accessible and so that the reader can decide whether they want to /need to read further.

***RECOMMENDATIONS*** are crucial and the whole reason for the investigation. These are the actions based on all of the underlying and root causes that your analysis threw up. It is important that ALL of the underlying and root causes are referred to and some sensible action recommended.

***CAUTION*** - It is important that you use neutral language without emotion much as you may have strong feelings that e.g. ‘management has been very lax and just didn’t have enough presence or input’ - it is your job to present a clear and objective case for actions based on the analysis of the data uncovered by your investigation so that the same or similar will not happen again. Finger pointing and emotional recriminations undermine this.

**LO5 Review and evaluate work plans and activities**

**Purpose of Performance Appraisal Systems**

* Goal: *Maintain Organizational Productivity*
* Results: - *Organization Productivity Individual Performance*
* Methods: *Individual Performance Goals*
* **Implement Feedback mechanisms**
* **Types of feedback**

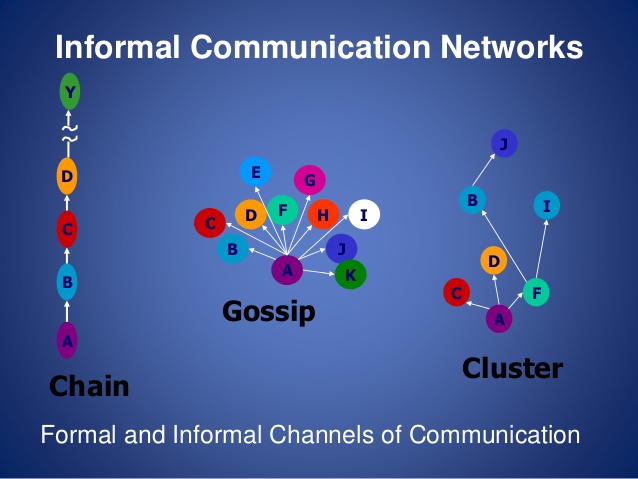
***Feedback*** is an essential part of communication. In its absence, communication can’t possibly be effective. It is the only way to appraise whether the message has been decoded correctly or not. Feedback in education helps both students and teachers strengthen the learning process and can help students improve the chances of their success. There are various types of feedback in current use. Below you will find a summary of some of the most popular types of feedback.

1. **Verbal (Written) feedback**

Firstly, whichever types of feedback you use, it will be either written or verbal. Verbal communication involves **exchanging of ideas** through the word of mouth including ‘face-to-face’, telephone or Skype in educational institutions. Globally, verbal feedback and communication is not generally considered to be formal unless it is recorded for later review. ***Verbal feedback*** usually takes place during class activities or after the marks for formal assessments have been allocated.

1. **Informal feedback**

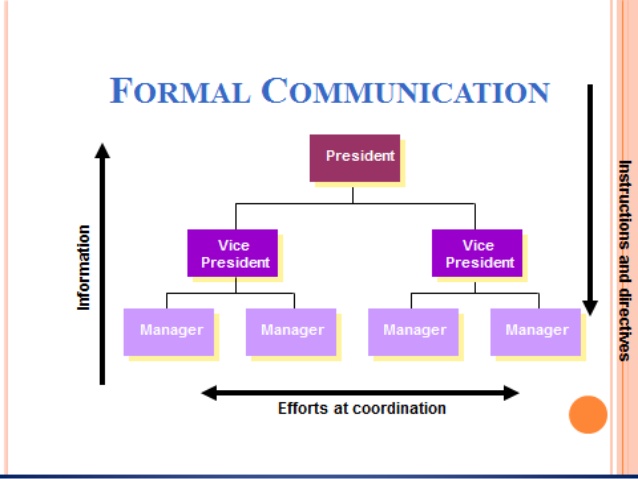
**An Informal communication** is the process of spontaneous exchange of information among various people of different status in the Informal Communication:



**Informal customer feedback is input a business receives from customers through informal conversations between employees and customers as well as social conversations among customers.** Informal feedback contrasts formal feedback garnered through customer survey programs and other specific research tools used to evaluate customer thoughts and feelings.

1. **Formal feedback**

***Formal Communication***: - is the process of exchanging information by following the prescribed or official rules.

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**"Formal feedback" is an intentional and planned process of giving feedback to an employee in a workplace.** Job evaluations are a common example of a formal feedback process. Others include weekly progress review meetings and mentor meetings for coaching and development.